

Brownsville Independent School District
Lopez Early College High School
2016-2017 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	8
Student Achievement	10
School Culture and Climate	12
Staff Quality, Recruitment, and Retention	13
Family and Community Involvement	15
School Context and Organization	16
Technology	17
Comprehensive Needs Assessment Data Documentation	19
Goals	22
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	22
Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.	27
Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.	30
Goal 4: The students will be encouraged and challenged to meet their full educational potential.	35
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.	37
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.	39
Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.	43
Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrated technology to make informed decision and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.	51
State System Safeguard Strategies	52
State Compensatory	54
Budget for Lopez Early College High School :	54
Personnel for Lopez Early College High School :	55
Title I	56
Schoolwide Program Plan	56

Ten Schoolwide Components	56
Title I Personnel	61
2016-2017 Site-Based Decision Making Committee	62
Campus Funding Summary	63

Comprehensive Needs Assessment

Needs Assessment Overview

Lopez 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 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:

- PBIS/Review 360
- NEIT (teacher evaluation system)

1. Odyssey: Compass Learning Instructional Program

2. Technology-based Instruction

3. Project-Share

4. Texas Literacy Initiative

5. 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 2013-14 Texas Academic Performance Report:

- White Hispanic - 99.3%
- Asian - 0.0%
- African American - 0%
- Two or more Races - 0.1%
- American Indian - 0%
- Pacific Islander - 0%
- Economically Disadvantaged -99.0%
- English Language Learners-11.8%
- Special Education-16.0%
- At-Risk-64.90%

The retention rate is as follows at Lopez Early College High School for all students is 14.4% and At-Risk students 20.0%. 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

Demographics Needs

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

- Keep at-risk students in school through support services provided by dean of instruction, dropout specialist, and communities in schools, probation officer, at-risk counselors, Migrant teacher and clerk
- Provide effective programs for at risk students including all subpopulations (7.10;7.11)
- Increase and maintain graduation rates to meet district goals
- High number of ELL and Sp. Ed. Population
- Increase participation in Dual Enrollment HS Program by hiring teachers who are qualified
- Decrease dropout rate

Student Achievement

Student Achievement Summary

Lopez Early College High School met standard in all the indices of the Texas Education Agency 2014 Accountability Report. The indices and scores are in Student Achievement with an index score of **62**, Closing Performance Gaps with an index score of **39**, and Postsecondary Readiness with an index score of **60**.

As a campus for all subjects combined **62%** of students scored at a phase-in satisfactory standard while the passing rate for subpopulations was **31%** for Special Education, **62%** for Economically Disadvantaged, **50%** for At-Risk, and **39%** for English Language Learners.

In English Language Arts as a campus group **50%** of the students scored at a phase-in satisfactory standard while the passing rate for subpopulations was **21%** for Special Education, **49%** for Economically Disadvantaged, **47%** for At-Risk, and **22%** for English Language Learners.

In Mathematics as a campus group **71%** of the students scored at a phase-in satisfactory standard while the passing rate for subpopulations was **36%** for Special Education, **71%** for Economically Disadvantaged, **62%** for At-Risk, and **61%** for English Language Learners.

In Science as a campus group **71%** of students scored at a phase-in satisfactory standard while the passing rate for subpopulations was **40%** for Special Education, **71%** for Economically Disadvantaged, **62%** for At-Risk, and **49%** for English Language Learners.

In Social Studies as a campus group **89%** of students scored at a phase-in satisfactory standard while the passing rate for subpopulations was **66%** for Special Education, **89%** for Economically Disadvantaged, **54%** for At-Risk, and **82%** for English Language Learners.

Student Achievement Strengths

The Texas Education Agency Calculates student progress based upon current and prior year in the areas of Mathematics and English Language Arts for each student. In the most recent accountability report Lopez Early College HS showed **42%** of all students tested met or exceeded in the areas of Mathematics.

In addition, **39%** of all English Language Learners testing in mathematics met or exceeded progress according to the state calculation. Lopez Early College High School received two out of six distinction designations in the areas of Science and Social Studies. When

compared to similar schools across the state Lopez Early College High School ranked in the top quartile in the area of EOC Biology Performance (Level III) and EOC U.S. History Performance (Level III).

Student Achievement Needs

Lopez Early College High School must address the following needs:

- Increase academic achievement in EOC Reading/ELA
- Scientific Learning Program for our English At-Risk students and all subpopulations (1.1)
- Increase academic achievement in EOC Mathematics
- ALEKS Program for our math At-Risk student and subpopulations (1.1)
- Decrease the performance gap between all students and Special Education Students in all areas
- Decrease the performance gap between all students and English Language Learners in all areas
- Provide summer regaining of credit and summer enrichment opportunities (3.19)

- Improve on SAT performance
- Increase ACT and SAT participation and performance
- Improvement on Index 4- Postsecondary Readiness
- Increase academic performance in all areas for all subpopulations (1.1;3.1;7.2;7.3;7.5)

School Culture and Climate

School Culture and Climate Summary

Lopez Early College High School administration and staff takes preventive measures for safety and emergency management purposes. Procedures to promote safety include stationing security personnel at various points of school for monitoring. Disciplinary policies are progressive with counseling services offered at various stages of the discipline process. Discipline data is entered in review 360 where it is subsequently monitored for trends in behaviors.

School Culture and Climate Strengths

- Designation as an Early College High School
- TLI Specialist Support
- At-Risk Counselor Support for students at risk of dropping out
- Drop out specialist support to increase the graduation rate and prevent students from dropping out
- STAMP Program
- Rachel's Challenge Program

School Culture and Climate Needs

- Increase daily attendance
- Increase daily Teacher Attendance
- Provide all faculty and staff Professional Development in affective domains (1.2)
- Provide incentives for students to improve culture and climate

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Lopez Early College High School employs teachers that are highly qualified to teach in their content areas for all academic areas. New teachers are provided support through a variety of ways including, but not limited to Texas Literacy Instructional Coach, campus Dean of Instruction observation feedback, assigned mentor teachers, Teachers Teaching Teachers, Department Chair Classroom Observation Feedback, Campus administration, and trainings both inside and outside the district. Current initiatives help build capacity. In addition, Lopez teachers receive support to teach students at a higher level through professional growth opportunities which are offered at the district level during the school day, after school, weekends, and out of district as needed. Teachers at Lopez Early College attend professional growth opportunities as needed and determined in collaboration with faculty and administration.

Staff Quality, Recruitment, and Retention Strengths

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

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

Staff Quality, Recruitment, and Retention Needs

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

- Increase the number of teacher-led professional development
- Increase the number of teachers with a master's degree that could offer dual enrollment courses

- Provide high quality professional development in all core areas in order to improve teacher quality and student academic achievement (1.2).
- Provide Curriculum Writing projects aligned to district curriculum by incorporating best practices and technology (1.3).
- Include teachers in the decisions regarding the use of academic assessments in order to improve overall student academic achievement (1.1)

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

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

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

Family and Community Involvement Needs

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

- Alternate time for parent meetings
- Increase involvement of parents in decision making
- Increase the number of parent volunteers for all sub-populations (6.3, 6.5, 7.19)

School Context and Organization

School Context and Organization Strengths

The following Strengths have been identified:

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

School Context and Organization Needs

The following needs have been identified:

- Incentives for teachers and students
- An increase in the number of students who currently participate in extracurricular activities

Technology

Technology Summary

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

Technology Strengths

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

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

Technology Needs

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

- Professional Development for teachers in different content areas
- Increase Project Base Learning
- Scientific Learning Program for our English At-Risk students (1.1)
- ALEKS Program for our math At-Risk student (1.1)
- Computers and Laptops for all subpopulations (1.5, 7.5)
- Projectors for all subpopulations (1.5)
- iPads for Math and ELA computer programs to target all subpopulations

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 1: LHS will increase completion rate to 95% and increase graduation rate to 90% and improve at-risk student achievement 5%.

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 2: A minimum of 90% of Lopez Early College High School students will achieve a Level II Recommended Performance on EOC ELA, Algebra I, Biology, and US History Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance on EOC, English Language Arts, Algebra I, Biology, and US History tests.


Summative Evaluation: EOC scores / TELPAS

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>1) Instruction by highly qualified teachers will be Implement an integrated, challenging, technological, standards-based, inquiry-centered curriculum in order to improve the quality of instruction and increase student performance on state assessments (including all instructional materials supplement core curriculum).</p> <p>Population: TI, AR students Timeline: August 2016-June 2017 CNA P. 10</p>	1, 2, 3, 10	C & I Specialists Principal Dean of Instruction Primary Appraiser Department Chairs Counselors Teachers Inclusion Teachers Librarian	Formative: Lesson plans, Common planning agendas, Benchmarks test scores, Computer assisted instruction usage reports Summative: EOC District Reports and TAPR Reports				
Funding Sources: Title I-A - \$166133.00, State Compensatory - \$2919.00, Title I-A - \$19664.00, Local - \$5119.00, Title I-A - \$3000.00, Title I-A - \$7000.00, Title I-A - \$4950.00							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) All core teachers will attend professional development sessions in order to increase student academic achievement.</p> <p>Timeline: August 2016- June 2017 Population: TI, AR, GT, Special Education, CTE Teachers CNA pg. 12</p>	1, 2, 4	C & I Specialists Principal Dean of Instruction 9-12 Grade Teachers TLI Teacher Specialist	<p>Formative: ERO Session evaluations, Walkthroughs, Lesson plans</p> <p>Summative: ERO Transcript PDAS Evaluations, Student State Assessment Scores</p>					
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Teachers will participate in focused Curriculum Writing projects aligned to district curriculum on all core areas by incorporating best practices and technology as listed below to increase student performance and interest in reading and writing across the curriculum.</p> <p>Population: Core Area Teachers Timeline: August 2016 - June 2017 CNA P.14</p>		1, 2, 4	C & I Specialists Bilingual Specialist Principal Dean of Instruction Primary Appraiser Department Chair TLI Teacher Specialist Bilingual/ESL	<p>Formative: Benchmark scores, CPA scores</p> <p>Summative: State assessment data</p>				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) At Risk students, identified through assessment data analysis and progress reports, will receive targeted interventions and tutorials as well as accelerated instruction. Instruction and interventions will support research-based activities in order to increase state assessment performance and course completion percentage:</p> <p>Population: AR Students Timeline: September 2016- June 2017</p> <p>CNA: Pg. 11</p>		1, 2, 9	Dean of Instruction C & I Specialist Classroom Teachers At Risk Reading Teacher Dyslexia Teacher TLI Teacher Specialist Department Chairs	<p>Formative: Benchmark Scores, Progress Reports, Report Cards</p> <p>Summative: graduation rate, completion rate, TAPR Summary</p>				
		Funding Sources: Title I-A - \$35000.00, Title I-A - \$5000.00						
		Funding Sources: Title I-A - \$16000.00						
		Funding Sources: Title I-A - \$25000.00						

<p align="center">Critical Success Factors CSF 1</p> <p>5) Teachers will promote student engagement and differentiate instruction by integrating various uses of technology and hands-on activities in their classroom instruction every six-week grading period.</p> <p>Population: AR, TI, SPED, MI, GT, BIL Teachers</p> <p>Timeline: August 2016 - June 2017</p> <p>CNA: Pg.17</p>	1, 2	9-12 Teachers Dean of Instruction Department Chairs	Formative: Walkthrough data, lesson plans Summative: Computer Assisted Instruction Usage Reports				
Funding Sources: Title I-A - \$75228.00, Title I-A - \$13590.00							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Provide teachers with the necessary support, including appropriate research-based strategies, to implement the district initiatives to meet the needs of the students and ensure their success. ,STEM ,Math Meet ,Science Fair ,Spelling Bee ,Review 360 ,6 + 1 Traits ,Balanced Literacy Model ,Tango Central / Tango Trends ,Living with Science / EduSmart ,STARLAB ,History Fair ,Brownsville Kids Vote ,Mock Trial ,ECH Symposium ,TLI Routines/Strategies ,HEB Read 3 ,C&I ELA Summit ,Inclusion ,Special Olympics ,SIOP / ELPS ,Bilingual Model ,LUCHA Program ,Rosetta Stone ,ELL Portfolio ,Adaptive Curriculum ,</p> <p>Population:TI, MI,BIL, SE, AR, GT, DYS, CTE, All, students</p> <p>Timeline: August 2015-June 2016</p> <p>CNA:13</p>	1, 2, 4	C&I Administrators Specialists District Lead Teachers Principal Dean Dept Chairs	Formative: Classroom observations ERO Session Evaluations Benchmark Scores BOY/MOY/EOY data analysis Fluency checks noted in report card Summative: EOC scores TELPAS				
Funding Sources: No Funds Required							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) Provide annual Response to Intervention (RtI) Training of Trainers (TOT) for campus staff to implement intervention through the RtI 3 Tier Model in order to support student academic growth and success.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, BIL Teachers</p> <p>Timeline: July 2015 - June 2016</p> <p>CNA Pg. 13</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Specialists, District Lead Teachers, Principal, Dean, Dept Chairs & Teachers</p>	<p>Formative: walkthrough data ERO Session Evaluations, Lesson Plans</p> <p>Summative: PDAS Evaluations, ERO Transcript</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>8) Core area teachers will plan lessons, share materials, contact parents, prepare tutorial lists, conduct data review sessions and plan aligned assessments so that they can provide focused instruction and improve student performance on all state assessments.</p> <p>Population: Core area teachers</p> <p>Timeline: August 2015-June 2016</p> <p>CNA: 13</p>	<p>1, 2, 6, 8, 9</p>	<p>Principal Dean Assistant Principals Department Chairs Core area teachers Inclusion teachers TLI Specialist TST</p>	<p>Formative: Sign-in Sheets, Agendas, ERO Transcripts, ERO Evaluations</p> <p>Summative: Lesson plans, Parental phone logs, tutorial student lists</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>9) Campus will provide supplemental support by providing personnel in order to provide additional support to the regular educational program 4 Math, 2 Library Aides, 2 Nurses, 1 teacher aide and 1 clerical assistant I.</p> <p>Population:</p> <p>Timeline: August 2015 - June 2016</p> <p>CNA: pg. 11</p>	<p>1, 2, 3, 4, 5, 6, 8, 9</p>	<p>Principal Dean Assistant principals Department Chairs</p>	<p>Formative: Position Control Report</p> <p>Summative: PDAS Evaluations, EOY personnel evaluations</p>				
<p>Funding Sources: Title I-A - \$382788.00</p>							

<p>10) Strategies to attract high-quality teachers to our school include: stipend paid to core tested areas, on-going professional development and free health insurance.</p> <p>Population: All Teachers Timelilne: August 2015 - June 2016 CNA: pg. 13</p>	5	Principal Dean Assistant principals Department chairs	Formative: Winocular Summative: 6 wks grades, and EOC results				
Funding Sources: Title 2A - TPTR - 255							
<p>11) Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance.</p> <p>Population: All Teachers Timeline: August 2015- June 2016 CNA: Pg. 14</p>	1, 3, 4, 5	Principal Dean Assistant Principals	Formative: Six weeks assessments and Semester Assessment Summative: District Benchmark Scores and EOC Scores				
Funding Sources: No Funds Required							
							






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

Performance Objective 1: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting level III commended performance.

Summative Evaluation: TAPR Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Participation in Clinics, Concerts, & Competitions: All-City Band Clinic and Concert BISD Drum Line Marching TMEA Solo & Ensemble Color Guard UIL Concert & Sight Reading Summer Camp Population: Fine Arts Students Timeline: August 2015-May 2016 CNA: _____	1	Fine Arts Administrator Principal Band Directors	Formative: Lesson plans, progress reports, walkthroughs, grades, student/student group performances Summative: Performance ratings				
	Funding Sources: No Funds Required						
2) Participation in Clinics, Concerts, & Competitions: UIL Solo & Ensemble All-City Choir Clinic & Concert Choir Evaluations UIL Concert & Sight Reading Consumables (C) Transportation (C) Population: Fine Arts Students Timeline: August 2015 -May 2016 CNA: _____		Fine Arts Administrator Principal Choir Director	Formative: Lesson plans, progress reports, walkthroughs, grades, student/student group performances Summative: Performance ratings				
	Funding Sources: No Funds Required						

<p>3) Participation in Exhibits: Local, Regional, and State Art competitions, Art exhibits and events. BISD District Art Competition/Exhibition Arts Supply Consumables</p> <p>Population: Fine Arts Students Timeline: August 2015 -May 2016 CNA: _____</p>	1	<p>Fine Arts Administrator Campus Principals Visual Arts Teachers</p>	<p>Formative: Lesson plans, progress reports, walkthroughs, grades, student/student group performances Summative: Performance ratings</p>				
Funding Sources: No Funds Required							
<p>4) Participation in clinics, performances: Attend TETA Conference One-Act Play Clinic One-Act Play Zone, District, Area and State Level Population: Fine Arts Students Timeline: August 2015 -May 2016 CNA: _____</p>	1	<p>Fine Arts Administrator Campus Principals Theatre Arts Instructors</p>	<p>Formative: Lesson plans, progress reports, walkthroughs, grades, student/student group performances Summative: Performance ratings</p>				
Funding Sources: No Funds Required							
<p>5) Participation in Dance activities: Evaluation performance In-service training Ballroom Training, Woodlands, TX Red Hot Ballroom Competition Dance Consultants Dance Consumables</p> <p>Population: Fine Arts Students Timeline: August 2015 -May 2016 CNA: _____</p>	1	<p>Adjudicators Awards\</p>	<p>F: Lesson plans, progress reports, walkthroughs, grades, student/student group performances S: Performance ratings</p>				
Funding Sources: No Funds Required							
<p>6) Visual Arts program will participate in various exhibits, trainings, etc., to enrich the campus program: UIL VASE competitions, Region & State Attend TAEA and NAEA conferences Attend AP Art Studio Training</p> <p>Population: Fine Arts Students Timeline: August 2015-May 2016 CNA: _____</p>	1	FA Magnet	<p>Formative: Lesson plans/portfolio evaluation Summative: Art Evaluations</p>				

<p>7) Participate in the Young Artist Festival and Gold Cup Festival. Piano Repair Piano</p> <p>Population: Fine Arts Timeline: August 2015-May 2016 CNA _____</p>	1	Fine Arts Administrator Principal Piano Teachers	F: Lesson plans/portfolio evaluation S: Performance ratings				
Funding Sources: No Funds Required							
<p>8) Participate in BISD Estudiantina Contest and Festival. Participate in UTB Guitar Ensemble Festival. Guitar consumables UIL Solo & Ensemble contest fees BISD All-City Estudiantina</p> <p>Population: Fine Arts Students Timeline: August 2015-May 2016 CNA: _____</p>	1	Fine Arts Administrator Principal Fine Arts Teacher(s)	Formative: Group performance, lesson plans, progress reports, walkthroughs Summative: Performance ratings				
Funding Sources: No Funds Required							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: Lopez Early College Highs School will develop prevention and intervention strategies that increase at-risk student achievement on EOC by 10%, increase at-risk student attendance by 10%, increase the High School Completion Rate to 95%, and increase the Graduation Rate to 85%.






Summative Evaluation: EOC, At-Risk Student Attendance Rate, Retention Rate, Completion Rate, and Graduation Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Tutorials and remediation strategies in core-area subjects for low-performing students will be implemented by the 3rd week of school in order to decrease the retention rate and improve student achievement. Lopez High School will provide supplies to support tutorials and remediation strategies in core area subjects for low performing students in order to decrease the retention rate and improve student achievement.</p>	2, 3, 9	Principal, Dean of Instruction, Assistant Principals, TLI Teacher Specialist, Team leaders, Department Chairs, 9-12 grade teachers, Administrator State Compensatory Education	<p>Formative: ESchoolPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports.</p> <p>Summative: EOC, Retention Rates, Completion Rates, and Graduation Rates.</p>				
Funding Sources: State Compensatory - \$33065.00, State Compensatory - \$16443.00, State Compensatory - \$55001.00, Title I-A - \$40000.00, State Compensatory - \$5000.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>2) Classify At-Risk students by criteria in order to provide appropriate interention strageties.</p> <p>Population: At-Risk Timeline: August 2015- October 2016</p>	10	Principal PEIMS At-Risk Counselor	<p>Formative: EschoolPlus , Special Programs Report, student Progress reports</p> <p>Summative: STAAR/EOC Dropout Rate, graduation Rate, Completion Rate</p>				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>3) The At-Risk Counselor will promote tutorial programs/opportunities, monitor and coordinate intervention programs designed to serve at-risk students.</p> <p>Population: At-Risk, T1, M1, LEP Students Timeline:August 2015-June 2016 (Daily)</p>	10	Campus Principal Campus Counselors Administrator for State Compensatory Education	<p>Formative: Eschoolplus, At Risk Progress Report, Student Logs, Student progress Reports, Benchmark Scores</p> <p>Summative: STAAR/EOC, Dropout Rate, Retention Rate, Completion Rate, Graduation Rate</p>				
Funding Sources: State Compensatory - \$66128.00							

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Campus personnel will provide opportunities for all students to enroll in Lopez High school without standard proof of address and will be referred to homeless department. Support services for students identified as homeless will be provided. Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless.</p> <p>Population: AR, T1, MI, LEP Timeline: August 2015-June 2016</p>	10	Homeless Liaison PEIMS administrator Registrar Clerk	<p>Formative: Monthly ESchoolPLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless.</p> <p>Summative: STAAR/EOC, Dropout Rate, Retention Rate</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>5) Increase coordination between the campus ESL clerk, migrant clerk, special education clerk and home visitors to determine the whereabouts of non-returning students and to ensure appropriate documentation is in place to recover and document non-returning students.</p> <p>Population: AR, T1, M1, LEP Timeline: August 2015 - September 2016</p>	10	Principal PEIMS Staff	<p>Formative: ESchoolPLUS generated student roster with ESL, ELL, and Migrant indicators</p> <p>Summative: Dropout Rate, Completion Rate, Graduation Rate</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rates.</p> <p>CNA: Pg. 8</p> <p>Population: AR Students Timeline: August 2015 -May 2016</p>	10	Dean, Program Specialist, Administrator for State Compensatory	<p>Formative: Eschool plus, At-Risk Reports, Student Progress reports, benchmark scores</p> <p>Summative: STAAR/EOC, Retention Rates, Dropout Rates, Completion Rates, Graduation Rates</p>				
<p>Funding Sources: State Compensatory - \$45273.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>7) A probation officer will work with students who are on probation to improve behavior and to maximize classroom performance.</p> <p>Population: At-Risk Timeline: August 2015-June 2016 (Daily) CNA p.8</p>	10	Campus Administrator, Administrator for State Compensatory Education	<p>Formative: Eschoolplus, At Risk Progress Reports, Student Progress Reports, Benchmark Scores</p> <p>Summative: STAAR/EOC, Dropout Rate, Completion rates and Graduation Rates</p>				
<p>Funding Sources: State Compensatory - \$20000.00</p>							

<p align="center">Critical Success Factors CSF 5</p> <p>8) In order to create a community of caring adults, Communities in School (CIS) will bring resources and services to students and parents to improve academic achievement and attendance.</p> <p>Population: AR, T1,M1, LEP Timeline: August 2015 - June 2016 (Daily)</p>	1, 10	Principal, Administrator for State Compensatory Education Department	Formative: Eschoolplus, At Risk Progress Reports, Student Progress Reports, Benchmark Scores, Summative: STAAR/EOC, Dropout Rate, Graduation Rate, Completion Rate				
Funding Sources: State Compensatory - \$23136.00							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>9) A summer bridge for incoming freshman and cohort express for at-risk/ title IA students will be offered in the summer time to ensure students stay in school and graduate on time.</p> <p>Population:At-risk Timeline:June 2016</p> <p>CNA: pg. 9</p>	2, 3, 9	High School Principal	Formative: Student Transcripts Summative: Graduation Rate, Completion Rates				
Funding Sources: Title I-A - \$18300.00, Title I-A - \$2340.00, Title I-A - \$1560.00, Title I-A - \$8640.00, Title I-A - \$5200.00, Title I-A - \$360.00, Title I-A - \$19800.00							
<p align="center">Critical Success Factors CSF 1</p> <p>10) 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 Timeline" August 2015- June 2016 (Daily)</p>	3	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR/EOC				
Funding Sources: State Compensatory - \$179562.00							
<p align="center">Critical Success Factors CSF 1</p> <p>11) The Dean of Instruction will 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 rates.</p> <p>Population: AR Students Timeline: July 2015 - June 2016</p>	4	Campus Administrator, Administrator for Sate Compensatory Education, Administrator for Special Programs.	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: EOC/STAAR, Attendance Rate, Graduation Rate, Completion Rate, Graduation Rate				
Funding Sources: State Compensatory - \$62168.00							

<p>12) 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: AR Students, Dyslexia Students Timeline: August 2015- June 2016 (Daily)</p>	10	<p>Campus Administrator, Administrator for Sate Compensatory Education, Administrator for Special Programs.</p>	<p>Formative: Teacher Lesson plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: EOC/STAAR and Attendance Rate</p>				
Funding Sources: State Compensatory - \$25434.00							
<p align="center">Critical Success Factors CSF 1</p> <p>13) Provide computer-based instruction (A + Program, LWS, Compass Odyssey) in the foundation curriculum and adaptive-assisted devices 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 Timeline: August 2015 - June 2016</p>	2, 9	<p>Campus Administration, Administrator for Sate Compensatory Education, Administration for Special Programs</p>	<p>Formative: eSchoolPLUS, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR/EOC, Dropout Rate, Retention Rate, Graduation Rate, Completion Rate</p>				
Funding Sources: State Compensatory - \$2500.00, Title I-A - \$4800.00, Title I-A - \$5400.00							
<p>14) 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 Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Population: High School AR Students Timeline: August 1, 2015 - June 5, 2016 (As needed)</p>	1, 4	<p>Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
Funding Sources: No Funds Required							
<p>15) 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 Timeline: July 1, 2015 - June 30, 2016 (As needed)</p>	1	<p>Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				






<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>16) Teachers will plan for Summer Bridge Program in order to align instruction to meet campus academic goals and smoothly transition students into High School.</p> <p>Population: All in-coming Freshmen Timeline: July 2016</p>	Administration and Program Administrators.	ERO Transcript SRN Number Sign-In Sheets Agendas				
	Funding Sources: Title I-A - \$4200.00					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Lopez Early College will increase student attendance rate to 96%.

Summative Evaluation: Attendance Percentage for the Year

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Facilitate the Parent's ability to monitor attendance via Phone Master availability by consistently checking phone master data and phone master e-mail by campus personnel. Consistent updating of student information to facilitate parent monitoring of student attendance campus wide. Conduct home visits as necessary</p> <p>Population: All students Timeline: August 2015-May 2016 CNA: _____</p>	1, 2, 6	Computer Services Admissions & Attendance Attendance Clerks PEIMS Supervisor Data Entry Clerk	Formative: District campus reports Summative: Yearly attendance reports.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring/management. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential</p> <p>Population: TI, MI, LEP,SE, AR, GT,DYS Timeline: August 2015-May 2016 CNA: _____</p>	1, 2	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office Summative: TEA School Report Card				






<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>3) Train attendance clerks and parent /attendance liaisons to consistently monitor and communicate student's daily absences and tardiness to parents and staff</p> <p>Population: TI, MI, LEP,SE, AR, GT,DYS</p> <p>Timeline: August 2015-May 2016</p> <p>CNA: _____</p>		<p>Attendance Office Principal Campus PEIMS Supervisor Attendance Clerks Parent Liaisons Student Accounting Data Entry Clerk</p>	<p>Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office Agenda Sign-in sheets Six weeks Attendance Report Phone Master Daily Log</p> <p>Summative: District Attendance Reports</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>4) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year.</p> <p>Population: TI, MI, LEP,SE, AR, GT,DYS</p> <p>Timeline: August 2015-May 2016</p> <p>CNA: _____</p>	1	<p>Principal PEIMS Supervisor Data Entry Clerk Student Accounting</p>	<p>Formative: Campus documentation Summative: District attendance reports</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation: Lopez Early College High School will improve in the overall wellness of the students, staff as well as the community members by promoting healthy lifestyles, and awareness.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 6</p> <p>1) Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, and violence prevention.</p> <p>Population: All Students Timeline: August 2015 to May 2016</p> <p>CNA: ____</p>	1	Counselors, Administration	Formative: Sign in sheets Summative: Discipline Referral Count				
<p>2) In School Suspension ISS will be restructured to meet the needs of students and bring in implementation of compass odyssey.</p> <p>Population: All Students</p> <p>Timeline: August 2015 to May 2016</p> <p>CNA:</p>		Principal, Assistant Principals	Formative: Walk-throughs Summative: ISS Attendance Rates				
<p align="center">Critical Success Factors CSF 6</p> <p>3) Instructional Strategies Provide classroom instructional strategies to keep students engaged and away from discipline issues.</p> <p>Population: All Students Timeline: August 2015 to May 2016</p>	1	Principal, Assistant Principals, Security Monitor	Formative: Walk-throughs Summative: Reduction in discipline referrals. EOY Reports				

<p align="center">Critical Success Factors CSF 6</p> <p>4) Teachers will document all incidents and/or discipline referrals using Review 360 in order for interventions to be implemented to address discipline trends.</p>	1	Principal Assistant Principals Teachers RTI administrator	Formative: Review 360 Reports Summative: Reduction in discipline referrals. EOY Reports				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.


Performance Objective 1: Lopez Early College High School will increase the number parents involved in campus/district parental involvement activities during each school year by 10%.

Summative Evaluation: Agendas, Sign-in sheet, parent volunteer

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation</p> <p>Population: All Parents Timeline: August 2015 - June 2016</p>	1, 2, 6	Principal Dean Parent Liaison	<p>Formative: Campus Parental Involvement Policy TitleI-A Parental Involvement Compliance Checklist</p> <p>Summative: Composite of End of Year Survey</p>				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Disseminate School-Parent-Student Compacts indicating each responsibilities to ensure student achievement</p> <p>Population: All Parents Timeline: August 2015 - June 2016</p>	1, 2, 6	Principal Assistant Principal Parent Liaison	<p>Formative: School-Parent-Student Compacts TitleI-A Parental Involvement Compliance Checklist</p> <p>Summative: Composite of End of Year Survey, EOC, Attendance rate, Discipline referrals</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>3) Conduct an Annual Title I Meeting to inform parents of service provided through Title I funds. Refreshments</p> <p>Population: All Parents Timeline: August 2016- June 2017</p> <p>CNA: pg. 15</p>	1, 6	Principal Parent Liaison	<p>Formative: Parental Involvement Compliance Checklist</p> <p>Summative: EOY Parental Survey</p>				
Funding Sources: Title I-A - \$2000.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Conduct an Annual Title I Parent Survey to evaluate the effectiveness of Parental Involvement efforts.</p> <p>Population: All parents Timeline: March 2015 - April 2016</p>	1, 2, 6	Principal Assistant Principal Parent Liaison	<p>Formative: Survey Results Compliance Checklist,EOC, Attendance rate, Discipline referrals</p> <p>Summative: Composite of survey results</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) 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.</p> <p>Population: All Parents/community Timeline: August 2016 June 2017 CNA: pg. 15</p>	1, 2, 6	Principal Assistant Principal Parent Liaison	<p>Formative: Agendas Sign-in Sheets</p> <p>Summative: Composite of survey results Title I-A Parental Involvement</p>				
Funding Sources: Title I-A - \$1500.00							

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Campus will host a Parent Orientation night in conjunction with Open House during afterschool or weekend sessions to inform parents and community members of daily standard operation procedures.</p> <p>Population: All Parents Timeline: Fall 2015- Spring 2016</p>	1, 2, 4, 6	Principal Dean Assistant Principals Teachers Parent Liason	<p>Formative: Agendas Sign-in sheets Session Evaluations Home Access Center Report Authority to volunteer form Title I-A Parental Involvement Compliance Checklist</p> <p>Summative: Composite of survey results Title I-A Parental Involvement</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>7) Campus parental/community liaison will continue to conduct home visits and provide ample Parent Education opportunities through parent conferences and parent training sessions to disseminate information and services.</p> <p>Population: Parent Liaison Timeline: August 2016- June 2017</p> <p>CNA: pg. 15</p>	1, 2, 6	Parent Liaison Parent Administrators	<p>Formative: Parent Conference Fliers, Agendas, Sign-In Sheets, Conference/Session Evaluations Title I-A Parental Involvement Compliance Checklist</p> <p>Summative: Composite of survey results Title I-A Parental Involvement , STAAR/EOC/ TAKS Results, Attendance rate, Discipline referrals</p>				
Funding Sources: Title I-A - \$2000.00, Title I-A - \$22666.00							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>8) A parental/community liaison coordinator will set up parent workshops that address specific student groups and their needs as they relate to EOC to ensure student performance in all four core areas.</p> <p>Population: Parent Liaison Timeline: August 2015 - May 2016</p>	1, 2, 6	Principal Community Liaison Coordinator Parent Liaison	<p>Formative: Parent Conference Flyers Agendas Sign-In Sheets Conference/Session Evaluations Title I-A Parental Involvement Compliance Checklist</p> <p>Summative: Composite of survey results Title I-A Parental Involvement, EOC Results, Attendance rate Discipline referrals</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>9) Ensure representation of community parental involvement in the decision making process. Parents will participate in the review and/or revision of SBDM/LPAC to ensure program requirements are met.</p> <p>Population: Parent Representative Timeline: August 2015-June 2016 CNA:</p>	1, 2, 6	Principal Dean Assistant Principals SBDM Committe LPAC Committe	<p>Formative: Flyer Calendar of Activities Agendas Sign-in-Sheets TitleI-A Parental Involvement Compliance Checklist</p> <p>Summative: Composite of survey results Title I-A Parental Involvement, EOC Results, Attendance Rate Discipline referrals</p>				
Funding Sources: No Funds Required							
							

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

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

Summative Evaluation: NGS Reports, Campus Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Migrant Clerk will distribute migrant information and currently enrolled listing to all teachers and administrators in order to facilitate pertinent information in a timely manner throughout the year.</p> <p>Population:MI Students Timeline: August 2015-June 2016 CNA:11</p>	1, 2, 9, 10	Migrant teacher Migrant clerk	Formative: Migrant Reports Summative: Teacher Portfolios				
Funding Sources: Title I-C (Migrant)							
<p>Critical Success Factors CSF 1</p> <p>2) 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 facilitating them the same opportunity to meet the academic challenges of all students. PFS students will receive supplemental support services before all other migrant students.</p> <p>Population: PFS Migrant Students Timeline: August 2015-June 2016 CNA: pg. 10</p>	1	Migrant teacher Migrant Clerk	Formative:Migrant reports Summative:TAPR Report				
Funding Sources: Title I-C (Migrant) - \$2294.00							

<p align="center">Critical Success Factors CSF 1</p> <p>3) Facilitate credit recovery and consolidation for students using A+, API modules, API On Line Modules and CBE tests. Maintain desktop and laptop computers and printers for students to use at school and at home to complete work.</p> <p>Population: PFS Migrant Timeline: August 2015 - June 2016 CNA:</p>	1	Dean Migrant Teacher	Formative: Attendance Sheets/Logs Documentation of student progress Credits earned by students Summative: TAPR report Graduation rate				
Funding Sources: Title I-C (Migrant) - \$850.00, Title I-C (Migrant) - \$400.00, Title I-C (Migrant) - \$3500.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) PFS Migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS Migrant Students Timeline: August 2015- June 2016 CNA:</p>	1	Campus Administrators Migrant Teachers Campus Migrant Clerks	Formative: NGS Campus Reports Summative: Completed PFS Monitoring Tool				
Funding Sources: Title I-C (Migrant)							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Keep Migrant Tutorial Computer Lab open throughout the day and after school for migrant students to work on assignments, regain credits, complete projects and obtain tutorial assistance for class work. Maintain a set of textbooks for students to check out as needed.</p> <p>Population: MI students Timeline: August 2015 - June 2016 CNA Pg. 11 and Pg. 17</p>	1, 10	Principal Migrant Lab Teacher	Formative: Attendance Sheets/Log Summative: Documentation of student progress: student credits earned.				
Funding Sources: Title I-C (Migrant) - \$2200.00, Title I-C (Migrant) - \$300.00, Title I-C (Migrant) - \$10680.00, Title I-C (Migrant) - \$2100.00							


<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>6) High School Migrant Students (11th-12th) will have the opportunity to do on site visitation to Texas Universities with a CAMP program in order to facilitate the application to and enrollment into the CAMP programs.</p> <p>Population: PFS Migrant Students Timeline: October 2015 - June 2016 CNA: pg. 6</p>	1, 2, 9, 10	HS Principal Migrant Teacher Migrant Campus Clerk	Formative: Attendance Sheets/Log Summative: CAMP Acceptance Letters				
<p>Funding Sources: Title I-C (Migrant) - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>7) Migrant Clerk will monitor the progress of PFS and non-PFS migrant students periodically throughout the school year and maintain their student folders with all support documentation so that the folders can be reviewed with students to assure continual progress toward on-time graduation.</p> <p>Population: PFS Migrant Students Timeline: Every 3 weeks CNA</p>	1	Migrant Clerk	Formative: Attendance Sheets/Log Summative: Documentation of student conferences				
<p>Funding Sources: Title I-C (Migrant)</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>8) Each high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed. [PBMAS].</p> <p>Population: PFS Migrant Students Timeline: Fall 2015 - Spring 2016 semesters CNA</p>	1	Migrant Teacher Migrant Campus Clerk	Formative: Transcript EOC Results Report Card Diploma Summative: TAPR				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>9) Migrant students will be given the opportunity to participate in a Migrant Club to foster a sense of community and encouragement among them.</p> <p>Population: PFS Migrant Students Timeline: August 2015 - June 2016</p>	1	Migrant Teacher Migrant Campus Clerk	Formative: Sign-in sheets Student Sign-In lists Summative: EOY participation report				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>10) The migrant teacher will provide supplemental support services to migrant students in the following areas: graduation plans, leadership opportunities, monitoring course completion, and monitoring late entry/early withdrawal students.</p> <p>Population: PFS MI students Timeline: August 2015 - June 2016 CNA: pg 9</p>	<p>1</p>	<p>Federal Programs Administrator Principal Migrant Lab Teacher - 1 FTE</p>	<p>Formative: Student files Documentation Log for Supplemental Services</p> <p>Summative: Course completion Transcripts</p>				
<p>Funding Sources: Title I-C (Migrant) - \$64285.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>11) The campus migrant clerk will provide supplemental support to the PFS and migrant students in order to enhance the advocacy, encouragement, and support for the special needs of the migrant students as delineated by NCLB Act of 2001 (Public Law 107-110) Sect 1301-1309.</p> <p>Population: PFS Migrant Students Timeline: August 2015 - June 2016 CNA pg. 9</p>	<p>1</p>	<p>Migrant Teacher Migrant Clerk</p>	<p>Formative: Job Description Position Control Forms</p> <p>Summative: Completed Personnel Assurance</p>				
<p>Funding Sources: Title I-C (Migrant) - \$21394.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>12) Migrant students 9th -11th STAAR EOC results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during the regular school year and summer school.</p> <p>Population: Migrant Timeline: August 2015-August 2016 CNA: pg. 8</p>	<p>1</p>	<p>Campus Principal Counselors Core Area Teachers</p>	<p>Formative: EOC Remediation Enrollment Lists NSG TAKS/STAAR EOC report Benchmark results</p> <p>Summative: Current State Assessment Test results</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>13) Migrant students (9th-12th) will have credit accrual opportunities through the state supported on-line courses and/or Credit By Exams to ensure on time graduation.</p> <p>Population:Migrant Students Timeline:August 2015- June 2016 CNA:</p>	1	HS Principal HS Counselors DMC Migrant Teacher Migrant Campus Clerk MSC	Formative: Credit Accrual Needs of Migrant students and Student Transcripts Summative:Awarded Credits on Student Transcripts				
Funding Sources: Title I-C (Migrant) - \$3500.00							
<p align="center">Critical Success Factors CSF 1</p> <p>14) Migrant students (11th- 12th) will have access to Path to Scholarships Program. Guidance in writing a scholarship essay will be provided and will be used for a variety of purposes such as scholarships and college applications.</p> <p>Population: PFS Migrant Students Timeline: October 2015</p>	1	Migrant Teacher Migrant Campus Clerk	Formative: Sign-In Sheets, Agendas and One-on One counseling Session Summative: Scholarship Applications and Award Letters				
Funding Sources: Title I-C (Migrant)							
<p align="center">Critical Success Factors CSF 1</p> <p>15) Seniors and Graduating Juniors will have the opportunity to attend the BISD Annual Migrant College CAMP Fair in order to visit with and apply to the Texas Universities that offer the College Assistance Migrant Program (CAMP).</p> <p>Population: PFS Migrant Student Timeline: January 2016</p>	1	Migrant Teacher Migrant Campus Clerk DMC MSC	Formative:Sign-In Sheets Agenda Session Evaluation Summative: CAMP Applications and acceptance letters				
Funding Sources: Title I-C (Migrant) - \$150.00							
<p align="center">Critical Success Factors CSF 1</p> <p>16) Migrant students (9th - 12th) will have access to the migrant secondary summer program for credit accrual and/or recovery in order to ensure secondary credit for on time graduation.</p> <p>Population: PFS Migrant Students Timeline: June 2015-July 2016 CNA:</p>	1	HS Counselors Migrant Teacher Migrant Campus Clerk	Formative: Enrollment Forms, Attendance Sheets Summative: Counselor's Recommendation Awarded Credits on Student Transcripts				
Funding Sources: Title I-C (Migrant)							

<p align="center">Critical Success Factors CSF 1</p> <p>17) In order to secure academic information from the NGS data base, migrant students, parents and school districts (nationwide) will have access to an NGS district contact person throughout the summer to ensure accurate enrollment into educational programs.</p> <p>Population: PFS Migrant Students Timeline: June 2015- August 2016 CNA:</p>	1	Migrant Teacher Migrant Clerk	Formative: Student Information Summative: Completed NGS Student Transfer Document				
Funding Sources: Title I-C (Migrant)							
<p align="center">Critical Success Factors CSF 1</p> <p>18) MEP staff, parents and students will have access to Texas Migrant Interstate Program (TMIP) to ensure that interstate coordination is available for migrant students and they migrate throughout the nation.</p> <p>Population: PFS MI Students Timeline: August 2015 - June 2016</p>	1, 2	Principal Migrant Teacher Migrant Clerk	Formative: Parental, Student and District requests Summative: DMC & MSC Documentation				
Funding Sources: Title I-C (Migrant)							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>19) Campus Migrant Clerk/Teacher will conduct a meeting twice per semester 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>CNA: pg. 15</p> <p>Population: PFS Migrant Students Timeline: Oct 2015, Dec 2015, Feb 2016, April 2016</p>	1, 2, 3, 7	Migrant Teacher Migrant Clerk	Flyers Parent Phone Calls Sign-in sheets Agendas and Meeting Minutes Parent Recommendations Meeting Evaluations				
Funding Sources: Title I-C (Migrant) - \$100.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>20) The Migrant Campus Clerk will attend the NEW Generation System (NGS) state required training in order to secure the needed skills to accurately and appropriately input the data for migrant students into the migrant state data base.</p> <p>Population: PFS Migrant Students Timeline: August 2015 CNA:</p>	1	Campus Migrant Clerk	Formative: NGS Annual Training Summative: NGS Certificates				
Funding Sources: Title I-C (Migrant)							






<p align="center">Critical Success Factors CSF 1</p> <p>21) Migrant staff will attend the annual Identification and Recruitment (ID & R) training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative.</p> <p>Population: PFS Migrant Students Timeline: August 2015 CNA:</p>	1	Campus Migrant Staff	<p>Formative: ID & R Training</p> <p>Summative: Texas Education Agency (TEA) ID & R Certificates</p>				
	Funding Sources: No Funds Required						
<p>22) The Migrant Campus Clerk will assist with the annual ID & R Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner.</p> <p>Population: PFS Migrant Students Timeline: August 2015-November 2015 CNA:</p>		Migrant Campus Clerk	<p>NGS Residency Verification Reports</p> <p>MGS Mass Enrollment Report</p> <p>Student Plus Report</p> <p>Parent Signature on current COE</p>				
	Funding Sources: No Funds Required						
<p>23) The Migrant Campus Clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS data base.</p> <p>Population: PFS Migrant Students Timeline: August 2015 - June 2016</p>		Migrant Clerk	NGS and Student Plus Reports				
	Funding Sources: No Funds Required						
<p align="center">Critical Success Factors CSF 1</p> <p>24) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families.</p> <p>Population: PFS Migrant Students, Teacher, Clerks, Computer Operator Timeline: August 1, 2015-June 30, 2016</p>	1	Migrant Service Coordinator (MSC) Migrant Teacher Migrant Clerk	<p>Formative: NGS Maximum Enrollment Report</p> <p>Promotion Continuity of Services</p> <p>Summative: Promotion Continuity of Services</p>				
	Funding Sources: Title I-C (Migrant)						
<p>25) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner.</p> <p>Population: Migrant Office Staff Timeline: August 2015-June 2016</p>		Campus Administrators Migrant Funded: Teachers, Campus Clerk, DMC, MSC Recruiters	<p>Formative: Fewer PFS students are identified due to increased performance</p> <p>Summative: Migrant Report</p>				

<p>26) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: PFS Migrant Students Timeline: April 2016</p>	1	<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerk MEP Secretary DMC, MSC</p>	<p>Formative: Survey Summative: TAPR Report</p>				
Funding Sources: Title I-C (Migrant)							
<p>27) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population: HS PFS Migrant Students Timeline: February 2016</p>		<p>MSC, Migrant Counselor Migrant Clerk Migrant Teacher</p>	<p>Formative: Increased STAARS Scores for PFS students Summative: TAPR Report</p>				
<p>28) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff</p> <p>Population: PSF Migrant Students, Migrant Parents Timeline: August 26, 2015- June 19, 2016</p>		<p>Sp. Programs Administrator MSC DMC</p>	<p>Formative: Increase on-time graduation and on-time promotion and decrease dropout rate PBMAS Summative: TAPR Report</p>				
<p>29) High School 9th graders graders will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will furnish the migrant students with an opportunity to reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes.</p> <p>Population: 9th Grade PFS & Migrant Students Timeline: September 27, 2015</p>		<p>Migrant Teachers Campus Migrant Clerk DMC MSC</p>	<p>Increased Algebra and EOC passing rates</p>				
							

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

Performance Objective 1: To increase the use of technology in the core area classrooms by ensuring that students have access to computers or tablets with internet access for remediation and credit recovery purposes.

Summative Evaluation: Campus student usage reports as provided by instructional software companies Compass Odyssey, Shmoop, A+, Living with Science, and the biology textbook.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) Integrate textbook technology resources and district scope and sequence lesson and activities into the curriculum to improve student performance.</p> <p>Population: All Students Timeline: August 2015 - May 2016 CNA: p.</p>		Dean of Instruction	<p>Formative: Mobi checkouts, clickers checkouts, compass, A+, shmoop usage reports.</p> <p>Summative: TAPR Reports</p>				
<p>2) Provide on-going instruction & professional development through TST and other resources for technology to improve teacher use of media and computer programs/software to ensure improved teacher effectiveness and improve student performance.</p> <p>Population: All Students Timeline: August 2015 - May 2016 CNA: p.</p>		Dean of Instruction; TST	<p>Formative: sign-in sheets, agendas</p> <p>Summative: ERO Report</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Instruction by highly qualified teachers will be Implement an integrated, challenging, technological, standards-based, inquiry-centered curriculum in order to improve the quality of instruction and increase student performance on state assessments (including all instructional materials supplement core curriculum). Poplulation: TI, AR students Timeline: August 2016-June 2017 CNA P. 10
1	2	2	All core teachers will attend professional development sessions in order to increase student academic achievement. Timeline: August 2016- June 2017 Population: TI, AR, GT, Special Education, CTE Teachers CNA pg. 12
1	2	3	Teachers will participate in focused Curriculum Writing projects aligned to district curriculum on all core areas by incorporating best practices and technology as listed below to increase student performance and interest in reading and writing across the curriculum. Population: Core Area Teachers Timeline: August 2016 - June 2017 CNA P.14
1	2	4	At Risk students, identified through assessment data analysis and progress reports, will receive targeted interventions and tutorials as well as accelerated instruction. Instruction and interventions will support research-based activities in order to increase state assessment performance and course completion percentage: Population: AR Students Timeline: September 2016-June 2017 CNA: Pg. 11
1	2	6	Provide teachers with the necessary support, including appropriate research-based strategies, to implement the district initiatives to meet the needs of the students and ensure their success. ,STEM ,Math Meet ,Science Fair ,Spelling Bee ,Review 360 ,6 + 1 Traits ,Balanced Literacy Model ,Tango Central / Tango Trends ,Living with Science / EduSmart ,STARLAB ,History Fair ,Brownsville Kids Vote ,Mock Trial ,ECH Symposium ,TLI Routines/Strategies ,HEB Read 3 ,C&I ELA Summit ,Inclusion ,Special Olympics ,SIOP / ELPS ,Bilingual Model ,LUCHA Program ,Rosetta Stone ,ELL Portfolio ,Adaptive Curriculum , Population:TI, MI,BIL, SE, AR, GT, DYS, CTE, All, students Timeline: August 2015-June 2016 CNA:13
1	2	7	Provide annual Response to Intervention (RtI) Training of Trainers (TOT) for campus staff to implement intervention through the RtI 3 Tier Model in order to support student academic growth and success. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, BIL Teachers Timeline: July 2015 - June 2016 CNA Pg. 13
1	2	8	Core area teachers will plan lessons, share materials, contact parents, prepare tutorial lists, conduct data review sessions and plan aligned assessments so that they can provide focused instruction and improve student performance on all state assessments. Population: Core area teachers Timeline: August 2015-June 2016 CNA: 13
1	2	9	Campus will provide supplemental support by providing personnel in order to provide additional support to the regular educational program 4 Math, 2 Library Aides, 2 Nurses, 1 teacher aide and 1 clerical assistant I. Population: Timeline: August 2015 - June 2016 CNA: pg. 11

Goal	Objective	Strategy	Description
3	1	1	Tutorials and remediation strategies in core-area subjects for low-performing students will be implemented by the 3rd week of school in order to decrease the retention rate and improve student achievement. Lopez High School will provide supplies to support tutorials and remediation strategies in core area subjects for low performing students in order to decrease the retention rate and improve student achievement.
3	1	2	Classify At-Risk students by criteria in order to provide appropriate interention strageties. Population: At-Risk Timeline: August 2015- October 2016
3	1	3	The At-Risk Counselor will promote tutorial programs/opportunities, monitor and coordinate intervention programs designed to serve at-risk students. Population: At-Risk, T1, M1, LEP Students Timeline:August 2015-June 2016 (Daily)
3	1	6	The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rates. CNA: Pg. 8 Population: AR Students Timeline: August 2015 -May 2016
3	1	9	A summer bridge for incoming freshman and cohort express for at-risk/ title IA students will be offered in the summer time to ensure students stay in school and graduate on time. Population:At-risk Timeline:June 2016 CNA: pg. 9
7	1	6	High School Migrant Students (11th-12th) will have the opportunity to do on site visitation to Texas Universities with a CAMP program in order to facilitate the application to and enrollment into the CAMP programs. Population: PFS Migrant Students Timeline:October2015 -June 2016 CNA: pg. 6

State Compensatory

Budget for Lopez Early College High School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-007-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$38,238.00
162-11-6118-00-007-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$7,317.00
162-11-6118-00-007-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$15,379.00
162-11-6119-00-007-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$174,182.00
162-11-6119-00-007-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$25,434.00
162-13-6119-31-007-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$68,140.00
162-23-6119-01-007-Y-30-037-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,868.00
162-31-6119-31-007-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$66,128.00
6100 Subtotal:		\$445,686.00
6200 Professional and Contracted Services		
162-11-6249-00-007-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-32-6299-00-007-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
162-32-6299-00-007-Y-24-JPO-Y	6299 Miscellaneous Contracted Services	\$20,000.00
6200 Subtotal:		\$45,636.00
6300 Supplies and Services		
162-11-6396-00-007-Y-30-0K2-Y	6396 Supplies and Materials - Locally Defined	\$2,621.00
162-11-6399-62-007-Y-30-0K2-Y	6399 General Supplies	\$5,000.00
6300 Subtotal:		\$7,621.00

Personnel for Lopez Early College High School :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alberto Sanchez	Program Specialist	State Compensatory	1
Claudia Garcia	Dyslexia Teacher	State Compensatory	.50
Dr. Norma Ibarra-Cantú	Dean Of Instruction	State Compensatory	1
Esmeralda Almanza	Teacher	State Compensatory	1
George Ferraez	Teacher	State Compensatory	1
Maria Elena Mendiola	Teacher	State Compensatory	1
Vacancy	At-Risk Counselor	State Compensatory	1

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

2: Schoolwide Reform Strategies

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

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

3: Instruction by highly qualified professional teachers

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

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

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

5: Strategies to attract highly qualified teachers

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

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent

education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting (Goal 6, strategies 1-9).

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

An orientation for 8th grade students and their parents will be held annually in the Spring Semester to assist with the transition into high school. The Freshmen Summer Bridge Camp will be held in the summer to provide information to parents and students as well as recruit students into extra-curricular activities. In addition, students will have the opportunity to work and obtain a Health or P.E. Credit and receive TSI instruction (Goal 3, strategy 9).

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

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

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

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

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs (Goal 3, strategy1). Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds (Goal 3, Strategy 11). Title I Funds along with Local and Title III funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program (Goal 1, Strategy 1).

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

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

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

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

The 21st Century Community Learning Centers (CCLC) serves as a supplementary program that can enhance state or local reform efforts to

improve student academic achievement and support overall student development. It assists students during outside school hours or when school is not in session. CCLC funds are to be used to provide opportunities for academic assistance, enrichment, college and workforce readiness and family and parental support services. Program objective is to increase and improve students' academic performance, attendance, behavior, promotion rates and graduation rates.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BENBENEDIC AQUINO	NURSE	FEDERAL PROGRAMS	.40
CLAUDIA ESPARZA	NURSE	FEDERAL PROGRAMS	.40
DEBORAH RESENDEZ	CLERICAL ASSISTANT I	FEDERAL PROGRAMS	1
JAZMIN VERA	LIBRARY AIDE	FEDERAL PROGRAMS	1
JESUS ABETE	MATH	FEDERAL PROGRAMS	1
JOHN HINOJOSA	MATH	FEDERAL PROGRAMS	1
JOSE C MARTINEZ	FP TEACHER AIDE	FEDERAL PROGRAMS	1
JOSUE RUIZ	MATH	FEDERAL GROGRAMS	1
MELISSA HERNANDEZ	LIBRARY AIDE	FEDERAL PROGRAMS	1
RAUL SANDOVAL	MATH	FEDERAL PROGRAMS	1
RICHARD SAMANO	PARENT LIAISON	FEDERAL PROGRAMS	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dahlia Aguilar	Campus Principal
Administrator	Michelle Dawn Garcia	Dean of Instruction

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies	199-11-6399-00-007-Y-11-000-Y	\$5,119.00
Sub-Total					\$5,119.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies	211-11-6399-00-007-Y30-OF2-Y	\$166,133.00
1	2	1	Scientific Learning	211-11-6249-00-007-Y-30-0F2-Y	\$19,664.00
1	2	1	Paper	211-11-6396-00-007-Y-30-0F2-Y	\$3,000.00
1	2	1	Toner	211-11-6399-62-007-Y-30-0F2-Y	\$7,000.00
1	2	1	Software for Laptops	211-11-6395-62-007-Y-30-0F2-Y	\$4,950.00
1	2	2	Conferences, Instructional Resources, TLI Strategies	211-13-6411-23-007-Y-30-AYP-Y	\$35,000.00
1	2	2	Subs	211-13-6112-00-007-Y-30-AYP-Y	\$5,000.00
1	2	3	District Scope and Sequence, District Frameworks, State adopted textbooks, Instructional Resources	211-13-6118-00-007-Y-30-AYP-Y	\$16,000.00
1	2	4	Instructional Resources, Transportation	211-11-6494-00-007-Y-30-0F2-Y	\$25,000.00
1	2	5	Laptops, Laptop Cart, Ipad Cart, Projectors	211-11-6649-62-007-Y-30-0F2-Y	\$75,228.00
1	2	5	Printers, IPad's, Phones	211-11-6398-00-007-Y-30-0F2-Y	\$13,590.00
1	2	9	Personnel, classroom instructional supplies, department meetings	211-11-6119-00-007-Y300F2	\$382,788.00
3	1	1		211-11-6494-00-007-Y-30-0F2-Y	\$40,000.00
3	1	9		211-11-6118-007-Y-30-0F52-6	\$18,300.00
3	1	9		211-23-6118-00-007-Y-30-0F52-6	\$2,340.00
3	1	9		211-23-6126-00-007-Y-30-0F2-6	\$1,560.00
3	1	9		211-31-6118-00-007-Y-30-0F2-6	\$8,640.00
3	1	9		211-11-6494-22-007-Y-30-BDG-6	\$5,200.00
3	1	9		211-23-6126-20-007-Y-30-BDG-6	\$360.00

3	1	9		211-11-6118-00-007-Y-30-BFG-6	\$19,800.00
3	1	13	Living with Science	162-11-6249-00-007-Y-30-LWS-Y	\$4,800.00
3	1	13		162-11-6249-00-007-Y-30-CMP-Y	\$5,400.00
3	1	16		211-13-6117-00-007-Y-30-AYP-Y	\$4,200.00
6	1	3	Refreshments, Agendas, Sign-in Sheets	211-61-6499-53-007-Y-30-0F2-Y	\$2,000.00
6	1	5	Refreshments	211-61-6399-00-007-Y-30-0F2-Y	\$1,500.00
6	1	7	Parent Liaison, student handbook, Health information	211-61-6411-00-007-Y-30-0F2-Y	\$2,000.00
6	1	7	Parent Liaison	211-61-6129-00-007-Y-30-0F2-Y	\$22,666.00
Sub-Total					\$892,119.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Paper	162-11-6396-00-007-Y-30-0K2-Y	\$2,919.00
3	1	1	Extra Duty Pay	162-11-6118-00-007-Y-30-000-Y	\$33,065.00
3	1	1	Extra Duty Pay	162-11-6118-00-007-Y-30-EOC-Y	\$16,443.00
3	1	1	Computer Supplies	162-11-6399-62-007-Y-30-000-Y	\$55,001.00
3	1	1		162-11-6329-00-007-Y-30-TLX-Y	\$5,000.00
3	1	3	1 FTE	162-31-6119-31-007-Y-30-000-Y	\$66,128.00
3	1	6	1 FTE	162-23-6119-01-007-Y-30-037-Y	\$45,273.00
3	1	7	Contracted Services	162-32-6299-00-007-Y-24-JPO-Y	\$20,000.00
3	1	8	Contracted Services	162-32-6299-00-007-Y-24-CIS-Y	\$23,136.00
3	1	10	FTE	162-11-6119-00-007-Y-30-000-Y	\$179,562.00
3	1	11	1 FTE	162-13-6119-31-007-Y-30-000-Y	\$62,168.00
3	1	12	.50 FTE	162-11-6119-00-007-Y-30-054-Y	\$25,434.00
3	1	13	A + Software	162-11-6249-00-007-Y-30-APL-Y	\$2,500.00
Sub-Total					\$536,629.00

Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Migrant Clerk		\$0.00

7	1	2	Instructional supplies, migrant teacher,migrant clerk	212-11-6399-00-007-Y-24-0F2	\$2,294.00
7	1	3	Classroom printer	212-11-6649-62-007-Y-24-0F2-Y	\$850.00
7	1	3	Toner for classroom printer	212-11-6399-62-007-Y-24-0F2-Y	\$400.00
7	1	3	Credit by Exam tests	212-11-6339-00-007-Y-24-0F2-Y	\$3,500.00
7	1	4	Migrant teacher		\$0.00
7	1	5	Tutorial extra duty pay	212-11-6118-00-007-Y24-0F2-Y	\$2,200.00
7	1	5	Toner	212-11-6399-62-007-Y-24-0-F2Y	\$300.00
7	1	5	Additional tutorial extra duty pay	212-11-6118-00-007-Y24-0F2-Y	\$10,680.00
7	1	5	Transportation	212-11-6494-00-007-Y24-0F2-Y	\$2,100.00
7	1	6			\$0.00
7	1	7			\$0.00
7	1	10	migrant teacher	212-11-6119-01-007-Y240-F2Y	\$64,285.00
7	1	11	Migrant Clerk	212-61-6129-08-007-Y99-0F2-Y	\$21,394.00
7	1	13	Credit By Exam	212-11-6339-007-Y24-0F2-Y	\$3,500.00
7	1	14			\$0.00
7	1	15	Transportation	212-11-6494-007-Y24-0F2-Y	\$150.00
7	1	16			\$0.00
7	1	17			\$0.00
7	1	18			\$0.00
7	1	19	2 meetings		\$100.00
7	1	20			\$0.00
7	1	24			\$0.00
7	1	26			\$0.00
Sub-Total					\$111,753.00
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$0.00
1	2	7			\$0.00

1	2	8			\$0.00
1	2	11			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
3	1	14			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	4	Parent Liason, Survey		\$0.00
6	1	6	Sign-in Sheets, Agendas, Teachers, Flyers, Phone Master		\$0.00
6	1	8	Parent Liason, EOC Data		\$0.00
6	1	9	SBDM,LPAC, Parent Liason		\$0.00
7	1	8			\$0.00
7	1	9			\$0.00
7	1	12			\$0.00
7	1	21			\$0.00
7	1	22			\$0.00
7	1	23			\$0.00
Sub-Total					\$0.00
Title 2A - TPTR - 255					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10			\$0.00
Sub-Total					\$0.00
Grand Total					\$1,545,620.00