

Brownsville Independent School District

Rivera Early College High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Science



Board Approval Date: November 3, 2015

Mission Statement

MISSION: The Faculty, Staff, Students and Community of Simon Rivera High School are committed to the development of individuals who are academically competent and self-reliant so that they can successfully pursue post-secondary education and/or training opportunities to better themselves, their families, and their community, enabling them to become productive citizens with a global and moral awareness that will impact their lives and increase their self-esteem to create a safe and secure society.

Vision

VISION: 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.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens.

It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Simón Rivera Early College High School, located at 6955 FM 802, near the Port of Brownsville on Brownsville's northeast side, was built in 1988. The two-story building houses 112 classrooms and 7 fully equipped computer labs with approximately 25 computers in each lab and an additional 10 portable classrooms. Rivera High School, as it has been known, has approximately 2,400 students enrolled in grades 9th – 12th with 98% of the student population identified as Hispanic and 20% Limited English Proficient. Rivera High School is identified as a Title 1 school and employs approximately 180 professional staff with 10% holding masters degrees in their respective area. The staff is supported by eight administrators, eight counselors, two librarians, two nurses and eighty-one support personnel including para-professionals, clerical staff, and custodial staff.

The student population at Rivera Early College High School (ECHS) is approximately 2,400 and serves students in grades ninth through twelfth. According to the PEIMS Data Review of our campus profile, the students population includes: Hispanic 99.6%, White .3%, African American .001%, Economically Disadvantaged 99%, Limited English Proficient 11.3%, At Risk 67%, Migrant .01%, Gifted and Talented 9.1%, Special Education 11.6%. The enrollment number of 2281 for Rivera ECHS have shown an increase of 1% over last year. The mobility rate of the campus is 16.8%, a 2% decrease from last year.

2013-2014 School Year	All Students	At-Risk Students
<i>Retention</i>	21.6	5
<i>Attendance</i>	95.9	95.6
<i>Drop-out Rates</i>	2	0
<i>Completion Rates</i>	97.71	100
<i>Graduation Rates</i>	87.73	13.3

End of Course	All Students Summary 2013- 2014	All Students Summary 2014- 2015	All Students Summary 2015- 2016
	*	**	
English I	52	61	56
English II	50	57	58
Algebra I	66	75	82
Biology	69	89	85
US History	88	80	87

2014-2015	Total Students	Raw Score	Scale Score	Percent Score	Level 2 Phase I	Level 2 Phase 2	Level 3
English I All Categories							
Rivera	830	47	3729	52%	49%	43%	3%
First Year of Monitoring	14	52	3814	57%	64%	50%	0
LEP	164	34	3374	37%	16%	12%	0
Second year of Monitoring	14	47	3677	51%	50%	43%	0
Special Ed	122	30	3264	33%	5%	5%	1%

2014-2015	Total Students	Raw Score	Scale Score	Percent Score	Level 2 Phase I	Level 2 Phase 2	Level 3
English II All Categories							
Rivera	681	50	3732	54%	48%	40%	2%
First Year of Monitoring	1	62	4041	67%	100%	100%	0
LEP	94	37	3386	41%	14%	12%	0
Second year of Monitoring	19	48	3666	52%	42%	32%	0
Special Ed	77	33	3264	35%	8%	4%	0

2014-2015	Total Students	Raw Score	Scale Score	Percent Score	Level 2	Level 2	Level 3
Algebra I - All Categories					Phase I	Phase 2	
Rivera	608	27	3744	49%	73%	60%	6%
First Year of Monitoring	14	25	3700	47%	79%	57%	7%
LEP	72	24	3631	44%	65%	50%	0
Second year of Monitoring	10	28	3800	52%	80%	60%	20%
Special Ed	96	17	3380	32%	29%	11%	1%

2014-2015	Total Students	Raw Score	Scale Score	Percent Score	Level 2	Level 2	Level 3
Biology All Categories					Phase I	Phase 2	
Rivera	802	31	3934	57%	90%	81%	6%
First Year of Monitoring	8	30	3879	55%	100%	88%	0
LEP	59	23	3642	43%	71%	53%	0
Second year of Monitoring	25	28	3827	52%	84%	76%	4%
Special Ed	67	22	3603	41%	58%	39%	1%

2014-2015	Total Students	Raw Score	Scale Score	Percent Score	Level 2	Level 2	Level 3
US History All Categories					Phase I	Phase 2	
Rivera	513	39	3883	58%	81%	71%	11%
LEP	39	30	3545	44%	51%	36%	0
Second year of Monitoring	1	41	3923	60%	100%	100%	0
Special Ed	58	28	3491	41%	38%	24%	7%

Demographics Strengths

Strengths include good student/teacher ratio, the opportunity for free breakfast, lunch and supper, and other Title I benefits including funding for migrant student, academic tutorial classes and Summer Bridge Programs that assist and encourage students to perform at their full potential. The school is located at

the edge of an industrial area, near the Port of Brownsville, where students can see a variety of industrial projects and different job opportunities, offering the school a variety of guest speakers for math, science and CTE in addition to real-world connections to make in class.

Demographics Needs

Needs include

- Address the academic and personal needs of all student populations with a focus on the academic success of IDEA, Migrant, CTE and ESL students.
- increase the number of qualified Advanced Placement and Dual Enrollment teachers by providing professional development, thereby increasing the ability to provide a wide variety of courses for additional student interests.
- Increase graduation rate for all subpopulations.
- Ensure that all qualified students receive the opportunity to take dual enrollment, AP, and concurrent enrollment courses. (1.3.2)

Student Achievement

Student Achievement Summary

While Rivera scores in content areas are generally low, teacher morale is high and teachers are motivated to embrace innovative delivery methods to reach more students. There are more tutorial classes this year than ever before. A focus this year is on raising English, Math and Science scores and at the same time, minimizing the gap between students in sub-populations and the rest of the students. This year IDEA students have been mainstreamed in accordance with state requirements and professional development includes inclusion teachers. Dates are also scheduled in fall and spring to provide professional development and vertical alignment with our feeder middle schools in all core areas to maximize student success in high school. Gaps existing in every core area fall within eight percentage points and our goal is to reduce that by 5 points in every content area. Student incentives will be provided for attendance and academic improvement. Opportunities for students to showcase their learning are expected during Open House and in some CTE and STEM classes fostering student self esteem and self confidence.

Student Achievement Strengths

Rivera ECHS is part of the i3 Investing in Innovation Grant in partnership with Educate Texas and Jobs for the Future. This grant furnishes an Internal and an External coach whose job is to train teachers to use scientifically-based delivery methods which are designed to engage students and create a more student-centered classroom. Coaches also plan with teachers and provide feedback. In addition, the campus has a designated TLI Literacy Specialist who works with teachers and students to promote research-based literacy initiatives. Both of these initiatives provide additional academic support for all students. Campus courses and coaching for teachers through the i3 grant provide skills necessary for success on the college entrance exams. Over 250 students will attend college readiness courses this year.

Our ECHS designation enables students to attend college courses and the campus offers a wide variety of certifications, AP courses, and dual enrollment courses through Texas Southmost College and Texas A&M University. Scores on college entrance exams, AP courses and dual enrollment courses rose this year and the expectation is that they will continue to improve with the emphasis this designation and the excitement this opportunity generates in the community.

Student Achievement Needs

Every student needs to have a Personal Graduation Plan and a Program of Study. Student support after making these decisions needs to come from every member of the campus staff starting with the counselors and teachers with support from administration and the rest of the campus staff. Students need to be encouraged by everyone to attend class, be prompt, complete assignments, and focus on the future. Incentives need to be provided for attendance and academic improvement. Overviews and presentations for parents at every opportunity including conferences with individual students will ensure conceptual

knowledge of expectations and deadlines are met. (1.2.3, 1.2.4, 2.1.1)

To ensure that all students are successful in class and complete the coursework in their cohort for graduation, tutorial must be provided. Each student needs their own workbook to write in, underline and make notes; therefore, the campus needs to print individual student books. In addition, students need instruction in the summer. Summer Bridge activities transition 8th graders to the rigor of high school, and tutorial the upper grades provides them with academic and study skills necessary for college and career success. Alignment and training insuring TSI success is imperative. For those students who have personal setbacks preventing them from attending school regularly or situations at home hendering their success, alternative forms of instruction such as computer software programs, related equipment and modules need to be available to enable them to catch up with their cohort and graduate successfully. Students need sustenance and transportation for after school tutorials. Every effort should be made to provide the most efficient technology possible to engage these reluctant, struggling students. (2.2.1, 2.1.13, 2.1.14, 2.2.1, 3.1.1, 4.1.3, 4.1.4, 7.1.2, 7.1.7, 7.1.12)

Active coordination with our At-Risk team and attendance staff to communicate when verified Homeless and/or Unaccompanied Youth Enrollment Letters are received will enable staff to provide assistance and tutorials for homeless and unaccompanied youth so they have an equal chance for success in school and dual enrollment classes. Monitoring the eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports All students, especially subpopulations and those at risk will increase opportunities to address academic needs of students at risk and other subpopulations struggling academically. Miliage for home visitations is needed for situations requiring a home visit. Presentations detailing the needs of students and structuring tutorial classes including one-one lessons maximize learning. Assistance from the community and donations also help these families with basic needs. (1.2.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9, 3.1.11, 3.1.14)

An At-Risk Counselor, Probation Officer, and a Program Specialist monitor the entry of homeless and unaccompanied youth and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. This includes school supplies, clothing, food and personal hygiene care when needed to assure student health, comfort and success. The Dean, Dyslexia teacher, at risk teachers, migrant teacher

Problem-Based Based Learning training is ongoing for math and science teachers during the school year through Summer Bridge and through the attendance of conferences in Math (CAMT) Science (CAST) and for math and science through the STATE T-STEM Conference. PBL for English and Social Studies is also needed to complete faculty training. Based on this training, which teaches students to solve real-world problems in their coursework and apply concepts to job skills, the campus needs to acquire materials, supplies and technology which would allow students to explore problem solving protocols that replicate those in job and college settings. (1.2.5, 1.4.1, 2.1.12, 3.1.13, 3.1.16, 7.1.2, 7.1,7,)

Rivera's Makerspace in the Library Media Services Center provides opportunities for student collaboration in problem solving scenarios. Additional books and other print materials with furnishings commiserate with a college atmosphere provide context for academic goal-setting. Swivls, iPads, computer software, and other types of technology will provide real world experiences and opportunities for students to see why core content is so important to understand. (4.1.6, 7.2.1, 7.2.2)

Migrant students' state scores will be evaluated to make certain they are attending the correct classes, taking advantage of appropriate tutorial classes and obtaining credit for advancement from state approved online courses. In addition, PFS and other migrant students will be provided with school supplies and personal items to ensure their academic success. Students will be transported to off-site activities at institutions of higher education. The procurement of a printer in the Migrant classroom would greatly enhance the personal productivity of PFS and migrant students, allowing them to print classroom assignments

from Edmodo and web-based learning software in the content areas, research information for postsecondary opportunities, submit college applications, academic research. (1.1.12, 7.1.6, 7.1.8, 7.1.9)

Additional teacher training in content, delivery, writing methods, and STEM Problem Based Learning will provide new learning opportunities for students that are engaging and meaningful. Student success is improved by providing students with speakers from community businesses that show application to the workplace. Providing a collegiate atmosphere in the school will highlight the transformation from high school to Early College High School in the minds of the students and mentally raise expectations. (1.1.2, 1.1.3, 1.1.5, 2.1.12, 2.1.16)

All teachers need college readiness delivery methodology instruction through CIF, SIOP, STAAR, TLI, IDEA to engage and impact student study skills. AP training for all teachers teaching PreAP or AP classes also prepare them for the rigor of ECHS. Teachers also need periodic training for HB5 updates held at UTRGV on the Edinburg campus which requires mileage. English I and II teachers need additional dynamic professional development to address the needs of students struggling with writing concepts, writing within a time limit, and those students who struggle with revising and dictionary skills to ensure that sub-population students are successful and the achievement gap in sub-populations is diminished. Subpopulations with learning challenges such as language barriers or learning disorders need additional support, supplies, and resources to make learning more transparent. Special resources need to be allocated for these populations. (1.1.2, 1.1.4, 1.2.1, 2.1.3, 4.1.3)

Students need equipment and software designed to engage and assist them with difficult concepts. Teachers, TST, and Media Specialists need training to stay current on the most effective applications in educational technology. Innovative equipment and software support student applications for college and career programs of study. A collegiate atmosphere supports requirements of the ECHS blueprint. Opportunities for students to achieve awards on campus in preparation for district and regional academic competition prepares them for success.(1.3.1, 4.1.5, 6.2.1, 6.2.2, 6.2.3)

Students will be given a reading inventory assessment to determine the weaknesses in their reading skills and Reading teachers need to follow-up with targeted instruction to intervene, reassess, and monitor progress with each student. Results of the inventory needs be shared with each student and an intervention plan started whereby students can participate in their own learning and progress. A variety of supplies and assessment tools including benchmarks and training on data interpretation will provide each student with feedback on his/her academic progress and will give teachers a more extensive picture of student achievement. Specialized TSI instruction and testing will enable students to attend dual enrollment classes and give them needed skills for post-secondary endeavors. Many students need transportation when they stay for tutorial and providing them with a means to go home later will ensure their safety. Instructional Rounds will provide teacher feedback from their peers and encourage effective teaching practices. Professional development from TSC and access to college resources will complete the ECHS experience for every stakeholder. The college lab and library must be open with supervision before and after school including some Saturday sessions which focus on college planning. (1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.5, 2.1.1, 3.1.7, 4.1.1, 4.1.4)

All students need to participate as much as possible in physical activity. Administration and staff need to model an interest in good nutrition, exercise, and participation in active learning which will result in positive life-long habits. The CATCH team needs to lead the campus in this initiative with the assistance of the PE department, clubs and organizations.

Gifted students and students who excel Academically need support to perform and compete alone, in groups and with students from other campuses and districts. Occasionally travel is necessary for GT students to attend local GT events. Materials and supplies for projects, transportation to and from events, and meals when they are away for extended time are necessary for success. To ensure students are rewarded when they excel, all types of awards must be

provided at various times during the year to motivate and celebrate student success. Graduation is a particularly important event for students to be recognized for their hard work and high achievement. (2.1.1, 2.1.2, 4.1.5)

Provide supplies for instructional supports for increased student achievement. (5.1.7)

School Culture and Climate

School Culture and Climate Summary

The designation of Early College High School changes the climate of the school by elevating the expectation of the entire staff, which filters to the students. This year there is an air of excitement and although there have been many changes, the teachers and staff have been very patient in the process. Everyone feels the momentum and extends their enthusiasm to the students. Changes such as additional dual enrollment courses, some of those offerings extended to freshmen; the supper program providing an evening meal to every student during days of tutorial; extended tutorial opportunities, some of which are for college entrance exam preparation; dress code for teachers, - all lend an air of sophistication and elevates the expectation of everyone on campus. Everyone seems ready to work a little harder for every student's success.

School Culture and Climate Strengths

There is a collective vision for Early College High School on this campus. All teachers are working together with a positive attitude. Students are excited about the opportunity to enroll in college coursework while they are in high school and many understand the positive benefits of attending college.

School Culture and Climate Needs

To maintain the collegiate atmosphere, upgraded technology is needed to look like and feel like a college preparatory campus. An upgrade of public spaces, print and electronic media, furnishings and fixtures, and technology media tools including those in the classrooms would support the title of Early College High School and make rigorous learning a reality. Cleanliness and education of health topics are integral to the safety and overall health of each student and campus staff member. Parents and the surrounding community need to be educated to the many opportunities Rivera now provides every student. Dreams for the future include a renovated parking lot and an electronic marquee to keep the community informed of our many campus initiatives, opportunities and activities. (3.3.1, 5.1.1, 5.1.2, 5.1.4, 5.1.4, 7.2.1, 7.2.2)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Rivera ECHS is fortunate to have a large number of teachers with masters' degrees and the ability to teach dual enrollment classes. In addition, 6 teachers in the math department and one English teacher are completing their masters' degrees this year. Professional development is key to keeping teachers current with national trends, technology, innovation, and refreshed as a professional teacher. A focus on quality professional development this year is designed to promote a collegiate, live-long learning attitude on campus and mentorship to our feeder schools.

Staff Quality, Recruitment, and Retention Strengths

Many of our core teachers have college hours beyond their bachelor degree and many have masters' degrees. Ninety nine percent of our core teachers have AP Summer Institute training. Teachers are willing to attend extended professional development, even in the summer. Most teachers have been on this campus since its inception. Morale is very high.

Staff Quality, Recruitment, and Retention Needs

Although teachers have college hours, they are still in need of additional content pedagogy and delivery methods. Conversations with Texas Southmost College include professional development alignment sessions. Teacher Editions are needed for teachers to use for AP and Dual Enrollment courses. More are needed for all content areas. Initiatives this year include additional training in Instructional rounds, college programs of study, college entrance exam requirements, TSI, Gifted/Talented, and AP professional development. Most importantly, for our at-risk students, innovative delivery methods are critical to engagement and relevant applications, some of which are writing methods and problem-based learning activities and technology-based learning. To improve a collegiate climate, changes to the interior appearance of the school will provide a mental shift for students and faculty. A concerted effort from all areas of instruction will provide a variety of guest speakers to establish a context for learning new fields of study. Mentor teachers will provide support for new teachers and instructional staff. (1.1.5, 1.3.1, 4.1.3, 4.2.2, 6.2.3)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers in English and social studies are using the same textbook-based learning and methodology they have been using for years. An effort this year to broaden their delivery skills through a variety of professional development workshops will create more successful testing results. Math and Science teachers attended several weeks of training this summer to learn how to use Problem Based Learning and although the science department is embracing this learning method, math is still reluctant, so additional professional development will be offered with the support of the i3 coaches to assist in monitoring and training teachers to use Instructional Rounds. The Campus Data Committee analyzed campus data and designed an assessment timeline to analyze data derived from each marking period and tweak instruction based on that data. Teachers meet horizontally by subject bi-weekly and vertically on a weekly basis.

Curriculum, Instruction, and Assessment Strengths

Teachers are positive and work well with the i3 coaches, TLI Specialist and district curriculum specialists. Teachers write targeted curriculum units for struggling students. Teachers create their own assessments for marking periods and disaggregate their data in a timely manner. Teachers are excited about the use of technology and the district initiatives such as Office 365 for student and teacher use at school, on mobile devices, and at home. The campus has an ongoing plan for teachers to train one another on various software they find helpful to use with students and share student products locally and at the regional and state levels.

Curriculum, Instruction, and Assessment Needs

New math TEKS and Biology eBooks require additional efforts on the part of the math and science teachers and these two areas require extra support from administration and our campus TST. Biology department needs to expand STEM learning experiences so all students can be successful no matter what their learning style for successful pursuit of their Program of Study. (9.1.2)

Math needs to prepare for AMC and use other opportunities to create drama and competition for all students within the math department.

English department needs prescriptive professional development designed to deconstruct testing strategies and ensure success on EOC and TSI for retesters, minimizing the amount of retesting for all learners and subpopulations for 2015-2016 (1.1.5, 4.2.1).

Content teachers need to work on alignment of subject area skill sets and include the use of primary source documents. All teachers need access to innovative technology, iPads and the applications available to enhance student engagement, student/teacher interaction, and opportunities to practice technology for career and college readiness. Use of a camcorder, voice recorder, and camera enable students to create video to demonstrate their

understanding in a articulate and engaging way. (1.1.1, 4.1.3, 4.1.4, 7.1.2)

All teachers need additional college readiness content training as their prior experience is with a state assessment, not a college entrance exam. All teachers need to be trained and implement the Common Instruction Framework and participate in Instructional Rounds to promote rigor in each classroom and provide peer support for implementation of these strategies. Tutorials, bridge programs and graduation cohorts are vital for success in content classes, mastery of state assessments and on college entrance exams. Teachers need training to learn to read the new Performance Data Tables and understand the Indexes provided by TEA. Based on the data, structured tutorials need to be held before school, after school, and on Saturdays. Students' progress will be monitored every three weeks with data acquired from Scantrons according to the Campus Data Plan. Curriculum writing will enable teachers to work the transitional requirements from high school to college and TEKS amendments into their scope and sequence each year. (4.2.1)

Provide focused instruction supported by materials, equipment and software for the most effective lessons possible, using multiple modalities, not only in class but also for tutorial and EOC mastery. Teachers teaching teachers provide staff development on campus and throughout the clusters to bring best practices forward in a spirit of comaraderie. (1.1.1, 4.1.2, 4.1.4)

A variety of assessment tools and computer programs need to be used by teachers to provide timely feedback to students and keep them motivated for success. Tutorials for all student populations and bus transportation is vital for our students (4.1.4).

Priority must be given to the socio-emotional issues of such a large campus. Adherence to recent legislation TEC 28.002 for all staff members and TEC 37.001 for student populations requires instruction and provisions for non-compliance which will be addressed this year.

Family and Community Involvement

Family and Community Involvement Summary

Rivera ECHS has a dynamic parent center boasting a variety of activities for parents, learning opportunities, and core support for our students. Parents are involved in our campus activities, sports events, Career and Technology events, and attend fine arts events. The full time parent liaison assists with large functions, enlisting parent support for decorations, handing out information, serving, and other requests. The campus provides a permanent room for parent presentations and meetings. Rivera also supports the Title I mission, making certain Rivera staff understands how important parents are to the success of the Title I initiatives, some of which are: the Parent-Teacher-Student Compact, the Title I parent meetings, and student academic progress through eSchool. Parents take part in the SBDM meetings and Rivera Administration holds a meeting to share Code of Conduct, the Compact, Emergency Procedures, and Volunteer Guidelines. Rivera also hosts community events such as the Health Fair, Open House, Student Showcase, Poetry Night, Choir and Band Concerts, Science Fair, Fall Carnival, and History Day.

Family and Community Involvement Strengths

Parents are very supportive of Rivera's initiatives and our parent liaisons are valued by the staff and parents alike. The parent center is a vibrant addition to the campus climate and to the campus goals in particular. Parental Involvement is strong and parents feel welcome on campus according to our annual parent survey. Parent Liaisons visit parents and households of students who are at risk to insure students attend regularly and to research student residences who do not show up at the beginning of school. (3.1.4)

Family and Community Involvement Needs

Rivera needs to invite professionals to visit and talk to students in each content area to highlight workplace skills students are learning in school. We need professional people to come to Rivera to talk about their jobs and the process students will go through to become successful in those fields of study, the variety of jobs available at a given company, and the way different job skills from different companies weave together to complete one project. Students need to have many opportunities to be exposed to these professionals, some of whom are our parents. Parent Liaisons need mileage to reimburse them for household visits. (3.1.4)

Parents need to take a more active role in the Early College High School agenda, learn more about the opportunities the campus can provide the children of all subpopulations and the offerings the campus can provide in addition to the college readiness component, such as certifications. A schedule of activities has been created to address this need. (1.2.3, 7.1.1)

Parents need to understand college Programs of Study and the implications for financial aid for every decision their son or daughter makes. In addition,

parents need to understand the difference between Dual Enrollment and Advanced Placement, and also the difference between a junior college and a university. An emphasis this year is on college awareness for parents and all of the associated topics. The campus needs to provide overviews of topics parents that are of interest to parents and be able to provide refreshments for their involvement.

Rivera needs to highlight student achievement by offering multiple venues for parents to visit the campus and view student work, see student performances of all kinds, and participate in decision-making processes.

School Context and Organization

School Context and Organization Summary

This campus has an active SBDM with 3 subcommittees: Budget, Technology, and Needs Assessment. Student leadership organizations include Student Council and National Honors Society, both of which have 3 members on SBDM. The Career and Technology Department hosts 10 Organizations including Business Professionals Accounting, Business Professionals Technology, Texas Assn of Future Educators, Technology Student Assn., HOSA, HOSA EAA, TAFE/FCCLA, Business Professionals of America (2), and Skills USA.

The campus is actively working on making the classrooms look like college classrooms and the campus look more like a college campus.

School Context and Organization Strengths

The SBDM on this campus takes pride in providing input in the decisionmaking process. Teachers are able and willing to stay with students after school in tutorial and clubs to take learning to the next level, provide leadership training, and make the extra effort needed to take students to competition in every area.

School Context and Organization Needs

There needs to be a stronger focus on technology based instruction and programs of study, increase training and capacity for college and career technology use in all classrooms, including student practice for college entrance exams.

Provide a safe environment with a focus on safety and promote vigilance on the part of everyone on campus at all times to reduce the number of accidents and possible infractions of the safety guidelines in class, in public areas, and on the grounds.

Everyone on campus needs to model good citizenship. Administration needs to promote safety at school and home with presentations throughout the year to parents on parenting topics and to students on making good decisions, anti-bullying, cyber-bullying, dating protocols, and health issues.

Teachers need time to plan together vertically and horizontally. They also need venues organized to provide interaction among content areas so teachers are all aware of the requirements of each EOC subject and can support one another where common elements exist.

Technology

Technology Summary

SBDM sub committee was created to formulate a 5-year plan. The purpose of the committee is to provide the types of technology needed for the variety of classrooms using technology all over campus. determine campus needs and to increase awareness/use of instructional technology and student use of technology on campus. Rivera has created a environment that fosters teachers as trainers for a variety of software applications and use of media tools on campus.

Technology Strengths

Rivera teachers all have several computers available for student use in each classroom. The Career and Technology Department has a variety of programs of study which concentrate on college and career readiness and include some certification opportunities in technology-related field of study. Rivera also has a full time Technology Specialist on campus. Funds have been set aside for additional desktops and laptops to enable rotation of outdated equipment.

Technology Needs

Rivera needs to increase access to high tech mobile technology for teachers learning new teaching strategies, and students who are creating presentations, accessing streaming, and preparing lessons for AP and dual enrollment courses. Mobile technology requires charging stations that enable teachers to charge multiple devices at one time between classes, and tools to ensure that time is not wasted uploading for multiple units, charging, or downloading facilitates these processes. Many computers and other equipment are outdated and need replacement, including laptops, desktop computers, and printers. Consumable supplies supporting these items also need to be replaced. Teacher training requires a setting for training outfitted with technology equipment and supplies appropriate for all grade level requirements such as technology and related equipment and supplies. For security purposes the campus needs a Student ID machine to make ID cards. (4.1.2, 4.1.4, 5.1.2, 7.1.2, 8.1.2, 8.1.7)

Our ultimate goal is to get technology into the students' hands, but teachers need the expertise to work alongside the students and facilitate learning. Teachers using technology with students now are willing train their peers and introduce them in college and career technology skills. Even so, teachers need more opportunities to see exemplar lessons using technology in the classroom. Training for software applications is also needed. (4.1.3, 4.1.4, 7.1.2, 9.1.1, 9.1.2, 9.1.3)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Accountability Distinction Designations
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged 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
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records

Employee Data

- Highly qualified staff data
- Campus leadership data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data






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: Provide all teaching staff with a variety of professional development opportunities to support the transition to ECHS status.

Summative Evaluation: 60% of all core teachers engage students as per campus initiative

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 2 CSF 6</p> <p>1) Provide training to analyze data and develop a focused instructional timeline with 6 week benchmarks. (DEIC 3.13) Debrief in department meetings by holding Curriculum Planning Reviews (CSRs) each 6 weeks</p> <p>Population: All students, especially to monitor subpopulation progress</p> <p>Timeline: Formative data bi-monthly and monthly through Campus Data Meetings</p> <p>CNA page 16</p>	3	Dean, Teacher Specialists, Department Chairs, Teachers	(1) Complete correlated benchmarks by 4th week of each 6 weeks (2) Meet with teachers to review curriculum (CPR) and align next 6 weeks to benchmark goals. (3) Disaggregate data from tests and plan interventions.				
<p>Critical Success Factors CSF 1 CSF 3</p> <p>2) Train all teachers with i3 CIF delivery methods to engage students and provide scaffolding. Instruction rounds will begin in October. Integrate literacy techniques through TLI methodology.</p> <p>Population: all students</p> <p>Timeline: Training will occur for all teachers in August on Staff Development Day. Instructional Rounds will begin in October 2016. CNA page 12</p>		Dean Teacher Specialists Department Chairs Teachers i3 Internal and external coaches	20 Core teachers will be trained to complete tested areas in August and approximately 20 more will be trained in January 2016. 60 percent of students will score 70 or above on each EOC benchmark				
Funding Sources: No Funds Required							






<p align="center">Critical Success Factors CSF 6</p> <p>3) Prepare i3 cohort teachers to commence instructional rounds in the content areas by October 2016. Prepare remaining content teachers for the 2016-2017 cohort to commence instructional rounds by working with current cohort teachers.</p> <p>Population: All students in content classes</p> <p>Timeline: Monthly starting in October CNA page 12</p>		<p>i3 internal and external coaches dean of instruction cohort teachers</p>	<p>Lesson plans show an increase in delivery modalities. Content teachers work together to plan and participate in instructional rounds. Campus meets college attendance/credit target of 90%. Students are more engaged as per discipline referral decline and more successful as per improved attendance, higher scores on tests and fewer failures.</p>					
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide proven, scientifically based, innovative writing instruction designed to engage at-risk students and broaden teacher knowledge in writing project techniques.</p> <p>Population: All students, especially sub-populations</p> <p>Timeline: August and September training dates, full implementation by November in all English I and II classes.</p> <p>CNA page 12</p>		<p>4, 9</p>	<p>Principal Dean Administration Department Chairs English Teachers</p>	<p>Formative: Provide innovative writing assignments on lesson plans evidenced by walkthroughs.</p> <p>Summative: Increase EOC writing scores by 20% over 2015-2016 STAR.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Professional development will be scheduled and supplies purchased to meet the requirements for ECHS/AP, i3, HB5, TLI, SIOP, EOC, IDEA, STEM. Provide subs when necessary for training. Teachers will utilize and incorporate a variety of support materials for second language learners.</p> <p>Population: subpopulations including at-risk, ESL, IDEA</p> <p>Fall Schedule: i3, HB5, TLI, EOC, IDEA, TELPAS Prep</p> <p>Spring Schedule: i3, SIOP, EOC, IDEA</p> <p>CNA page 12</p>		<p>1, 4, 8, 9, 10</p>	<p>Dean IDEA, 504, and RTI Administrator Teacher Specialists Department Chairs Teachers</p>	<p>Formative: Provide teachers with training and supplies for student success as per increased at risk student participation.</p> <p>Summative: Reduce the gap between subpopulation/at-risk scores and general population by 5%</p>				
		<p align="center">Funding Sources: No Funds Required</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>								

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

Performance Objective 2: Create courses on the master schedule to address TSI preparation for each grade level and tutorial for TSI, SAT, and ACT by November 1, 2016

Summative Evaluation: Test 80% of the student population with an expectation of 30% passing at least 2 parts of the TSI and completing qualification to enroll in dual classes.






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 2 CSF 6</p> <p>1) Provide training for math and English teachers and teaching resources to teach TSI preparation courses in the fall of 2016. Counseling sessions scheduled.</p> <p>Timeline: Creation of courses and populated with qualified students - 10/10/2016 DE Failure List at zero - 10/13/2016 Annual Testing calendar complete - 10/10/2016 Enrollment balances with TSC - January 10, 2017 CNA page 11</p>		Principal Administrator for ECHS Dean	<p>Formative: Classes evident on master schedule. Teacher training complete and curriculum printed and distributed. Student rosters for teachers and counseling sessions. August 2 and 11, 2016 During school TBA.</p> <p>Summative: No failures on DE courses. All students enroll and have Program of Study.</p>				
Funding Sources: Title I-A - \$250.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Current Dual Enrollment teachers will have access to (1) syllabi, course expectations, tests; (2) textbooks; (3) assigned mentors for each course. A schedule will be prepared for ongoing staff development with TSC and other college-level entities so teachers have access to ongoing professional development for DE and AP courses and potential student certifications.</p> <p>Population: all students, ECHS teachers teaching DE, AP, courses linked to professional certifications.</p> <p>Timeline: August 2, 2016 through August 2017 CNA page 11 and 12</p>	2, 3, 4, 5, 9, 10	ECHS Administrator Dean of Instruction TSC Dean	<p>Formative: Schedule of training sessions for fall and spring. Curriculum, syllabi and tests provided by TSC for all courses and certifications.</p> <p>Summative: Completed training session for each course/certification.</p>				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) Continue to educate the community on the benefits of the Early College High School concept, to include dual enrollment offerings, certifications, testing dates, counseling sessions, parent meetings for each semester. Object is to provide information and support for not only students already in dual and AP classes, but also for those entering into ECHS and those who have not yet met college entrance requirements. Population: all students Timeline: Create Calendar - August 1, 2016; provide Monthly events calendar for distribution CNA page 11</p>		Principal ECHS Administrator Transitional Counselor Head Counselor	Formative: Calendar of a variety of venues designed to educate the public in general and parents in particular about ECHS benefits by August 1, 2016 Summative: Flyers and sign-in sheets for each month of the school year. Copies of newspaper articles and photos for each month for HB5 documentation.				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Provide subject specific reading, writing and vocabulary diagnosis and practice to support college and career readiness using consumable supplies and various supplemental resources, including software such as Compass Learning, A+, Rosetta Stone, and PEG writing. Population: all English I and II, ESL, math and science students and at-risk students in upper grades Timeline: Diagnostic test results by October 25 CNA page 11-12</p>	8, 9	Dean Administration Department Chair TLI Specialist	Formative: Vocabulary initiative begins in August 2015 with District Writing Initiative. Formative: Data from 6-wk reading diagnostic tests improve for each student by at least 1-2 grade levels. Summative: TELPAS and AMAO results within targets for all percentages.				
Funding Sources: Title III-A - \$2750.00, State Bilingual - \$2750.00							
<p>5) Provide opportunities for teachers and students to attend conferences and workshops pertinent to their content area and to content delivery for all learners, especially sub-populations testing in content areas to narrow the gap between sub-pops and mainstream students.(CAST, T-STEM, CAMT) Students will present PBL capstone projects at the STATE level T-STEM Conference. Population: subpopulation and mainstream students Timeline: November 2016, January 2017, July 2017 CNA: page 11-12</p>	4	Principal Assistant Principals Dean Department Chairs	Formative: Improved benchmark scores Summative: Narrow gap by 25% in bilingual and special education student populations				
Funding Sources: Title I-A - \$11750.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 3: Provide real world application to high school, career, and college course work for all students, including applications, mentorships, guest speakers, and presentations monthly.






Summative Evaluation: All students will choose a program of study and have a plan to complete at least 3 hours of college or a course sequence for certification by the time they graduate from Rivera Early College High School.

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 3 CSF 5 CSF 6</p> <p>1) Each department will engage a minimum of 2 guest speakers per semester to illustrate the application of skills pertinent to each content area in the workforce and provide examples for Programs of Study. Provide collegiate atmosphere by updating school surroundings collegiate climate.</p> <p>Population: all students Timeline: Monthly events CNA page 12 and 13</p>		Administration Teachers Dean	<p>Formative: Fall semester total of 5 guest speakers by December 5, 2016 Field trips in content courses</p> <p>Summative: Spring Semester total of 5 guest speakers by June 10, 2017</p>				
Funding Sources: Local - \$2000.00, Local - \$2000.00							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Implementation of HB5 will result in all areas meeting exemplary status: Fine Arts PE/Wellness 21st Century Workforce Dropout Prevention Strategies Community & Parental Invnt Second Language Acquisition Digital Learning Environment Educational Programs for GT Population: all students Timeline: Monthly events CNA page 7</p>		Principal Dean Department Chairs	<p>Formative: Scheduled events every month</p> <p>Summative: Exemplary status on HB5 documentation for every category</p>				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 4: Create a STEM Design Team to establish the curriculum and address the Blueprint of the application for designation.






Summative Evaluation: Establish meeting dates, curriculum scope and content standards for instructional purposes with benchmarks for implementation.

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) Design Team meets during the summer of 2016 to establish standards, choose Capstone projects for students, plan field trips and associated resources. Timeline: Monthly Mtg and student presentations at T-STEM State Coalition Conference January 21-23, 2017 and 2nd Regional Student to Student Conference in McAllen April 2017. Population: At-Risk Science & Math, CTE & STAMP students CNA page 11-12</p>	4	Dean Principal Design Team members	Scope and Sequence Standards for each content and each grade level				
<p>Funding Sources: Title I-A - \$1500.00, State Career and Technical Education - \$1000.00, State Compensatory - \$2000.00</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 5: Create a STEM Advisory Committee to oversee the program, provide vision and leadership, and maintain focus for sustainability.


Summative Evaluation: Establish monthly meeting dates and agendas for each area of the blueprint with input from the committee, administration, teachers and students.

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 7</p> <p>1) Advisory Committee meets monthly during the 2015-2016 school year to provide support to the STEM initiative on campus. Timeline: August 2016 through August 2017 Population: Science, Math, CTE & STAMP students CNA page 11-12</p>		Principal Dean Advisory Committee membership	<p>Formative: activities are scheduled for each month of school.</p> <p>Summative: Team Reflection and Planning tool is complete by August 2016</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 6: Create a STEM Leadership Team comprised of teachers, administration, and counselors to ensure fidelity to the program through the blueprint, provide a voice for the community, and support to the teachers and students.

Summative Evaluation: Assure elements of the program have sufficient funding, teachers have common planning, and students are on track to complete the program successfully.

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 7</p> <p>1) Using the teacher cadre trained at the T-STEM center, teachers will conduct training sessions for their peers, secure guest speakers to discuss aspects of their professions, and garner support from the community. Training from this June 11, 2016 workshop will also provide training and leadership for the Summer Bridge in July 2016</p>	2, 4, 5, 6, 10	Dean of Instruction Department Chairs STEM Teachers	<p>Formative: Number of community members familiar with the campus initiatives are increased</p> <p>Summative: Number of community partners double and participate in campus planning.</p>				
							

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

Performance Objective 1: Teachers will support student participation in Regional, State, and National competitions and enrollment in dual enrollment classes in the arts.

Summative Evaluation: Increase enrollment in Art and Music dual enrollment courses and AP Music and Art courses to improve overall participation by 10% over 2015-2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 2 CSF 6</p> <p>1) Promote ECHS in middle school (1) to establish high expectations with middle school teachers (2) to improve middle school TSI scores and (3) increase enrollment in Dual Enrollment and AP courses for ALL students by providing technology, media services and supplies.</p> <p>Population: all middle school teachers; all middle school students</p> <p>Timeline: Rounds in October, Testing in November, Rosters of incoming ECHS STAMP students in August 2016</p> <p>CNA page 10-11</p>		Principals for Rivera Cluster Deans at Garcia and Perkins Counselors for Rivera Cluster Testing coordinator Transitional counselor	<p>Formative: (1) Increase opportunities to engage in Vertical Instructional Rounds to twice in the fall and once in the spring.(3) Increase opportunities for subpopulations in advanced classes.</p> <p>Summative: (2) TSI reading scores improve by 15% and writing scores improve by 20%</p>				
<p>2) CSF 1, CSF 4, CSF 5</p> <p>Activities will be scheduled within the school year to provide opportunities for Gifted students to showcase their talent alone, with other Gifted students, and in venues beyond the campus academic day. Population: gifted and talented students Timeline: document end of each semester CNA page 13 Transportation for Showcase - \$200 LOC Population: GT Timeline: Fall and Spring CNA page: 12</p>	10	Advanced Academic Services Principal Dean Teachers	<p>Formative: Rosters of Gifted Students SPRs completed in fall and spring for each GT student Summative: Evidence of student participation in the 3 types of activities Gifted students must complete: alone, in groups of other GT students, and outside of school day.</p>				
Funding Sources: Local - \$200.00							
<p>3) Teachers will obtain core and ongoing GT hours, AP Summer Institute and ongoing hours to stay current each year. Hours will be offered on campus when possible to attain exemplary status with HB5. CNA - page 9 Population: all content teachers Timeline: July 2016-June 2017 CNA page 12</p>		Principal Dean Department Chairs Teachers	<p>Formative: ERO course offerings, completed scholarships from The College Board. Summative: compliance from all trained teachers by June 15, 2015</p>				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

Performance Objective 1: Rivera Early College High School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%, increase the at-risk student attendance rate by 10%, increase the High School Completion Rate to 95%, and increase the High School Graduation Rate to 80%.


Summative Evaluation: STAAR, At-Risk Student Attendance Rate, Retention Rate, Recidivism Rate, High School Completion Rate, and High School Graduation Rate

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 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: High School AR Students Timeline: September 15, 2016 - June 5, 2017 (At minimum 2 x week) CNA page 11</p>	2, 9	Principal, Dean of Instruction, Area Assistant Superintendent, Administrator for State Compensatory Education, Administrator for Special Programs	<p>Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR scores improve by 20%, Graduation Rate increases, Completion Rate increases, Retention Rate decreases</p>				
Funding Sources: State Compensatory - \$26592.00, State Compensatory - \$20000.00, Title I-A - \$2743.00, Title I-A - \$30000.00, Title I-A - \$11800.00							
<p>Critical Success Factors CSF 1</p> <p>2) Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act. Population: High School AR Students Timeline: August 1, 2016 - June 5, 2017 (As needed) CNA page 11-12</p>	4, 7, 9	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	<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, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Graduation Rate, Completion Rate, Retention Rate, Dropout Rate</p>				

<p>3) A food pantry and clothes closet will be implemented at every campus 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. Population: High School AR Students Timeline: July 1, 2016 - June 30, 2017 (As needed) CNA page 11</p>	9, 10	Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Retention Rate, Dropout Rate				
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>4) Monitor and recover students classified as dropouts on a systemic cycle through dropout recovery efforts that include: Walk for the Future, Monthly District Dropout Recovery Meetings, and Weekly Campus Dropout Recovery Meetings in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: High School AR Students Timeline: August 18, 2016 - June 5, 2017 CNA page 11</p>	4, 9	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Attendance Rate, Dropout Rate				
	Funding Sources: Title I-A - \$500.00						
<p>5) The At-Risk Counselor will monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: High School AR Students Timeline: August 18, 2016 - June 5, 2017 (Daily) CNA page 11</p>	9, 10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Attendance Rate, Dropout Rate, Retention Rate				
	Funding Sources: State Compensatory - \$67281.00						
<p>6) The Program Specialists will monitor and coordinate dropout intervention programs for students at all high schools in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: High School AR Students Timeline: August 18, 2016 - June 5, 2017 (Daily) CNA page 11</p>	9, 10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Attendance Rate, Dropout Rate, Retention Rate				
	Funding Sources: State Compensatory - \$52551.00						
<p>7) Core Area Teachers will provide supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: AR Students Timeline: August 18, 2016 - June 5, 2017 (Daily) CNA page 11</p>	3, 9	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, Graduation Rate, Attendance Rate				
	Funding Sources: State Compensatory - \$240122.00, State Compensatory - \$5000.00						

<p>8) 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 rate. The dean will order necessary supplies for successful teacher lesson delivery. Population: AR Students Timeline: July 1, 2016 - June 5, 2017 (Daily) CNA page 11</p>	4, 9	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Dropout Rate</p>				
Funding Sources: State Compensatory - \$79213.00							
<p>9) The Dyslexia Teacher will provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Provide an aide to serve the needs of dyslexia/504 students to ensure success. Population: AR Students; Dyslexic Students Timeline: August 18, 2016 - June 5, 2017 (Daily) CNA page 11</p>	9, 10	<p>Campus Administration, Administrator for Dyslexia, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Benmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Dropout Rate</p>				
Funding Sources: State Compensatory, State Compensatory							
<p>10) The Probation Officer will work with students who are on probation to improve probated student achievement, attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate. Population: Middle and High School AR Students Timeline: August 18, 2016 - June 5, 2017 (Daily) CNA page 11</p>	9, 10	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Dropout Rate</p>				
Funding Sources: State Compensatory - \$20000.00							
<p>11) The Communities in School (CIS) Site Coordinator will provide services to identified students to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: AR Students Timeline: August 18, 2016 - June 5, 2017 (Daily) CNA page 11</p>	9, 10	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Dropout Rate</p>				
Funding Sources: State Compensatory - \$25000.00							
<p>12) Computer-based instruction in the foundation curriculum and adaptive-assisted devices will be provided in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: AR Students Timeline: August 18, 2016 - June 5, 2017 CNA page 11</p>	9	<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Dropout Rate</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>13) Provide materials and supplies for instructional use to ensure academic excellence for identified students. Materials and Supplies -TI Population: AR Timeline: September 2016-July 2017 CNA page: 11</p>	4, 7, 9	Principal Dean of Instruction Department Chairs Teachers	Formative: Lesson Plans, classroom observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Dropout Rate				
Funding Sources: Title I-A - \$43790.00, Title I-A - \$18500.00, State Compensatory - \$12010.00, State Compensatory - \$2500.00							
<p align="center">Critical Success Factors CSF 1</p> <p>14) Provide incoming identified 8th graders with a Summer Bridge comprised of a structured program designed to strengthen study skills, cooperative learning, and familiarize them with the requirements to ensure high school graduation success. Provide materials and supplies for successful implementation of PBL program. Population: Identified 8th graders from feeder middle schools Timeline: July 25-30, 2016 CNA page 11</p>	1, 7	Principal Dean of Instruction Teachers 9th grade Counselor At Risk Team	Summer Attendance records Successful completion of Summer Bridge 1st Six Weeks Attendance records				
Funding Sources: Title I-A - \$18128.00, Title I-A - \$2400.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>15) Utilize STEM PBL training to teach At-Risk students using engaging techniques, apps and technology for success in high school, college and the workplace. Timeline: August 2016 through July 2017 Population: students CNA: page 12</p>	1, 3, 4	Title I Department Principal Dean of Instruction Department Chairs Librarians	Formative: Students utilize Maker Space to apply in a risk-free environment the concepts they are learning in CTE, math and science classes and present their projects in the fall and spring for an audience. Summative: Math and Science Students create Capstone Projects and present them to audiences in the fall and the spring.				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 7</p> <p>16) Provide opportunities for teachers to work with and accompany all populations of students engaging in special CTE, Summer Bridge and STEM presentation activities which encourage academic oral language development and presentation skills. Timeline: August 2016 through July 2017 Population: At Risk, CTE CNA page 11-12</p>	6, 9, 10	Principal ECHS Director Librarians CPO Dean Department Chairs	Formative: Identify 150 students with potential skills and match them to upcoming local regional, and state events. Summative: Fund training and travel for at least 3 events in the area and state. Provide venues for 3 additional events.				
Funding Sources: State Career and Technical Education, State Career and Technical Education, State Career and Technical Education							
<p align="center">Critical Success Factors CSF 5</p> <p>17) Provide nursing services for medical services and response to emergency situations.</p>	10	Principal					
Funding Sources: Title I-A - \$41687.00							
<p>18) Provide Library Aides to assist students and their research and technology needs.</p>							
Funding Sources: Title I-A - \$39525.00							

19) Provide 3 Parent Liaisons to facilitate contact with parents of At-Risk students and other emergency situations.	Principal Dean PEIMS administrator					
	Funding Sources: Title I-A - \$60723.00					
20) Provide a Dyslexia Aide to work with students in the lab and in the classroom who are diagnosed with dyslexia.	Principal Dyslexia Teacher Dean					
	Funding Sources: Title I-A - \$15633.00					
						


Goal 4: The students will be encouraged and challenged to meet their full educational potential by maintaining a rigorous curriculum and supporting initiatives designed to challenge instructors to learn new techniques and share professionally with their peers throughout the year.

Performance Objective 1: By the end of the 2016-2017 school year, 80% of students will meet or exceed state standards on EOC tests.

Summative Evaluation: District Benchmark and STAAR scores will increase 10% over 2015-2016 scores.

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 2 CSF 3</p> <p>1) Analyze data and develop a focused instructional timeline with 6 week benchmarks. (DEIC 3.13) Debrief in department meetings by holding Curriculum Planning Reviews (CSRs) each 6 weeks. Students will use individual books.</p> <p>Population: all students</p> <p>Timeline: Planning review by teachers each marking period, Campus Data Plan Committee meets every month</p> <p>CNA page 11</p>	2, 8, 9	Dean Teacher Specialists Department Chairs Teachers	Formative: 80 percent of students will score 70 or above on each benchmark Summative: STAAR scores will reach 80% in all areas.				
<p>Critical Success Factors CSF 2</p> <p>2) All teachers will be trained and integrate TLI and i3 CIF delivery methods to engage students and provide scaffolding. Students and teachers will be provided with resources to engage new learning methodologies.</p> <p>Population: All students</p> <p>Timeline: August - all teachers receive training Weekly- lesson plans reflect integration of strategies October - Instructional Rounds begin October - Vertical Alignment with feeder schools begin with Instructional Rounds.</p> <p>CNA page 12</p>		Dean Teacher Specialists Department Chairs Teachers	Formative: 80 percent of students will score 70 or above on each benchmark Summative: STAAR scores will reach 80% in all areas.				






<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) Professional development will be scheduled to meet the requirements for ECHS, i3, HB5, TLI, SIOP, EOC, IDEA and changes to the TEKS. Contract with consultant to train teachers to use Primary Source Documents. Provide subs from department or campus funding when necessary. Support material and supplies will be provided for ESOL students to ensure success in classroom activities. Population: all students Timeline: August 2016 through June 2017, review progress each marking period CNA page 14</p>		<p>Dean Teacher Specialists Department Chairs ESOL and SL Teachers Special Education Department</p>	<p>Formative: 10% Fewer disciplinary referrals, fewer students in hallways Summative: 5% higher scores from ESL populations Increase number by 10% "Advanced High" students on AMAO</p>				
<p>Funding Sources: State Bilingual - \$3750.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Beginning in September, all students identified At-Risk or struggling with courses or needing TSI will be scheduled into tutorials, using a variety of resources and engaging computer software. Monitoring progress will be done with Scantrons to provide quick results. Teachers will be provided with associated training and feedback to ensure student success. Population: At-Risk students Completion Timeline: ID Beginning September and each 6 wks thereafter; Software Purchase August 2015 and October 2015 Tutorial Timeline: Monday through Thursday from September 14, 2016-June 11, 2017 CNA page 11&15 Compass Learning Software \$4,100 Living with Science Software \$4,800 A+ Software 2,500</p>	<p>3, 9</p>	<p>Dean Teacher Specialists Department Chairs Teachers Parent Liaison</p>	<p>Formative: 80 percent of students will score 70 or above on each benchmark Summative: Higher 4-year Graduation rate, 20% fewer students needing STARS remediation, decrease retention rate in 9th grade due to math, science and English EOC scores.</p>				
<p>Funding Sources: Title I-A - \$25000.00, Title I-A - \$3900.00, Title I-A - \$4800.00, Title I-A - \$2500.00, Title I-A - \$200.00, Title I-A - \$5000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Students will be provided with incentives and awards for exemplary academic accomplishments. Timeline: Fall 2016 and Spring 2017 Semester Competitive Academic Events Population: All students in various events CNA page: 12</p>	<p>6, 7, 8, 9</p>	<p>Department Chairs Administration</p>	<p>Formative: more than 3 opportunities for student rewards per semester Summative: Provide Content, Program of Study and Graduation rewards by the end of June 2017</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Provide a Makerspace in the Library Media Center to encourage collaborative problem solving in all Programs of Study.</p> <p>Population: all students Timeline: 3 projects per semester CNA page 11</p>	6, 7, 9, 10	Principal Librarians Dean of Instruction	Formative: Monthly lunch, before and after school rosters of students participating in Makerspace activities. Summative: Campus Masterspace Open House student presentations April 2017				
	Funding Sources: Local - \$2000.00						
<p>7) Provide opportunities for students to demonstrate creative and other forms of writing and perform at poetry night and other venues to improve and celebrate academic achievement.</p> <p>Population: all students Timeline: two events in the spring CNA page 11-12</p>		All Department Chairs Art Department Dean Principal Librarians Teachers	Formative: List of students wanting to participate, set dates and provide resources for performances. Summative: Complete two extracurricular performances, publish work.				
							

Goal 4: The students will be encouraged and challenged to meet their full educational potential by maintaining a rigorous curriculum and supporting initiatives designed to challenge instructors to learn new techniques and share professionally with their peers throughout the year.

Performance Objective 2: Increase math and English Language Arts proficiency for all students with 10% increase in Algebra and English EOC scores with 15% scoring at Level III.

Summative Evaluation: Benchmark, marking period and classroom data all indicate increased proficiency. 80% of students are writing in class using timed assignments based on lesson plans and passing grades.






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 2</p> <p>1) Write targeted core curriculum and provide teacher training designed to prepare all students for EOC, TSI, SAT, ACT, ultimately for college and career readiness. Population: all students Timeline: August 2015-July 2016 CNA page 14</p> <p>Kuta for math Inspire for math Shmoop - all subjects Jane Schaffer - English</p>	4, 7, 8, 10	Dean of Instruction Department Chairs teachers	<p>Formative: Horizontal alignment occurs weekly and Vertical alignment occurs monthly with ERO documentation.</p> <p>Formative: Teachers conduct followup training for one another and 75% of all content teachers engage in Instructional Rounds.</p> <p>Summative: 20% more students successfully complete TSI, 10% increase in ACT and SAT participation with 2% overall improvement.</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Train new teachers on EOC content and strategies. Provide mentors for new teachers. Population: new teachers and mentors Timeline: by 2nd week of hiring mentors must be assigned CNA; Page 12</p>	5	Principal Dean of Instruction Assistant Principals for each Department Department Chairs EOC teachers	<p>Formative: EOC training of all content teachers by December 12, 2015 with updates by April 2016. All teachers are assigned a mentor within 2 weeks of their first day of class.</p> <p>Summative: all teachers had received training and materials for EOC and new teachers have mentors.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning and fostering thoughtful actions towards others.

Performance Objective 1: Campus will engage in activities to prepare students for possible dangerous or life-threatening situations, including drills, practicing safety measures in classrooms, and learning life saving methods useful in daily life.

Summative Evaluation: Students will engage in at least 5 different health-related risk-prevention exercises per year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Students will learn the basics of CPR, engage in fire drills, lock-downs, soft lock downs and other risk prevention activities to prepare them for emergencies. Population: entire student population Timeline: Quarterly CNA page 11</p>	4, 10	Principal Administrator for Safety	Formative: Schedule of Drills Summative: Completion of safety drill employment checklist				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Hall monitors, teachers, and staff will all be vigilant to the possibility of strangers entering the facilities without documentation, areas which could cause slips and falls, and adherence of good safety practices when decorating, cleaning, or moving heavy equipment. Training provided for ancillary administration to be trained to assist in the nurse's office in their absence. Population: all students, teachers and staff Timeline: every day CNA page 20</p>	2, 4, 10	Principal Safety Administrator Hall Monitors Teachers Students Staff	Formative: Registration logs, availability and safe storage of safety signs and equipment Summative: Safety Log, Safety reports, Nurse's Log, Reduced number of Accident Reports by 15%				
Funding Sources: Title I-A - \$3000.00							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Teachers and staff will promote kindness, teach and model courteous behavior to provide a safe atmosphere for all students and staff TEC 28.002. Negative behavior such as bullying will not be tolerated as per TEC 37.001. Population: all parents, students and staff Timeline: 2 events per semester CNA page 14</p>	2	Entire staff and student body.	Formative: Fewer students engaged in negative behavior, fewer referrals coded as bullying. Summative: Established Breakfast Club and reduced referrals by 20% coded as bullying. At least 2 presentations per semester on anti-bullying and/or parenting skills.				

<p align="center">Critical Success Factors CSF 6</p> <p>4) Campus teachers and staff will maintain a safe and clean working environment, using approved supplies.</p> <p>Timeline: August 2016 through July 2017</p> <p>Population: entire staff and student population</p> <p>CNA page 11</p>	1	Entire staff and student body.	<p>formative: Teachers use safe teaching and safety practices when chemicals, proteins, and recycled materials are used. Janitors purchase and use approved cleaning materials for public buildings</p> <p>Summative: Teacher Safety checks, bi-annual school-wide safety assessment by Head Custodian</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Campus Response to Intervention Initial Referral packets are initiated and appropriate follow-through occurs on a timely basis. Teacher training to ensure intervention strategies are commiserate with student abilities, 504 documentation, and current IEPs in place during the instructional day.</p> <p>Timeline: August 2016-June 2017</p> <p>Population: Regular and IDEA students</p>	8, 9, 10	Principal IDEA administrator and staff 504 administrator and staff Dyslexia teacher and staff Dean content teachers	<p>RTI, 504 and IDEA documentation is accurate, distributed on a timely basis to teachers, and reviewed with parents monthly to ensure student success.</p> <p>Follow-up occurs on a 6-week basis for each student with RTI, 504, or IDEA documentation.</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>6) All teachers receive training to ensure disciplinary issues are shared with parents and administration and are documented and addressed appropriately on a timely basis. IDEA teachers receive training to use and document Behavior Intervention Plans including corrective practices before OSS placement.</p> <p>Population: all students</p> <p>Timeline: August 2016-June 2017</p>	4	Principal Administration for each Content IDEA Administrator Dean Teachers	<p>Students receive due process</p> <p>At Risk Student documentation log</p> <p>Percent of IDEA students disciplined versus the entire student population.</p>				
<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: Maintain a strong, vibrant parent center with monthly activities which provide information about the campus initiatives and showcase student products.

Summative Evaluation: Provide Parents with a variety of ways to become familiar with ECHS initiatives and student success showcasing their products monthly based on flyers, brochures, parent sign-in sheets, photos, and a parent survey in June 2016 with 20% increased participation by parents compared to 2015.

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 3 CSF 5 CSF 6</p> <p>1) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Health Education-Families in Training; Lectures on topics such as: Bilingual, Dyslexia, G.T., Migrant, Special Education College Readiness; Computer Programs to educate parents such as Rosetta Stone, College Readiness, College Entrance requirements; Drop-out and Violence Prevention; New Horizons; Community agencies / organizations. Information is distributed in English and Spanish; Campus Safety; Curriculum Targets, and tutorial opportunities for academic advancement and graduation. Provide refreshments \$500 TI-A Population: all parents and students Timeline: Monthly in the Academic Year CNA page 17</p>	6	District Parental Involvement Admin. Parent Liaison Principal Administration Dean Teachers	<p>Formative: Calendar of Activities complete with dates for each month pertinent to parent topics or student showcases.</p> <p>Summative: Parent sign-in and evidence of completed events for each month. Title I Parental Involvement Compliance Checklist</p>				
Funding Sources: Title I-A, Title I-A - \$500.00							






<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>2) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy; School-Parent-Student Compact; Campus Improvement Plan and SBDM. Population: all parents and guardians Timeline: Monthly events CNA page 17</p>	6	District Parental Involvement Dept. Principal Parent Liaison Dean Teachers	Formative: SBDM minutes and sign in. Title I meeting sign-in Flyers Summative: Composite of meeting minutes Title I Parental Involvement Compliance Checklist TAKS/EOC Results Attendance Rate Discipline Referrals				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>3) Host a Parent Orientation Day in English and Spanish to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct; Student-Parent-School Compact; Parental Involvement Policy; Emergency Operating Procedures; Volunteer Guidelines & Opportunities Population: all parents and guardians Timeline: Monthly CNA page 17</p>	6, 9	Principal Parent Liaisons Teachers	Formative: Agendas Sign-in sheets Handouts Summative: Composite of meeting minutes Title I Parental Involvement Compliance Checklist TAKS/EOC Results Attendance Rate Discipline Referrals				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Rivera will continue to fund Parent Liaisons to increase parent participation, attendance rate, home visits, and to decrease discipline referrals (salary included in strategy total for AT-Risk team) Population: all parents and guardians Timeline: August 2016-June 2017 CNA page 17</p>	6, 9	Principal Dean At-Risk Team	Formative: Job description, contact log Summative: Title I Parental Involvement Compliance Checklist TAKS/EOC Results Attendance Rate Discipline Referrals				
Funding Sources: Title I-A							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. The Rivera High School parent center will conduct an annual Title I meeting and a Parent Survey at the end of the school year to evaluate the effectiveness of the Campus Parental Involvement efforts. This will be used to design a better parental involvement program through Title I funds which addresses the school's needs. Purchase supplies as needed. Information distributed in English and Spanish. Population: campus staff Timeline: scheduled monthly meetings CNA page 17</p>	6, 9	Principal Parent Liaison Dean AT-Risk Team Parental Involvement Staff, ARE Dept.	Formative: Agendas Sign-in Sheets Summative: Increased parent participation through attendance Title I Parental Involvement Compliance Checklist TAKS/EOC Results Attendance Rate Discipline Referrals				
<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 2: All students will have access to a variety of current reading material, from both print and electronic media.

Summative Evaluation: Increased access to resources as demonstrated in increased circulation of library materials from the Destiny reporting system.

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 4 CSF 6</p> <p>1) Purchase current titles as funding allows to address deficit, including subscriptions.</p> <p>Population: all students and teachers Timeline: August 2016 through June 2017 CNA Page: 11</p>		Principal Librarians	<p>Formative: Increased student activity and positive feedback</p> <p>Summative: Increased circulation stats</p>				
Funding Sources: Local - \$5000.00, 197 Projects, 197 Projects							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Purchase library furnishings, related materials and supplies to create the climate appropriate to the new designation of Early College High School</p> <p>Population: all students and teachers Timeline: August 2016 through June 2017 CNA Page: 12</p>		Principal librarians	<p>Formative: Adequate seating and fixtures for facility events and activities</p> <p>Summative: Increased usage of library and media space compared to previous year.</p>				
Funding Sources: Local - \$1400.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Provide college level professional development for campus library staff to ensure knowledge and use of 21st Century technology skills used in the higher ed setting and multiple work environments.</p> <p>Population: Wall to Wall ECHS population Timeline: Fall 2015 and Spring 2016 CNA Page: 12</p>		Principal Dean of Instruction Librarians TST	<p>Formative: 5 Fall technology workshops and 3 Spring Workshops</p> <p>Summative: Increased number of DE sections for 2015-2016 and increased use of technology by teachers and students as per training sign-in sheets and assignments based on technology.</p>				
Funding Sources: Local - \$1600.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: 90% of BISD 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: TAPR Report and PBMAS Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) 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. Population: PFS, Migrant Students, s Timeline: Monitor weekly throughout 2016-2017 school year</p>	9	Campus Migrant Clerk Migrant Teacher	Students will be identified and serviced on a timely basis.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</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 meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Population: PFS, Migrant Students Timeline: Tutorial check each month, supplies provided as needed 2016-2017 School Year. CNA Page 10</p>	1	Campus Administrators Migrant Teacher Migrant Clerk	Formative: NGS, Active Students, Campus Reports Summative: Completed Request for Supplemental Support Form with student signature				
Funding Sources: Title I-C (Migrant) - \$723.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Migrant students 9th- 11th EOC/TAKS results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. Population: PFS, migrant students Timeline: 2016-2017 school year CNA Page 10</p>	1	Campus Principals Counselors Core Subject Teachers Migrant Teacher Migrant Clerk	Formative: EOC/EOC/TAKS Remediation Enrollment Lists NGS EOC/TAKS Report Benchmark Results Summative: Current State Assessment Test Results				






<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) The campus migrant clerk and migrant teacher will provide supplemental support to the PFS and migrant students in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineate by NCLB Act of 2001 (Public Law 107-110) Section 1301-1309; the migrant clerk will be located in the room with the migrant teacher and will ensure that the migrant students are actively engaged and receive needed homework assistance and other help for migrant students. Population: Migrant students Timeline: August 2016-June 2017</p>	1	Campus Principals Migrant Clerk Migrant Teacher	<p>Formative: Job Description Position Control Forms, Reports, Student Progress</p> <p>Summative Completed Personnel Assurance</p>				
Funding Sources: Title I-C (Migrant) - \$61928.00, Title I-C (Migrant) - \$16948.00							
<p align="center">Critical Success Factors CSF 1</p> <p>5) 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] Population: PFS, Migrant Students, Timeline: Monitor weekly throughout 2016-2017 school year</p>	8, 9	Migrant Teacher Migrant Clerk	<p>Formative: Transcript, Exit EOC/TAKS Results Report Card</p> <p>Summative Diploma, Official Transcript</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Migrant students (9th -12th) will have credit accrual opportunities through state approved online courses and/or Credit- by- Exams to ensure on time graduation. [PBMAS] Population: PFS, migrant students Timeline: August 2016-2017 CNA page 10</p>	8, 9	HS Principal HS Counselors DMC Migrant Teacher Migrant Clerk MSC	<p>Formative: CBE, API Module progress scores Credit Accrual Needs of Migrant Students and Student Transcripts</p> <p>Summative :Awarded Credits on Student Transcripts</p>				
Funding Sources: Title I-C (Migrant) - \$3500.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Migrant students (11th -12th) will have access to Path to Scholarships Program. Counselors will assist Migrant students in writing scholarship essays and completing college applications to ensure academic achievement. Population: migrant students Timeline: August 2016-2017 CNA page 10</p>	8, 9	Migrant Teacher Migrant Clerk DMC	<p>Formative: Sign-In Sheets, Agendas and One-One Counseling Sessions</p> <p>Summative : Scholarship Applications and Award Letters</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Graduating juniors and seniors will have the opportunity to attend the BISD Annual Migrant College CAMP Fair in order to visit with and apply to the Texas Universities that offer the College Assistance Migrant Program (CAMP). Population: migrant students Timeline: December 2016 CNA page 10</p>	8	Migrant Teacher Migrant Clerk DMC MSC	<p>Formative: Sign-In Sheets Agenda Session Evaluation</p> <p>Summative CAMP Applications and Acceptance Letters</p>				
Funding Sources: Title I-C (Migrant) - \$150.00							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>9) 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. Population: PFS, Migrant Students, Timeline: Monitor weekly throughout 2016-2017 school year CNA page 10</p>	8, 9	HS Counselors Migrant Teacher Migrant Clerk DMC MSC	<p>Formative: Enrollment Forms, Attendance Sheets and Counselor Recommendation</p> <p>Summative: Awarded Credits on Student Transcripts</p>				
Funding Sources: Title I-C (Migrant) - \$800.00, Title I-C (Migrant) - \$400.00							
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>10) MEP staff, parents and students will have access to Texas Migrant Interstate Program (TMIP) to ensure that interstate coordination is available for migrant students as they migrate throughout the nation. Population: PFS, Migrant Students, Timeline: Monitor weekly throughout school year 2016-2017</p>	8, 9	DMC MSC NGS Clerks	<p>Formative: Parental, Student And District Requests</p> <p>Summative: DMC and MSC Documentation</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>11) Campus Migrant Clerk / Teacher will conduct a meetings twice each semester to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically. Population: PFS, Migrant Students Timeline: Monitor weekly CNA page 16</p>	6, 9	Migrant Clerk	<p>Formative: Fliers, Parent Phone Calls Sign-in sheets, Agendas and Meeting Minutes</p> <p>Summative: Parent Recommendations Meeting Evaluations</p>				
Funding Sources: Title I-C (Migrant) - \$100.00							

<p align="center">Critical Success Factors CSF 1</p> <p>12) The Migrant teacher will provide computer access and basic technical support and training to students when accessing the technology in the migrant lab. Population: Migrant Students, PFS Students Timeline: Monitor weekly throughout 2016-2017 school year CNA page 10</p>	8, 9	Counselors Migrant teacher Department Administrator	Formative: Active Migrant Students, Curriculum Documents Summative: Increase EOC/TAKS Scores				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>13) Migrant teacher will implement instructional strategies and techniques for improving LEP/ESL student academic performance. Population: PFS, Migrant Students Timeline: Monitor weekly CNA page 10</p>	8, 9	Counselors Migrant teacher Teachers Department Administrators	Formative: Curriculum Documents Passing scores on formative assessments Summative: Increase EOC/TAKS Scores				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>14) Provide a variety of tutoring opportunities to all migrant students. *The migrant lab will be available after school for easy access to computer research and one-to-one tutoring assistance as needed. Population: PFS, Migrant Students, Timeline: Monitor weekly throughout 2016-2017 school year CNA page 10</p>	3, 9	Counselors Migrant teacher Department Administrator Dean of Instruction	Formative: Tutorial Schedule, Sign In Sheets Summative: Tutorial Attendance Log Tallies, Increase EOC/TAKS Scores				
Funding Sources: Title I-C (Migrant) - \$7440.00, Title I-C (Migrant) - \$2100.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>15) The Migrant Counselor 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 activities; Coordination with state approved online courses; Assist with the monitoring of campus migrant staff Population: PFS, Migrant Students Timeline: Monitor weekly throughout 2016-2017 school year CNA page 10</p>	8, 9	Special Programs Admin DMC MSC	Formative: Students surveys Parent surveys Training session evals Documentation logs Transcripts MEP Report Campus Visitation log Summative: College placements NGS reports Graduation Completion rate Survey results				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>16) The migrant funded staff will attend Migrant education Region One workshops in order to secure the most current information impacting migrant students, migrant parents and the migrant program through the current school year. Population: Migrant Students, PFS Students Timeline: Monitor weekly throughout 2016-2017 school year CNA page 10</p>	4, 8	MSC	<p>Formative: Region One Workshop Registration Forms BISD Professional leaves w/ approval signatures</p> <p>Summative: Workshop certificate, agendas, handouts</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>17) The Migrant teacher will collaborate with core academic teachers via department meetings and e-mail to assist with student academic success. Population: PFS, Migrant Students Timeline: Monitor weekly throughout 2016-2017 school year CNA page 10</p>	8, 9	Counselors Migrant teacher Department Administrator Core Teachers	<p>Formative: Agendas, e-mail correspondence</p> <p>Summative: Increase EOC/TAKS Scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>18) Migrant staff will implement curriculum through the use of API modules & A+ in order to help students accrue/recover credits to ensure secondary credit for on-time graduation. Population: PFS, Migrant Students Timeline: Monitor weekly throughout 2016-2017 school year CNA page 10</p>	8, 9	Counselor Migrant teacher Department Administrator	<p>Formative: Agendas, email correspondence</p> <p>Summative: Increase EOC/TAKS scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>19) 9th grade migrant students will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will furnish the migrant student with an opportunity to reinforce the skills needed to successfully meet the challenges of the district rigorous math classes. Population:PFS, Migrant Students Timeline: Monitor weekly CNA page 10</p>	8, 9	Migrant teacher Campus clerk DMC MSC	<p>Formative: September 2015 sign-in sheets, agendas and session evaluations Tutorial session for PFS students April 11, 2015</p> <p>Summative: student Math grades and test scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>20) Migrant students will be recognized for their attendance and accomplishments to enhance their self- esteem. Population: PFS, Migrant Students Timeline: Monitor each 6 weeks throughout 2016-2017 school year CNA page 10</p>	4, 10	Migrant teacher DMC MSC	<p>Formative: ice cream social for qualified students</p> <p>Summative: attendance certificate</p>				






<p align="center">Critical Success Factors CSF 2</p> <p>21) High school migrant students will respond to a survey used to evaluate the effectiveness of the high school migrant labs so that pertinent and appropriate adjustments can be made to the labs. Population: Migrant Students, PFS Students Timeline: Monitor weekly CNA page 10</p>	2	Migrant clerk Migrant teacher MSC	Formative: High School survey administered in May 2016 Summative: Implementation of survey results				
<p>22) Migrant staff will be provided training with the most current information needed to identify (ID&R), code (NGS), and enroll migrant students. Population: PFS/Migrant Students Timeline: August 17, 2016</p>		Migrant Staff	Meeting agenda and evaluations				
<p>23) Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters. Population: Migrant Office Staff Timeline: August 2016</p>		MEP Staff-Clerks and Recruiters	Student ID&R numbers Migrant Recruiter & clerks certificate of attendance				
<p>24) All migrant NGS clerks and the campus migrant clerks will attend the required annual New Generation Systems (NGS) state training in order to secure the needed skills to accurately and appropriately enter the data for migrant students into the State migrant data base. Population: NGS Data Clerks, Migrant Campus Timeline: August 17, 2016</p>		Recruiters Migrant Secretary Data Entry Clerk Computer Operator New Generation System (NGS) Clerks Campus Migrant Clerks Clerical Assistant Reviewers MSC	NGS Maximum Enrollment Report Promotion Continuity of Services				
<p>25) 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. Population: PFS and Non-PFS Migrant Students Timeline: August 22, 2016- June 30, 2017</p>		Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC	Fewer PFS students are identified due to increased performance				

<p>26) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 12, 2016 - May 29, 2017</p>	<p>Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>Timely placement into Interventions</p>				
<p>27) High school migrant students will have the opportunity to do on-site visitations to Texas universities with a CAMP program in order to facilitate the application to the universities and the enrollment into their CAMP programs Population: PFS, High School Migrant Students Timeline: October 2016 - April 2017</p>	<p>HS Principal HS Migrant Teachers HS Migrant Campus Clerks DMC MSC</p>	<p>Increased applications and acceptance into CAMP</p>				
<p>28) 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 Population: Migrant Students Timeline: April 2017</p>	<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	<p>Increase on- time graduation</p>				
<p>29) 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 STAAR assessment. Population: HS PFS Migrant Students Timeline: February 2017</p>	<p>MSC Migrant Counselor Migrant Clerks Migrant Teachers</p>	<p>Increased STAARS Scores for PFS students</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Sections 1304(d) are addressed.

Summative Evaluation: Funding and services are documented for PFS migrant students first chronologically and then funding and services are provided for the rest of migrant students.






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</p> <p>1) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Sections 1304(d) are addressed. Population: Migrant Students, PFS Students Timeline: Monitor weekly throughout 2016-2017 school year CNA page 10</p>	8, 9	Campus Administrators Migrant Teacher Migrant Clerk	NGS Campus reports Completed PFS Monitoring Tool				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: Create a 5 year technology plan for the campus to address the ongoing acquisition and replacement of hardware and software.

Summative Evaluation: Report to the SBDM status of the media center and fixed assets in relationship to campus needs for testing and instruction.


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 2 CSF 3</p> <p>1) Formulate a committee to analyze the campus fixed assets, conduct a survey to analyze campus needs, and create a 5-year acquisition and replacement plan for the campus budget committee to use for planning purposes.</p> <p>Population: all students and faculty</p> <p>Timeline: formulate committee by September 30, report to SBDM</p>	2, 5, 8, 9, 10	SBDM committee and subcommittee for Technology 5-year plan Principal Administration-Fixed Assets Dean Teachers	Entire staff is aware of schedule of purchases and monitors				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Create and upgrade resource labs and classrooms by purchasing desktops,laptops, projectors, Elmos, a printer, interactive whiteboards, a postermaker, a 3-D printer and related supplies to help meet student needs and improve EOC/TSI scores.</p> <p>Population: all students Fall Timeline: Fall purchases and teacher training Spring Timeline: review 5-year acquisition/replacement plan CNA page 20</p>	1	Administration SBDM Technology sub-committee Library Media Center (LMC) Teachers Dean	Formative: Improved Teacher delivery, fewer referrals Summative: Student achievement and presentations improve by 10%				
Funding Sources: Title I-A - \$133932.00, Title I-A - \$3625.00, State Compensatory - \$35941.00, Title I-A - \$33275.00							
<p>Critical Success Factors CSF 1</p> <p>3) To assess student fitness annually in grades 9-12 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.</p> <p>Population: Students Timeline: Completion prior to end of Fall semester CNA page 12</p>	2, 8, 10	District PE/Health Specialist PE and Health Teachers Dean	Formative: Schedule students and activities to conduct physical fitness regime Summative: Record data from FitnessGram results online				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Teachers will scan and upload assignments and tests for students, and students will be able to turn in work to their teachers before/after class and demonstrate mastery electronically with the use of scanners in the Media Center. Documents can be uploaded on teacher Weebly accounts.</p> <p>Population: All students with a focus on At Risk Timeline: 2 teachers from each content area by November CNA Page 11</p>	1	Dean Department Chair for each department Assistant principals	Lesson Plans PDAS Decrease in referrals Decrease in failure rate				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) The campus will utilize visual displays to alert students to deadlines, announce upcoming events, TSI testing times, and campus initiatives, maintaining a responsible, college-going culture.</p>		Department Chairs Dean Librarians	Formative: Students improve adherence to classroom deadlines, thereby insuring credit gains. Summative: Reduction in STAARS requirements and credit regain requirements.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) English, science and math teachers use challenging STEM live streaming to study real world problems and question to prepare them for stimulating college and careers</p> <p>Population: All students with a focus on At Risk Timeline: 10 teachers from each content area by November CNA Page 10</p>	1	Department Chairs Dean Librarians/Media center	Increase in student projects for: History Day Science Fair STEM UIL Dual Enrollment				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>7) Prepare a separate training room outfitted with technology, software, and supplies to prepare teachers with the tools to be successful with all students.</p> <p>projector, screen, printers, desktops, and related supplies TI and State Comp funding. Timeline: Spring and Fall 2016 Population: All Admin and Teachers CNA page 20</p>	2, 4, 9	Principal Dean Dept. Chairs	3-week Data collection and weekly reflective activities designed to monitor and self-correct to improve instruction.	Funding Sources: State Compensatory - \$2500.00			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: Provide courses for Career and Technology that exemplify the best practices needed in 21st Century careers.

Summative Evaluation: All students in a CTE course sequence are coded "2" or "3" and graduate having career experiences that mirror those needed in the workplace.

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) Teachers will train students to be successful in their chosen career by providing instruction for Certifications and College Readiness aptitude tests. The campus will provide units for student TSI and payment provisions for AP testing. Population: all students Timeline: August 2016 through July 2017</p>	4	Principal Assistant Principals Dean CPO and i3 College counselors SAT teacher Tutorial teachers Summer Bridge teachers	<p>Formative: TSI test reports indicate increased aptitude in all areas</p> <p>Summative: 30% of all students score successfully on TSI in all areas.</p>				
Funding Sources: Local, State Bilingual							
							

State Compensatory

Budget for Rivera Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-00-004-Y-30-0K2-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,419.00
162-11-6118-00-004-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$38,238.00
162-11-6118-00-004-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$12,497.00
162-11-6119-00-004-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$226,994.00
162-11-6119-00-004-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$66,492.00
162-13-6119-31-004-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$82,545.00
162-23-6119-01-004-Y-30-037-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,564.00
162-31-6119-31-004-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$72,654.00
6100 Subtotal:		\$561,403.00
6200 Professional and Contracted Services		
162-11-6249-00-004-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-32-6299-00-004-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
162-32-6299-00-004-Y-24-JPO-Y	6299 Miscellaneous Contracted Services	\$10,000.00
6200 Subtotal:		\$35,636.00
6300 Supplies and Services		
162-11-6398-62-004-Y-30-OK2-Y	6398 Computer Supplies/Software - Locally Defined	\$13,590.00
162-11-6399-00-004-Y-30-OK2-Y	6399 General Supplies	\$11,991.00
6300 Subtotal:		\$25,581.00

Personnel for Rivera Early College High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Teacher	State Compensatory	1.00
Baldomero Ramos	Program Specialist	State Compensatory	1.00
Concetta Johnson	At Risk Counselor	State Compensatory	1.00
Criselda Tabares-Rookstool	Teacher	State Compensatory	1.00
Dr. Donald Schuler	Dyslexia Teacher	State Compensatory	1.00
Jesus Villarreal	Teacher	State Compensatory	1.00
Robert Pizana	Teacher	State Compensatory	1.00
Roberta G. Sterling	Dean of Instruction	State Compensatory	1.00

Title I

Schoolwide Program Plan

The Rivera Early College High School participates in a Title I Schoolwide Program. Each year a comprehensive needs assessment of the entire school is conducted with a survey followed up with meetings in small groups which also take into account the needs of migratory students and the highly mobile student community in our district. Based on the data from these resources, initiatives are put into place to address the academic gaps these students experience.

This year Rivera EARly College High School's main focus is two-fold: providing the tools necessary for successful implementation of the new Early College High School designation, and generally reducing the achievement gap between subpopulations and the entire student body. Teachers training through STEM, i3 and TLI is designed to upgrade delivery and implement new instructional strategies for optimal student learning outcomes. Finally, using common assessments to identify problematic instructional areas in each of the core subjects and meeting regularly to self-reflect on the effectiveness of instruction we feel will give teachers validation and direction. The Summer Bridge program emphasizing Problem Based Learning and STEM subjects provide transitional learning activities from middle school to high school and high school to college. Vertical Alignment meetings with administration from middle school and Texas Southmost College provide feedback for optimal use of faculty expertise, training, and facilities so students master skills needed for successful transitioning from one platform to another with a Program of Study in place.

Understanding that parental support is critical to our success, the campus is increasing public activities which showcase student talent, provide parent training, and educate parents to the benefits of post-secondary opportunities we now offer.

Teacher training through state and federal grants optimize funding and encourage teachers to apply to work at our campus and keep them here. Having a comprehensive schoolwide plan provides focus for every aspect of campus life and maximizes everyone's efforts.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Simon Rivera Early College High School: meets with the campus Site Based Decision Making team, reviews data, conducts an annual survey of teachers, parents and students, and holds department meetings to review strengths and weaknesses to prepare for each school year. To accomplish annual goals, the campus uses Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

Each year this campus reviews the profile of the campus student body and identifies At Risk, Special Education, English Language Learners, 504 and Dyslexia students, studies their academic records and IEPs, and implements a course of action to lessen the learning barriers to their success. Planning a specific, targeted approach to each year's student needs and new teacher professional development profile provides direction for Summer Bridge, tutorials

before, after school and on Saturdays. These extended learning times are critical for successful instruction and funding for these activities is interwoven from various sources for teacher training, supplies and extra duty pay to promote a positive, supportive, successful learning environment.

In addition to other funding, 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. Migrant students in grades 9 – 12 have access to the migrant secondary summer program for credit accrual and or recovery in order to ensure secondary credit for on time graduation. In addition, all migrant students 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. PFS (Priority for Service) students will receive additional supplemental support as needed. (5.1.4, 8.1.2, 8.1.3, 8.1.4, 9.1.2)

2: Schoolwide Reform Strategies

With this year's Early College High School designation, reform at all levels of the campus are underway. Teachers with master's degrees in critical fields of study are teaching dual enrollment classes under the partnership of Texas Southmost College. A pilot dual/concurrent enrollment program with Texas A&M Kingsville begins in January 2015 with a possible extension of this pilot into the summer. The school climate in public areas promotes a collegiate focus with information and banners in all hallways promoting post-secondary goals. Computer labs schedule TSI testing daily and teachers participate in the testing process, tutorials, and college-prep classes. A cohort of teachers will complete their master's degree in math next fall. Success beyond high school graduation

The Site-Based Decision-Making (SBDM) Committee conducts a comprehensive needs assessment (CNA) and monitors those needs over each academic 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, this year the campus focus is 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 80 percent of all student groups passing all parts of state mandated assessments for the 2014 – 2015 school year and to increase the commended performance level in all content areas. In addition, to school improvements Rivera High School needs to update computer equipment throughout the campus to help students succeed in their education and beyond. ***Special effort will be made this year to address the socio-emotional issue of bullying among staff members and the student population by providing instruction and activities to bring awareness to this topic.*** (1.2.2, 1.2.5, 3.1.1, 3.1.2, 3.2.1, 4.1.1, 4.1.2, 4.1.3, 5.1.2, 5.1.3, 8.1.22, 9.1.1, 9.1.3)

3: Instruction by highly qualified professional teachers

This year's schoolwide reform strategies provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and include strategies to address the needs of all children in the school, particularly the needs of low-achieving children and those in "at risk" categories not meeting the State student academic achievement standards.

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an

after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. (1.1.1, 1.2.2, 1.2.5, 3.1.7, 3.1.8, 3.1.9, 3.1.10, 3.1.11, 3.1.12, 3.2.1, 4.1.2, 4.1.4, 4.2.2, 4.3.1, 8.1.15)

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

Only Highly-qualified teachers will carry out the instructional program at Rivera Early College High School, meaning 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. Based data from the campus profile for students and teachers, a well-planned and executed staff development program will be executed to strengthen the core curriculum so that instruction is broad and deep enough for students to successfully matriculate into dual enrollment classes while attending high school. To support this goal, alignment between feeder campuses and the community college will create dialog and understanding for the expectations now established for students attending school in Brownsville, Texas. Extended staff development is planned to compliment parent and paraprofessional training for student matriculation into dual enrollment, post secondary education and successful job placement. Drop out prevention strategies using all members of the At Risk team is designed to stay on top of problematic issues preventing students from being successful in school. STEM training and instruction with deliberate application to job opportunities guide professional development and campus activities and using appropriate materials and supplies for successful completion of project based learning activities. (1.1.4, 1.2.2, 3.1.2, 3.1.4, 3.1.8, 3.1.13, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 5.1.1, 5.1.2, 8.1.17, 8.1.21)

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 District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Mentorships between veteran and new teachers will assist in the transition to a new school or profession. Some areas identified as needing professional development are;

cooperative learning strategies, use of technology, higher order thinking, End of Course information, and curriculum depth & complexity. Opportunities to attend conferences and support for teachers and students to present at local, regional, state, and national events foster positive campus climate and professionalism. (1.2.2, 1.2.5, 4.1.2, 4.2.2, 9.1.1)

6: Strategies to increase parental involvement

The campus provides a parent workroom and purchases of special materials used in the parent volunteer program. District's Parental Involvement Center and the parent liaison provide opportunities for parent educational opportunities, seminars, health and fitness events, and college preparatory information. Parent training includes topics such as how to help their students be successful at school and in life, learning English, discipline management and parenting skills. The parent center also offers weekly informational meetings with topic such as; getting to know Rivera High School, healthy nutrition, college awareness, graduation requirements, good parenting skills. This campus enjoys a strong parent support group, eager to support campus events, sports events, academic competitions, Open House, and fund raisers. This year the library is creating a Makerspace for creative and critical thinking activities. The products from this space will create new venues for parents to see what their children are interested in and learn about different job opportunities.

Title I, Part A Funds are used to partially finance strategies to increase parental involvement. Seminars are provided to those parents who want to better meet the rigors of parenting. (1.2.5, 4.1.5, 4.1.6, 4.2.2, 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 8.1.1, 8.1.12)

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 held annually in the Spring prepares parents and students for the transition into high school culture. Summer Bridge, offered to middle school students in the summer, prepares them with specific skills which will ready them for high school academics. A focus on the At-Risk student population is the core of this program and Problem Based Learning and STEM objectives make this learning applicable to job skills and cooperative problem solving so important not only for jobs but for college and other post-secondary opportunities. The summer bridge also includes an opportunity for students to practice skills for TSI testing, preparing them for optional college-level classwork and dual enrollment freshmen classes. During the school year, vertical alignment opportunities for students to present products from their STEM classes to elementary and/or middle school students occurs each semester, building relationships and fostering academic excellence as students progress from one campus to another. (3.1.13)

Awards for academic achievement encourages students to excel during the school year and upon graduation in preparation for post-academic endeavors. Materials and supplies will be purchased designed to complement Problem-Based teacher training and Problem-Based student product production (3.1.2, 4.1.5, 4.1.6, 4.2.1)

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

At Rivera Early College High School, teachers are responsible for deciding upon and the selection of academic assessments to measure student performance. Each department and subject area creates subject area six weeks tests to administer and together they disaggregate their data to reflect and readjust instruction.

In addition, teachers use data obtained from state assessments and other instruments such as SELP, TELPAS, TAKS and EOC. (1.2.5, 4.1.1, 4.1.5, 4.2.1, 8.1.5, 8.1.6, 8.1.7, 8.1.8, 8.1.9, 8.1.10, 8.1.11, 8.1.13, 8.1.14, 8.1.16, 8.1.17, 8.1.18, 8.1.19, 8.1.20, 8.2.2, 9.1.1, 9.1.3)

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.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Rivera High School uses State Compensatory funds to implement tutorials and remediation strategies in core area subjects for low-performing students by the third week of school in order to decrease the retention rate and improve student achievement.

The campus staff collects clothing, food, and other identified needs for campus students and families referred to the at risk counselor. The Lion's Club donates food in the winter and the campus hosts a food drive. (3.1.3, 3.1.4, 3.1.5, 3.1.11, 8.1.1-22)

State Compensatory funds are also used to create a mentoring program with an at-risk counselor and a dropout prevention specialist who assist our students at-risk of dropping out. A probation officer is also on campus two days per week. Computer software designed to augment the instruction in the classroom, provide immediate feedback and allow for advancement and credit regainment is vital for all students to succeed. (1.2.2, 1.2.4, 1.2.5, 3.1.1, 3.1.2, 3.1.6, 3.1.7, 3.1.9, 3.1.10, 3.1.11, 4.1.1, 4.1.4, 4.1.5, 4.1.6, 7.1.3, 7.1.4,)

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. Professional Development activities are also paid for from Title I, Part A, and Local Funds. Bilingual, Title I, 199-local and 162-state compensatory funds are used to purchase supplemental instructional materials, media, and library media resources used to improve and enhance the overall instructional program. Community services provide intervention in special circumstances and the AT Risk team uses all available services to address the special needs of our At Risk student population. (3.1.5, 3.1.6)

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. Special Education and general education teachers will share information and plan for student success once per semester. To ensure all regular education teachers follow a special education student's IEP.

The i3 Innovation Grant provides teachers quality one-to-one training through the contact of a teacher-coach, scientifically-based strategies, walk-throughs and periodic debriefings on the implementation of these strategies. In addition, a college-readiness counselor provides training and guidance for all students to take college entrance tests, and motivate them to be bound for college and advanced certifications. (1.2.2, 1.2.4, 1.2.5, 3.1.3, 3.1.9, 3.1.10, 3.1.11, 4.1.6, 4.2.1, 5.1.1, 5.1.2, 6.1.1)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Math	Title I - A	1.0
Astrid Martinez	Library Aide	Title I - A	1.0
Blanca Mahuad	Nurse	Title I-A	.40
Carlos Melendez	Math	Title I - A	1.0
Cynthia Escovar	English	Title I - A	1.0
Dane Babcock	English	Title I - A	1.0
Daniel Castillo	Parent Liaison	Title I - A	1.0
Edna Cruz	Biology	Title I - A	1.0
Nancy Cepeda	Parent Liaison	Title I - A	1.0
Patricia Vasquez	Library Aide	Title I - A	1.0
Rosalinda Ayala	Dyslexia Aide	Title I - A	1.0
Ruben Rivas	Parent Liaison	Title I - A	1.0
Shirley Ellis	Nurse	Title I-A	.40
Viviana Vasquez	English	Title I - A	1.0

Plan Notes

Progress Notes:

FORMATIVE REVIEWS

Area of focus:

Grade Level - 9-10

Subject Area - English I, II, Algebra I, Geometry, US History, Biology

Student Assessment - English I, II

Student Achievement - English

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dr. Donna Marhoun	Title I Representative
Administrator	Amalia Zamora	ECHS Director
Classroom Teacher	Emilio Barrientos	Science Department Chair
Classroom Teacher	Claudia Cantu	Math Teacher
Classroom Teacher	Mary Ann Deven-Gonzalez	Special Education Chair
Classroom Teacher	Nora Sanchez	STEM Teacher
Classroom Teacher	Cinthia Sierra	Department Chair
Classroom Teacher	Gustavo Soto	ROTC
Classroom Teacher	Shirley Zuniga	PE Instructor, CATCH
Community Representative	Dr. Sandy McGeHee	NIE Representative
Community Representative	Mr. Sotero	Manager, Tubine Company
School Nurse	Blanca Mahuad	Nurse
Student	Afredo Alaniz, Jr.	Student Representative

Campus Funding Summary

State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Student travel CNA 11-12	164-36-6412-00-004-Y-22-072-5	\$1,000.00
3	1	16	teacher travel	164-13-6411-23-004-Y-22-000-Y	\$0.00
3	1	16	student field trip	164-11-6494-FT-004-Y-22-000-Y	\$0.00
3	1	16	student transportation	164-11-6412-FT-004-Y-22-000-Y	\$0.00
Sub-Total					\$1,000.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	furnishings for collegiate climate CNA 12-13	199-23-6399-45-004-Y-99-000-Y	\$2,000.00
1	3	1	transportation CNA 12-13	199-11-6412-00-004-Y-00-000-Y	\$2,000.00
2	1	2	supplies or transportation CNA page 12		\$200.00
4	1	6	Makerspace Conference CNA 11	199-12-6411-23-004-Y-99-000-Y	\$2,000.00
6	2	1	library resources	199-12-6329-00-004-Y-99-000-Y	\$5,000.00
6	2	2	related materials & supplies	199-12-6399-00-004-Y-99-000-Y	\$1,400.00
6	2	3	travel and registration fees	199-12-6411-23-004-Y-99-000-Y	\$1,600.00
8	2	1	Testing units for TSI		\$0.00
Sub-Total					\$14,200.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	substitutes CNA 12	211-11-6112-00-004-Y-30-OF2-Y	\$7,000.00
1	2	1	Training and HB5 Updates CNA 11	211-13-6411-23-004-Y-30-AYP-Y	\$250.00
1	2	5	professional development travel registration CNA 11-12	211-13-6411-23-004-Y-30-AYP-Y	\$11,750.00
1	4	1	Teacher training from Region One CNA 11-12	211-13-6239-00-004-Y-30-AYP-Y	\$1,500.00
3	1	1	paper CNA 11	211-11-6396-00-004-Y-30-OF2-Y	\$2,743.00
3	1	1	Tutorial Extra Duty Pay CNA 11	211-11-6118-00-004-Y-30-OF2-Y	\$30,000.00

3	1	1	transportation	211-11-6494-00-004-Y-30-OF2-Y	\$11,800.00
3	1	4	mileage for parent liaison CNA 11	211-61-6411-00-004-Y-30-OF2-Y	\$500.00
3	1	13	materials and supplies CNA 11	211-11-6399-00-004-Y-30-OF2-Y	\$43,790.00
3	1	13	toner CNA 11	211-11-6399-62-004-Y-30-OF2-Y	\$18,500.00
3	1	14	Title I-A Certified CNA 11	211-11-6118-00-004-Y-30-BDG-Y	\$18,128.00
3	1	14	Transportation CNA 11	211-11-6494-00-004-Y-30-BDG-Y	\$2,400.00
3	1	17		211-33-6119-00-004-Y-30-OF2-Y	\$41,687.00
3	1	18	salary for Library Aides	211-12-6129-06-004-Y-30-OF2-Y	\$39,525.00
3	1	19	Parent Liaisons	211-61-6129-00-004-Y-30-OF2-Y	\$60,723.00
3	1	20	Dyslexia Aide	211-11-6129-06-004-Y-30-054-Y	\$15,633.00
4	1	4	transportation for tutorials CNA 11 and 15	211-11-6494-00-004-Y-30-OF2-Y	\$25,000.00
4	1	4	Compass Learning software CNA 11 and 15	162-11-6249-00-004-Y-30-CPW-Y	\$3,900.00
4	1	4	Living with Science software- Technical Lab Systems Inc.	162-11-6249-00-004-Y-30-LWS-Y	\$4,800.00
4	1	4	A+ software - Ed Tech Learning CNA 11 and 15	162-11-6249-00-004-Y-30-APL-Y	\$2,500.00
4	1	4	awards and incentives CNA 11 and 15	211-11-6498-00-004-y-30-of2-y	\$200.00
4	1	4	items greater than \$150 and less than \$500 CNA 11 and 15	211-11-6398-62-004-Y-30-of2-Y	\$5,000.00
5	1	2	Student ID System CNA page 20	211-11-6649-65-004-Y-30-of2-Y	\$3,000.00
6	1	1	Food and Refreshments CNA page 17	211-61-6499-53-004-Y-30-OF2-Y	\$0.00
6	1	1	Supplies CNA page 15	211-61-6399-00-004-Y-30-OF2-Y	\$500.00
6	1	4			\$0.00
8	1	2	desktop computers, digital display, projectors, Elmos, charging stations, scanners CNA20	211-11-6649-62-004-Y-30-OF2-Y	\$133,932.00
8	1	2	technology equipment Student ID System CNA 20	211-23-6649-00-004-Y-30-OF2-Y	\$3,625.00
8	1	2	technology postermaker and other items over \$500	211-11-6649-00-004-Y-30-OF2-Y	\$33,275.00
Sub-Total					\$521,661.00
Title III-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	consumable supplies CNA 11-12	263-11-6396-00-004-Y-25-000-Y	\$2,750.00

					Sub-Total	\$2,750.00
State Compensatory						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	5	AP Summer Institutes CNA 12	162-13-6411-23-004-Y-30-000-Y	\$7,000.00	
1	4	1	Teacher training CNA 11-12	162-13-6239-00-004-Y-30-000-Y	\$2,000.00	
3	1	1	EOC Tutorials CNA 11	162-11-6118-00-004-Y-24-EOC-Y	\$26,592.00	
3	1	1	Academic Tutorials CNA 11	162-11-6118-00-004-Y-30-000-Y	\$20,000.00	
3	1	5	1 FTE CNA 11	162-31-6119-31-004-Y-30-000-Y	\$67,281.00	
3	1	6	1 FTE CNA 11	162-23-6119-01-004-Y-30-037-Y	\$52,551.00	
3	1	7	3 FTEs CNA 11	162-11-6119-00-004-Y-30-000-Y	\$240,122.00	
3	1	7	consumable supplies CNA 11	162-11-6398-62-004-Y-30-000-Y	\$5,000.00	
3	1	8	1 FTE CNA 11	162-13-6119-31-004-Y-30-000-Y	\$79,213.00	
3	1	9	1 DYS FTE CNA 11	162-11-6119-00-004-Y-30-054-Y	\$0.00	
3	1	9	1 DYS AIDE CNA 11		\$0.00	
3	1	10	Contracted Services	162-32-6299-00-004-Y-24-JPO-Y	\$20,000.00	
3	1	11	Contracted Services CNA 11	162-32-6299-00-004-Y-24-CIS-Y	\$25,000.00	
3	1	13	supplies CNA 11	162-11-6399-00-004-Y-30-000-Y	\$12,010.00	
3	1	13	copier paper CNA 11	162-11-6396-00-004-Y-30-000-Y	\$2,500.00	
8	1	2	computers/tablets/charging carts CNA 20	162-11-6649-62-004-Y-30-000-Y	\$35,941.00	
8	1	7	supplies CNA 20	162-13-6649-62-004-Y-30-000-Y	\$2,500.00	
					Sub-Total	\$597,710.00
State Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	2	4	consumable supplies CNA 11-12	163-11-6399-62-004-Y-25-000-Y	\$2,750.00	
4	1	3	supplies CNA 14	163-11-6399-00-004-Y-25-000-Y	\$3,750.00	
8	2	1	AP test funding for ELL students		\$0.00	
					Sub-Total	\$6,500.00
Title I-C (Migrant)						

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Supplies	212-11-6399-00-004-Y-24-0F2-Y	\$723.00
7	1	4	FTE	212-11-6119-00-004-Y-24-0F2-Y	\$61,928.00
7	1	4	Parent Liaison	212-61-6129-08-004-Y-24-0F2-Y	\$16,948.00
7	1	6	Credit by Exam costs	212-11-6339-00-004-Y-24-0F2-Y	\$3,500.00
7	1	8	transportation	212-11-6494-00-004-Y-24-0F2-Y	\$150.00
7	1	9	Printer	212-11-6649-00-004-Y-24-0F2-Y	\$800.00
7	1	9	toner cartridges	212-11-6399-62-004-Y-24-0F2-Y	\$400.00
7	1	11	Light Snack for parent meetings	212-61-6499-53-004-Y-24-0F2-Y	\$100.00
7	1	14	Tutorial Teacher Supplemental Pay	212-11-6118-00-004-Y-24-0F2-Y	\$7,440.00
7	1	14	transportation	212-11-6494-00-004-Y-24-0F2-Y	\$2,100.00
Sub-Total					\$94,089.00
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	I3 Grant and Educate Texas		\$0.00
1	1	3			\$0.00
Sub-Total					\$0.00
197 Projects					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1	reading materials	197-12-6329-00-004-Y-99-000-Y	\$0.00
6	2	1	subscriptions	197-12-6325-00-004-Y-99-000-Y	\$0.00
Sub-Total					\$0.00
Grand Total					\$1,237,910.00