

# **Brownsville Independent School District**

## **Lopez Early College High School**

### **2020-2021 Campus Improvement Plan**



**Board Approval Date:** November 4, 2020  
**Public Presentation Date:** November 4, 2020

# Mission Statement

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

## Vision

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

## Value Statement

### Brownsville ISD Core Beliefs

We believe that:

- Everyone in our community has inherent values, talents and strengths.
- High expectations, perseverance and a strong work ethic are essential in fostering higher achievement and success.
- Students are our number one resource.
- Academic success nurtures lifelong learning.
- Everyone flourishes in a safe and healthy educational environment.
- The success of each student, educator and family is vital for the future growth and sustainability of our community.
- The community and families share responsibility for the development and mentoring of our students.

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# Comprehensive Needs Assessment

Revised/Approved: May 26, 2020

## Needs Assessment Overview

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

The student population at Lopez Early College High School is approximately 1951 and serves students in grades 9 through 12. According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic and 99% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 11% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

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

The current staff at Lopez High School is comprised of 160 teachers, 6 campus administrators, 5 counselors, 25 professional support personnel, 48 non-classroom staff, and 20 educational aides. The ethnicity of the Lopez High School staff is diverse with 81% Hispanic and 19 % Caucasian. The teaching staff is also 50% male and 50% female.

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

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

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

**School Namesake:** Tomasa A. Lopez

**School Colors:** Navy and Gold

**School Mascot:** Lobo

**School Song:** We'll Be True to Our Colors

**School Motto:** Training Minds...Touching Hearts

### Lopez ECHS Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		84	B
<b>Student Achievement</b>		83	B
<a href="#">STAAR Performance</a>	53	80	
<a href="#">College, Career and Military Readiness</a>	54	85	
<a href="#">Graduation Rate</a>	95.7	85	
<b>School Progress</b>		85	B
<a href="#">Academic Growth</a>	72	82	B
<a href="#">Relative Performance (Eco Dis: 94.0%)</a>	54	85	B
<a href="#">Closing the Gaps</a>	72	81	B

### Annual Campus Goals

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

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

# Demographics

## Demographics Summary

Lopez Early College High School serves a very diverse student population. Our most recent demographic data based on the 2018-19 Texas Academic Performance Report:

Ethnic Distribution	Campus Count	Campus Percent	District	State
African American	1	0.0%	0.1%	12.6%
Hispanic	2048	99.9%	98.6%	52.4%
White	2	0.1%	1.0%	27.8%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.4%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.0%	2.3%

## Program Information

- Economically Disadvantaged 98.9%
- English Language Learners 15.1%
- Special Education 13.0%
- At-Risk 60.5%
- Gifted & Talented Education 8.8%
- Career & Technical Education 92.4%

## Completion, Graduation and Dropout 2017-2018 TEA Report

1. The Retention rate for All Students is 14.4% and 20.0% for At-Risk.
2. The Attendance rate is 95% for All Students and 94% for At-Risk.
3. The Dropout Rate for the 2018 Graduates (Four-Year) is 4.0% for all students and 5.9% for At-Risk students.
4. The Continuation rate for the 2018 Graduates (Four-Year) is 1.4% for all students and 2.5% for At-Risk students.
5. The Graduation rate for the 2018 Graduates (Four-Year) is 94.6% for all students and 91.6% for At-Risk students.

## Demographics Strengths

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

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

### **Need Statements Identifying Demographics Needs**

**Need Statement 1 (Prioritized):** Increase and maintain graduation rates to meet state, federal and district goals. **Data Analysis/Root Cause:** The At Risk, LEP and SpEd student population(s) are not completing graduation requirements as a cohort in comparison to the rest of their peers.

**Need Statement 2:** Improve the academic support provided to At Risk students. **Data Analysis/Root Cause:** The At Risk student population tends to perform lower in comparison to the rest of the student population.

**Need Statement 3 (Prioritized):** Increase parental involvement for At Risk students. **Data Analysis/Root Cause:** Low attendance of At Risk parents during our weekly parent meetings.



# Student Learning

## Student Learning Summary

The Lopez Early College High School Student Achievement is as follows according to the 2018 - 2019 TAPR Campus STAAR Performance reportL:

### Approaches Level

Subject	Campus	Hispanic	SpEd	Eco Dis	EL	AR	Migrant	GT	CT
English I	60%	62%	26%	61%	49%	45%	47%	95%	63%
English II	63%	63%	40%	62%	42%	48%	55%	95%	60%
Algebra I	88%	88%	67%	87%	89%	83%	80%	92%	90%
Biology	91%	91%	64%	90%	84%	84%	83%	100%	93%
US History	95%	95%	72%	95%	91%	92%	92%	98%	96%

### Meets Level

Subject	Campus	Hispanic	SpEd	Eco Dis	EL	AR	Migrant	GT	CT
English I	46%	46%	18%	44%	29%	27%	27%	92%	51%
English II	39%	39%	24%	38%	16%	20%	27%	86%	41%
Algebra I	73%	73%	46%	73%	72%	65%	60%	91%	79%
Biology	66%	66%	43%	64%	46%	46%	33%	95%	69%
US History	78%	78%	40%	77%	65%	69%	69%	98%	81%

### Masters Level

Subject	Campus	Hispanic	SpEd	Eco Dis	EL	AR	Migrant	GT	CT
English I	6%	6%	3%	6%	2%	1%	0%	25%	6%
English II	4%	4%	4%	4%	1%	1%	0%	18%	3%
Algebra I	53%	53%	22%	52%	53%	43%	40%	75%	57%
Biology	21%	21%	4%	20%	10%	9%	0%	52%	25%
US History	55%	55%	17%	54%	34%	44%	62%	91%	57%

## Student Learning Strengths

Lopez Early College High School has shown improvement over the past five years according to TEA TAPR reports published each year (Approaches Level).

Subject	2014 – 2015	2015 – 2016	2016 – 2017	2017 - 2018	2018 - 2019
Reading	50%	59%	60%	65%	63%

Subject	2014 – 2015	2015 – 2016	2016 – 2017	2017 - 2018	2018 - 2019
<b>Math</b>	71%	83%	80%	84%	88%
<b>Science</b>	71%	92%	91%	90%	91%
<b>Social Studies</b>	89%	88%	93%	97%	95%

Based on the benchmark results, Lopez Early College High School showed improvement in four of the five tested areas at the approaches level for the 2019 – 2020 academic school year.

Benchmark	Algebra I	English I	English II	Biology	US History
<b>Fall 2019</b>	75%	47%	72%	41%	82%
<b>Spring 2020</b>	77%	58%	57%	87%	91%

### Need Statements Identifying Student Learning Needs

**Need Statement 1 (Prioritized):** Increase literacy and reading performance for LEP and SpEd students. **Data Analysis/Root Cause:** LEP and SpEd populations perform lower than their counterparts in the area(s) of English I and English II.

**Need Statement 2 (Prioritized):** Supplemental instructional materials will be purchased to aid teacher in implementing targeted and focused instruction for overall academic performance. **Data Analysis/Root Cause:** Performance at the Masters Level needs to increase by 5 percentage points.

**Need Statement 3 (Prioritized):** Effectively implement a technology-based curriculum with classroom technology resources and research-based software programs. **Data Analysis/Root Cause:** Students are performing at lower Quartile in comparison to the Campus Comparison Group.

**Need Statement 4 (Prioritized):** Provide additional instructional time and transportation before school, after school and Saturday for extended day tutorials. **Data Analysis/Root Cause:** Students must continue to show academic growth in all areas of state assessment(s).

**Need Statement 5 (Prioritized):** Provide professional development on effective instructional strategies across content to increase overall academic performance. **Data Analysis/Root Cause:** Performance at the Masters Level needs to increase by 5 percentage points.

**Need Statement 6:** Promote higher academic standards in order to increase CCMR scaled score. **Data Analysis/Root Cause:** Honors and Advance Placement students perform lower in comparison to the Campus Comparison Group.

**Need Statement 7 (Prioritized):** Provide College and Career Readiness support through Advise TX and AVID program. **Data Analysis/Root Cause:** Increase performance and participation on college entrance requirements and college entrance exams.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

## School Processes & Programs Strengths

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

- Implementation of PLCs (Administration, SBDM, ECHS Cabinet, Department Chairs and Strand Leaders)
- Strong Counseling program with counselors are assigned by grades levels (9-11), special populations (9-12) and academic tiering (senior level)
- Transitional and ECHS counselor
- Early College High School Designation
- Campus Performance Assessments (CPA) for EOC courses are conducted each 6 week marking period and District checkpoint assessments are conducted every 3 weeks.
- District benchmarks are conducted twice a year in the Fall and Spring semester.
- Curricular support from curriculum specialists in all core area subjects
- Dean of Instruction facilitates curricular, instruction and data review session meetings with campus administration, department chairs and core area teachers every 3 weeks.
- Implementation of CIF, TLI and SIOP strategies into the curriculum and instruction with continuous professional development opportunities throughout the school year.
- Professional development opportunities are provided throughout the school year for AP, GT, DE, EOC and College Readiness to support "all students" academic success
- Accelerated instruction and focused tutorials are conducted throughout the school year with paid compensation to teachers through state compensatory, federal programs, bilingual, advance academies and special programs department(s) provided funds.

## **Need Statements Identifying School Processes & Programs Needs**

**Need Statement 1 (Prioritized):** Provide time and resources to conduct Data Review Sessions with EOC and AP teachers in order to evaluate and adjust instructional frameworks based on gathered assessment(s) and observational data. **Data Analysis/Root Cause:** Improve academic performance of all students in EOC area and CCMR.

**Need Statement 2:** Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. **Data Analysis/Root Cause:** Improve academic performance of all students in EOC areas and CCMR.

**Need Statement 3 (Prioritized):** Provide all students with the opportunity of earning college course credit through Dual Enrollment courses and Advance Placement courses and exams. **Data Analysis/Root Cause:** Increase the number of students attending post secondary institutions, certification programs, and workforce / military readiness.

**Need Statement 4 (Prioritized):** Hold a Summer Bridge program in order to provide incoming 9th graders with an orientation to assist with the transition from middle school to high school. **Data Analysis/Root Cause:** Increase 4 year graduation and retention rate by lowering the dropout rate.

**Need Statement 5 (Prioritized):** Hold a Cohort Express Program for At Risk students to remain on target with their academic cohort. **Data Analysis/Root Cause:** Increase 4 year graduation and retention rate by lowering the dropout rate.

**Need Statement 6:** Increase the number of students participating in extra- and co- curricular activities. **Data Analysis/Root Cause:** COVID - 19 interrupted student participation in extra- and co- curricular activities.

# Perceptions

## Perceptions Summary

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

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

## Perceptions Strengths

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

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

## Need Statements Identifying Perceptions Needs

**Need Statement 1 (Prioritized):** Implement an advisory period to address the overall social and academic needs of the student. **Data Analysis/Root Cause:** Campus graduation rate is higher at the 5 and 6 year in comparison to the 4 year federal graduation requirement.

**Need Statement 2 (Prioritized):** Provide professional development on effective instructional strategies across content to increase overall academic performance. **Data Analysis/Root Cause:** Performance at the Masters Level needs to increase by 5 percentage points.

**Need Statement 3 (Prioritized):** Provide student incentives to encourage high grades and attendance for all sub populations. **Data Analysis/Root Cause:** Must meet district attendance goals.

**Need Statement 4 (Prioritized):** Increase parental and community involvement in school processes. **Data Analysis/Root Cause:** Lack of parental involvement for students in special populations.

**Need Statement 5:** Increase the number of students participating in extra- and co- curricular activities. **Data Analysis/Root Cause:** COVID - 19 interrupted student participation in extra- and co- curricular activities.

# Priority Need Statements

**Need Statement 1:** Increase and maintain graduation rates to meet state, federal and district goals.

**Data Analysis/Root Cause 1:** The At Risk, LEP and SpEd student population(s) are not completing graduation requirements as a cohort in comparison to the rest of their peers.

**Need Statement 1 Areas:** Demographics

**Need Statement 2:** Increase literacy and reading performance for LEP and SpEd students.

**Data Analysis/Root Cause 2:** LEP and SpEd populations perform lower than their counterparts in the area(s) of English I and English II.

**Need Statement 2 Areas:** Student Learning

**Need Statement 3:** Effectively implement a technology-based curriculum with classroom technology resources and research-based software programs.

**Data Analysis/Root Cause 3:** Students are performing at lower Quartile in comparison to the Campus Comparison Group.

**Need Statement 3 Areas:** Student Learning

**Need Statement 4:** Provide professional development on effective instructional strategies across content to increase overall academic performance.

**Data Analysis/Root Cause 4:** Performance at the Masters Level needs to increase by 5 percentage points.

**Need Statement 4 Areas:** Student Learning - Perceptions

**Need Statement 5:** Provide time and resources to conduct Data Review Sessions with EOC and AP teachers in order to evaluate and adjust instructional frameworks based on gathered assessment(s) and observational data.

**Data Analysis/Root Cause 5:** Improve academic performance of all students in EOC area and CCMR.

**Need Statement 5 Areas:** School Processes & Programs

**Need Statement 6:** Supplemental instructional materials will be purchased to aid teacher in implementing targeted and focused instruction for overall academic performance.

**Data Analysis/Root Cause 6:** Performance at the Masters Level needs to increase by 5 percentage points.

**Need Statement 6 Areas:** Student Learning

**Need Statement 7:** Provide additional instructional time and transportation before school, after school and Saturday for extended day tutorials.

**Data Analysis/Root Cause 7:** Students must continue to show academic growth in all areas of state assessment(s).

**Need Statement 7 Areas:** Student Learning

**Need Statement 8:** Provide College and Career Readiness support through Advise TX and AVID program.

**Data Analysis/Root Cause 8:** Increase performance and participation on college entrance requirements and college entrance exams.

**Need Statement 8 Areas:** Student Learning

**Need Statement 9:** Increase parental involvement for At Risk students.

**Data Analysis/Root Cause 9:** Low attendance of At Risk parents during our weekly parent meetings.

**Need Statement 9 Areas:** Demographics

**Need Statement 10:** Provide all students with the opportunity of earning college course credit through Dual Enrollment courses and Advance Placement courses and exams.

**Data Analysis/Root Cause 10:** Increase the number of students attending post secondary institutions, certification programs, and workforce / military readiness.

**Need Statement 10 Areas:** School Processes & Programs

**Need Statement 11:** Hold a Summer Bridge program in order to provide incoming 9th graders with an orientation to assist with the transition from middle school to high school.

**Data Analysis/Root Cause 11:** Increase 4 year graduation and retention rate by lowering the dropout rate.

**Need Statement 11 Areas:** School Processes & Programs

**Need Statement 12:** Hold a Cohort Express Program for At Risk students to remain on target with their academic cohort.

**Data Analysis/Root Cause 12:** Increase 4 year graduation and retention rate by lowering the dropout rate.

**Need Statement 12 Areas:** School Processes & Programs

**Need Statement 13:** Implement an advisory period to address the overall social and academic needs of the student.

**Data Analysis/Root Cause 13:** Campus graduation rate is higher at the 5 and 6 year in comparison to the 4 year federal graduation requirement.

**Need Statement 13 Areas:** Perceptions

**Need Statement 14:** Increase parental and community involvement in school processes.

**Data Analysis/Root Cause 14:** Lack of parental involvement for students in special populations.

**Need Statement 14 Areas:** Perceptions

**Need Statement 15:** Provide student incentives to encourage high grades and attendance for all sub populations.

**Data Analysis/Root Cause 15:** Must meet district attendance goals.

**Need Statement 15 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Student surveys and/or other feedback

## Employee Data

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

## Parent/Community Data



- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals




**Revised/Approved: May 26, 2020**




**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).







**Performance Objective 1:** Lopez ECHS performance for all students, all grades, all subjects will exceed 2019 STAAR / EOC Meets and Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.




## **HB3 Goal**








**Evaluation Data Sources:** STAAR/EOC performance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with instructional resources and computer assisted instruction that reinforces implementation of BISD and campus instructional programs and initiatives including (but not limited to) professional development based on identified needs:</p> <p>Criterion Scientific Learning ALEX De Alba</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: camus checkpoint assessments, District Benchmark data (Fall and Spring, Instructional Feedback (focused walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Progress Monitoring</p> <p>Summative: STAAR/EOC Scores, TELPAS</p> <p>Lopez ECHS will show a 3 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Department Chairs</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> All student groups - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 2, 3, 5 - Perceptions 2</p> <p><b>Funding Sources:</b> Instructional Resources - EL students - 163 State Bilingual - 163-11-6399-00-007-Y-25-000-Y - \$3,300, Instructional Resources - EL students - 263 Title III-A Bilingual - 263-11-6399-00-007-Y-25-000 - \$7,072, Scientific Learning Program - computer software program - 211 Title I-A - 211-11-6249-62-007-Y-30-0F2-Y - \$20,000, Copy Paper - 211 Title I-A - 211-11-6396-00-007-Y-30-0F2-Y - \$3,000, Instructional Supplies - 211 Title I-A - 211-11-6399-00-007-Y-30-0F2-Y - \$47,845, ALEK Program &amp; De Alba - computer software program - 211 Title I-A - 211-11-6299-62-007-Y-30-0F2-Y - \$23,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Analyze campus/district/state assessment data to determine specific instructional intervention needs that will drive planning for campus professional development, instructional framework alignment, curriculum writing projects, core area planning sessions and data review sessions.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: training calendars and agendas, PDS evaluations, Instructional Feedback (focused walkthrough data), campus checkpoint assessments, District Benchmarks, Curriculum Frameworks</p> <p>Summative: STAAR/EOC Scores, TELPAS, T-TESS Data, SLO Data</p> <p>Lopez ECHS will show a 5 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Campus Testing Coordinator Department Chairs</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> All student and teacher populations in core content areas, Special Education and CTE - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Teacher Planning and Data Review Sessions (includes fringes) - Campus Based Workshops - 211 Title I-A - 211-13-6117-00-007-Y-30-AYP-Y - \$10,091</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor the implementation of the (RtI) 3 Tier Model in order to support student academic growth and success in reading, math and behavior. Based on gathered data, adjust instruction/interventions to support the needs of the students.</p> <p>Tier I a minimum of 90 minutes devoted to ELA instruction  Tier II 30 minutes per day in small group in addition to the core instruction.  Tier III 30 minutes per day in individual or small group instruction in addition to the core instruction.</p> <p>Timeline:  Every 6 weeks</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS session agendas and evaluations, RtI plan progress monitoring report, classroom observation reports</p> <p>Summative: improved STAAR/EOC scores, TELPAS</p> <p>Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers  Special Education Teachers  Dyslexia Teachers  Bilingual Education Teachers  Dean of Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> All students and teachers in core content areas - <b>Start Date:</b> August 11, 2020 - <b>End Date:</b> June 25, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase academic focus for students participating in extra-curricular and co-curricular activities through structured accelerated instruction sessions based on collected campus/district/state assessment data throughout the school year in order to increase academic excellence on state assessment(s) and increase graduation rates while committing to practicing sport/program skills each day.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: campus performance assessments, progress reports, report cards</p> <p>Summative: semester averages, Final averages, STAAR (EOC) scores / TELPAS scores</p> <p><b>Staff Responsible for Monitoring:</b> Program sponsors  Athletic coaches  Dean of Instruction  Campus Principal</p> <p><b>Population:</b> All secondary student athletes - <b>Start Date:</b> August 11, 2020 - <b>End Date:</b> June 25, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> To improve instruction and student achievement in the areas of reading and writing, teachers will receive professional development, instructional strategies and resources to effectively implement the campus literacy initiative plan.</p> <p>*cognitive routines/strategies *fluency *reading comprehension *academic vocabulary development</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: campus performance assessments, MOY/EOY assessments</p> <p>Summative: semester averages, Final averages, STAAR (EOC) scores / TELPAS scores</p> <p>Lopez ECHS will show a 5 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Dean of Instruction Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Population:</b> All students - <b>Start Date:</b> August 11, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Need Statements:</b> Student Learning 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Spring Semester Campus Wide Novel for Fluency and Comprehension - 211 Title I-A - 211-11-6399-00-007-Y-30-0F2-Y - \$5,000, Fall Semester Campus Wide Novel for Fluency and Comprehension - 211 Title I-A - 211-11-6399-00-007-Y-30-0F2-Y - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Teachers will be provided with instructional resources and computer based programs to enhance student learning in advance placement and dual enrollment courses including (but not limited to) college board assessments, college prep exams, college prep professional development.  AP Exams SAT/ACT Exams TSI Exams  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: instructional focus walkthrough observations, lesson plans, PDS session evaluations  Summative: advance placement EOY score report, college board equity report <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Advance Academic Department Chair <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Population:</b> All student groups and teachers - <b>Start Date:</b> August 11, 2020 - <b>End Date:</b> June 25, 2021 <b>Need Statements:</b> School Processes & Programs 3 <b>Funding Sources:</b> Testing Materials - Advance Placement / TSI Exams - 211 Title I-A - 211-11-6339-00-007-Y-30-0F2-Y - \$40,000		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Need Statements:

Student Learning
<b>Need Statement 1:</b> Increase literacy and reading performance for LEP and SpEd students. <b>Data Analysis/Root Cause:</b> LEP and SpEd populations perform lower than their counterparts in the area(s) of English I and English II. <b>Need Statement 2:</b> Supplemental instructional materials will be purchased to aid teacher in implementing targeted and focused instruction for overall academic performance. <b>Data Analysis/Root Cause:</b> Performance at the Masters Level needs to increase by 5 percentage points. <b>Need Statement 3:</b> Effectively implement a technology-based curriculum with classroom technology resources and research-based software programs. <b>Data Analysis/Root Cause:</b> Students are performing at lower Quartile in comparison to the Campus Comparison Group. <b>Need Statement 5:</b> Provide professional development on effective instructional strategies across content to increase overall academic performance. <b>Data Analysis/Root Cause:</b> Performance at the Masters Level needs to increase by 5 percentage points.
School Processes & Programs
<b>Need Statement 1:</b> Provide time and resources to conduct Data Review Sessions with EOC and AP teachers in order to evaluate and adjust instructional frameworks based on gathered assessment(s) and observational data. <b>Data Analysis/Root Cause:</b> Improve academic performance of all students in EOC area and CCMR.

<b>School Processes &amp; Programs</b>
<b>Need Statement 3:</b> Provide all students with the opportunity of earning college course credit through Dual Enrollment courses and Advance Placement courses and exams. <b>Data Analysis/Root Cause:</b> Increase the number of students attending post secondary institutions, certification programs, and workforce / military readiness.
<b>Perceptions</b>
<b>Need Statement 1:</b> Implement an advisory period to address the overall social and academic needs of the student. <b>Data Analysis/Root Cause:</b> Campus graduation rate is higher at the 5 and 6 year in comparison to the 4 year federal graduation requirement. <b>Need Statement 2:</b> Provide professional development on effective instructional strategies across content to increase overall academic performance. <b>Data Analysis/Root Cause:</b> Performance at the Masters Level needs to increase by 5 percentage points.













**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 2:** Lopez ECHS Career and Technical Education student participation will increase by 5 percentage points over 2021 including special population students and CCMR graduates will improve over prior year graduates.

### HB3 Goal

**Evaluation Data Sources:** Research Driven Accountability (RDA - was PBMAS\_ reports, CTE enrollment PEIMS reports, CCMR reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: students will be engaged in learning as evidenced by walkthroughs.  Summit: increased numbers of students receiving endorsements, certifications and licenses, CCMR <b>Staff Responsible for Monitoring:</b> Career Placement Officer Assistant Principal <b>Population:</b> CTE students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Professional development opportunities will be available for CTE teachers in order to support ongoing professional growth so that students may learn the latest technology skills and be able to compete in college and the workforce. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: instructional Framework Observation Feedback forms.  Summative: increased numbers of student receiving endorsements, certification and licenses, CCMR <b>Staff Responsible for Monitoring:</b> Career Placement Officer Dean of Instruction CTE Department Chair <b>Population:</b> CTE students and teachers - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CTE and Ford NGL students will utilize academic planners for college and career readiness through a scheduled advisory period throughout the school day. Academic planners will be used to build soft skills for college and career readiness. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: lesson Plans feedback forms, instructional feedback reports.  Summative: increased numbers of students receiving endorsements, certification and licenses, CCMR <b>Staff Responsible for Monitoring:</b> Dean of Instruction Assistant Principal <b>Population:</b> CTE and FORD NGL students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).







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

### HB3 Goal

**Evaluation Data Sources:** TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a comprehensive Texas Success Initiative (TSI) remediation plan with the expectation that all Lopez ECHS students will graduate college ready. Plan includes the implementation of the following:</p> <p>Edgenuity APEX TSI Lab TSI Tutorials</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: TSI test taking and passing data by grade level</p> <p>Summative: increased percentage of students passing each and all TSI components at each grade level over previous year.</p> <p><b>Staff Responsible for Monitoring:</b> ECHS Director AVID Teacher Dean of Instruction</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>Population:</b> All ECHS students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> TST / Parent Liaison Extra Duty (includes fringes) - 211 Title I-A - 211-61-6118-00-007-Y-30-0F2-Y - \$1,615, Professional Extra Duty (includes fringes) - 211 Title I-A - 211-11-6118-00-007-Y-30-0F2-Y - \$7,466</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the school within a school early college high school model at all comprehensive high schools for 9th - 11th grade cohort students using the TEA ECHS Blueprint as the guide and ensuring all Blueprint benchmarks are met.</p> <p>AVID curriculum AVID membership AVID Summer Institute</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS cabinet.</p> <p>Summative: meet or exceed ECHS blueprint in all areas</p> <p><b>Staff Responsible for Monitoring:</b> ECHS Director Dean of Instruction AVID Teacher</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>Population:</b> ECHS students and teachers - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Need Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> Membership Fees - 211 Title I-A - 211-11-6495-00-007-Y-30-0F2-Y - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To ensure college readiness, increase vertically aligned course offerings in grades 9-12 to include instructional materials and resources needed to ensure equitable access for all students enrolled in advance placement and dual enrollment.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: performance ratings, evaluations</p> <p>Summative: improved assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> ECHS Director Dean of Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>Population:</b> ECHS students and teachers - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Dual Enrollment courses will be offered to ECHS cohort and At Risk students in order to obtain college credit prior to graduating high school. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: college course enrollment numbers per college semester  Summative: CCMR, meet or exceed ECHS blueprint, completion of associates degree <b>Staff Responsible for Monitoring:</b> Dean of Instruction ECHS Director Academic Counselors <b>TEA Priorities:</b> Connect high school to career and college - <b>Population:</b> All students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> School Processes & Programs 3 <b>Funding Sources:</b> Tuition (PS3 & RC3) - 162 State Compensatory - 162-11-6398-62-007-Y-30-000-Y - \$3,650, Adjuncts (PS3 & RC3) - 162 State Compensatory - 162-11-6299-15-007-Y-30-000-Y - \$30,600		Formative			Summative
		Oct	Jan	Mar	June
					
					
		No Progress	Accomplished	Continue/Modify	Discontinue





### Performance Objective 3 Need Statements:









Student Learning
<b>Need Statement 4:</b> Provide additional instructional time and transportation before school, after school and Saturday for extended day tutorials. <b>Data Analysis/Root Cause:</b> Students must continue to show academic growth in all areas of state assessment(s). <b>Need Statement 7:</b> Provide College and Career Readiness support through Advise TX and AVID program. <b>Data Analysis/Root Cause:</b> Increase performance and participation on college entrance requirements and college entrance exams.
School Processes & Programs
<b>Need Statement 3:</b> Provide all students with the opportunity of earning college course credit through Dual Enrollment courses and Advance Placement courses and exams. <b>Data Analysis/Root Cause:</b> Increase the number of students attending post secondary institutions, certification programs, and workforce / military readiness.

**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 4:** 50% of Lopez ECHS migrant students will show 5% improvement for All STAAR Assessments; the annual number of migrant students receiving supplemental Reading and Math services will increase 5%.

**Evaluation Data Sources:** Results-based Data Analysis Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports.


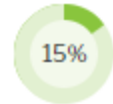
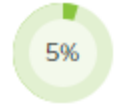

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All migrant students will receive grade appropriate school supplies and hygiene products on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. *All PFS migrant students will receive supplemental supports services before other migrant students.</p> <p>*All migrant students will have an opportunity to attend a PFS Learning Academy.</p> <p>*All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: distribution forms, PFS Learning Academy Reports, Composite of Services Reports</p> <p>Summative: fewer PFS students are identified due to increased performance, On-time promotion and on-time graduation rates increased</p> <p><b>Staff Responsible for Monitoring:</b> Principal Migrant Funded Teacher</p> <p><b>Population:</b> All migrant students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Funding Sources:</b> Migrant classroom supplies and materials (added by Migrant office) - 212 Title I-C (Migrant) - 212-11-6399-00-007-Y-24-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Migrant 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: six week grades and PFS monitoring tool</p> <p>Summative: increased Algebra I and EOC passing rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal Migrant Funded Teacher</p> <p><b>Population:</b> 9th grade migrant students - <b>Start Date:</b> January 1, 2021 - <b>End Date:</b> January 29, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All migrant students will be provided with training and support in the use of academic tools and resources to increase success in reading and mathematics. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: training sign-in sheets  Summative: increased reading and math state assessment scores for migrant students. <b>Staff Responsible for Monitoring:</b> Migrant Funded Teacher <b>Population:</b> All migrant students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Lopez ECHS campus migrant clerk will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: attendance rosters into Migrant lab, phone logs, 3 week progress reports, and six weeks grades  Summative: EOY state assessments <b>Staff Responsible for Monitoring:</b> Principal Migrant Funded Teacher <b>Population:</b> PSF and migrant students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).







**Performance Objective 5:** Increase number of Lopez ECHS students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, Athletics and CTE programs by 5% over 2020 - 2021 participation.

**Evaluation Data Sources:** Regional and state competition participation numbers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will promote student participation in the following programs to provide students with opportunity to extend their learning beyond the classroom (campus, district, regional, state and national level): ROTC Robotics Science Fair History Fair American Mathematics Competition (AMC) UIL Academics Chess Destination Imagination  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: training agendas, flyers, student sign-in sheets and evaluation reports  Summative: increase participation numbers of campus/district/regional/state entries <b>Staff Responsible for Monitoring:</b> Dean of Instruction Program Sponsors <b>Population:</b> All students and teachers - <b>Start Date:</b> July 13, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CTE will continue to encourage its students to participate in Career and Technical Student Organization (CTOs) so that leadership, communication and soft skills may be developed.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: documentation for students competing at the regional, state and national levels  Summative: increased participation and success in CTE-related competitions, increase accolades for students in respective competitive areas <b>Staff Responsible for Monitoring:</b> Career Placement Officer CTE Administrator <b>Population:</b> CTE students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Fine Arts students will develop critical thinking and multi-tasking skills, creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events and public performances. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: performance ratings, attendance, audience / student reaction  Summative: EOY performance recognition, student program enrollment increases <b>Staff Responsible for Monitoring:</b> Principal FA Directors <b>Population:</b> All Fine Arts students - <b>Start Date:</b> July 13, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase enrollment in Fine Arts programs by conducting recruitment concerts and visits. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PEIMS enrollment numbers, class rosters  Summative: improved enrollment form prior year <b>Staff Responsible for Monitoring:</b> Principal FA Directors <b>Population:</b> All Fine Arts students - <b>Start Date:</b> July 13, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and condition skills, and sportsmanship skills can be mastered by the student in athletics. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Campus master schedules, PE/Coach class rosters, choice slips  Summative: PEIMS enrollment reports, athletic coordinator reports <b>Staff Responsible for Monitoring:</b> Principal Athletic Coordinator Dean of Instruction <b>Population:</b> All Athletic students - <b>Start Date:</b> July 13, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Schedule cluster campus visits with student-athletes and their feeders schools to present athletic programs and promote sports camps in order to increase population in athletic programs at all levels. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: presentation schedules, choice slips for athletic classes  Summative: increased team and class rosters on Rank One <b>Staff Responsible for Monitoring:</b> Athletic Coordinator Head Coaches <b>Population:</b> All Athletic students and coaches - <b>Start Date:</b> January 1, 2021 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)

**Performance Objective 1:** Lopez ECHS will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 3)

**Evaluation Data Sources:** New Energy Plan adopted by district, updated Five-year facilities renovation plan



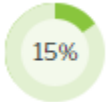

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lopez Early College High School will create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of the district. <b>Milestone's/Strategy's Expected Results/Impact:</b> Survey results from campuses and departments will indicate prioritization of the renovation plans  Formative: campus survey  Summative: evaluation/analysis of survey data <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Maintenance Supervisor <b>Population:</b> All department and campus facilities - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lopez Early College High School will purposely promote energy saving activities on the campus to support implementation of the district's energy savings plan. <b>Milestone's/Strategy's Expected Results/Impact:</b> Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year  Formative: monthly comparison of energy usage  Summative: annual comparison of energy usage <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Maintenance Supervisor <b>Population:</b> All department and campus facilities - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Lopez Early College High School will develop and maintain green areas/landscaped areas to help beautify facilities with the support of community, parents and students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: beautification/garden event showcases and perception campuses areas are clean and green  Summative: improved campus survey data about facilities <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Maintenance Supervisor <b>Population:</b> All students and staff - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 25, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
					
		No Progress	Accomplished	Continue/Modify	Discontinue

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

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

**Evaluation Data Sources:** Fiscal reports for district, internal and external audit reports and FIRST ratings.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will provide supplemental support through additional personnel to meet the needs of Title I-A students in order to ensure that academic progress is attained and academic gaps are closed: 4 Math, 2 Library Aides, 2 Nurses, 1 teacher aide and 1 clerical assistant <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: position control report compared to CIP strategies  Summative: EOY position control report, time and effort certification forms <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Population:</b> Title I teachers - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will support programs and teachers in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: monthly expenditure reports, CIP evaluations  Summative: EOY expenditure reports, PDS evaluations and certifications, CIP summative report <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction SBDM Committee <b>Population:</b> All campus personnel - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus administration will conduct annual training for all programs on the required documentation for program expenditures for transportation, professional extra duty pay, and purchase orders for resources and programs as per district policies and guidelines. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: sign-in sheets, agenda, certification(s), extra duty timesheets  Summative: EOY student activities final report submission and bi-tech reports <b>Staff Responsible for Monitoring:</b> Campus Principal Dean of Instruction <b>Population:</b> All campus programs and coaches - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> September 30, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus book keeper will conduct an annual training for all coaches and program sponsors to review district policies and procedures for student activities funds and fundraising activities. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: sign-in sheets, agenda, certification(s) and student activities constitutions  Summative: EOY student activities final report submission <b>Staff Responsible for Monitoring:</b> Campus Principal Dean of Instruction Campus Book Keeper <b>Population:</b> All campus organizations and sponsors - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> September 30, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 2:** Lopez ECHS will commit to a balanced budget which includes improved compensation for 100% of teachers.







**Evaluation Data Sources:** Compensation plan including improved funding for teachers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strategies to attract highly-quality, certified teachers to our school include: paid stipend based on their area of certification (Math, Science, ESL, Social Studies and Special Education) free professional development and free health insurance. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: position control report, staff assignments  Summative: PDS evaluations, EOY position control FTE report <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Population:</b> All teachers - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

**Evaluation Data Sources:** Campus needs assessment surveys, district/campus climate surveys

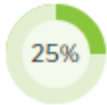







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus administration along with the SBDM committee will create and participate in employee incentives and recognition to improve employee and district and campus morale and climate. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: CNA survey and campus climate survey data related to support and retention  Summative: PEIMS and TAPR report showing increased years of experience and decreased turn over rates <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction <b>Population:</b> All faculty and staff - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 30%		
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				



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

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


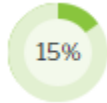


**Evaluation Data Sources:** Media records with Public Information Office, enrollment data







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lopez Early College High School will designate a PIO contact to provide features articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities, and parent/community events. <b>Milestone's/Strategy's Expected Results/Impact:</b> Regular features in media showcasing current accomplishments of faculty, staff, students, alumni and major events.  Formative: submissions of information for articles and showcases  Summative: annual compilation of articles and presentations/showcases <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will maintain an updated website (monthly) by showcasing students and community activities.  Need: Decreasing enrollment / Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: published list of campuses receiving awards, awarding of donated funds and prizes  Summative: increased PEIMS district and attendance percentage rates. <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Campus TST <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

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

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

**Evaluation Data Sources:** BAC placement data for 2018-2019, 2019-2020 and 2020 - 2021 PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements.

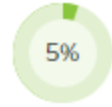
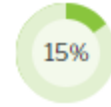






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: campus SCOC receipt form, signed SCOC acknowledgement forms, posting of SCOC on district and campus websites, orientation for all parents during current instructional school year.</p> <p>Summative: EOY eSchool report and PEIMS discipline data indicate reduced BAC enrollments campus and district-wide</p> <p><b>Staff Responsible for Monitoring:</b> Campus Behavior Coordinators</p> <p><b>Population:</b> All students, parents and campus personnel - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campus will use the district database software programs to document and monitor RtI plans.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: RtI documentation, Discipline reports, Counselor meeting logs</p> <p>Summative: eSchool report data, decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to their home campus from BAC.</p> <p><b>Staff Responsible for Monitoring:</b> Campus RtI Administrator Campus Counselor</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: student sign-in sheets, counselor's log, audits, evaluation sheets, training sign-in sheets  Summative: discipline PEIMS report data reflecting a reduction in placements to a DAEP per campus <b>Staff Responsible for Monitoring:</b> Campus Behavior Coordinator Counselor <b>Population:</b> All students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 10%	 20%		
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 2:** Lopez ECHS disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020 - 2021 and will not be disproportionate for any population.





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









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will receive training on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: eSchool discipline reports and RtI plans  Summative: reduced number/percentage of population of students referrals to ISS and/or OSS compared to previous school year. <b>Staff Responsible for Monitoring:</b> Campus RtI Administrator Campus RtI committee Counselor <b>Population:</b> All teachers - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior students with close monitoring of the ISS/OSS placements for special populations. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ISS/OSS placements of special education and other targeted groups will decrease by 5% at the district level  Summative: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease <b>Staff Responsible for Monitoring:</b> Special Education Administrator RtI Administrator Campus Behavior Coordinator <b>Population:</b> All students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

**Evaluation Data Sources:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Professional development and training will be provided to address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP) - Safety Procedures. <b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in the number of student discipline incidents compared to prior school year.  Formative: presentations, sign-in sheets  Summative: Discipline referral report <b>Staff Responsible for Monitoring:</b> Campus Behavior Coordinator Counselors Dean of Instruction <b>Population:</b> All students and campus personnel - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional Strategies  Provide classroom instructional strategies through professional development and campus training to keep students engaged in order to reduce discipline issues in the classroom and increase academic performance. <b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in the number of student discipline incidents compared to prior school year.  Formative: walk-throughs with constructive feedback, session evaluations, six week(s) academic and discipline reports  Summative: EOY discipline referral reports, EOY academic progress reports <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Assistant Principals <b>Population:</b> All students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan. <b>Milestone's/Strategy's Expected Results/Impact:</b> 100% completed campus Emergency Operations Plan.  Formative: safety meeting sign-in sheets  Summative: campus EOY plan and EOY safety reports <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Population:</b> All students and campus personnel - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus will conduct Active Shooter or other hazardous lock down drills at least twice per semester. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: practice drill reports,  Summative: EOY drill report with required drills conducted <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Population:</b> All students and campus personnel - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 6:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (BISD Board Goal #5) (TEA Ch. 4, Obj. 1)



**Performance Objective 1:** Lopez ECHS will have a 10% increase of parents involved in Lopez ECHS parental involvement activities from 2019 - 2020 to 2020 - 2021.









**Evaluation Data Sources:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct the following annual Title I-A required activities on at least 2 different dates and times to ensure multiple meetings are provided to meet the needs of parents:</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program.</p> <p>Develop, review and revise jointly with parents, the Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/campus level and the S-P-S Compact for 2020-2021.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Completed Parental Involvement Policies</p> <p>Campus S-P-S Compacts</p> <p>Campus Visitation Reports</p> <p>Campus Websites</p> <p>Campus / District Fliers</p> <p>Meeting Agendas</p> <p>Completed Title I-A Parental Involvement Compliance Checklist</p> <p>Signed Campus S-P-S Compacts</p> <p>Training Session Evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>Population:</b> All parents - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure representation of community and parent involvement in the decision making process: SBDM. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parent Rep. Sign-in Sheets, Completed parental involvement policies, Campus S-P-S Compacts, CIP, Calendars, Meeting Agendas</p> <p>Summative: Training Session Evaluations, LPAC, SBDM Meeting minutes reflecting input from parents and community members</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>Population:</b> All parents - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. -District-wide parent conferences, cluster meetings, fairs and seminars.</p> <p>Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Authority to Volunteer Clearance Forms, Volunteer Sign-In Sheets</p> <p>Summative: Increased partnerships and parent volunteers by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Parent Liason</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>Population:</b> Parents and community - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Need Statements:</b> Demographics 3 - Perceptions 4</p> <p><b>Funding Sources:</b> Food and Refreshments (PN#7) - 211 Title I-A - 211-61-6499-53-007-Y-30-0F2-Y - \$2,000, Supplies and materials for parent meetings and trainings (PN#7) - 211 Title I-A - 211-61-6399-00-007-Y-30-0F2-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus parental/community liaison will continue to provide flexible meeting times for Parent Education opportunities through parent conferences, parent training sessions and home visits to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> <li>-College Readiness</li> <li>-Effective teaching strategies</li> <li>-Health and Wellness Education</li> <li>-Special populations (Bilingual, Dyslexia, GT, Migrant, Special Education)</li> <li>-Drop-out and Violence Prevention</li> <li>-Community agencies and organizations</li> </ul> <p>Building Capacity:</p> <ul style="list-style-type: none"> <li>-Technology</li> <li>-Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-In Sheets, Meeting Minutes</p> <p>Summative: Training Session Evaluations, Increased Parent Attendance, Special Services Department Analysis of Parent Concerns, The Family Center Screening Tool</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Assistant Principal Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> All parents - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Need Statements:</b> Demographics 3 - Perceptions 4</p> <p><b>Funding Sources:</b> Employee In-District Travel - includes mileage for home visits and district business (DN1 &amp; PN2) - 211 Title I-A - 211-61-6411-00-007-Y-30-0F2-Y - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus Migrant Clerk/Teacher will conduct a meeting twice per year to foster parental involvement and to provide migrant parents with important information on campus migrant program opportunities, community services and how to better support their children academically. Food and refreshments will be given out to encourage more parents to attend. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: sign in sheets, flyers, meeting agendas  Summative: PBMAS report, increased participation in PAC mtg, increased student participation in supplemental activities <b>Staff Responsible for Monitoring:</b> Migrant Teacher Migrant Clerk <b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> PFS migrant students - <b>Start Date:</b> October 1, 2020 - <b>End Date:</b> June 25, 2021 <b>Funding Sources:</b> Parental involvement refreshments (added by Migrant Office) - 212 Title I-C (Migrant) - 212-61-6499.53-007-Y-24-0F2-Y	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: session evaluation, meeting minutes, MOUs  Summative: EOY Parental Survey Results, Student Attendance Rates on Final Yearly Report, Increased Graduation Rates and State Assessment Scores, Increased parental participation, Increased Promotion Rates and EOY Grades, Decreased Discipline Reports <b>Staff Responsible for Monitoring:</b> Parent and Family Engagement Administrator Parent Liaison <b>Population:</b> All parents - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 1 Need Statements:



Demographics
<b>Need Statement 3:</b> Increase parental involvement for At Risk students. <b>Data Analysis/Root Cause:</b> Low attendance of At Risk parents during our weekly parent meetings.



<b>Perceptions</b>
<b>Need Statement 4:</b> Increase parental and community involvement in school processes. <b>Data Analysis/Root Cause:</b> Lack of parental involvement for students in special populations.



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



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

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers / campus administration with professional development opportunities to enhance implementation of instructional strategies including:</p> <p>Response to Intervention (RtI) Sheltered Instruction (SIOP) Differentiated Instruction Common Instructional Framework (CIF) Reading comprehension cognitive strategy routines Texas Literacy Initiative (TLI) Oral language skills that increase listening/speaking and reading/writing proficiency in all content areas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives</p> <p>Formative: training evaluations and walk-throughs with constructive feedback, lesson plans</p> <p>Summative: District, Campus and State assessment instruments</p> <p>Lopez ECHS will show a 5 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Department Chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Population:</b> All teachers teaching core content and special education, dyslexia, Honors / AP, CTE and other academic areas - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 5 - Perceptions 2</p> <p><b>Funding Sources:</b> In-District Conferences, Professional Development - Region One Extension Office in Brownsville (SA#3 &amp; SA#6) - 211 Title I-A - 211-13-6411-00-007-Y-30-AYP-Y - \$2,000, Substitute - Professional Development Day - 211 Title I-A - 211-11-6112-18-007-Y-30-0F2-Y - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Curriculum Frameworks  Instructional Feedback Form  District developed assessments  Campus developed assessments  Evidence of TLI sustained initiatives</p> <p>Formative: training evaluations and walk-throughs with constructive feedback, lesson plans</p> <p>Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments</p> <p>Lopez ECHS will show a 5 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Dean of Instruction  Advance Academic Department Chair</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Population:</b> All G/T sub-population students and teachers for these students in core content areas and Special Education - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase the rigor of the Honors and Advance placement program of instruction based on a progression of aligned curriculum through annual professional development and curriculum writing projects.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives</p> <p>Formative: training evaluations and walk-throughs with constructive feedback, lesson plans</p> <p>Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments</p> <p>Lopez ECHS will show a 5 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Population:</b> All subpopulation students and teachers for these students in core content areas and CTE - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers and campus administration will participate in the district and/or regional literacy conference in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district/campus staff development days.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives</p> <p>Formative: training evaluations and walk-throughs with constructive feedback, lesson plans</p> <p>Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments</p> <p>Lopez ECHS will show a 5 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Department Chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Population:</b> All teachers and administration - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> May 28, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Professional development opportunities will be provided to teachers and campus administration at national, state, regional and district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning (Title I-A &amp; Title II-A).</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives</p> <p>Formative: training evaluations and walk-throughs with constructive feedback, lesson plans</p> <p>Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments</p> <p>Lopez ECHS will show a 5 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Population:</b> All teachers and campus administration - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 5 - Perceptions 2</p> <p><b>Funding Sources:</b> Out of District Conferences - Professional Development (SA3 &amp; SA6) - 211 Title I-A - 211-13-6411-23-007-Y-30-AYP-Y - \$40,000, Substitute - Professional Development Day - 211 Title I-A - 211-11-6112-00-007-Y-30-0F2-Y - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Fine arts students and teachers will be provided professional development training annually.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: sign-in sheets, PDS evaluations, student performance ratings</p> <p>Summative: increased EOY performance recognition</p> <p><b>Staff Responsible for Monitoring:</b> Principal Fine Arts Directors</p> <p><b>Population:</b> All Fine Arts teachers - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:  -Identification of at-risk students via state and local criteria -Graduation rate, completion rate, and graduation cohorts -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budge and Program Compliance  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS session attendance and evaluation reports, verified homeless and/or unaccompanied youth enrollment letter, Eschool Plus Special Programs report, ESchool Plus At-Risk progress report, progress monitoring, assessment scores, student progress reports  Summative: increased STAAR/EOC, At-Risk Retention, Graduation and Completion Rates, decreased dropout rate.  <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Assistant Principals  <b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> All teachers serving At Risk students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: sign-in sheets, PDS evaluations, student performance ratings  Summative: increased EOY performance on state and local assessments  <b>Staff Responsible for Monitoring:</b> Principal Migrant Funded Teacher  <b>Population:</b> Migrant support staff - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 1 Need Statements:

Student Learning
<b>Need Statement 5:</b> Provide professional development on effective instructional strategies across content to increase overall academic performance. <b>Data Analysis/Root Cause:</b> Performance at the Masters Level needs to increase by 5 percentage points.









## Perceptions

**Need Statement 2:** Provide professional development on effective instructional strategies across content to increase overall academic performance. **Data Analysis/Root Cause:** Performance at the Masters Level needs to increase by 5 percentage points.

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

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







**Evaluation Data Sources:** Professional development records for CTE, numbers of students in under-served pathways, survey data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will receive professional development support through the CTE department so that students may learn the latest program area and technology skills and be able to compete in college and the workforce. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: teachers will return to their classroom and be able to share the newest technologies with their students, teachers will be able to train their campus colleagues based on what they learned at their professional development  Summative: lesson plans and walkthroughs will indicate improved implementation after training sessions <b>Staff Responsible for Monitoring:</b> CTE Administrator Career Placement Officer Dean of Instruction <b>Population:</b> All CTE teachers - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Project Lead the Way (PLTW) and career cluster alignment trainings will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: lesson plans, walkthroughs and observations including trainings and strategies  Summative: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways <b>Staff Responsible for Monitoring:</b> CTE Administrator Dean of Instruction <b>Population:</b> All CTE teachers - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 3:** 100% of Lopez ECHS teachers who teach English Language Learners, including Special Education teachers who instruct ELs in math, science, social studies or ELA/Reading, will become Bilingual/ESL certified this school year.

**Evaluation Data Sources:** Professional Development records and SBEC Teacher Certification records.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Provide teachers who service ELs and need to be Bilingual / ESL certified with professional development activities and other financial support to include:  EL Coaching BIL / ESL Educational Conferences, Symposiums Exam preparation support for attaining BIL / ESL certification <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS session attendance, evaluation reports  Summative: documented teacher certifications for all teachers assigned EL students, completion of activities in BIL/ESL required compliance plans <b>Staff Responsible for Monitoring:</b> Dean of Instruction <b>Population:</b> All teachers serving BIL/ESL students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> January 1, 2021 <b>Need Statements:</b> Student Learning 5 - Perceptions 2 <b>Funding Sources:</b> Substitutes (includes fringes) - 163 State Bilingual - 163-11-6112-00-007-Y-25-000-Y - \$7,750		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					







### Performance Objective 3 Need Statements:

Student Learning
<b>Need Statement 5:</b> Provide professional development on effective instructional strategies across content to increase overall academic performance. <b>Data Analysis/Root Cause:</b> Performance at the Masters Level needs to increase by 5 percentage points.
Perceptions
<b>Need Statement 2:</b> Provide professional development on effective instructional strategies across content to increase overall academic performance. <b>Data Analysis/Root Cause:</b> Performance at the Masters Level needs to increase by 5 percentage points.

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

**Performance Objective 1:** Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2018 - 2019. (Future Ready Curriculum, Instruction, and Assessment) (DEIC approved 9-16-2019)

**Evaluation Data Sources:** Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Determine what gaps students at risk of dropping out have and provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: survey, instructional observations, personalized technology goal, lesson plans, student projects, passing rate  Summative: improved STAAR scores, EOY grades, electronic portfolios, attendance rate <b>Staff Responsible for Monitoring:</b> Campus Principal Dean of Instruction Campus TST <b>Population:</b> All At Risk students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021 <b>Need Statements:</b> Student Learning 3 <b>Funding Sources:</b> Laptops, Ipads, Desktops, Interactive Screens - 162 State Compensatory - 162-11-6398-62-007-Y-30-000-Y - \$199,170		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			



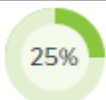
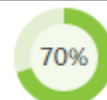




### Performance Objective 1 Need Statements:

Student Learning
<b>Need Statement 3:</b> Effectively implement a technology-based curriculum with classroom technology resources and research-based software programs. <b>Data Analysis/Root Cause:</b> Students are performing at lower Quartile in comparison to the Campus Comparison Group.

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

**Performance Objective 2:** Increase opportunities for student learning any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2018 - 2019, leveraging human capital in personalized learning. (Future Ready Use of Space and Time) (DEIC approved 9-16-2019)

**Evaluation Data Sources:** Classroom projects, competition enrollments, walkthroughs, personnel assignments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will provide options to learn any time of day, from home, school and/or community. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: benchmarks, classroom projects, student competitions  Summative: improved STAAR scores, EOY grades, electronic portfolios, benchmarks, Future Ready Survey <b>Staff Responsible for Monitoring:</b> Dean of Instruction Campus TST <b>Population:</b> All students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: benchmarks, classroom projects, student competitions  Summative: improved STAAR scores, EOY grades, electronic portfolios, Future Ready survey <b>Staff Responsible for Monitoring:</b> Dean of Instruction Campus TST <b>Population:</b> All students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021 - <b>Revision Date:</b> October 8, 2020 <b>Need Statements:</b> Student Learning 3 <b>Funding Sources:</b> Chromebooks - 211 Title I-A - 211-11-6398-62-007-Y-30-0F2-Y - \$126,270	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Performance Objective 2 Need Statements:**







<b>Student Learning</b>
<b>Need Statement 3:</b> Effectively implement a technology-based curriculum with classroom technology resources and research-based software programs. <b>Data Analysis/Root Cause:</b> Students are performing at lower Quartile in comparison to the Campus Comparison Group.



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

**Performance Objective 3:** Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels. (Future Ready Robust Infrastructure) (DEIC approved 9-16-2019)







**Evaluation Data Sources:** Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide appropriate WIFI connectivity in order to successfully implement technology-based curriculum from home, school and/or community and ensure 1:1 ratio. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: benchmarks, classroom projects, student competitions  Summative: improved STAAR scores, EOY grades, electronic portfolios, Future Ready Survey <b>Staff Responsible for Monitoring:</b> Campus TST <b>Population:</b> All students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 45%		
<div>  0%  100%   </div> <div> No Progress Accomplished Continue/Modify Discontinue </div>				

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

**Performance Objective 4:** Review update and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems. (Future Ready Data and Privacy) (DEIC approved 09-16-2019)


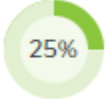




**Evaluation Data Sources:** Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review and update policies and procedures to guide students, staff, parents and community to ensure safety, privacy and security. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: benchmarks, teacher observations  Summative: improved STAAR scores, EOY grades, survey all stakeholders <b>Staff Responsible for Monitoring:</b> Campus Principal Campus TST <b>Population:</b> All stakeholders - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 30%		
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 5:** Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce. (Future Ready Community Partnerships) (DEIC approved 09-16-2019)

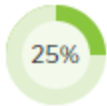



**Evaluation Data Sources:** Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will create a database of leaders with expertise in technology integration to provide classroom level partnerships for professional development. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: presentations, agendas, attendance records  Summative: presentations, agendas, attendance records <b>Staff Responsible for Monitoring:</b> Dean of Instruction Campus TST <b>Population:</b> All teachers - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 6:** Provide competency and research-based professional development, leverage Media Specialist, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas. (Future Ready Personalized Professional Learning) (DEIC 09-16-2019)

**Evaluation Data Sources:** Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus TST and Dean of Instruction will be provided adequate time daily to support their campus in the integration of technology into instruction. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: benchmarks, projects  Summative: survey <b>Staff Responsible for Monitoring:</b> Campus Principal <b>Population:</b> TST and Dean of Instruction - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers and campus administration will participate in a minimum of 12 hours of face to face technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: benchmarks, projects  Summative: survey, CPE transcripts <b>Staff Responsible for Monitoring:</b> Dean of Instruction Campus TST <b>Population:</b> All teachers and campus administration - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021 <b>Need Statements:</b> Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop both a traditional and online Professional Learning Community that are based both on content and pedagogy to build instructional capacity starting at the individual classroom level. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PLC meeting agendas, attendance records, PDS sessions rosters and evaluations, instructional feedback reports, BOY/MOY/EOY data analysis reports  Summative: improved summary observation reports, STAAR scores, TELPAS <b>Staff Responsible for Monitoring:</b> Dean of Instruction Campus TST <b>Population:</b> All teachers and campus administration - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will attend at least one district technology conference in order to promote and assist with the integration of technology in the classroom and better prepare students and leaders for adopting innovation. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: benchmarks, projects  Summative: improved STAAR scores, survey, digital portfolio <b>Staff Responsible for Monitoring:</b> Dean of Instruction Campus TST <b>Population:</b> All teachers - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







### Performance Objective 6 Need Statements:

Student Learning
<b>Need Statement 3:</b> Effectively implement a technology-based curriculum with classroom technology resources and research-based software programs. <b>Data Analysis/Root Cause:</b> Students are performing at lower Quartile in comparison to the Campus Comparison Group.

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

**Performance Objective 7:** Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets. (Future Ready Budget and Resources) (DEIC 09-16-2019)

**Evaluation Data Sources:** Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the accessibility for all students in technology based instruction across all subject areas by providing new software, platforms and hardware for computer / technology enhanced instruction.</p> <p>Students will develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.</p> <p>Microsoft, Google, Apple and Schoology Instructional Classrooms Computer labs</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: benchmarks, classroom projects, student competitions, improved connectivity of wired and wireless devices</p> <p>Summative: test scores, EOY grades, electronic portfolios, StarChart survey, benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> CTE Administrator Campus TST Dean of Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>Population:</b> All students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Need Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Laptops, Printers, Ipad Carts, Laptop Carts, Interactive Screens - 211 Title I-A - 211-11-6398-62-007-Y-30-0F2-Y - \$8,999, Zulu for Ipads - 211 Title I-A - 211-11-6395-62-007-Y-30-0F2-Y - \$1,050, Toner - 211 Title I-A - 211-11-6399-62-007-Y-30-0F2-Y - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





### Performance Objective 7 Need Statements:

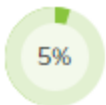

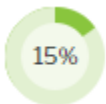

Student Learning
<p><b>Need Statement 3:</b> Effectively implement a technology-based curriculum with classroom technology resources and research-based software programs. <b>Data Analysis/Root Cause:</b> Students are performing at lower Quartile in comparison to the Campus Comparison Group.</p>

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



**Performance Objective 1:** Increase Lopez ECHS attendance rate to 96% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.





**Evaluation Data Sources:** Campus attendance rates, At-Risk Student Attendance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring and working with campus attendance and ensure daily updates of attendance.</p> <p>Ensure that campus student attendance meets District and State rates so that students meet their full educational potential to include but not limited to:  Student Attendance Contracts  Campus Phone Master Log  Teacher Phone Logs  Home Visitor Reports</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, and Student Attendance Plans</p> <p>Summative: PEIMS Districts and Campus Attendance Percentage Rate Reports</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Administrator  Attendance Clerks  Attendance Liaisons</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To better support student achievement and improve student attendance, campus parent liaisons will be proactive by monitoring student attendance through daily, weekly, and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notification as needed.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: weekly review of campus six weeks attendance rates, attendance mangement plans, phone master daily log, home visitor logs and reports, parent meeting(s) agenda, sign-in sheets</p> <p>Summative: District Attendance Reports</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Administrator  Attendance Clerks  Parent Liaisons</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School messenger system reports, distribution of Student Attendance Plans to parents and students  Summative: PEIMS attendance data shows increase <b>Staff Responsible for Monitoring:</b> PEIMS Administrator Attendance Clerks Parent Liaisons <b>Population:</b> All students with absenteeism - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Migrant staff will attend the annual intensive Identification and Recruitment (ID & R) training in order to be certified as state recruiters.  Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action / COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in BISD schools. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services, Region One audit  Summative: increase in student ID&R numbers Migrant Recruiter & clerks certificate of attendance, increase in migrant student enrollment <b>Staff Responsible for Monitoring:</b> PEIMS Administrator Migrant Funded Teacher <b>Population:</b> Migrant office staff - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> NGS Migrant clerks will: encode all required data into the NGS System and conduct all required activities, utilize the Migrant Student Information Exchange System to promote interstate coordination and timely records exchange, coordinate with Texas Migrant Interstate Program in order to serve students from BISD who may attend out-	Formative			Summative
	Oct	Jan	Mar	June



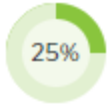

of-state schools. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS training certificates, NGS reports, Region One audit results  Summative: increase in number of students encoded in MSIX and referrals to TMIP <b>Staff Responsible for Monitoring:</b> Migrant Funded Teacher <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021					





			
No Progress	Accomplished	Continue/Modify	Discontinue





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





**Performance Objective 2:** Increase Lopez ECHS Completion Rate to 95% and increase Lopez ECHS Graduation Rate to 91.3%.



**Evaluation Data Sources:** Drop-out and Graduation rate reports.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor and recover students classified as dropout/no-shows on a systemic cycle through dropout recovery efforts that include:</p> <p>Walk For the Future District Dropout Recovery Meetings (Fall) and district personnel campus visits in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS Session Attendance and evaluation Reports, ESchool Plus At-Risk Progress Report, ESchool Plus Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Administrator Program Specialist At-Risk Counselor</p> <p><b>Population:</b> All At-Risk students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Need Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Operating Costs - Walk For the Future - 162 State Compensatory - 162-61-6499-53-007-Y-30-WTF-Y - \$200, General Supplies - Walk For the Future - 162 State Compensatory - 162-61-6399-00-007-Y-30-WTF-Y - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide out-of-cohort students accelerated instruction, adequate space, supplies, and staff to increase the number of high school students served and offered extended day services to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rates.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ESchoolPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports.</p> <p>Summative: STAAR, Retention Rates, Completion Rates, Graduation Rates.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Academic Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> All At Risk students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Need Statements:</b> Demographics 1 - Student Learning 2, 4</p> <p><b>Funding Sources:</b> Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-007-Y-30-000-Y - \$52,000, Instructional Supplies and Resources - 162 State Compensatory - 162-11-6399-00-007-Y-30-000-Y - \$50,000, Copy Paper - 162 State Compensatory - 162-11-6396-00-007-Y-30-000-Y - \$9,380</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The At-Risk Counselor will promote, monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate and reduce the retention rate and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ESchool Plus At-Risk Progress Report, ESchool Plus Dropout Monitor Report, ESchool Plus Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rates and dual enrollment credits earned</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Academic Counselor</p> <p><b>Population:</b> All At Risk students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Funding Sources:</b> At-Risk Counselor FTE - 162 State Compensatory - 162-31-6119-00-007-Y-30-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The Program Specialist will monitor and coordinate dropout intervention programs for students in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Eschool Plus, At-Risk Reports, Eschool Plus Dropout Monitor Report, ESchool Plus Special Programs Report, Student Logs, Progress Monitoring Assessment Scores Student Progress reports  Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate <b>Staff Responsible for Monitoring:</b> PEIMS Administrator Dean of Instruction <b>Population:</b> All At Risk students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021 <b>Funding Sources:</b> Program Specialist FTE - 162 State Compensatory - 162-23-6119-00-007-Y-30-037-Y	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> A probation officer will work with students who are on probation to improve probated students' achievement, attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate and dropout rate. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Eschool Plus At Risk Progress Reports, Progress Monitoring Assessment Scores, Student Progress Reports  Summative: improved STAAR/EOC, Attendance, Recidivism, Retention, Graduation and Completion Rates, decreased dropout rate <b>Staff Responsible for Monitoring:</b> Principal <b>Population:</b> All At Risk students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021 <b>Funding Sources:</b> Contracted Services (CCJPO) - 162 State Compensatory - 162-32-6299-00-007-Y-24-JPO-Y	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> In order to create a community of caring adults, Communities in School (CIS) will bring resources and services to students and parents to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rates. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ESchool Plus At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports  Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction <b>Population:</b> All At Risk students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021 <b>Funding Sources:</b> Contracted Services (CIS) - 162 State Compensatory - 162-32-6299-00-007-Y-24-CIS-Y	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> A food pantry and clothes closet will be available to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports  Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate <b>Staff Responsible for Monitoring:</b> Communities in Schools Program Specialist At-Risk Counselor <b>Population:</b> All At Risk students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: monthly reports on credit completion  Summative: PBMAS report, increased on-time graduation and on-time promotion and decreased dropout rate  <b>Staff Responsible for Monitoring:</b> Principal Migrant Funded Teacher  <b>Population:</b> PFS & Migrant students and parents - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Each high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed.</p> <p>*High school migrant students entering late and withdrawing early will have credit accrual opportunities through the State recommended and District approved Credit Accrual / Recovery programs to ensure on time graduation.</p> <p>*A Paths to Scholarships Program will be offered to 11th and 12th grade migrant students in order to increase number of college admissions and scholarships awarded</p> <p>*Current 10th and 11th grade Migrant students will have the opportunity to apply to attend the MAARS program at TSTC and MUSE program at UTRGV-Edinburg.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: desk audit of migrant files</p> <p>Summative: increased on-time promotion and on-time graduation, decreased dropout rates, PBMAS improved staging</p> <p><b>Staff Responsible for Monitoring:</b> Principal Migrant Funded Teacher</p> <p><b>Population:</b> All migrant students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Campus will provide student assistance for college and career readiness through the Advise TX program in order to increase graduation and completion rates.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Credits Accrued and Student Transcripts</p> <p>Summative: Increased Graduation rate, completion rates, decreased dropout rates</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Academic Counselor</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Need Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> Advise TX membership (SA#7) - 211 Title I-A - 211-31-6299-00-007-Y-30-TUK-Y - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<b>Strategy 11:</b> An orientation to 8th graders, from feeder schools, will be offered for incoming 9th grade students through a Summer Bridge Program.  A Cohort Express Academy will be offered to address the academic needs of at-risk students not meeting graduation as of August 31, 2020. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ESchool Plus Master Schedule, Credits Accrued and Student Transcripts  Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate <b>Staff Responsible for Monitoring:</b> Dean of Instruction Academic Counselor <b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> All At Risk students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> July 31, 2020 <b>Need Statements:</b> School Processes & Programs 4, 5 <b>Funding Sources:</b> Professional Extra Duty Pay (includes fringes) - Summer Bridge - 211 Title I-A - 211-11-6118-00-007-Y-30-BDG-Y - \$4,530, Professional Extra Duty Pay (includes fringes) - Cohort Express - 211 Title I-A - 211-11-6118-00-007-Y-30-0F2-Y - \$4,551	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> An Honors and Achievement ceremony will be hosted to reward students that have excelled in their coursework and program of study. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Grades  Summative: Rankings <b>Staff Responsible for Monitoring:</b> Campus Principal Dean of Instruction Academic Counselor <b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> All students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 14, 2021 - <b>Revision Date:</b> January 28, 2021 <b>Need Statements:</b> Perceptions 3 <b>Funding Sources:</b> Recognition awards - 211 Title I-A - 211-11-6498-00-007-Y-30-0F2-Y - \$4,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Performance Objective 2 Need Statements:











Demographics
<b>Need Statement 1:</b> Increase and maintain graduation rates to meet state, federal and district goals. <b>Data Analysis/Root Cause:</b> The At Risk, LEP and SpEd student population (s) are not completing graduation requirements as a cohort in comparison to the rest of their peers.
Student Learning
<b>Need Statement 2:</b> Supplemental instructional materials will be purchased to aid teacher in implementing targeted and focused instruction for overall academic performance. <b>Data Analysis/Root Cause:</b> Performance at the Masters Level needs to increase by 5 percentage points.
<b>Need Statement 4:</b> Provide additional instructional time and transportation before school, after school and Saturday for extended day tutorials. <b>Data Analysis/Root Cause:</b> Students must continue to show academic growth in all areas of state assessment(s).
<b>Need Statement 7:</b> Provide College and Career Readiness support through Advise TX and AVID program. <b>Data Analysis/Root Cause:</b> Increase performance and participation on college entrance requirements and college entrance exams.
School Processes & Programs
<b>Need Statement 4:</b> Hold a Summer Bridge program in order to provide incoming 9th graders with an orientation to assist with the transition from middle school to high school. <b>Data Analysis/Root Cause:</b> Increase 4 year graduation and retention rate by lowering the dropout rate.
<b>Need Statement 5:</b> Hold a Cohort Express Program for At Risk students to remain on target with their academic cohort. <b>Data Analysis/Root Cause:</b> Increase 4 year graduation and retention rate by lowering the dropout rate.
Perceptions
<b>Need Statement 3:</b> Provide student incentives to encourage high grades and attendance for all sub populations. <b>Data Analysis/Root Cause:</b> Must meet district attendance goals.





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









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

**Evaluation Data Sources:** STAAR/EOC reports disaggregated for At-Risk students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week.</p> <p>*Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ESchoolPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports.</p> <p>Summative: STAAR, Retention Rates, Completion Rates, Graduation Rates.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Academic Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Population:</b> All At Risk students - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Need Statements:</b> Demographics 1 - Student Learning 1, 4</p> <p><b>Funding Sources:</b> Professional Extra Duty Pay - Failed EOC - 162 State Compensatory - 162-11-6118-00-007-Y-24-EOC-Y - \$18,620</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Eschool Plus Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction AVID Core Team</p> <p><b>Population:</b> All At Risk students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p> <p><b>Funding Sources:</b> SCE Certified Personnel - 162 State Compensatory - 162-11-6119-00-007-Y-30-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Dean of Instruction, CTC, department administrators and teachers 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.</p> <p>Data Analysis Report State Assessment Data Analysis Honors / AP / CCMR Effective instructional strategies to address at-risk student needs Accountability Analysis and Reporting Progress Monitoring</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS Session Evaluation Report, PDS Session Attendance Report, Teacher Lesson plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion rates, decreased dropout rates.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Department State Compensatory Education Administration Campus Principa</p> <p><b>Population:</b> All At Risk students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 5 - School Processes &amp; Programs 1 - Perceptions 2</p> <p><b>Funding Sources:</b> Dean of Instruction FTE - 162 State Compensatory - 162-13-6119-00-007-Y-30-000-Y, Laptops - Equipment under 5,000 - 162 State Compensatory - 162-13-6398-65-007-Y-30-000-Y - \$11,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Eschool Plus Master Schedule, Teacher Lesson plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: CIRCLE-PM (EOY), Attendance Rate, Retention Rates</p> <p><b>Staff Responsible for Monitoring:</b> 504 Administrator Dyslexia Teacher</p> <p><b>Population:</b> All At Risk students and Dyslexic students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide computer-based accelerated instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate and decrease the retention rate and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ESchool Plus Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Academic Counselor Program Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Population:</b> All At Risk students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Demographics 1 - Student Learning 2, 3</p> <p><b>Funding Sources:</b> Edgenuity Software - 162 State Compensatory - 162-11-6299-62-007-Y-30-000 - \$29,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program. High school migrant students will have access to migrant summer for credit recovery in order to ensure on-time graduation.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: sixth weeks grades and PFS Monitoring tool</p> <p>Summative: increased promotion rates and state test performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Migrant Funded Teacher</p> <p><b>Population:</b> All Migrant students - <b>Start Date:</b> June 1, 2021 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> In order to increase awareness of migrant student needs, monthly distribution of the PFS monitoring toll and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PFS monitoring tools, assessment results, placement into interventions  Summative: improved EOY assessment result for STAAR, PBMAS report performance and staging <b>Staff Responsible for Monitoring:</b> Principal Migrant Funded Teacher <b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> All faculty and staff - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Campus will provide transportation for low- performing students to attend tutorials and accelerated instruction in (ELA, Math, Science and Social Studies) in order to decrease retention rates and improve student performance. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Eschool Plus generated tutorial schedule, attendance report, tutorial lesson plans, tutorial targeted student rosters, tutorial teacher observations, benchmark scores, student progress reports  Summative: STAAR (EOC) scores, Semester reports <b>Staff Responsible for Monitoring:</b> Dean of Instruction Tutorial Teachers <b>Population:</b> All students - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> June 25, 2021 <b>Need Statements:</b> Student Learning 4 <b>Funding Sources:</b> Transportation - Tutorials / Academies / EOC Camps (SA5) - 211 Title I-A - 211-11-6494-00-007-Y-30-0F2-Y - \$30,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 3 Need Statements:

Demographics
<b>Need Statement 1:</b> Increase and maintain graduation rates to meet state, federal and district goals. <b>Data Analysis/Root Cause:</b> The At Risk, LEP and SpEd student population (s) are not completing graduation requirements as a cohort in comparison to the rest of their peers.

### Student Learning

**Need Statement 1:** Increase literacy and reading performance for LEP and SpEd students. **Data Analysis/Root Cause:** LEP and SpEd populations perform lower than their counterparts in the area(s) of English I and English II.

**Need Statement 2:** Supplemental instructional materials will be purchased to aid teacher in implementing targeted and focused instruction for overall academic performance. **Data Analysis/Root Cause:** Performance at the Masters Level needs to increase by 5 percentage points.

**Need Statement 3:** Effectively implement a technology-based curriculum with classroom technology resources and research-based software programs. **Data Analysis/Root Cause:** Students are performing at lower Quartile in comparison to the Campus Comparison Group.

**Need Statement 4:** Provide additional instructional time and transportation before school, after school and Saturday for extended day tutorials. **Data Analysis/Root Cause:** Students must continue to show academic growth in all areas of state assessment(s).

**Need Statement 5:** Provide professional development on effective instructional strategies across content to increase overall academic performance. **Data Analysis/Root Cause:** Performance at the Masters Level needs to increase by 5 percentage points.

### School Processes & Programs

**Need Statement 1:** Provide time and resources to conduct Data Review Sessions with EOC and AP teachers in order to evaluate and adjust instructional frameworks based on gathered assessment(s) and observational data. **Data Analysis/Root Cause:** Improve academic performance of all students in EOC area and CCMR.









### Perceptions

**Need Statement 2:** Provide professional development on effective instructional strategies across content to increase overall academic performance. **Data Analysis/Root Cause:** Performance at the Masters Level needs to increase by 5 percentage points.

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> In an effort to promote physically and emotionally healthy students the campus will utilize the -PAP (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program -SHAC (School Health Advisory Program) to address the area(s) of Dating Violence Prevention, Child Abuse and Suicide Prevention  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom observations, Professional development evaluations, Sign-in sheets, Workshop agenda  Summative: Fitness Gram results increase, CATCH Binder end of year evaluation <b>Staff Responsible for Monitoring:</b> District Specialist Campus Administration Dean of Instruction <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> All students - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> June 25, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will establish protocols for the safe operation of the district during the COVID 19 Declared Emergency and develop plans for continued operation of the district in a manner that provides for the continued health and safety of all stakeholders.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Summative: limitations in exposure and cases of COVID 19 <b>Staff Responsible for Monitoring:</b> Campus administration <b>Population:</b> All stakeholders - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </div>				

# State Compensatory

## Personnel for Lopez Early College High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Counselor	At-Risk Counselor	State Compensatory	1
Dean of Instruction	Dean of Instruction	State Compensatory	1
Drop Out Specialist	Program Specialist	State Compensatory	1
Teacher	Reading Teacher	State Compensatory	1
Teacher	Science Teacher	State Compensatory	1
Teacher	Dyslexia Teacher	State Compensatory	1
Teacher	Math Teacher	State Compensatory	1



# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (pg.8-18) during late spring 2020 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. During the May 27, 2020 meeting, based on the CNA results, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The 2021 goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2020-2021 school year and to increase the advanced level performance in all tested areas.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Campus improvement plan is developed through the Site-Based-Decision-Making (SBDM) Committee (who include parents, teachers, community members, business representatis) and other campus stakeholders during the months of April and May 2020 to develop the 2020 - 2021 Campus Improvement Plan based on the revised CCNA and data collected throughout the 2019-2020 school year. The names and roles of the committee members can be found at the end of CIP.

### **2.2: Regular monitoring and revision**

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

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

Campus and district documents are provided in both English and Spanish (translated upon request) and posted to the campus website. Paper copies of the CIP are available at the campus front office and the campus Parental Involvement Center.

### **2.4: Opportunities for all children to meet State standards**

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

### **2.5: Increased learning time and well-rounded education**

Lopez Early College High School teachers are provided with additional compensation to provided targeted instructional tutorials, acceleration and credit recovery after school, before school and on Saturday. Academies begin in the month of September and continue until the scheduled June graduation date. The campus offers a summer cohort express

for students to complete credit recovery courses in order to meet the August graduation or regain credit to remain with their academic cohort.

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

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

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Lopez ECHS developed the Parent and Family Engagement Policy and Compact for the 2020 - 2021 with parent volunteers and SBDM members in May 27, 2020. The agreed policy and compact will be distributed to parents in English and Spanish during a Title I informational meeting conducted at the beginning of the 2020 - 2021 school year; follow up meetings and informational sessions are scheduled throughout the year, with our campus parent liaison, through a flexible meeting schedule with different dates and times to meet the needs of all parents. The policy and compact are made available on our campus website and the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Lopez Early College High School parental involvement program conducts weekly scheduled meetings every Friday in the parent center to inform parents of campus activities, instructional strategies to use at home, policies and procedures, assessment information and college and career readiness information. In addition, parent meetings are conducted at least once a month and in collaboration with other campus events throughout the school year.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Classified Paraprofessional	Clerical Assistant I	Federal Programs	1
Classified Paraprofessional	Library Aide	Federal Programs	1
Classified Paraprofessional	FP Teacher Aide	Federal Programs	1
Home Visitor	Parent Liaison	Federal Programs	1
Mirtala Torres	Library Aide	Federal Programs	1
Nurse	Nurse	Federal Programs	.40
Nurse	Nurse	Federal Programs	.40
Teacher	Math Teacher	Federal Programs	1
Teacher	Math Teacher	Federal Program	1
Vacancy	Math Teacher	Federal Programs	1

# Plan Notes

6-23-2020 1250 pm

Corrections/updates needed:

Update Goal 6, po1, strategy 1 to reflect multiple T1A meetings (at least 2 on different dates and times required)

ESSA descriptions 3.1 has 2018 date and need dates of T1A meetings in Fall 2019

Still pending updating of Needs statements into new format and deleting old

updating strategies to new format

allocating and linking funds and needs

# Campus Funding Summary

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Tuition (PS3 & RC3)	162-11-6398-62-007-Y-30-000-Y	\$3,650.00
1	3	4	Adjuncts (PS3 & RC3)	162-11-6299-15-007-Y-30-000-Y	\$30,600.00
8	1	1	Laptops, Ipads, Desktops, Interactive Screens	162-11-6398-62-007-Y-30-000-Y	\$199,170.00
9	2	1	Operating Costs - Walk For the Future	162-61-6499-53-007-Y-30-WTF-Y	\$200.00
9	2	1	General Supplies - Walk For the Future	162-61-6399-00-007-Y-30-WTF-Y	\$200.00
9	2	2	Professional Extra Duty Pay	162-11-6118-00-007-Y-30-000-Y	\$52,000.00
9	2	2	Instructional Supplies and Resources	162-11-6399-00-007-Y-30-000-Y	\$50,000.00
9	2	2	Copy Paper	162-11-6396-00-007-Y-30-000-Y	\$9,380.00
9	2	3	At-Risk Counselor FTE	162-31-6119-00-007-Y-30-000-Y	\$0.00
9	2	4	Program Specialist FTE	162-23-6119-00-007-Y-30-037-Y	\$0.00
9	2	5	Contracted Services (CCJPO)	162-32-6299-00-007-Y-24-JPO-Y	\$0.00
9	2	6	Contracted Services (CIS)	162-32-6299-00-007-Y-24-CIS-Y	\$0.00
9	3	1	Professional Extra Duty Pay - Failed EOC	162-11-6118-00-007-Y-24-EOC-Y	\$18,620.00
9	3	2	SCE Certified Personnel	162-11-6119-00-007-Y-30-000-Y	\$0.00
9	3	3	Dean of Instruction FTE	162-13-6119-00-007-Y-30-000-Y	\$0.00
9	3	3	Laptops - Equipment under 5,000	162-13-6398-65-007-Y-30-000-Y	\$11,000.00
9	3	5	Edgenuity Software	162-11-6299-62-007-Y-30-000	\$29,500.00
<b>Sub-Total</b>					\$404,320.00
<b>Budgeted Fund Source Amount</b>					\$404,320.00
<b>+/- Difference</b>					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources - EL students	163-11-6399-00-007-Y-25-000-Y	\$3,300.00
7	3	1	Substitutes (includes fringes)	163-11-6112-00-007-Y-25-000-Y	\$7,750.00
<b>Sub-Total</b>					\$11,050.00
<b>Budgeted Fund Source Amount</b>					\$11,050.00
<b>+/- Difference</b>					\$0.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Scientific Learning Program - computer software program	211-11-6249-62-007-Y-30-0F2-Y	\$20,000.00
1	1	1	Copy Paper	211-11-6396-00-007-Y-30-0F2-Y	\$3,000.00
1	1	1	Instructional Supplies	211-11-6399-00-007-Y-30-0F2-Y	\$47,845.00
1	1	1	ALEK Program & De Alba - computer software program	211-11-6299-62-007-Y-30-0F2-Y	\$23,000.00
1	1	2	Teacher Planning and Data Review Sessions (includes fringes) - Campus Based Workshops	211-13-6117-00-007-Y-30-AYP-Y	\$10,091.00
1	1	5	Spring Semester Campus Wide Novel for Fluency and Comprehension	211-11-6399-00-007-Y-30-0F2-Y	\$5,000.00
1	1	5	Fall Semester Campus Wide Novel for Fluency and Comprehension	211-11-6399-00-007-Y-30-0F2-Y	\$5,000.00
1	1	6	Testing Materials - Advance Placement / TSI Exams	211-11-6339-00-007-Y-30-0F2-Y	\$40,000.00
1	3	1	TST / Parent Liaison Extra Duty (includes fringes)	211-61-6118-00-007-Y-30-0F2-Y	\$1,615.00
1	3	1	Professional Extra Duty (includes fringes)	211-11-6118-00-007-Y-30-0F2-Y	\$7,466.00
1	3	2	Membership Fees	211-11-6495-00-007-Y-30-0F2-Y	\$4,000.00
6	1	3	Food and Refreshments (PN#7)	211-61-6499-53-007-Y-30-0F2-Y	\$2,000.00
6	1	3	Supplies and materials for parent meetings and trainings (PN#7)	211-61-6399-00-007-Y-30-0F2-Y	\$1,000.00
6	1	4	Employee In-District Travel - includes mileage for home visits and district business (DN1 & PN2)	211-61-6411-00-007-Y-30-0F2-Y	\$2,500.00
7	1	1	In-District Conferences, Professional Development - Region One Extension Office in Brownsville (SA#3 & SA#6)	211-13-6411-00-007-Y-30-AYP-Y	\$2,000.00
7	1	1	Substitute - Professional Development Day	211-11-6112-18-007-Y-30-0F2-Y	\$5,000.00
7	1	5	Out of District Conferences - Professional Development (SA3 & SA6)	211-13-6411-23-007-Y-30-AYP-Y	\$40,000.00
7	1	5	Substitute - Professional Development Day	211-11-6112-00-007-Y-30-0F2-Y	\$2,000.00
8	2	2	Chromebooks	211-11-6398-62-007-Y-30-0F2-Y	\$126,270.00
8	7	1	Laptops, Printers, Ipad Carts, Laptop Carts, Interactive Screens	211-11-6398-62-007-Y-30-0F2-Y	\$8,999.00
8	7	1	Zulu for Ipads	211-11-6395-62-007-Y-30-0F2-Y	\$1,050.00
8	7	1	Toner	211-11-6399-62-007-Y-30-0F2-Y	\$10,000.00
9	2	10	Advise TX membership (SA#7)	211-31-6299-00-007-Y-30-TUK-Y	\$10,000.00
9	2	11	Professional Extra Duty Pay (includes fringes) - Summer Bridge	211-11-6118-00-007-Y-30-BDG-Y	\$4,530.00
9	2	11	Professional Extra Duty Pay (includes fringes) - Cohort Express	211-11-6118-00-007-Y-30-0F2-Y	\$4,551.00
9	2	12	Recognition awards	211-11-6498-00-007-Y-30-0F2-Y	\$4,000.00
9	3	8	Transportation - Tutorials / Academies / EOC Camps (SA5)	211-11-6494-00-007-Y-30-0F2-Y	\$30,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$420,917.00
Budgeted Fund Source Amount					\$420,917.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources - EL students	263-11-6399-00-007-Y-25-000	\$7,072.00
Sub-Total					\$7,072.00
Budgeted Fund Source Amount					\$7,072.00
+/- Difference					\$0.00
Grand Total					\$843,359.00

# Addendums