Brownsville Independent School District

Lopez Early College High School

2021-2022 Campus Improvement Plan

Public Presentation Date: September 27, 2021

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 an create a philosophy of community involvement while instilling in them a sense of pride, self-respect, integrity, and a 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 27, 2021

Demographics

Demographics Summary

Lopez Early College High School serves a very diverse student population. Our most recent demographic data based on the 2020-2021 Texas Academic Performance Report (Student Information Profile):

Ethnic Distribution	Campus Count	Campus Percent	District	State
African American	1	0.1%	0.1%	12.7%
Hispanic	1919	99.8%	98.5%	52.9%
White	2	0.1%	1.1%	26.5%
American Indian	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.2%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%

<u>Program Information</u>

- Economically Disadvantaged   96.7%
- English Language Learners   26.5%
- Special Education   14.7%
- At-Risk   75.0%
- Gifted & Talented Education   12.4%
- Career & Technical Education   92.4%

<u>Completion, Graduation and Dropout 2020-2021 TEA Report</u>

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 92% for At-Risk.
3. The Dropout Rate for the 2020 Graduates (Four-Year) is 3.7% for all students and 5.9% for At-Risk students.
4. The Continuation rate for the 2020 Graduates (Four-Year) is 5.4% for all students and 2.5% for At-Risk students.
5. The Graduation rate for the 2020 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:

- 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 (Prioritized): 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%
Math	71%	83%	80%	84%	88%

Subject	2014 – 2015	2015 – 2016	2016 – 2017	2017 - 2018	2018 - 2019
Science	71%	92%	91%	90%	91%
Social Studies	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
Fall 2019	75%	47%	72%	41%	82%
Spring 2020	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 Counelsing program with counselors are assigned by grades levels (9-11), special populations (9-12) and academic tiering (senior level)
- Transistional 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 facilitiates 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 schoolyear.
- Professional development opportunities are provided throughout the school year for AP, GT, DE, EOC and College Readiness to support "all students" acaemic success
- Accelerated instuction and focused tutorials are conducted throughout the school year with paid compensation to teachers through state compensatory, federal programs, bilingual, advance academis and special programs department(s) provided funds.

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 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 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 16: Improve the academic support provided to At Risk students.

Data Analysis/Root Cause 16: The At Risk student population tends to perform lower in comparison to the rest of the student population.

Need Statement 16 Areas: Demographics

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 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 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 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 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 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

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 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 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 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 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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (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 Approaches, Meets, and Masters Grade Level performance in reading, writing, mathematics, science and social studies by 2 percentage points over 2019 results

HB3 Goal

Evaluation Data Sources: STAAR/EOC, TELPAS and other EOY performance reports

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with instructional resources and computer assisted instruction that reinforces implementation of BISD and campus instructional programs and initiatives including (but not limited to) professional development based on identified needs: Criterion, Scientific Learning, De Alba, Edgenuity, IXL, Sirius, Edusmark, Explore Learning Gizmos, K-12 Revised 11-29-2021 　**Milestone's/Strategy's Expected Results/Impact:** Formative: campus 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 　Summative: STAAR/EOC Scores, TELPAS 　Lopez ECHS will show a 2 percentage point increase in the number of students over the 2019 passing standard on the district-developed, campus-developed assessments and State assessments. 　**Staff Responsible for Monitoring:** Principal Dean of Instruction Department Chairs 　**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All student groups - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** November 29, 2021 　**Need Statements:** Student Learning 2, 3 　**Funding Sources:** Instructional Resources - EL students - 163 State Bilingual - 163-11-6399-00-007-Y-25-000-Y, Instructional Resources - EL students - 263 Title III-A Bilingual - 263-11-6399-00-007-Y-25-000, Scientific Learning Program - computer software program (SL PC3/RC3) - 211 Title I-A - 211-11-6249-62-007-Y-30-0F2-Y - $17,500, ALEK Program & De Alba - computer software program (SL PC3/RC3) - 211 Title I-A - 211-11-6299-62-007-Y-30-0F2-Y - $10,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Analyze campus/district/state assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, campus professional development, instructional framework alignment, curriculum writing projects, core area planning sessions and data review sessions that address those state standards where the students demonstrated the lowest achievement levels especially for students and teachers for these students in core content areas, Bilingual, Special Education and CTE.	**Nov**	**Jan**	**Mar**	**June**

Strategy 2: Analyze campus/district/state assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, campus professional development, instructional framework alignment, curriculum writing projects, core area planning sessions and data review sessions that address those state standards where the students demonstrated the lowest achievement levels especially for students and teachers for these students in core content areas, Bilingual, Special Education and CTE.

Revised 11-29-2021

> **Milestone's/Strategy's Expected Results/Impact:** Formative: training calendars and agendas, PDS evaluations, Instructional Feedback (focused walkthrough data), campus checkpoint assessments, District Benchmarks, Curriculum Frameworks
>
> Summative: STAAR/EOC Scores, TELPAS, T-TESS Data, SLO Data
>
> Lopez ECHS will show a 3 percentage point increase in the number of students who attain Meets Grade Level and Masters Grade Level performance.
>
> **Staff Responsible for Monitoring:** Dean of Instruction
> Campus Testing Coordinator
> Department Chairs
>
> **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All student and teacher populations in core content areas, SpEd, CTE and 504/Dyslexia - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** November 29, 2021
>
> **Need Statements:** School Processes & Programs 1
>
> **Funding Sources:** Teacher Planning and Data Review Sessions (includes fringes) - Campus Based Workshops (SPP PS1/RC1) - 211 Title I-A - 211-13-6117-00-007-Y-30-AYP-Y - $9,000

Strategy 3 Details	Reviews			
Strategy 3: 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.	Formative			Summative
	Nov	Jan	Mar	June

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.
 	
Timeline:
Every 6 weeks
  Milestone's/Strategy's Expected Results/Impact: Formative: PDS session agendas and evaluations, RtI plan progress monitoring report, classroom observation reports
 	
  Summative: improved STAAR/EOC scores, TELPAS
 	
  Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.
  Staff Responsible for Monitoring: Classroom Teachers
Special Education Teachers
Dyslexia Teachers
Bilingual Education Teachers
Dean of Instruction
 	
  Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students and teachers in core content areas - **Start Date:** August 17, 2021 - **End Date:** June 10, 2022				

Strategy 4 Details	Reviews			
Strategy 4: 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.	Formative			Summative
	Nov	Jan	Mar	June

  Milestone's/Strategy's Expected Results/Impact: Formative: campus performance assessments, progress reports, report cards
 	
  Summative: semester averages, Final averages, STAAR (EOC) scores / TELPAS scores
  Staff Responsible for Monitoring: Program sponsors
Athletic coaches
Dean of Instruction
Campus Principal
 	
  Population: All secondary student athletes - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
Strategy 5: To improve instruction and student achievement in the areas of reading and writing, teachers will receive professional development, instructional strategies and resources to effectively implement the campus literacy initiative plan.		Formative		Summative
*cognitive routines/strategies *fluency *reading comprehension *academic vocabulary development	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details (cont.)	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: campus performance assessments, MOY/EOY assessments Summative: semester averages, Final averages, STAAR (EOC) scores / TELPAS scores Lopez ECHS will show a 3 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments. **Staff Responsible for Monitoring:** Campus Principal Dean of Instruction Assistant Principals **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Perceptions 1 **Funding Sources:** Spring Semester Campus Wide Novel for Fluency and Comprehension - 211 Title I-A - 211-11-6399-00-007-Y-30-0F2-Y				

Strategy 6 Details	Reviews			
Strategy 6: 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, Perfection Learning, IXL, APEX, 5 steps to a 5 Revised 11-29-2021	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: instructional focus walkthrough observations, lesson plans, PDS session evaluations
 	
    Summative: advance placement EOY score report, college board equity report
    Staff Responsible for Monitoring: Principal
Dean of Instruction
Advance Academic Department Chair
 	
    TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** AP, DE, ECHS students and teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 29, 2021
    Need Statements: School Processes & Programs 3
    Funding Sources: Testing Materials - Advance Placement / TSI Exams (SPP PS3/RC3) - 211 Title I-A - 211-11-6339-00-007-Y-30-0F2-Y - $30,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Need Statements:

Student Learning
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.
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.
Need Statement 3: 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.
Perceptions
Need Statement 1: 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.

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 3 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates by at least one percentage point.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: students will be engaged in learning as evidenced by walkthroughs, usage on software application data reports, and usage of latest software applications. (Revised 11-29-2021) Summit: increase of at least 1 percentage point annually in the numbers and percentages of students receiving endorsements, certifications and licenses (Revised 11-29-2021) **Staff Responsible for Monitoring:** Career Placement Officer CTE Coordinators CTE Administrator **Population:** CTE students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Professional development opportunities will be available for CTE teachers in order to support ongoing professional growth so that students may learn the latest technology skills and be able to compete in college and the workforce (included, but not limited to) PLTW - mandatory training	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: instructional Framework Observation Feedback forms. Summative: increased numbers of student receiving endorsements, certification and licenses, CCMR **Staff Responsible for Monitoring:** Career Placement Officer Dean of Instruction CTE Administrator **Population:** CTE students and teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (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: TSI and TSIA 2 reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive Texas Success Initiative Assessment 2 (TSIA 2) prep or remediation plan with the expectation that all Lopez ECHS students will graduate college ready. Plan includes the implementation of the following:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Edgenuity APEX TSI Lab TSI Tutorials **Milestone's/Strategy's Expected Results/Impact:** Formative: TSIA 2 test taking and passing data by grade level Summative: increased percentage of students passing each and all TSI components at each grade level over previous year. **Staff Responsible for Monitoring:** ECHS Director AVID Teacher Dean of Instruction **TEA Priorities:** Connect high school to career and college - **Population:** All ECHS students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022 **Funding Sources:** Professional Extra Duty (includes fringes) - 211 Title I-A - 211-11-6118-00-007-Y-30-0F2-Y				

Strategy 2 Details	Reviews			
Strategy 2: Implement the school within a school early college high school model at all comprehensive high schools for 9th - 12th grade cohort students using the TEA ECHS Blueprint as the guide and ensuring all Blueprint benchmarks are met.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
AVID curriculum AVID membership AVID Summer Institute **Milestone's/Strategy's Expected Results/Impact:** Formative: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS cabinet. Summative: meet or exceed ECHS blueprint in all areas **Staff Responsible for Monitoring:** ECHS Director Dean of Instruction AVID Teacher **TEA Priorities:** Connect high school to career and college - **Population:** ECHS students and teachers - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 7 **Funding Sources:** Membership Fees - AVID (SL PS7/RC7) - 211 Title I-A - 211-11-6495-00-007-Y-30-0F2-Y - $4,700				

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: performance ratings, evaluations Summative: improved assessment scores **Staff Responsible for Monitoring:** ECHS Director Dean of Instruction **Title I Schoolwide Elements:** 2.4 - **Population:** ECHS students and teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** School Processes & Programs 3 **Funding Sources:** Contracted Services - Adjunct Professors (PS3 / RC3) - 162 State Compensatory - 162-11-6299-15-007-Y-30-000-Y - $38,400, Student Tuition (PS3 / RC3) - 162 State Compensatory - 162-11-6398-62-007-Y-30-000-Y - $10,000				

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 3 Need Statements:

Student Learning

Need Statement 7: 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

Need Statement 3: 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.

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			

Strategy 1: 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.
*All migrant students will have an opportunity to attend a PFS Learning Academy.
*All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.
 	
   Milestone's/Strategy's Expected Results/Impact: Formative: distribution forms, PFS Learning Academy Reports, Composite of Services Reports
 	
   Summative: fewer PFS students are identified due to increased performance, On-time promotion and on-time graduation rates increased
   Staff Responsible for Monitoring: Principal
   Migrant Funded Teacher
 	
   Population: All migrant students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
   Funding Sources: Migrant classroom supplies and materials (added by Migrant office) - 212 Title I-C (Migrant)
    - 212-11-6399-00-007-Y-24-0F2-Y
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			

Strategy 2: Migrant 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district'ts rigorous math classes and STAAR exams.
   Milestone's/Strategy's Expected Results/Impact: Formative: six week grades and PFS monitoring tool
 	
   Summative: increased Algebra I and EOC passing rates
   Staff Responsible for Monitoring: Principal
   Migrant Funded Teacher
 	
   Population: 9th grade migrant students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: training sign-in sheets Summative: increased reading and math state assessment scores for migrant students. **Staff Responsible for Monitoring:** Migrant Funded Teacher **Population:** All migrant students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: attendance rosters into Migrant lab, phone logs, 3 week progress reports, and six weeks grades Summative: EOY state assessments **Staff Responsible for Monitoring:** Principal Migrant Funded Teacher **Population:** PSF and migrant students - **Start Date:** August 5, 2020 - **End Date:** June 25, 2021				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (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 2019-2020 participation (many programs limited during 2020-2021 due to COVID-19).

    Evaluation Data Sources: Regional, State and National competition participation numbers

Strategy 1 Details	Reviews			

Strategy 1: 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
    Milestone's/Strategy's Expected Results/Impact: Formative: training agendas, flyers, student sign-in sheets and evaluation reports
 	
    Summative: increase participation numbers of campus/district/regional/state entries
    Staff Responsible for Monitoring: Dean of Instruction
Program Sponsors
 	
    Population: All students and teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: 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.
    Milestone's/Strategy's Expected Results/Impact: 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
    Staff Responsible for Monitoring: Career Placement Officer
CTE Administrator
CTE Coordinator
 	
    Population: CTE students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: performance ratings, attendance, audience / student reaction Summative: EOY performance recognition, student program enrollment increases **Staff Responsible for Monitoring:** Principal FA Directors **Population:** All Fine Arts students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Increase enrollment in Fine Arts and CTE programs by conducting recruitment visits, career and elective fairs and concerts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: PEIMS enrollment numbers, class rosters, sign-in sheets by CTE teacher Summative: improved enrollment from prior year **Staff Responsible for Monitoring:** Principal Fine Arts Program Directors CTE Coordinators CTE CPO **Population:** All Fine Arts and CTE students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
Strategy 5: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Campus master schedules, PE/Coach class rosters, choice slips Summative: PEIMS enrollment reports, athletic coordinator reports **Staff Responsible for Monitoring:** Principal Athletic Coordinator Dean of Instruction **Population:** All Athletic students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 6 Details	Reviews			
Strategy 6: 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.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: presentation schedules, choice slips for athletic classes Summative: increased team and class rosters on Rank One **Staff Responsible for Monitoring:** Athletic Coordinator Head Coaches **Population:** All Athletic students and coaches - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 7 Details	Reviews			
Strategy 7: Lopez ECHS athletic programs will conduct sports campus at each level to increase participation in athletic programs at the secondary level.	Formative			Summative
	Nov	Jan	Mar	June
Revised 11.30.2021 **Milestone's/Strategy's Expected Results/Impact:** Formative: sign-in sheets, choice slips, master schedule Summative: increased enrollment in Pre-Athletic Programs **Staff Responsible for Monitoring:** Athletic Coordinator Head Coaches **Population:** All students - **Start Date:** April 1, 2022 - **End Date:** June 24, 2022 - **Revision Date:** November 30, 2021	0%			

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

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			
Strategy 1: Lopez Early College High School will create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of the district.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Survey results from campuses and departments will indicate prioritization of the renovation plans Formative: campus survey Summative: evaluation/analysis of survey data **Staff Responsible for Monitoring:** Principal Maintenance Supervisor **Population:** All department and campus facilities - **Start Date:** July 6, 2021 - **End Date:** June 30, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Lopez Early College High School will purposely promote energy saving activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Principal Maintenance Supervisor **Population:** All department and campus facilities - **Start Date:** July 1, 2020 - **End Date:** June 25, 2021				

Strategy 3 Details		Reviews		
		Formative		**Summative**
Strategy 3: Lopez Early College High School will develop and maintain green areas/landscaped areas to help beautify facilities with the support of community, parents and students.		**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: beautification/garden event showcases and perception campuses areas are clean and green Summative: improved campus survey data about facilities **Staff Responsible for Monitoring:** Principal Maintenance Supervisor **Population:** All students and staff - **Start Date:** July 6, 2021 - **End Date:** June 30, 2022					

0% No Progress   100% 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			
Strategy 1: Campus will provide supplemental support through additional personnel to meet the needs of Title I-A students in order to ensure that academic progress is attained and academic gaps are closed: 7 Teachers, 2 Library Aides, 2 Nurses, 1 Teacher Aide, 1 Clerical Assistant and 2 Parent Liaison.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Revised 11.30.2021 **Milestone's/Strategy's Expected Results/Impact:** Formative: position control report compared to CIP strategies Summative: EOY position control report, time and effort certification forms **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **Population:** Title I teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 30, 2021 **Need Statements:** Demographics 2 **Funding Sources:** 211 FTEs - Classified Aides - 211 Title I-A - 211-11-6129-06-007-Y-30-0F2-Y - $90,484, 211 FTEs - Classified Clerical Assistant - 211 Title I-A - 211-31-6129-08-007-Y-30-0F2-Y - $28,009, 211 FTEs - Parent Liaison - 211 Title I-A - 211-61-6129-00-007-Y-30-0F2-Y - $55,467, 211 FTEs - Nurse (.40) - 211 Title I-A - 211-33-6119-00-007-Y-30-0F2-Y - $58,040, 211 FTEs - Certified Teachers - 211 Title I-A - 211-11-6119-00-007-Y-30-0F2-Y - $485,765				

Strategy 2 Details	Reviews			
Strategy 2: Campus will support programs and teachers in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.	Formative			Summative
	Nov	Jan	Mar	June
Revised 11.30.2021 **Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports, CIP evaluations Summative: EOY expenditure reports, PDS evaluations and certifications, CIP summative report **Staff Responsible for Monitoring:** Principal Dean of Instruction SBDM Committee **Population:** All campus personnel - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 30, 2021				

Strategy 3 Details	Reviews			
Strategy 3: 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.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: sign-in sheets, agenda, certification(s), extra duty timesheets Summative: EOY student activities final report submission and bi-tech reports **Staff Responsible for Monitoring:** Campus Principal Dean of Instruction **Population:** All campus programs and coaches - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
Strategy 4: 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.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: sign-in sheets, agenda, certification(s) and student activities constitutions Summative: EOY student activities final report submission **Staff Responsible for Monitoring:** Campus Principal Dean of Instruction Campus Book Keeper **Population:** All campus organizations and sponsors - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
Strategy 5: Campus will use available funds, in particular ESSER funds, to address the needs created by the COVID-19 pandemic and subsequent learning loss.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Revised 11.30.2021 **Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditures report compared to CIP Summative: end of year expenditure reports **Staff Responsible for Monitoring:** Principal Dean of Instruction SBDM Committee **Population:** Campus Stakeholders - **Start Date:** September 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** November 30, 2021	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Need Statements:

Demographics
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.

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		
Strategy 1: 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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: position control report, staff assignments Summative: PDS evaluations, EOY position control FTE report **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **Population:** All teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022					
0% No Progress 100% 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 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			
Strategy 1: Campus administration along with the SBDM committee will create and participate in employee incentives and recognition to improve employee and district and campus morale and climate.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Board Goal #3 priority and ESSA Plan priority
Revised 11.30.2021
 	
   Milestone's/Strategy's Expected Results/Impact: 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
   Staff Responsible for Monitoring: Principal
Dean of Instruction
SBDM Committee
 	
   Population: All faculty and staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 30, 2021				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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			
Strategy 1: Lopez Early College High School will designate a PIO contact to provide features articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities, and parent/community events.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: 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
    Staff Responsible for Monitoring: Principal
Dean of Instruction
 	
Population: BISD Stakeholders - **Start Date:** July 6, 2021 - **End Date:** June 30, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Campus will maintain an updated website (monthly) by showcasing students and community activities.	**Formative**			**Summative**
Need: Decreasing enrollment / Board approved goal priority	**Nov**	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: published list of campuses receiving awards, awarding of donated funds and prizes
 	
    Summative: increased PEIMS district and attendance percentage rates.
    Staff Responsible for Monitoring: Principal
Dean of Instruction
Campus TST
 	
Population: BISD Stakeholders - **Start Date:** July 6, 2021 - **End Date:** June 30, 2022				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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% over 2018-2019 rates (2019-2020 and 2020-2021 were lower due to remote instruction due to COVID-19).

Evaluation Data Sources: BAC placement data for 2018-2019, 2019-2020, 2020-2021 PEIMS discipline report data, PowerSchool 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		
Strategy 1: In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: 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.
 	
    Summative: EOY eSchool report and PEIMS discipline data indicate reduced BAC enrollments campus and district-wide
    Staff Responsible for Monitoring: Campus Behavior Coordinators
 	
    Population: All students, parents and campus personnel - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details		Reviews		
Strategy 2: Campus will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campus will use the district database software programs to document and monitor RtI plans.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: RtI documentation, Discipline reports, Counselor meeting logs
 	
    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.
    Staff Responsible for Monitoring: Campus RtI Administrator
    Campus Counselor
 	
    Population: All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Campus Behavior Coordinator Counselor **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Review all proposed discretionary and mandatory removals/placements including documented interventions of all special education students will be done by campus administration and special education administrator.	Formative			Summative
	Nov	Jan	Mar	June
Revised 11.30.2021 **Milestone's/Strategy's Expected Results/Impact:** Formative: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services Summative: decrease in the number of special educations student removed to BAC compared to previous school year, reduce the disproportionate placements of special population students to BAC. **Staff Responsible for Monitoring:** Special Education Administrator **Population:** All special education students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 30, 2021	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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% from 2019-2020 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			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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.
Staff Responsible for Monitoring: Special Education Administrator
Campus RtI Administrator
Campus RtI committee
Counselor

Population: All teachers - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022 | | | | |

Strategy 2 Details	Reviews			
Strategy 2: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior students with close monitoring of the ISS/OSS placements for special populations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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
Staff Responsible for Monitoring: Special Education Administrator
RtI Administrator
Campus Behavior Coordinator

Population: All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 | | | | |

Strategy 3 Details	Reviews			
Strategy 3: Counselors will implement a comprehensive counseling program under TAC 11.252(a) (I) under section 33.005* with the support of community/non-profit organizations, to address current mental health, safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats) Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect and Character Education.	Formative			Summative
	Nov	Jan	Mar	June
Revised 11.30.2021 **Milestone's/Strategy's Expected Results/Impact:** Formative: Professional development documentation Summative: Decrease in the number of students discipline incidents and other safety and mental health related challenges/incidents compared to prior school year **Staff Responsible for Monitoring:** Academic Counselors **Population:** All students, staff and parents/guardians - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 30, 2021				

Strategy 4 Details	Reviews			
Strategy 4: To comply with Section 33.005(a), a school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Plans and meeting records Summative: Evaluation based on the Texas Model requirements **Staff Responsible for Monitoring:** Academic Counselors **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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			
Strategy 1: Professional development and training will be provided to address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community, Emergency Response Team (CERT) and Truancy. Revised 11.30.2021	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Decrease in the number of student discipline incidents compared to prior school year. Formative: presentations, sign-in sheets Summative: Discipline referral report **Staff Responsible for Monitoring:** Campus Behavior Coordinator Counselors Dean of Instruction **Population:** All students and campus personnel - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 30, 2021				
Strategy 2 Details	Reviews			
Strategy 2: Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 100% completed campus Emergency Operations Plan. Formative: safety meeting sign-in sheets Summative: campus EOY plan and EOY safety reports **Staff Responsible for Monitoring:** Campus Administration **Population:** All students and campus personnel - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Threat Assessment team will provide training and conduct safety drills including evacuation, lock-down, soft lock-down, and shelter-in-place per the district plan. **Milestone's/Strategy's Expected Results/Impact:** Formative: practice drill reports, Summative: EOY drill report with required drills conducted **Staff Responsible for Monitoring:** Campus Administration **Population:** All students and campus personnel - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

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 2020-2021 to 2021-2022

    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			
Strategy 1: Develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 1: Develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish.
Ensures the School-Parent-Student Compact outlines how the parents, the entire school staff, students and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards.

Cada campus del Titulo I-A desarrolla y difunde la Politica de Participacion de los Padres y la Familia y el Pacto S-P-S a los padres de los estudiantes del Titulo I-A participantes y lo publica en el sitio web del campus en ingles y espanol. Asegura que el Pacto entre la escuela, los padres y los estudiantes describe como los padres, todo el personal de la escuela, los estudiantes y los padres comparten la responsabilidad de mejorar el endimiento de los estudiantes y por que medios la escuela y los padres construiran y desarrollaran una asociacion para ayudar a los ninos a alcanzar el alto nivel del estado.

Milestone's/Strategy's Expected Results/Impact: Completed Parental Involvement Policies

Campus S-P-S Compacts

Campus Visitation Reports

Campus Websites

Campus / District Fliers

Meeting Agendas

Completed Title I-A Parental Involvement Compliance Checklist

Signed Campus S-P-S Compacts

Training Session Evaluations
Staff Responsible for Monitoring: Parent and Family Engagement Administrator
Parent Liaison

Title I Schoolwide Elements: 3.1 - **Population:** All parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 2 Details	Reviews			
Strategy 2: 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:	Formative			Summative
~Parental Involvement Policy ~School-Parent-Student Compact ~Campus Improvement Plan	**Nov**	**Jan**	**Mar**	**June**

Strategy 2: 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:
~Parental Involvement Policy
~School-Parent-Student Compact
~Campus Improvement Plan

Asegurar la representacion de la comunidad y del involucramiento de padres en el proceso de toma de decisiones de: SBDM. Para que se cumplan los requisitos del programa, los padres participaran en analizar y/o revisar lo siguiente:
~Politica de Participacion de Padres y Familia
~Convenio entre Escuela-Padre-Estudiante (S-P-S)
~Plan de Mejoramiento del Distrito

Revised 11.30.2021

Milestone's/Strategy's Expected Results/Impact: Formative: Parent Rep. Sign-in Sheets, Completed parental involvement policies, Campus S-P-S Compacts,
CIP, Calendars, Meeting Agendas

Summative: Training Session Evaluations, LPAC, SBDM Meeting minutes reflecting input from parents and community members

Staff Responsible for Monitoring: Parent and Family Engagement Administrator
Parent Liaison

Title I Schoolwide Elements: 3.1 - **Population:** All parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 30, 2021

Strategy 3 Details	Reviews			
Strategy 3: Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. -District-wide parent conferences, cluster meetings, fairs and seminars. Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. Invitar a las agencias comunitarias/organizaciones a participar y difundir informacion sobre los servicios publicos que sus agencias ofrecen con el fin de seguir construyendo asociaciones comunitarias solidas. -Conferencias de padres a nivel distrito, reuniones de grupos de escuelas, ferias y seminarios Proporcionar reconocimientos a los socias de la comunidad y a los padres voluntarios por sus esfuerzos en apoyar las metas del distrito/escuela para incrementar el exito de los estudiantes. Revised 11.30.2021 **Milestone's/Strategy's Expected Results/Impact:** Formative: Authority to Volunteer Clearance Forms, Volunteer Sign-In Sheets Summative: Increased partnerships and parent volunteers by 5% **Staff Responsible for Monitoring:** Parent and Family Engagement Administrator Parent Liason **Title I Schoolwide Elements:** 3.1 - **Population:** Parents and community - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 30, 2021 **Need Statements:** Demographics 3 - Perceptions 4 **Funding Sources:** Food and Refreshments (PER PS4/RC4) - 211 Title I-A - 211-61-6499-53-007-Y-30-0F2-Y - $1,500, Supplies and materials for parent meetings and trainings (PER PS4/RC4) - 211 Title I-A - 211-61-6399-00-007-Y-30-0F2-Y - $1,000				

(Table header detail)

	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 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:	**Nov**	**Jan**	**Mar**	**June**

Strategy 4: 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:

-College Readiness
-Effective teaching strategies
-Health and Wellness Education
-Special populations (Bilingual, Dyslexia, GT, Migrant, Special Education)
-Drop-out and Violence Prevention
-Community agencies and organizations

Building Capacity:
-Technology
-Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life

Proporcionar horarios de reunion flexibles para loas oportunidades de educacion a los padres a traves de conferencias de padres, reuniones de grupos de apoyo del distrito y sesiones de capacitacion para padres en cada Centro de Padres de las escuela, asi como en el Centro Familiar de Servicios Especiales y el centro de transicion designado para difundir informacion, servicios y/o referencias a agencias que abordan las necesidades y preocupaciones en las siguientes areas:
-Problaciones Especiales (Bilingual, Dyslexia, GT, Migrante, Educacion Especial)
-Preparacion universitaria
-Desercion escolar y Prevencion de la Violencia
-Educacion para la salud y el bienestar
-Recursos de agencias y organizaciones comunitarias

Revised 11.30.2021

Milestone's/Strategy's Expected Results/Impact: Formative: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-In Sheets, Meeting Minutes

Summative: Training Session Evaluations, Increased Parent Attendance, Special Services Department Analysis of Parent Concerns, The Family Center Screening Tool

Staff Responsible for Monitoring: Parent and Family Engagement Administrator
Parent Liaison

Title I Schoolwide Elements: 3.2 - **Population:** All parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 30, 2021

Need Statements: Perceptions 4

Funding Sources: Employee In-District Travel - includes mileage for home visits and district business (PER PS4/RC4) - 211 Title I-A - 211-61-6411-00-007-Y-30-0F2-Y - $1,500

Strategy 5 Details	Reviews			
Strategy 5: Campus Migrant Clerk/Teacher will conduct a meeting twice per year to foster parental involvement and to provide migrant parents with important information on campus migrant program opportunities, community services and how to better support their children academically. Food and refreshments will be given out to encourage more parents to attend.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: sign in sheets, flyers, meeting agendas Summative: PBMAS report, increased participation in PAC mtg, increased student participation in supplemental activities **Staff Responsible for Monitoring:** Migrant Teacher Migrant Clerk **Title I Schoolwide Elements:** 3.2 - **Population:** PFS migrant students - **Start Date:** October 1, 2021 - **End Date:** June 24, 2022 **Funding Sources:** Parental involvement refreshments (added by Migrant Office) - 212 Title I-C (Migrant) - 212-61-6499.53-007-Y-24-0F2-Y				

Strategy 6 Details	Reviews			
Strategy 6: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Proporcionar capacitacion a los padres para establecer relaciones entre la familia, miembros de la comunidad y personal escolar que respalden el alto logro academico de los estudiantes en riesgo, mejoren las tasas de asistencia, de graduacion y finalizacion, al tiempo que reducen las tasas de retencion a traves de la confianza y la colaboracion; reconocer la variedad de necesidades familiares, asi como las diferencias de clase y culturales y fomentar la comprension y el respeto entre todos los involucrados. Revised 11.30.2021 **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** Parent and Family Engagement Administrator Parent Liaison **Population:** All parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 30, 2021				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Need Statements:

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

Perceptions
Need Statement 4: Increase parental and community involvement in school processes. **Data Analysis/Root Cause**: 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			
Strategy 1: Provide teachers / campus administration with professional development opportunities to enhance implementation of instructional strategies including:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

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.

Milestone's/Strategy's Expected Results/Impact: Curriculum Frameworks
Instructional Feedback Form
District developed assessments
Campus developed assessments
Evidence of TLI sustained initiatives

Formative: training evaluations and walk-throughs with constructive feedback, lesson plans

Summative: District, Campus and State assessment instruments

Lopez ECHS will show a 2 percentage point increase in the number of students who reach Meets Grade Level and STAAR Masters Grade Level performance on EOC exams.
Staff Responsible for Monitoring: Principal
Dean of Instruction
Department Chairs

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** All teachers teaching core content and special education, dyslexia, Honors / AP, CTE and other academic areas - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022

Need Statements: Student Learning 5 - Perceptions 2

Funding Sources: In-District Conferences, Professional Development - Region One (SL PS5/RC5) (PER PS2/RC2) Extension Office in Brownsville (SA#3 & SA#6) - 211 Title I-A - 211-13-6411-00-007-Y-30-AYP-Y - $3,000, Substitute - Professional Development Day (SL PS5/RC5) (PER PS2/RC2) - 211 Title I-A - 211-11-6112-18-007-Y-30-0F2-Y - $2,000

Strategy 2 Details	Reviews			
Strategy 2: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives Formative: training evaluations and walk-throughs with constructive feedback, lesson plans Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments Lopez ECHS will improve on EOC, AP, TSI and other college readiness assessment scores by 2 percentage points. (Revised 11.30.2021) **Staff Responsible for Monitoring:** Principal Dean of Instruction Advance Academic Department Chair **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** All G/T sub-population students and teachers for these students in core content areas and Special Education - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** November 30, 2021				
Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives Formative: training evaluations and walk-throughs with constructive feedback, lesson plans Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments Lopez ECHS will show a 5 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments. **Staff Responsible for Monitoring:** Principal Dean of Instruction **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** All subpopulation students and teachers for these students in core content areas and CTE - **Start Date:** July 1, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 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.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives Formative: training evaluations and walk-throughs with constructive feedback, lesson plans Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments Lopez ECHS will show a 5 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments. **Staff Responsible for Monitoring:** Dean of Instruction Department Chairs **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Population:** All teachers and administration - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 5 Details	Reviews			
Strategy 5: Professional development opportunities will be provided to teachers and campus administration at national, state, regional and district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning (Title I-A & Title II-A).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives Formative: training evaluations and walk-throughs with constructive feedback, lesson plans Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments Lopez ECHS will show a 5 percentage point increase in the number of students meeting the 2021 passing standard on the State assessments. **Staff Responsible for Monitoring:** Dean of Instruction Assistant Principals **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Population:** All teachers and campus administration - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 5 - Perceptions 2 **Funding Sources:** Out of District Conferences - Professional Development (SL PS5/RC5) (PER PS2/RC2)) - 211 Title I-A - 211-13-6411-23-007-Y-30-AYP-Y - $9,000, Substitute - Professional Development Day - 211 Title I-A - 211-11-6112-00-007-Y-30-0F2-Y				

Strategy 6 Details	Reviews			
Strategy 6: Fine arts students and teachers will be provided professional development training annually.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: sign-in sheets, PDS evaluations, student performance ratings	**Nov**	**Jan**	**Mar**	**June**
Summative: increased EOY performance recognition **Staff Responsible for Monitoring:** Principal Fine Arts Directors **Population:** All Fine Arts teachers - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 7 Details	Reviews			

Strategy 7: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:
 	
-Identification of at-risk students via state and local criteria
-Graduation rate, completion rate, and graduation cohorts
-Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budge and Program Compliance
 	
    Milestone's/Strategy's Expected Results/Impact: 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.
    Staff Responsible for Monitoring: Principal
Dean of Instruction
Assistant Principals
 	
    Title I Schoolwide Elements: 2.6 - **Population:** All teachers serving At Risk students - **Start Date:** July 1, 2021 - **End Date:** June 2, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 8 Details	Reviews			

Strategy 8: 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.
    Milestone's/Strategy's Expected Results/Impact: Formative: sign-in sheets, PDS evaluations, student performance ratings
 	
    Summative: increased EOY performance on state and local assessments
    Staff Responsible for Monitoring: Principal
Migrant Funded Teacher
 	
    Population: Migrant support staff - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Need Statements:

Student Learning
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.

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 opportunties 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			
Strategy 1: Teachers will receive professional development support through the CTE department so that students may learn the latest program area and technology skills and be able to compete in college and the workforce.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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				
Staff Responsible for Monitoring: CTE Administrator Career Placement Officer Dean of Instruction				
Population: All CTE teachers - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				
Strategy 2 Details	Reviews			
Strategy 2: Project Lead the Way (PLTW) and career cluster alignment trainings will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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				
Staff Responsible for Monitoring: CTE Administrator Dean of Instruction				
Population: All CTE teachers - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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			
Strategy 1: Provide teachers who service ELs and need to be Bilingual / ESL certified with professional development activities and other financial support to include:				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

EL Coaching
BIL / ESL Educational Conferences, Symposiums
Exam preparation support for attaining BIL / ESL certification
    Milestone's/Strategy's Expected Results/Impact: 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
    Staff Responsible for Monitoring: Dean of Instruction
 	
    Population: All teachers serving BIL/ESL students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
    Funding Sources: Substitutes (includes fringes) - 163 State Bilingual - 163-11-6112-00-007-Y-25-000-Y							

0% No Progress	100% Accomplished		→ Continue/Modify		✖ Discontinue		

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 4: Lopez staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

    Evaluation Data Sources: Training records for district and campus staff and implementation documentation.

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: End of year reports **Staff Responsible for Monitoring:** Campus Threat Assessment Team **Population:** All faculty and staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multihazard emergency operations plan (Policy FFB).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: End of year reports **Staff Responsible for Monitoring:** Campus Threat Assessment Team **Population:** All staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations

Summative: End of year reports
Staff Responsible for Monitoring: Campus Threat Assessment Team

Population: All faculty and staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

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 2020 - 2021. (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			
Strategy 1: Provide students and teachers adaptive, personalized, supplemental learning devices and classroom technology, to include software in foundational content areas (ELA, Math, Science, Social Studies) in order to close the academic achievement gap.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: survey, instructional observations, personalized technology goal, lesson plans, student projects, passing rate Summative: improved STAAR scores, EOY grades, electronic portfolios, attendance rate **Staff Responsible for Monitoring:** Campus Principal Dean of Instruction Campus TST **Population:** All At Risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 3 **Funding Sources:** Chromebooks, Interactive Screens (SL PS3/RC3) - 282 ESSER III Grant Funds - 282-11-6398-62-007-Y-24-0CG-1 - $60,000, Laptops, Ipads, Desktops, Interactive Screens (SL PS3 / RC3) - 162 State Compensatory - 162-11-6398-62-007-Y-30-000-Y - $88,184				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Need Statements:

Student Learning
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.

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 2020 - 2021, 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			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: benchmarks, classroom projects, student competitions Summative: improved STAAR scores, EOY grades, electronic portfolios, benchmarks, Future Ready Survey **Staff Responsible for Monitoring:** Dean of Instruction Campus TST **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Strategy 2 Details	Reviews			
Strategy 2: Provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: benchmarks, classroom projects, student competitions Summative: improved STAAR scores, EOY grades, electronic portfolios, Future Ready survey **Staff Responsible for Monitoring:** Dean of Instruction Campus TST **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** October 8, 2020 **Need Statements:** Student Learning 3 **Funding Sources:** Chromebooks, Laptops (SL PS3/RC3) - 211 Title I-A - 211-11-6398-62-007-Y-30-0F2-Y				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 2 Need Statements:

Student Learning
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.

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			
Strategy 1: Provide appropriate WIFI connectivity in order to successfully implement technology-based curriculum from home, school and/or community and ensure 1:1 ratio.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: benchmarks, classroom projects, student competitions				
Summative: improved STAAR scores, EOY grades, electronic portfolios, Future Ready Survey				
Staff Responsible for Monitoring: Campus TST				
Population: All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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			
Strategy 1: Review and update policies and procedures to guide students, staff, parents and community to ensure safety, privacy and security.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: benchmarks, teacher observations Summative: improved STAAR scores, EOY grades, survey all stakeholders **Staff Responsible for Monitoring:** Campus Principal Campus TST **Population:** All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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			
Strategy 1: Campus will create a database of leaders with expertise in technology integration to provide classroom level partnerships for professional development.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: presentations, agendas, attendance records	**Nov**	**Jan**	**Mar**	**June**
Summative: presentations, agendas, attendance records **Staff Responsible for Monitoring:** Dean of Instruction Campus TST **Population:** All teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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 Technolgy 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			
Strategy 1: Campus TST and Dean of Instruction will be provided adequate time daily to support their campus in the integration of technology into instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: benchmarks, projects Summative: survey **Staff Responsible for Monitoring:** Campus Principal **Population:** TST and Dean of Instruction - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: benchmarks, projects Summative: survey, CPE transcripts **Staff Responsible for Monitoring:** Dean of Instruction Campus TST **Population:** All teachers and campus administration - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details		Reviews			
Strategy 3: 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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Dean of Instruction Campus TST **Population:** All teachers and campus administration - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022					

Strategy 4 Details		Reviews			
Strategy 4: 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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: benchmarks, projects Summative: improved STAAR scores, survey, digital portfolio **Staff Responsible for Monitoring:** Dean of Instruction Campus TST **Population:** All teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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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 Budgetand 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			
Strategy 1: 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.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Students will develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.
 	
Microsoft, Google, Apple and Schoology
Instructional Classrooms
Computer labs
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: benchmarks, classroom projects, student competitions, improved connectivity of wired and wireless devices
 	
    Summative: test scores, EOY grades, electronic portfolios, StarChart survey, benchmarks
    Staff Responsible for Monitoring: CTE Administrator
    Campus TST
    Dean of Instruction
 	
    Title I Schoolwide Elements: 2.4 - **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Need Statements: Student Learning 3
    Funding Sources: Laptops, Printers, Ipad Carts, Laptop Carts, Interactive Screens (SL PS3/RC3) - 211 Title I-A - 211-11-6398-62-007-Y-30-0F2-Y - $40,089, Computer Equipment (SL PS3/RC3) - 282 ESSER III Grant Funds - 282-11-6399-62-007-Y-24-0CG-1 - $2,695, Software Licenses (SL PS3/RC3) - 211 Title I-A - 211-11-6395-62-007-Y-30-0F2-Y - $400, Toner (SL PS3/RC3) - 211 Title I-A - 211-11-6399-62-007-Y-30-0F2-Y - $9,905				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 7 Need Statements:

Student Learning
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.

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.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring and working with campus attendance and ensure daily updates of attendance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 **Milestone's/Strategy's Expected Results/Impact:** Formative: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, and Student Attendance Plans Summative: PEIMS Districts and Campus Attendance Percentage Rate Reports **Staff Responsible for Monitoring:** PEIMS Administrator Attendance Clerks Attendance Liaisons **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: To better support student achievement and improve student attendance, campus parent liaisons will be proactive by monitoring student attendance through daily, weekly, and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notification as needed.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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 Summative: District Attendance Reports **Staff Responsible for Monitoring:** PEIMS Administrator Attendance Clerks Parent Liaisons **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
Strategy 3: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** PEIMS Administrator Attendance Clerks Parent Liaisons **Population:** All students with absenteeism - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Migrant staff will attend the annual intensive Identification and Recruitment (ID & R) training in order to be certified as state recruiters.	Formative			Summative
	Nov	Jan	Mar	June
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.				

Milestone's/Strategy's Expected Results/Impact: 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

Staff Responsible for Monitoring: PEIMS Administrator
Migrant Funded Teacher

Population: Migrant office staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 5 Details	Reviews			
Strategy 5: 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-of-state schools.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: PDS training certificates, NGS reports, Region One audit results				

Summative: increase in number of students encoded in MSIX and referrals to TMIP

Staff Responsible for Monitoring: Migrant Funded Teacher

Start Date: August 17, 2021 - **End Date:** June 2, 2022

0% No Progress   100% 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%.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Monitor and recover students classified as dropout/no-shows on a systemic cycle through dropout recovery efforts that include:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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. **Milestone's/Strategy's Expected Results/Impact:** 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 Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate **Staff Responsible for Monitoring:** PEIMS Administrator Program Specialist At-Risk Counselor **Population:** All At-Risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 **Funding Sources:** Operating Costs - Walk For the Future (DEMO PS1 / RC1) - 162 State Compensatory - 162-61-6499-53-007-Y-30-WTF-Y - $100, General Supplies - Walk For the Future (DEMO PS1 / RC1) - 162 State Compensatory - 162-61-6399-00-007-Y-30-WTF-Y - $100				

Strategy 2 Details	Reviews			
Strategy 2: Provide out-of-cohort students accelerated instruction, adequate space, supplies, and staff to increase the number of high school students served and offered extended day services to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rates.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: ESchoolPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports. Summative: STAAR, Retention Rates, Completion Rates, Graduation Rates. **Staff Responsible for Monitoring:** Dean of Instruction Academic Counselor **Title I Schoolwide Elements:** 2.6 - **Population:** All At Risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 4 **Funding Sources:** Professional Extra Duty Pay (SL PS4/RC4) - 162 State Compensatory - 162-11-6118-00-007-Y-30-000-Y - $15,049, Instructional Supplies and Resources (SL PS4/RC4) - 162 State Compensatory - 162-11-6399-00-007-Y-30-000-Y - $28,617, Copy Paper (SL PS4/RC4) - 162 State Compensatory - 162-11-6396-00-007-Y-30-000-Y - $3,680, Instructional Supplies and Resources (SL PS4/RC4) - 282 ESSER III Grant Funds - 282-11-6399-00-007-Y-24-0CG-1 - $7,000				

Strategy 3 Details	Reviews			
Strategy 3: The At-Risk Counselor will promote, monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate and reduce the retention rate and dropout rate.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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 Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rates and dual enrollment credits earned **Staff Responsible for Monitoring:** Principal Dean of Instruction Academic Counselor **Population:** All At Risk students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022 **Funding Sources:** At-Risk Counselor FTE - 162 State Compensatory - 162-31-6119-00-007-Y-30-000-Y				

Strategy 4 Details	Reviews			
Strategy 4: The Program Specialist will monitor and coordinate dropout intervention programs for students in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** PEIMS Administrator Dean of Instruction **Population:** All At Risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Program Specialist FTE - 162 State Compensatory - 162-23-6119-00-007-Y-30-037-Y				

Strategy 5 Details	Reviews			
Strategy 5: A probation officer will work with students who are on probation to improve probated students' achievement, attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate and dropout rate.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Principal **Population:** All At Risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Contracted Services (CCJPO) - 162 State Compensatory - 162-32-6299-00-007-Y-24-JPO-Y				

Strategy 6 Details	Reviews			
Strategy 6: In order to create a community of caring adults, Communities in School (CIS) will bring resources and services to students and parents to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rates.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** All At Risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Contracted Services (CIS) - 162 State Compensatory - 162-32-6299-00-007-Y-24-CIS-Y				

Strategy 7 Details	Reviews			
Strategy 7: A food pantry and clothes closet will be available to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Communities in Schools Program Specialist At-Risk Counselor **Population:** All At Risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 8 Details	Reviews			
Strategy 8: 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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: monthly reports on credit completion Summative: PBMAS report, increased on-time graduation and on-time promotion and decreased dropout rate **Staff Responsible for Monitoring:** Principal Migrant Funded Teacher **Population:** PFS & Migrant students and parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 9 Details	Reviews			
Strategy 9: Each high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
*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. *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 *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. **Milestone's/Strategy's Expected Results/Impact:** Formative: desk audit of migrant files Summative: increased on-time promotion and on-time graduation, decreased dropout rates, PBMAS improved staging **Staff Responsible for Monitoring:** Principal Migrant Funded Teacher **Population:** All migrant students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 10 Details	Reviews			
Strategy 10: Campus will provide student assistance for college and career readiness through the Advise TX program in order to increase graduation and completion rates.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Credits Accrued and Student Transcripts Summative: Increased Graduation rate, completion rates, decreased dropout rates **Staff Responsible for Monitoring:** Dean of Instruction Academic Counselor **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 7 **Funding Sources:** Advise TX membership (SL PS7/RC7) - 211 Title I-A - 211-31-6299-00-007-Y-30-TUK-Y - $12,500				

Strategy 11 Details		Reviews			
Strategy 11: An orientation to 8th graders, from feeder schools, will be offered for incoming 9th grade students through a Summer Bridge Program.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
A Cohort Express Academy will be offered to address the academic needs of at-risk students not meeting graduation as of August 31, 2020.					
Milestone's/Strategy's Expected Results/Impact: Formative: ESchool Plus Master Schedule, Credits Accrued and Student Transcripts					
Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate					
Staff Responsible for Monitoring: Dean of Instruction					
Academic Counselor					
Title I Schoolwide Elements: 2.6 - **Population:** All At Risk students - **Start Date:** July 5, 2021 - **End Date:** July 29, 2022					
Need Statements: Demographics 1 - School Processes & Programs 4					
Funding Sources: Professional Extra Duty Pay (includes fringes) - Summer Bridge/Cohort Express (SPP PS4/RC4) (DEMO PS1/RC1) - 211 Title I-A - 211-11-6118-00-007-Y-30-BDG-Y - $26,925					

Strategy 12 Details		Reviews			
Strategy 12: An Honors and Achievement ceremony will be hosted to reward students that have excelled in their coursework and program of study.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Grades					
Summative: Rankings					
Staff Responsible for Monitoring: Campus Principal					
Dean of Instruction					
Academic Counselor					
Title I Schoolwide Elements: 2.5 - **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** January 28, 2021					
Need Statements: Perceptions 3					
Funding Sources: Recognition awards (PER PS3/RC3) - 211 Title I-A - 211-11-6498-00-007-Y-30-0F2-Y - $5,000					

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: 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.

Student Learning
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 7: 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
Need Statement 4: 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.

Perceptions
Need Statement 3: Provide student incentives to encourage high grades and attendance for all sub populations. **Data Analysis/Root Cause**: 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			
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
*Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative: ESchoolPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports. Summative: STAAR, Retention Rates, Completion Rates, Graduation Rates. **Staff Responsible for Monitoring:** Dean of Instruction Academic Counselor **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Population:** All At Risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 4 **Funding Sources:** Professional Extra Duty Pay - Failed EOC (SL PS4/RC4) - 162 State Compensatory - 162-11-6118-00-007-Y-24-EOC-Y - $20,160, Professional Extra Duty Pay - Closing the Gap (SL PS4/RC4) - 282 ESSER III Grant Funds - 282-11-6118-00-007-Y-24-0CG-1 - $37,945				
Strategy 2 Details	Reviews			
Strategy 2: Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Eschool Plus Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate **Staff Responsible for Monitoring:** Dean of Instruction AVID Core Team **Population:** All At Risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** SCE Certified Personnel - 162 State Compensatory - 162-11-6119-00-007-Y-30-000-Y				

Strategy 3 Details	Reviews			
Strategy 3: The Dean of Instruction, CTC, department administrators and teachers will a 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 **Milestone's/Strategy's Expected Results/Impact:** Formative: PDS Session Evaluation Report, PDS Session Attendance Report, Teacher Lesson plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion rates, decreased dropout rates. **Staff Responsible for Monitoring:** Curriculum and Instruction Department State Compensatory Education Administration Campus Principa **Population:** All At Risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 5 - Perceptions 2 **Funding Sources:** Dean of Instruction FTE - 162 State Compensatory - 162-13-6119-00-007-Y-30-000-Y, Laptops - Equipment under 5,000 (Demo PS1/RC1) (SL PS5/RC5) - 162 State Compensatory - 162-13-6398-65-007-Y-30-000-Y - $6,000				
Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Eschool Plus Master Schedule, Teacher Lesson plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: CIRCLE-PM (EOY), Attendance Rate, Retention Rates **Staff Responsible for Monitoring:** 504 Administrator Dyslexia Teacher **Population:** All At Risk students and Dyslexic students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
Strategy 5: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: ESchool Plus Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate **Staff Responsible for Monitoring:** Dean of Instruction Academic Counselor Program Specialist **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Population:** All At Risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Edgenuity Software - 162 State Compensatory - 162-11-6299-62-007-Y-30-000 - $0				

Strategy 6 Details	Reviews			
Strategy 6: Migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program. High school migrant students will have access to migrant summer for credit recovery in order to ensure on-time graduation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: sixth weeks grades and PFS Monitoring tool Summative: increased promotion rates and state test performance **Staff Responsible for Monitoring:** Principal Migrant Funded Teacher **Population:** All Migrant students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 7 Details	Reviews			
Strategy 7: In order to increase awareness of migrant student needs, monthly distribution of the PFS monitoring toll and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: PFS monitoring tools, assessment results, placement into interventions Summative: improved EOY assessment result for STAAR, PBMAS report performance and staging **Staff Responsible for Monitoring:** Principal Migrant Funded Teacher **Title I Schoolwide Elements:** 2.5 - **Population:** All faculty and staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 8 Details	Reviews			
Strategy 8: Campus will provide transportation for low- performing students to attend tutorials and accelerated instruction in (ELA, Math, Science and Social Studies) in order to decrease retention rates and improve student performance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Dean of Instruction Tutorial Teachers **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 4 **Funding Sources:** Transportation - Tutorials / Academies / EOC Camps (SL PS4/RC4) - 211 Title I-A - 211-11-6494-00-007-Y-30-0F2-Y - $17,500				
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Performance Objective 3 Need Statements:

Demographics
Need Statement 1: 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.

Student Learning
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.

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			
Strategy 1: In an effort to promote physically and emotionally healthy students the campus will utilize the	**Formative**			**Summative**
-PAP (Parenting and Paternity Awareness) curriulum -CATCH (Coordinated Approach to Child Health) program	**Nov**	**Jan**	**Mar**	**June**
-SHAC (School Health Advisory Program) to address the area(s) of Dating Violence Prevention, Child Abuse and Suicide Prevention				
Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observations, Professional development evaluations, Sign-in sheets, Workshop agenda				
Summative: Fitness Gram results increase, CATCH Binder end of year evaluation				
Staff Responsible for Monitoring: District Specialist Campus Administration Dean of Instruction				
ESF Levers: Lever 3: Positive School Culture - **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Campus will establish protocols for the safe operation of the district during the COVID 19 Declared Emergency	**Formative**			**Summative**
and develop plans for continued operation of the district in a manner that provides for the continued health and safety of all stakeholders.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Summative: limitations in exposure and cases of COVID 19 **Staff Responsible for Monitoring:** Campus administration				
Population: All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

State Compensatory

Budget for Lopez Early College High School

Total SCE Funds:
Total FTEs Funded by SCE: 7
Brief Description of SCE Services and/or Programs

Personnel for Lopez Early College High School

Name	Position	FTE
Counselor	At-Risk Counselor	1
Dean of Instruction	Dean of Instruction	1
Drop Out Specialist	Program Specialist	1
Teacher	Reading Teacher	1
Teacher	Science Teacher	1
Teacher	Dyslexia Teacher	1
Teacher	Math Teacher	1

Title I Personnel

Name	Position	Program	FTE
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 Program	1
Teacher	Math Teacher	Federal Programs	1
Vacancy	Math Teacher	Federal Programs	1

2021-2022 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Aimee Garza-Limon	Campus Principal
Administrator	Michelle Garcia	Facilitator
Classroom Teacher	Melissa Gomez	ELA (2)
Classroom Teacher	Maritza Lievanos	ELA (1)
Classroom Teacher	Alberto Villarreal	Math (2)
Classroom Teacher	Raymundo Martinez	Math (1)
Classroom Teacher	Emily Fierros	Science (1)
Classroom Teacher	Cesar Pereyra	Science (1)
Classroom Teacher	Cynthia Wareham	Social Studies (1)
Classroom Teacher	Julia Trevino	Social Studies (2)
Classroom Teacher	Virginia Ramirez	CTE (1)
Classroom Teacher	Gabriel Moreno	CTE (1)
Classroom Teacher	Roxana Cantu	Fine Arts (2)
Classroom Teacher	Jason Whitney	Fine Arts (1)
Classroom Teacher	Jesus Martinez	SpEd (1)
Classroom Teacher	Ray Montes	PE / Athletics / Health (2)
Counselor	Angelita Garcia	Counselor (1)
Non-classroom Professional	Socorro Nieto	Librarian (2)
Business Representative	Pending Member	Business
Business Representative	Pending Member	Business
Community Representative	Roberto Garcia	Community (1)
Community Representative	Gabriela De La Cruz	TSC - 21st Century (2)
District-level Professional	Dr. Juan Chavez	BISD (1)
Paraprofessional	Veronica Vazquez	Para (1)
Parent	Nancy Sanchez	Parent
Parent	Maria Cortinas	Parent
Classroom Teacher	Maritza Couoh	SpEd (1)
Classroom Teacher	Margarito Trevino	PE/Athletics/Health (1)

Committee Role	Name	Position
Non-classroom Professional	JoAnn Marchan-Briones	Testing Coordinator (1)
Paraprofessional	Ricardo Samano	Parent Liaison (1)

Campus Funding Summary

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Contracted Services - Adjunct Professors (PS3 / RC3)	162-11-6299-15-007-Y-30-000-Y	$38,400.00
1	3	3	Student Tuition (PS3 / RC3)	162-11-6398-62-007-Y-30-000-Y	$10,000.00
8	1	1	Laptops, Ipads, Desktops, Interactive Screens (SL PS3 / RC3)	162-11-6398-62-007-Y-30-000-Y	$88,184.00
9	2	1	Operating Costs - Walk For the Future (DEMO PS1 / RC1)	162-61-6499-53-007-Y-30-WTF-Y	$100.00
9	2	1	General Supplies - Walk For the Future (DEMO PS1 / RC1)	162-61-6399-00-007-Y-30-WTF-Y	$100.00
9	2	2	Professional Extra Duty Pay (SL PS4/RC4)	162-11-6118-00-007-Y-30-000-Y	$15,049.00
9	2	2	Instructional Supplies and Resources (SL PS4/RC4)	162-11-6399-00-007-Y-30-000-Y	$28,617.00
9	2	2	Copy Paper (SL PS4/RC4)	162-11-6396-00-007-Y-30-000-Y	$3,680.00
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 (SL PS4/RC4)	162-11-6118-00-007-Y-24-EOC-Y	$20,160.00
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 (Demo PS1/RC1) (SL PS5/RC5)	162-13-6398-65-007-Y-30-000-Y	$6,000.00
9	3	5	Edgenuity Software	162-11-6299-62-007-Y-30-000	$0.00
				Sub-Total	$210,290.00
				Budgeted Fund Source Amount	$210,290.00
				+/- Difference	$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	$0.00
7	3	1	Substitutes (includes fringes)	163-11-6112-00-007-Y-25-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,000.00
				+/- Difference	$11,000.00

			211 Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Scientific Learning Program - computer software program (SL PC3/RC3)	211-11-6249-62-007-Y-30-0F2-Y	$17,500.00
1	1	1	ALEK Program & De Alba - computer software program (SL PC3/RC3)	211-11-6299-62-007-Y-30-0F2-Y	$10,000.00
1	1	2	Teacher Planning and Data Review Sessions (includes fringes) - Campus Based Workshops (SPP PS1/RC1)	211-13-6117-00-007-Y-30-AYP-Y	$9,000.00
1	1	5	Spring Semester Campus Wide Novel for Fluency and Comprehension	211-11-6399-00-007-Y-30-0F2-Y	$0.00
1	1	6	Testing Materials - Advance Placement / TSI Exams (SPP PS3/RC3)	211-11-6339-00-007-Y-30-0F2-Y	$30,000.00
1	3	1	Professional Extra Duty (includes fringes)	211-11-6118-00-007-Y-30-0F2-Y	$0.00
1	3	2	Membership Fees - AVID (SL PS7/RC7)	211-11-6495-00-007-Y-30-0F2-Y	$4,700.00
3	1	1	211 FTEs - Classified Aides	211-11-6129-06-007-Y-30-0F2-Y	$90,484.00
3	1	1	211 FTEs - Classified Clerical Assistant	211-31-6129-08-007-Y-30-0F2-Y	$28,009.00
3	1	1	211 FTEs - Parent Liaison	211-61-6129-00-007-Y-30-0F2-Y	$55,467.00
3	1	1	211 FTEs - Nurse (.40)	211-33-6119-00-007-Y-30-0F2-Y	$58,040.00
3	1	1	211 FTEs - Certified Teachers	211-11-6119-00-007-Y-30-0F2-Y	$485,765.00
6	1	3	Food and Refreshments (PER PS4/RC4)	211-61-6499-53-007-Y-30-0F2-Y	$1,500.00
6	1	3	Supplies and materials for parent meetings and trainings (PER PS4/RC4)	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 (PER PS4/RC4)	211-61-6411-00-007-Y-30-0F2-Y	$1,500.00
7	1	1	In-District Conferences, Professional Development - Region One (SL PS5/RC5) (PER PS2/RC2) Extension Office in Brownsville (SA#3 & SA#6)	211-13-6411-00-007-Y-30-AYP-Y	$3,000.00
7	1	1	Substitute - Professional Development Day (SL PS5/RC5) (PER PS2/RC2)	211-11-6112-18-007-Y-30-0F2-Y	$2,000.00
7	1	5	Out of District Conferences - Professional Development (SL PS5/RC5) (PER PS2/RC2))	211-13-6411-23-007-Y-30-AYP-Y	$9,000.00
7	1	5	Substitute - Professional Development Day	211-11-6112-00-007-Y-30-0F2-Y	$0.00
8	2	2	Chromebooks, Laptops (SL PS3/RC3)	211-11-6398-62-007-Y-30-0F2-Y	$0.00
8	7	1	Laptops, Printers, Ipad Carts, Laptop Carts, Interactive Screens (SL PS3/RC3)	211-11-6398-62-007-Y-30-0F2-Y	$40,089.00
8	7	1	Software Licenses (SL PS3/RC3)	211-11-6395-62-007-Y-30-0F2-Y	$400.00
8	7	1	Toner (SL PS3/RC3)	211-11-6399-62-007-Y-30-0F2-Y	$9,905.00
9	2	10	Advise TX membership (SL PS7/RC7)	211-31-6299-00-007-Y-30-TUK-Y	$12,500.00
9	2	11	Professional Extra Duty Pay (includes fringes) - Summer Bridge/Cohort Express (SPP PS4/RC4) (DEMO PS1/RC1)	211-11-6118-00-007-Y-30-BDG-Y	$26,925.00
9	2	12	Recognition awards (PER PS3/RC3)	211-11-6498-00-007-Y-30-0F2-Y	$5,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	8	Transportation - Tutorials / Academies / EOC Camps (SL PS4/RC4)	211-11-6494-00-007-Y-30-0F2-Y	$17,500.00
				Sub-Total	$919,284.00
				Budgeted Fund Source Amount	$201,519.00
				+/- Difference	-$717,765.00

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	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,000.00
				+/- Difference	$7,000.00

282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Chromebooks, Interactive Screens (SL PS3/RC3)	282-11-6398-62-007-Y-24-0CG-1	$60,000.00
8	7	1	Computer Equipment (SL PS3/RC3)	282-11-6399-62-007-Y-24-0CG-1	$2,695.00
9	2	2	Instructional Supplies and Resources (SL PS4/RC4)	282-11-6399-00-007-Y-24-0CG-1	$7,000.00
9	3	1	Professional Extra Duty Pay - Closing the Gap (SL PS4/RC4)	282-11-6118-00-007-Y-24-0CG-1	$37,945.00
				Sub-Total	$107,640.00
				Budgeted Fund Source Amount	$107,640.00
				+/- Difference	$0.00
				Grand Total	$1,237,214.00

Addendums