

**Brownsville Independent School District**  
**Veterans Memorial Early College High School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

Work collaboratively to prepare students academically, socially and technologically as they become contributing members of our society.

## Vision

Veterans Memorial Early College High School is committed to providing Excellence in Education for all students. The school provides programs and learning experiences that promote academic achievement and career programs of study for the personal and social growth of every student. As a richly diverse community of learners that values all its members, Veterans Memorial Early College High School contributes to the local community by linking parents, local agencies and businesses to the school.

## Campus Narrative

### Veterans Memorial Early College High School

Veterans Memorial Early College High School is located in Brownsville, Texas. Veterans Memorial Early College High School is one of seven high schools in Brownsville ISD. The campus was constructed in 2010. The 360,000 square-foot school sits on an 80-acre site on Military Highway. The courtyard has a series of pergolas that provide shaded seating areas for students and faculty. Veterans Memorial will be the first BISSD high school to have its own football and soccer stadium, a 5,000 seat facility with an all-weather track. It also has 1,000-seat baseball and softball stadiums, as well as practice fields and tennis and basketball courts. All safety standards have been met and all of the building is accessible to students, staff, and visitors with disabilities.

Our school's mission is "work collaboratively to prepare students academically, socially and technologically as they become contributing members of our society". Vertical alignment is pivotal in our school's success. Veterans Memorial has highly-qualified teachers that carry out the instructional program. In an effort to meet the diverse talents of our students, teachers are provided access to high-quality ongoing professional development throughout the school year. Professional development activities are geared to individual teachers' specialties and campus-wide needs.

Veterans Memorial Early College High School houses the STAMP Program, which is BISSD's magnet school for the science, technology, architecture, and medical professions. The goals of this program are as follows: (1) Improve mathematics and science achievement among all Brownsville students; (2) Increase the number of students who study and enter science, technology, engineering, architecture/design, and medical profession careers (STEM); (3)

Provide students with the ability to earn college credits while attending high school. (4) Increase the number of students who enter a post-secondary institution.

The student population at Veterans Memorial Early College High School is over 2100 and serves students in grades 9<sup>th</sup> through 12<sup>th</sup>. According to the TAPR Report from TEA for our campus, approximately 96% of the student population is Hispanic and approximately 93 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants. Approximately 95% of our students are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

Our school provides effective instruction that will equip students with skills and expertise to be successful in their respective careers whether they enter the workforce or go on to a college or university after graduation from the public school system. Courses are offered in every subject area necessary for college admission, as well as a diverse range of elective and career and technology courses. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Pre-Advanced Placement, Advanced Placement, and Dual Enrollment in collaboration with the University of Texas at Brownsville. Students at our school also have access to three graduation plans: the Minimum, Recommended, and Distinguished Achievement Graduation Plan. All students are required to meet the passing standard of the five assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

Veterans Memorial Early College High School has an active parent center with a full-time parent liaison that coordinates activities. Activities such as a Parent Orientation Day to inform parents and community members of the daily standard operation procedures to include but not limited to the Student Code of Conduct, Student Parent School Compact, Parental Involvement Policy, Emergency operations procedures and Parent Volunteer Guidelines and Opportunities.

Veterans Memorial Early College High School coordinates and integrates federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, such as after school tutorial programs. Professional Development activities are also paid for from Title I and Local Funds. Title I Funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

Veterans Memorial Early College High School is a growing, yet very close-knit community. Brownsville residents come from all over the city to attend the school. Businesses, as a rule, support the school by providing merchandise for various incentives and fund raising activities when called upon to do so.

The current staff at Veterans Memorial Early College High School is comprised of 134 teachers, 7 campus administrators, 7 counselors, 2 librarians, 21 professional support personnel and 15 educational aides. The ethnicity of the Veterans Memorial Early College High School staff is diverse with 82% Hispanic, 16 % Caucasian, and 2% African American. The teaching staff is also 55 % male and 45 % female.

Veterans Memorial Early College High School promotes numerous student clubs and organizations. Students are encouraged to participate in any of the many extracurricular activities offered at our campus: fine arts, athletics, student council, and a host of other clubs and organizations. Additionally, our school promotes student involvement in all district co-curricular activities (including Science Fair, History Fair, and UIL Academics). Many of these activities lead to campus level competitions where the winners of these contests move on to compete at the District, Regional, State, and National levels.

School Namesake: **Veterans Memorial Early College High School**

School Colors: **Red, White and Blue**

School Mascot: **Chargers**

School Song:

Hail to you, Veteran's High, you've become our home...

Veteran's High, hear our song, help us to be strong...

As we see all our dreams, guide us to those dreams...

We shall strive to succeed, with our humble deeds...

You're our home, we're your own, Hail to Veteran's High

School Motto: **Home of the Brave!**

### **Annual Campus Goals**

The Veterans Memorial Early College High School faculty and staff are committed to the following goals:

- By the end of school year 2015-2016 EOC ELA scores will be above 90%.
- By the end of school year 2015-2016, EOC Math scores will continue to be above 80%
- By the end of school year 2015-2016, EOC Science Test scores will continue to be above 80%
- By the end of school year 2015-2016, EOC Social Studies scores will continue to be above 90%.
- By the end of the school year 2015-2016, all special education test takers will meet ARD expectations in all test subject areas.
- To sustain and increase yearly student attendance by 97%.
- The School will maintain a safe and disciplined environment conducive to student learning.
- The School will increase parental involvement to support an environment conducive to student learning.
- By the end of the school year 2015-2016, all students, teachers, and support staff will have received the necessary budgetary resources to support classroom and support staff instruction.
- Students will be encouraged and challenged to meet their full physical educational potential in order to improve health and quality of well-being
- Increase the graduation rate/decrease dropout rate

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

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

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

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

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

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

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the District, including how federal and state program funds will be used?
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• Increase in enrollment</li> <li>• Academics</li> <li>• At Risk Program</li> <li>• Fine Arts Department</li> <li>• Athletics Department</li> <li>• CTE Department</li> <li>• Provide effective programs for At-Risk students</li> <li>• Increase and maintain graduation rates to meet district goals</li> <li>• Provide more credit recovery opportunities to keep students from dropping out</li> <li>• Provide more ongoing training for teachers in all areas of curriculum</li> <li>• Increase participation in Dual Enrollment HS Program by hiring qualified teachers</li> <li>• English I EOC Percentage of Level 2 Satisfactory and Level 3 Advanced for LEP and Special Education Students. (STAAR /EOC)</li> </ul>		<ol style="list-style-type: none"> <li>1. Programs such as A+ will be provided for at risk students to potentially catch up to their cohort after school transportation will be provided. CIP (3.1.1)</li> <li>2. Counselors, AT Risk Counselor, and the Program Specialist will monitor graduation rates during the school year. CIP (3.1.2,3.1.3)</li> <li>3. Provide Recovery Credit Opportunities during the school year for our students before and/or after-school to keep them from dropping out after school transportation will be provided. CIP (3.1.1)</li> <li>4. Offer training for campus personnel including, but not limited to, DISTRICT ALIGNED CURRICULUM, Microsoft, Outlook, and Compass Odyssey. CIP (1.1.12, 1.1.14, 1.1.15, 1.1.16, 1.1.17, 1.2.5, 1.2.6, 1.2.8, 1.2.18, 1.2.19, 1.2.20, 1.2.21, 1.2.24, 1.3.5, 1.3.6, 1.4.3, 1.5.4, 1.5.7, 1.5.8, 1.7.3, 1.7.11)</li> <li>5. Hire teachers who are eligible to teach</li> </ol>

- English II EOC Percentage of Level 2 Satisfactory and Level 3 Advanced for LEP and Special Education Students. (STAAR /EOC)

UTB Dual Enrollment Courses. CIP (1.7.4)

6. Provide Professional development for all teachers in the area of English Language Proficiency Standards (ELPS) for Reading/Writing Instruction and STAAR Reporting Categories. CIP (1.2.18, 1.1.14)
7. Provide professional development for all teachers who provide instruction to Special Education students on ELAR/SLAR TEKS, ELPS, CCRS, and STAAR Reporting Categories. CIP (1.1.18)
8. Provide professional development on ELAR/SLAR DISTRICT ALIGNED CURRICULUM and alignment to all state adopted texts. CIP (1.2.5)
9. Provide data analysis based on ELAR/SLAR student expectation and reporting Categories from the 2015 STAAR Reading/Writing assessments. CIP (1.2.24)
10. Provide migrant students with school supplies and clothing on an as needed basis to ensure their success CIP (7.1.7)
11. Food and needs pantry will be set up to provide students identified as homeless with basic clothing, school and hygiene supplies (3.1.17)
12. PFS/Migrant students will have access to a specialized computer lab in order to offer supplemental academic and/or instruction support at the campus level. This support will increase the migrant students' opportunity and accessibility to obtain a high quality education through the use of computers for credit accrual and acceleration, on-line

			resources to conduct research, and to finish homework and/or project. (7.1.20)
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• Gap closing between achievement of At-Risk and Non-At-Risk students</li> <li>• Disaggregation of PEIMS Student Data</li> <li>• Analyze Enrollment Report</li> <li>• At Risk programs offered at campus</li> </ul> <p>PGP in place at campus</p> <ul style="list-style-type: none"> <li>• Veterans Memorial TAKS/EOC scores were above the district average</li> <li>• Train teachers on the disaggregation of student achievement data using Aware</li> <li>• Identify students who are making progress in local and district benchmarks to show growth from previous testing scores and provide interventions for their success.</li> <li>• Increase 9th grade ELA scores by 10% to surpass the state standard.</li> <li>• Increase EOC scores for all subpopulations -primary and re testers.</li> <li>• Increase EOC scores for ELL and SPED students in all areas</li> <li>• Meet standards for AMOA I, II, and III.</li> </ul>		<ol style="list-style-type: none"> <li>1. Teachers will be trained on the use of Aware to disaggregate data to provide effective instruction on an individual basis. CIP (1.1.17, 1.2.5, 1.4.3)</li> <li>2. Identify students who are making progress in local and district benchmarks to show growth from previous testing scores and provide interventions for their success. Careful consideration of testing participation requirements are carefully reviewed for students. CIP (1.1.11, 1.1.12, 1.2.3, 1.2.17, 1.2.23)</li> <li>3. Provide tutorials before and/or after school, and on select Saturdays to increase student achievement based on their local and district benchmark scores. Paper, workbooks and general supplies will be provided for this task. Transportation will be provided.CIP (3.1.1)</li> <li>4. Core Area teachers will meet every during their common planning period to align their curriculum across grade levels. CIP (1.1.2, 1.1.3)</li> <li>5. Summer programs will be implemented to ensure students have a foundation before transitioning from middle school to high school.(Summer Bridge, Algebra camp) CIP (3.1.19)</li> <li>6. Provide Recovery Credit Opportunities during the summer for our students to keep them from dropping out. CIP (3.1.20)</li> <li>7. Parent Liaisons will be reimbursed for</li> </ol>

			<p>mileage for home visits for attendance, address verification, parent contact etc.(6.1.10)</p> <p>8. Student will be given multiple opportunities to read for enjoyment (1.2.1)</p> <p>9. The LUCHA program will be set up to help target the needs of our ELL Newcomers. (3.1.10, 3.1.11)</p> <p>10. Student will receive motivation through receiving medals, awards, certificates etc. to honor outstanding achievement in the academic areas. (3.1.21)</p>
<p><b>School Culture and Climate</b></p>	<ul style="list-style-type: none"> <li>• Teacher ratio to student ratio</li> <li>• Aligned curriculum</li> <li>• Parental support</li> <li>• Facilities are state of the art</li> <li>• Tutorials and after school programs offered</li> <li>• Conduct surveys from parents, teachers and students for campus improvement.</li> <li>• Increase the opportunities offered for credit recovery programs.</li> <li>• College Going Culture</li> <li>• Conduct surveys from parents, teachers and students for campus improvement.</li> <li>• Increase our Parental Involvement throughout the year.</li> </ul>		<ol style="list-style-type: none"> <li>1. Credit recovery programs such as A+ will be implemented in STAR classes and after school. CIP (3.1.1, 3.1.4)</li> <li>2. After school Tutorials will be specific. For instance, core teachers will teach for homework help, End of Course and/or TAKS/EOC. CIP (3.1.1)</li> <li>3. Surveys need to be conducted at beginning of school year to focus on each campus improvement need based on parents, students, and teacher's needs CIP (6.1.8)</li> <li>4. Parental involvement will increase by 15% to include them in holiday events, parental monthly meetings, athletic events, fine arts events. CIP (6.1.1, 6.1.4, 6.1.5, 6.1.6)</li> </ol>

<b>Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>• Teacher Highly Qualified</li> <li>• Professional Development</li> <li>• Low teacher-student ratios</li> <li>• Course completions</li> <li>• Eduphoria Aware and TANGO allows teachers to create / maintain</li> <li>• Data for students PDAS - evaluation provide feedback</li> <li>• Many opportunities for Professional Development in core content area such as Pre-AP, GT hours, and AP on-going. <ul style="list-style-type: none"> <li>◦ Increase the opportunities of Professional Development in core content areas such as SIOP , Vested, Sheltered Instruction, ELL Strategies.</li> <li>◦ Recruit highly qualified teachers by offering stipends.</li> <li>◦ Recruit teachers highly qualified to teacher AP, Pre-AP, GT, and Dual Enrollment courses.</li> </ul> </li> </ul>		<ol style="list-style-type: none"> <li>1. Teachers will be given the opportunity to attend Pre-AP, GT, AP and SIOP opportunities throughout the year for teacher growth. CIP (1.1.12, 1.2.5, 1.3.5,1.1.14, 1.2.8)</li> <li>2. Increase the number of teachers who are highly qualified at the time of hire by offering stipends for composite certification and selected trainings. CIP (1.7.4)</li> <li>3. New teachers will be assigned a teacher mentor upon their first year or hire for teacher success in the classroom. (1.1.4)</li> <li>4. Core Area teachers will attend various district and Region One training to assist them in best practices to ensure success with all students. CIP (1.1.19, 1.2.6)</li> <li>5. All teachers will have the opportunities to receive professional development from outside district sources and consultant to help them become or continue to be an more effective teacher. (1.1.20)</li> <li>6. Supplies will be purchased to facilitate teacher staff development and professional development opportunities on campus (1.1.4)</li> </ol>
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>• DISTRICT ALIGNED CURRICULUM driven</li> <li>• Vertical Alignment</li> <li>• Collaborating among administrators and teachers</li> <li>• Knowledge of STAAR ELA (H.S.)</li> <li>• Knowledgeable Department/Strand Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Increase ELA scores by 10% to surpass the state scores.</li> <li>• Meet with teachers to create local benchmarks</li> <li>• Knowledge of STAAR Reading and Writing (H.S.)</li> <li>• Knowledge of Depth of Knowledge (H.S.)</li> <li>• Knowledge of DISTRICT</li> </ul>	<ol style="list-style-type: none"> <li>1. Increase ongoing Professional Development for the core areas. We will have at least one day every six weeks to plan out the following scope and sequence as a department to have an aligned curriculum across grade levels. CIP (1.1.2, 1.1.3)</li> <li>2. Meet with teachers to create local benchmarks for all student populations</li> </ol>

- Knowledge of Reading/Expository 9-12
- Knowledge of Writing Conventions 9-12
- Implementation of ELAR/SLAR TEKS 9-12
- Implementation of ELPS 9-12

ALIGNED  
CURRICULUM/Textbook  
Alignment (H.S.)

- Knowledge of CCRS 9-12
- Knowledge of Reading Literacy/Poetry 9-12
- Knowledge of Writing Literacy and Expository Texts 9-12
- Implementation of CCRS 9-12
- Increase all EOC Scores for ELL and SPED population

- to include, special education and bilingual to target students strengths and weaknesses. CIP (1.1.1, 1.1.2)
3. Provide Professional development for all teachers in the area of English Language Proficiency Standards (ELPS) for Reading/Writing Instruction and STAAR Reporting Categories. CIP (1.2.18, 1.2.22)
  4. Provide professional development for all teachers who provide instruction to Special Education students on ELAR/SLAR TEKS, ELPS, CCRS, and STAAR Reporting Categories. CIP (1.2.18, 1.2.22)
  5. Provide professional development on ELA/SLA DISTRICT ALIGNED CURRICULUM and alignment to all state adopted texts. CIP (1.2.5)
  6. Provide data analysis based on ELAR/SLAR student expectation and reporting Categories from the 2015 STAAR Reading/Writing assessments. CIP (1.2.5)
  7. Provide intensive intervention through research based instructional practices provided by the TLI Teacher Specialist and professional development training sessions. Targeted instruction will be data driven and targeted for students who are failing to meet passing standards or who are struggling in their classes. CIP (1.2.5, 1.2.17, 1.2.19, 1.2.20)
  8. The ESL/ELA, Science, Math, and Social Studies departments require supplies throughout the school year. This need is present because teachers must ensure that they have the

			<p>necessary materials to provide classroom instruction and comply with BISD and state curriculum standards. Supplies needed include paper, pencils, pens, printing materials, ink cartridges, markers, highlighters, index cards, paper clips, colored pencils, etc. CIP (1.1.6)</p> <p>9. The Core area department representatives along with teacher support staff will attend the Texas Assessment Conference and other conference such as CAST, technology conference, TCEA to gain better insight and understanding of the STAAR/EOC (1.2.6)</p> <p>10. The Core Area Department Representations will attend the Region One Technology Conference or TCEA (Texas Computer Education Association) to gain better insight on how to effectively implement technology in the instructional classroom to make gains in student achievement. (1.2.6, 1.1.19)</p>
<p><b>Family and Community Involvement</b></p>	<ul style="list-style-type: none"> <li>• Parental Meetings</li> <li>• Parent Feedback <ul style="list-style-type: none"> <li>◦ Parental Center needs to be developed and involved on an ongoing basis.</li> <li>◦ Increase participation in parent meetings for all subpopulations</li> </ul> </li> </ul>		<ol style="list-style-type: none"> <li>1. Increase parental involvement in the decision making process of the campus. CIP (6.1.7)</li> <li>2. Increase the number of participation in campus and migrant parent meetings. Increase parent contact and high interest topics. CIP (6.1.6, 7.1.14)</li> <li>3. Parent Liaison and Migrant Clerk will order supplies (snacks) throughout the school year to ensure that they have the necessary equipment to have successful parent meetings. (6.1.11, 7.1.14)</li> </ol>

<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>• Monthly meetings</li> <li>• Assistance in teacher monitoring</li> <li>• Equal disbursement of duty responsibilities</li> <li>• Each class has one grade level counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize community agencies to assist student At-Risk of dropping out</li> </ul>	<ol style="list-style-type: none"> <li>1. Campus needs to have more networks with outside agencies to help our At Risk students with a community support to empower them to stay in school by fostering a one-to-one relationship with students, providing a safe place to learn at the school, connecting student with needed medical/health services, and helping student with career planning . CIP (3.1.8)</li> </ol>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Upgraded network infrastructure</li> <li>• Use of Aware by Administrators and Teachers to view student results on formal assessments</li> <li>• TST</li> <li>• Use of ESchools program among administration and parents to view student progress</li> <li>• More wireless access points</li> <li>• Additional resources are needed for technology integration including: Elmo's, Projectors, Smartboards</li> <li>• Campus need accessibility to instructional technology devices in order to improve student achievement: Desktops, Laptops, Printers, IPADs</li> <li>• Increased accessibility to computers for all students</li> <li>• New Software needed.</li> </ul>		<ol style="list-style-type: none"> <li>1. Campus needs improvement in its cable network, wireless infrastructure, and instructional workstations as we move closer to a 1:1 solution for students. CIP (8.1.10)</li> <li>2. Only 40% of our campus teachers have ELMO's, projectors, CPS, smart boards to increase the use of technology in the classroom. CIP (1.1.5, 1.4.3)</li> <li>3. Campus needs accessibility to instructional technology devices in order to improve student achievement: Desktops, Laptops, Printers, IPADs, sound system, document cameras, projectors, smartboards, scanners and portable screens. CIP (1.1.5, 3.1.9).</li> <li>4. Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process. The level of technology integration into classroom instruction by teachers and students will be increased. On-line resources and materials such as Study Island, Compass Odyssey, Think through Math and Living with Science, Shmoop will be used to improve</li> </ol>



			<p>student performance. (1.1.13, 3.1.6, 8.1.7)</p> <ol style="list-style-type: none"><li>5. New software that is in line with current TEKS will be purchased. (8.1.7)</li><li>6. Professional Development will be offered by the TST for students and teachers to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract hours offered by the Technology Dept, attend the Region One Technology Conference and TCEA Texas Computer Education Association.) (1.2.6, 1.1.19)</li><li>7. Teachers will integrate the use of computers and will require a technology project from the students on a 6 weeks basis. (8.1.7)</li></ol>
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# Demographics

## Demographics Summary

Veterans Memorial High School views demographics data on a daily basis. The student population served at Veteran Memorial Early College High School is 2,064 students and serves students in the ninth through twelfth grade. According to the PEIMS Data Review of our campus profile, the student population includes: 96.8% Hispanic, 2.08% White, .34% African American, .78% Asian, 6.83% Limited English Proficient, 92.01% Economically Disadvantaged, 34.35% At-Risk, 1.31% Migrant, 21.37% Gifted and Talented, and 7.66% Special Education. Enrollment numbers for veterans Memorial Early College High School has remained steady. A total of 709 students are identified as at-risk with the highest number of at-risk students being Hispanic and Economically Disadvantaged. Additionally, the retention rate is as follows: All students-5%, At-risk students-95%. The attendance rates for 2015-2016 school is 96.06 % for all students and 94.52% for At-risk students. The Drop out rates for the 2014-2015 school year is 1% for all students and 1 % for At-risk students. Moreover, the Completion Rates for the 2013-2014 school year is 96.65% for all students and 97.81% for At-risk students. The Graduation rates for the 2014-2105 school year is 95.92% for all student and 93.78% for At-Risk students. Of the many focuses of data, we daily monitor our attendance and At-Risk student population. Once attendance is taken on a daily basis, we view our average daily attendance to see if we have met our attendance goals. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure absences are excused. If students are consistently absent, we make sure to conference with parents or send the Parent liaison for a home visit. When students are identified as At-Risk, administrators, counselors, and teachers begin consistent progress monitoring to make sure students are academically successful. State Compensatory funds are allocated to provide additional before or after-school tutorials as well as Saturday Academies. Procedures for overseeing demographic concerns include verifying daily attendance, verifying tutorial attendance (before-school, after-school, and Saturday tutorials), allotting time for teacher and parent conferences, and purchasing additional resources.

## Demographics Strengths

- Increase in enrollment
- Academics
- At Risk Program
- Fine Arts Department
- Athletics Department
- CTE Department

## Demographics Needs

- Provide effective programs for At-Risk stude

- Maintain graduation rates to meet district goals
- Provide more credit recovery opportunities to keep students from dropping out
- Provide more ongoing training for teachers in all areas of curriculum
- Increase participation in Dual Enrollment HS Program by hiring qualified teachers
- English I EOC Percentage of Level 2 Satisfactory and Level 3 Advanced for LEP and Special Education Students. (STAAR /EOC)
- English II EOC Percentage of Level 2 Satisfactory and Level 3 Advanced for LEP and Special Education Students. (STAAR /EOC)
- Address the needs of all student populations with a focus on the academic success of IDEA, CTE, ESL, and Migrant.

# Student Achievement

## Student Achievement Summary

Critical to the academic success of Veterans Memorial High School is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting states students' expectation and TEKS mastery. Data disaggregation is done on a three week basis through the analysis of progress monitoring, student grades, percentages of students on a RTI plan, local and district benchmarks. Administrators and teachers look at students' scores and break down the test objectives by class period. Once weaknesses are identified, teachers plan instruction accordingly to strengths and weaknesses of each class period and by student. The data is also disaggregated within subpopulations: IDEA, CTE, ESL, Migrant, ethnicity, Economically Disadvantaged, and At-Risk. End-Of-Course All Students Summary: English 1: 71%; English 2: 72%; Algebra 1: 82%; Biology: 92%; United States History: 97%. The trends identified when student performance scores were compared over a period of 3 years demonstrate that the students are steadily making gains in achievement. Our greatest area of need is in both English 1 and English 2. Performance variation between all groups:

English Language Arts 1: At-Risk 53%, Economically Disadvantage 68%, Hispanic 70%, White 100%, Female 78%, Male 65%, Gifted and Talented 99%, LEP 24%, Migrant 44%, Special Education 35%.

English Language Arts 2: At-Risk 51%, Economically Disadvantage 81%, Hispanic 81%, White 92%, Female 84%, Male 78%, Gifted and Talented 98%, LEP 29%, Migrant 19%, Special Education 45%.

Algebra 1: At-Risk 75%, Economically Disadvantage 81%, Hispanic 82%, Female 82%, Male 81%, Gifted and Talented 89%, LEP 68%, Migrant 18%, Special Education 50% .

Biology: At-Risk 89%, Economically Disadvantage 94%, Hispanic 94%, White 94%, Female 95%, Male 94%, Gifted and Talented 100%, LEP 70%, Migrant 80%, Special Education 72%.

United States History: At-Risk 91%, Economically Disadvantage 97%, Hispanic 97%, White 100%, Female 97%, Male 98%, Gifted and Talented 100%, LEP 72%, Migrant 90%, Special Education 84%.

The trends when all students performance was compared with all student groups indicate that students in most areas are making gains and the gap of achievement is closing for the At-Risk population. It also show that our areas of need are the LEP and SPED populations. Although the SPED populations have made gains in several areas.

## Student Achievement Strengths

- Gap closing between achievement of At-Risk and Non-At-Risk students

- Disaggregation of PEIMS Student Data
- Analyze Enrollment Report
- At Risk programs offered at campus
- PGP in place at campus
- Veterans Memorial EOC/STAAR scores were above the district average

### **Student Achievement Needs**

- Train teachers on the disaggregation of student achievement data using Aware and/or TANGO
- Identify students who are making progress in local and district benchmarks to show growth from previous testing scores and provide interventions for their success.
- Increase 9th grade ELA scores by 10% to surpass the state standard.
- Increase EOC scores for all subpopulations -primary and re testers.
- Increase EOC scores for ELL and SPED students in all areas
- Meet standards for AMOA I, II, and III.
- Migrant students will be provided with school supplies and personal items to ensure their academic success.
- All students will be given opportunity to read for enjoyment

## **School Culture and Climate**

### **School Culture and Climate Summary**

The campus analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet once on a six weeks basis to discuss matters related to providing a positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers created a plan to improve issues that affect School Culture and Climate.

### **School Culture and Climate Strengths**

- Teacher ratio to student ratio
- Aligned curriculum
- Parental support
- Facilities are state of the art
- Tutorials and after school programs offered
- Conduct surveys from parents, teachers and students for campus improvement.

### **School Culture and Climate Needs**

- Increase the opportunities offered for credit recovery programs.
- College Going Culture
- Conduct surveys from parents, teachers and students for campus improvement.
- Increase our Parental Involvement throughout the year.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The campus uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

### **Staff Quality, Recruitment, and Retention Strengths**

- Teacher Highly Qualified
- Professional Development
- Low teacher-student ratios
- Course completions
- Eduphoria Aware and TANGO allows teachers to create / maintain
- Data for students PDAS - evaluation provide feedback
- Many opportunities for Professional Development in core content area such as Pre-AP, GT hours, and AP on-going.

### **Staff Quality, Recruitment, and Retention Needs**

- Increase the opportunities of Professional Development in core content areas such as SIOP , Vested, Sheltered Instruction, ELL Strategies.
- Recruit highly qualified teachers by offering stipends.
- Recruit teachers highly qualified to teach AP, Pre-AP, GT, and Dual Enrollment courses.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Curriculum, Instruction, and Assessment are one of the most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Veterans Memorial implements district decisions curriculum (DISTRICT ALIGNED CURRICULUM) and assessments as required by the state of Texas. Veterans Memorial bases all of its instructions from the Texas Essential Knowledge and Skill (TEKS) and prepares students for state assessments. In doing this process, Veterans Memorial teachers plan lessons consistently. Administrators provide teachers with instructional resource and professional development opportunities. Veterans Memorial administrators and grade-level lead teachers guide and mentor new teachers. Planning for instruction and intervention is done as a whole through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another

### **Curriculum, Instruction, and Assessment Strengths**

- DISTRICT ALIGNED CURRICULUM driven
- Vertical Alignment
- Collaborating among administrators and teachers
- Knowledge of STAAR ELA (H.S.)
- Knowledgeable Department/Strand Leaders
- Knowledge of Reading/Expository 9-12
- Knowledge of Writing Conventions 9-12
- Implementation of ELAR/SLAR TEKS 9-12
- Implementation of ELPS 9-12

### **Curriculum, Instruction, and Assessment Needs**

- Increase ELA scores by 10% to surpass the state scores.
- Meet with teachers to create local benchmarks
- Knowledge of STAAR Reading and Writing (H.S.)
- Knowledge of Depth of Knowledge (H.S.)
- Knowledge of DISTRICT ALIGNED CURRICULUM/Textbook Alignment (H.S.)
- Knowledge of CCRS 9-12
- Knowledge of Reading Literacy/Poetry 9-12



- Knowledge of Writing Literacy and Expository Texts 9-12
- Implementation of CCRS 9-12
- Increase all EOC Scores for ELL and SPED population
- Full implementation of TLI strategies in the classroom.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Veterans Memorial is committed to involving parents and community members to be involved in students' education. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. With that information, SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

### **Family and Community Involvement Strengths**

- Parental Meetings
- Parent Feedback

### **Family and Community Involvement Needs**

- Parental Center needs to be developed and involved on an ongoing basis.
- Increase participation in parent meetings for all subpopulations

## **School Context and Organization**

### **School Context and Organization Summary**

The School Context and Organization Committee reviewed the decision making processes, the supervision structures, the schedules for all programs along with the forms of communication, both formal and informal that is in place at our campus.

### **School Context and Organization Strengths**

- Monthly meetings
- Assistance in teacher monitoring
- Equal disbursement of duty responsibilities
- Each class has one grade level counselor
- Each class has one grade level administrator

### **School Context and Organization Needs**

- Utilize community agencies to assist student At-Risk of dropping out

# Technology

## Technology Summary

The Technology committee met several times and looked at the STAR Chart, Fixed Assets Report along with the current hardware and software being utilized across grade level at the campus. The technology teacher was able to input as to the level of implementation and acquisition of the Technology TEKS as observed per grade level.

## Technology Strengths

- Upgraded network infrastructure
- Use of Aware and TANGO by Administrators and Teachers to view student results on formal assessments
- TST
- Use of ESchools program among administration and parents to view student progress

## Technology Needs

- More wireless access points
- Additional resources are needed for technology integration including: Elmo's, Projectors, Smartboards
- Campus need accessibility to instructional technology devices in order to improve student achievement: Desktops, Laptops, Printers, IPADs
- Increased accessibility to computers for all students
- New Software needed.
- Computer Labs needed.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

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

### **Student Data: Student Groups**

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

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

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

### **Parent/Community Data**

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

## **Support Systems and Other Data**

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

# Goals

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

**Performance Objective 1:** Campus Objective: A minimum of 90% of our Veterans Memorial students tested will demonstrate mastery on the EOC English Language Arts, Algebra I, Biology, and US History tests. A minimum of 45% of our Veterans Memorial students will demonstrate a Level III Advanced Performance on STAAR/EOC, English Language Arts, Algebra I, Biology, and US History tests.

**Summative Evaluation: STAAR/EOC**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p style="text-align: center;"><b>State System Safeguard Strategy</b></p> <p style="text-align: center;"><b>Critical Success Factors</b></p> <p style="text-align: center;">CSF 1</p> <p>1) Implement a coordinated systematic assessment plan (including the use of campus benchmarks, EOC results) at the district, campus, and classroom level to optimize instructional time in order to facilitate data for planning and curriculum purposes.</p> <p>Population</p> <p>9th-12th Students: Bilingual, ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP, AR</p> <p>Timeline:</p> <p>As Strands weekly</p> <p>As Departments monthly</p> <p>October 2016</p> <p>January 2017</p> <p>February 2017</p> <p>June 2017</p> <p>CNA-, PAGE 14</p>	1, 2, 4, 8	Classroom Teacher Sp Ed Teachers Dyslexia Teacher Technology Principals Dean of Instruction	Formative: *Class Observations *Benchmarks;  Summative: * Final Exams *End-of-Course Exams				
			Funding Sources: No Funds Required				



<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 7</p> <p>2) Core Area teachers will meet throughout the school year to align the curriculum and make decisions in regards to appropriate benchmark tests for every six weeks by grade level to include benchmarks.</p> <p>Population Core Area Teachers 9th-12th grade</p> <p>Timeline: August 2016- May 2017</p> <p>CNA-PAGE 11, PAGE 13, PAGE 14</p>	<p>1, 8</p>	<p>Principal Dean Core Area Department Assistant Principal</p>	<p>Formative: *Lesson plans *Framework *Scope and sequence *Sign-in Logs *Walk-through observations</p> <p>Summative: *Final Exams</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 7</p> <p>3) The Core Area Departments will meet every six weeks to continue aligning the scope and sequence and improve the overall delivery of instruction.</p> <p>Population 9th-12th grade teachers ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP</p> <p>Timeline</p> <p>October 2016 November 2016 January 2017 March 2017 April 2017</p>	<p>2</p>	<p>Core Dept Chairs Principals Dean of Instruction</p>	<p>*Coherent/ Sequenced Delivery of instruction</p> <p>Formative: *Sign in logs *Six weeks grades *Scope and Sequence</p> <p>Summative: *Final Exams *End-of-course Exams</p>				
<p>Funding Sources: No Funds Required</p>							

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>4) The Dean of Instruction will conduct teacher staff development on instructional strategies as well as provide teacher support. The Dean will also develop a teacher mentor system for new teachers to be successful in the classroom. Curriculum specialists and other consultants, in collaboration with campus Dean of Instruction/administration, will provide curriculum support to teachers.</p>	4, 10	Principal Administrator for State Compensatory Education	Formative: *ERO Session Evaluation Report *ERO Session Attendance *Lesson Plans *Classroom Observations *Benchmark scores *Student Progress Reports  Summative: *STAAR				
<p>Supplies will be purchased to facilitate staff development such as paper, printing supplies, file folders, markers.</p> <p>POPULATION 9th -12th Grade Teachers, AR, TI, LEP, MI</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017 May 2017</p> <p>CNA-PAGE 13, 14</p>		<p>Funding Sources: State Compensatory - \$68757.00</p>					

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>5) Implement the use of technology into classroom instruction through the use of computers, smart boards, projectors, iPads, sound system, desktop/laptop computers and portable screens to reinforce critical thinking skills.</p> <p>POPULATION 9th - 12th grade students: -LEP -ESL -Migrant -Special Ed. -GT -Dyslexia Students -At Risk -Pre-AP -TI</p> <p>TIMELINE  October 2016 November 2016 January 2017 March 2017 April 2017</p> <p>CNA- PAGE 16</p>	1, 2	Classroom Teacher Sp Ed Teachers Dyslexia Teacher Technology Dean of Instruction	<p>Formative: *Progress Monitoring *Walk-through Observations *Lesson Plans</p> <p>Summative: *Final Exams *End-of-course Exams</p>				
<p>Funding Sources: Title I-A - \$106750.00, Title I-A - \$76003.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) Core Area departments will order supplies and printing services throughout the school year to ensure that they have the necessary tools to complete their curriculum. Items include workbooks, paper, pencils, pens, printing supplies, etc.</p> <p>POPULATION 12th grade Students; Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p> <p>CNA- PAGE 15</p>	1, 2, 4, 5, 10	-Core Teacher -Dean of Instruction	Formative: Invoice Forms Purchase Order Documentation Inventory Logs  Summative: Lesson Plans				
Funding Sources: Title I-A - \$25803.75, State Bilingual - \$1750.00, Title III-A - \$1618.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>7) The Core Departments will hold cluster vertical and horizontal alignment meetings to share teaching practices and strategies in order to facilitate students' transition from Middle to High School.</p> <p>POPULATION 9th grade teachers 8th grade teachers from cluster middle Schools</p> <p>TIMELINE September 2016 February 2017 March 2017 April 2017 May 2017</p>	2	Dean of Instruction Dept Heads 8th grade teachers from cluster Middle Schools 9th grade teachers Core Curriculum Specialists	Formative: Student work samples Evaluation Sheets Assessment data  Summative: Plan of Action				
Funding Sources: No Funds Required							

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) The Core Department Chair will monitor Sp. Ed. binders from the 1st through the 4th six weeks to ensure accommodations, as well as the 504 spreadsheet, are complete, filed, and utilized for class instruction.</p> <p>POPULATION 9th -12th grade students: DYS SE</p> <p>TIMELINE August 2016- February 2017</p>	2, 10	Core Teachers Core Dept. Chairs Dean of Instruction Special Education Administrator	<p>Formative: Sp. Ed. Binder Sp. Ed. Accommodations 504 Spreadsheet 504 Accommodations</p> <p>Summative: Evidence of Modifications Lesson Plans Student Assessments</p>				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>9) Support research-based response to intervention (RTI) strategies, including tutorials and remediation for students diagnosed as performing below campus established proficiency levels so that struggling students gain a year or more in progress.</p> <p>POPULATION 9th-12th grade students: ESL Migrant Sped. Educ. GT Dyslexia Pre-AP AP At-Risk</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p>	1, 2, 8, 10	Core Math Teachers Special Education Dean of Instruction	<p>Formative: Tutorial rosters Diagnostic test results from previous years Failure lists Texas Mathematic Diagnostic System Additional diagnostic tests Classroom Assessments Benchmarks</p> <p>Summative: Final Exams End-of-Course Exams</p>				
Funding Sources: No Funds Required							

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>10) The Core Departments will meet every six weeks to continue improving specifications, format, item analysis and objectives of EOC so that they can provide focused instruction to improve student performance on EOC and disaggregate data on EOC Profile monitoring instrument.</p> <p>POPULATION Core Teachers, Special Education, Bilingual/ESL/Pre-AP/AP/GT Core teachers</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p> <p>CNA- PAGE 11</p>	1, 2, 8	Core Dept Chair Dean of Instruction	Formative: Meeting Minutes  Summative: Lesson Plans Framework Scope and Sequence Benchmarks Student Assessments End-of-Course Exams Final Exams				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>11) All core teachers will attend professional development sessions in order to increase their content and pedagogical levels and develop their knowledge of the specifications, format, item analysis, and categories of the STAAR; this is done in an effort to ensure that teachers are capable of providing focused instruction to improve student performance on STAAR. - PBMAS</p> <p>POPULATION Core Teachers Special Educ. Bilingual/ESL/Pre-AP/AP/ GT</p> <p>TIMELINE 1st - 6th six weeks</p> <p>CNA- PAGE 9,11,13</p>	1, 2, 4	Core Teachers Principal Deans of Instruction Special Education Teachers	Formative: Minutes Session Evaluations Class Observations Walkthroughs  Summative: Final Exams Benchmarks Lesson Plans Student Assessments				
Funding Sources: Title I-A - \$10000.00							






<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>12) Teachers will implement online resources/materials such as Study Island , Compass Odyssey, Think Through Math, Living with Science, Shmoop to improve student performance in the classroom and on state assessments.</p> <p>Purchase ongoing site license for Compass Learning software to address students' weaknesses in Core Areas.</p>	2	Administration Core Area Depts.	Formative: Student participation Class Observations Lesson Plans  Summative: Student Assessments Final Exams End-of-Course Exams				
<p>POPULATION</p> <p>Core Area Students: ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE</p> <p>August 2016- May 2017</p> <p>CNA PAGE 16</p>	<p>Funding Sources: State Compensatory - \$7800.00, State Compensatory - \$10000.00</p>						

<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>13) Professional development opportunities will be offered for Core teachers for growth in the areas of: Pre AP GT AP SIOP ESL/LEP Implementation of academic supports in classroom instruction (word walls, academic vocabulary, anchor charts, visuals, etc.) Note: Teachers will also receive stipends for certain selected training.</p> <p>POPULATION Core Teachers: Bilingual, ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE  August 2016 May 2017</p> <p>CNA- PAGE 9, PAGE 10, PAGE 13</p>	1, 2, 3, 4	Core Area Depts. Principals, Dean of Instruction	Formative: Teacher Evaluations Session Certificate of Completion  Summative: Lesson Plans Student Assessments Final Exams End-of-Course Exams				
Funding Sources: No Funds Required							



<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>14) Provide professional development that supports District Aligned Curriculum so that teachers will have all updates of the DISTRICT ALIGNED CURRICULUM as requested (IP 2.5) AYP</p> <p>9th-12th Grade Teachers TI MI LEP SE AR GT DYS CTE</p> <p>TIMELINE Sept 2016 Oct 2016 Nov 2016 Dec 2016 Feb 2017 Apr 2017 (1st through 5th Six Weeks 2016-2017)</p> <p>CNA- PAGE 9, PAGE 11</p>	<p>1, 4</p>	<p>9th - 12th Grade Teachers Math Specialist Dean of Instruction (DISTRICT ALIGNED CURRICULUM Leadership Team) Principal Bilingual /ESL Administrator</p>	<p>Formative: Session Evaluations Class Observations Walkthroughs Vertical and Horizontal Alignment Meetings Meeting Minutes Benchmarks Teacher Evaluations</p> <p>Summative: Lesson Plans Student Assessments Final Exams</p>				
<p>Funding Sources: Title I-A - \$10000.00, Title I-A - \$15450.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>15) Provide professional development that increases the content and pedagogical level of teachers in order to support the DISTRICT ALIGNED CURRICULUM (IP 2.6) PBMAS</p> <p>POPULATION 9th-12th grade teachers: TI MI LEP SE AR GT DYS CTE</p> <p>TIMELINE 1st through 5th Six Weeks 2016-2017</p> <p>1st through 5th Six Weeks 2016-2017</p>	4	Principal Assistant Principals Dean of Instruction Counselors Math teachers Math Specialists Special Ed. Teachers CTE Teachers	<p>Formative: Session Evaluations Class Observations Walkthroughs</p> <p>Summative: Lesson Plans Student Assessments Final Exams</p>				
<p>16) CTE, Special Education and Bilingual/ESL Department support staff will provide in classroom support and monitor implementation of appropriate instructional strategies for these populations which ultimately results in interdisciplinary/multi-disciplinary projects integrating all appropriate content areas. (IP 2.17, 3.22)PBMAS</p> <p>POPULATION Secondary students: LEP ESL MI SE GT DYS AR CTE</p> <p>TIMELINE August 2016 to May 2017</p>	2	Principals Dean of Instruction Bilingual Staff ESL Staff Special Ed. Admin. Special Ed. Teachers CTE Teachers CTE Staff	<p>Formative: CTE Evaluations CTE Teacher plans</p> <p>Summative: District Benchmarks TAKs and/or EOC scores in reading/ELA, Math, and Science for CTE, Special Education, and ELL students. Increased numbers of Distinguished Achievement Plan graduates for CTE</p>				
Funding Sources: No Funds Required							

<p>17) Core teachers will participate in on-going education by participating in Content Specific Conferences (CAMT,CAST, RGVSA) Texas Assessment Conference, Region One Technology Conference, Texas Computer Education Association, district and Region I in-services to improve curriculum awareness.</p> <p>POPULATION 9th-12th grade teachers: TI MI LEP SE AR GT DYS CTE</p> <p>TIMELINE August 2016-May 2017</p> <p>CNA- PAGE 13, PAGE 15, PAGE 17</p>	1, 4	Math Dept. Principals, Deans	Formative: Teacher Evaluations Conference Certificates  Summative: Lesson Plans Student Assessments				
Funding Sources: Title I-A - \$10000.00							
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>18) All teachers will have the opportunities to receive professional development from outside district sources and consultant to help them become or continue to be an more effective teacher.</p>	4	Principal Dean of Instruction	Formative: Teacher Evaluations Summative: Student success: Gradebooks, transcripts, EOC scores.				
Funding Sources: Title I-A - \$1668.00							
<p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

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

**Performance Objective 2:** : A minimum of 90% of our Veterans Memorial students tested will demonstrate mastery on the EOC English Language Arts tests. A minimum of 45% of our Veterans Memorial students will demonstrate a Level III Advanced Performance on STAAR/EOC, English Language Arts tests.

**Summative Evaluation: STAAR/EOC**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Provide students opportunities to read for enjoyment in order to gain an appreciation for literature through the use of the following;          *Sustained Silent Reading          *Open-Ended comprehension question for reading of choice          * Incentives          *Reader's Theater          *Read A Thon          *Book Talk          *Reader s Cafe          *Read Across America          *National Book Week          *National Library Week          *Library aides will support the English Language teachers with the scheduling of classes, etc.</p> <p>POPULATION          Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students</p> <p>TIMELINE          October 2016          November 2016          January 2017          March 2017          April 2017</p> <p>CNA page 12</p>	2	Regular Classroom Teacher Sp. Ed. Teachers Dyslexia Teachers Content Area Teachers Dean of Instruction Principals Librarians	Formative: Six weeks grades Lesson Plans Teacher Observations  Summative: Increased attendance Decreased referrals Six Weeks Exams Final Exams End-of-Course Exams				
Funding Sources: Title I-A - \$42710.00							

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) Students will participate in curricular courses as well as extracurricular activities in order to develop language usage and improve proficiency. Suggested: * Debate/Mock Trial * Journalism * Advanced Placement * Distinguished Achievement Plan * Upper Level English Courses * Dual Enrollment/Concurrent Enrollment * Reading Smart Program for our ELS population.</p> <p>POPULATION All at risk students</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p>	2	-Regular Classroom Teacher -Sp. Ed. Teachers -Dyslexia Teachers -Content Area Teachers -Principals -Language Arts Specialist -Dean of Instruction -Dual Enrollment Teachers	Formative: * Number of Students with Recommended and Distinguished Graduation Plans * Number of students taking AP/SAT/ACT exams * Number of students taking Language Arts AP tests for credit * Benchmark testing schedule & results  Summative: * End-of-Course Exams * Increased attendance * Decreased referrals * Final Exams					
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success. * Universal Screening * All interventions should be scientifically based on research. * Documentation of interventions and progress monitoring * Use data to identify areas of need * Monitor progress of struggling student * Adjust instruction/interventions * Review student outcome data to evaluate instruction</p>		1, 2, 3, 4	-Classroom Teachers -Special Education Teachers -Dyslexia Teachers -Bilingual Education Department -Special Education Department -Dean of Instruction - Curriculum Specialists	Formative: - Progress Monitoring - Pre/Post Tests - Benchmark Results  Summative: - Final exams -End-of-course Exams				
<p>Funding Sources: State Bilingual - \$1500.00</p>								

\* REVIEW360

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 (IP 1.11)AYP

POPULATION

9th - 12th grade Teachers:

-SE

-DYS

-GT

-LEP

-MI

-Recent Immigrants

-AR

9th -12th grade Students:

-SE

-DYS

-GT

TIMELINE

-August 2016

-September

2016

-October 2016

-November

2016

-December

2016

-January 20166

-February 2017

-March 2017

-April 2017

CNA- PAGE 11

Funding Sources: Title I-A - \$20929.00

<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) An enrichment teacher will support students who failed the TAKS /EOC in the area of English Language Arts on their state assessment.</p> <p>POPULATION 9th -12th grade-AT Risk Students</p> <p>TIMELINE August 2016- May 2017</p> <p>CNA-PAGE 13, PAGE 14</p>	1, 2, 8	English Dept Principal Dean of Instruction	Formative: Lesson Plans Benchmarks				
Funding Sources: Title I-A - \$145754.00							



<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 7</p> <p>5) Provide Language Arts Professional Development for new and existing secondary reading, English, ESL, Special Educ., and dyslexia teachers in order to implement comprehensive ELAR/SLAR instructional program.</p> <p>**DISTRICT ALIGNED CURRICULUM Curriculum-TLI Grant</p> <p>**ELAR/SLAR (English/Spanish/Language Arts &amp; Readings)TEKS-TLI Grant</p> <p>**Response to Intervention (RTI)</p> <p>**New State Adopted Texts</p> <p>**CCRS (College and Career Readiness Standards)</p> <p>**Curriculum Alignment Document Training</p> <p>**STAAR EOC - English I, II, and III</p> <p>**Aware Disaggregation of data</p> <p>**Pre-AP / GT</p> <p>**Writing Across the Curriculum</p> <p>**Effective research-based teaching practice.</p> <p>Implementation of academic supports in classroom instruction (word walls, academic vocabulary, anchor charts, visuals, etc.) (IP 1.1) AYP PBMAS</p> <p>POPULATION</p> <p>9th - 12th grade Teachers:</p> <p>-LEP</p> <p>-ESL</p> <p>-Migrant</p> <p>-Special Ed.</p> <p>-GT</p> <p>-Dyslexia Students</p> <p>-At Risk</p> <p>-Pre-AP</p> <p>-TI</p> <p>TIMELINE</p> <p>May 2016</p> <p>June 2016</p> <p>August 2016</p> <p>September 2016</p> <p>August 13 -October 31, 2016</p> <p>CNA-PAGE 9, PAGE 10, PAGE 11, PAGE 13, PAGE 14</p>	1, 2, 3, 4	<p>-9th- 12th grade teachers</p> <p>-Special Ed. Teachers</p> <p>-Dyslexia Teachers</p> <p>-Principals</p> <p>-Dean of Instruction</p> <p>-Lead Teachers/ Department Heads</p> <p>-Language Arts Specialists</p> <p>-Region 1</p>	<p>Formative:</p> <p>*Classroom observations for implementation</p> <p>*Walkthroughs</p> <p>*Prof. Development Evaluations</p> <p>*Curriculum (lesson plans, framework, scope and sequence)</p> <p>Summative:</p> <p>*Progress reports</p> <p>*Reduction of Dyslexia referrals to Dyslexia and Special Education</p> <p>*Final Exams</p> <p>*End-of-Course Exams</p> <p>*TELPAS</p>				
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p>	1, 2, 4	<p>-Principal</p> <p>-Dean of Instruction</p> <p>-Assistant principal</p>	<p>Formative:</p> <p>**Professional Development **Evaluations</p> <p>**Benchmarks</p>				

Funding Sources: Title I-A - \$6000.00, Title I-A - \$2300.00

CSF 1 CSF 7

6) Provide Professional Development which utilizes intensive, multisensory, phonetic methods, as well as writing and spelling components, for Dyslexia Teachers in order to implement a complete comprehensive Dyslexia Program.  
 \*\*\*All new Dyslexia teachers will complete a two year training in Basic Language Skills Dyslexia Reading Program  
 \*\*\*Program training for all Dyslexia teachers of students in grades 6 - 12 in Multisensory Reading and Spelling  
 \*\*\*Continue training for all Dyslexia teachers in areas that support and expand their current knowledge base in Orton-Gillingham approaches and current trends  
 \*\*\*Continue to provide professional development for general education campus teachers in areas of Dyslexia characteristics, Dyslexia student identification and implementation of accommodations  
 \*\*\*Dyslexia teachers will be committed to achieving the level of expertise in completing the Dyslexia Practitioner Preparation Program  
 \*\*\*Dyslexia teachers will be committed to revising or updating the newly developed District Teacher and Dyslexia Program Operating Guidelines on a yearly basis.  
 \*\*\*Texas Assessment Conference  
 \*\*\*Dyslexia teachers will receive Neuhaus Curriculum training as per district requirement  
 \*\*\*All dyslexia teachers will provide a dyslexia overview at the beginning of the school year as per district requirement. This will provide early recognition of dyslexia characteristics in order for RTI Implementation to begin in a timelier basis with the additional benefit of earlier assessment and identification of dyslexic students.  
 \*\*\*To better support instruction and improve student achievement in the classroom, Title I-A instructional assistants will attend professional development sessions and be trained on the latest scientific, research-based instructional strategies.  
 \*\*\*Region One Technology Conference  
  
 \*\*\*\*Texas Computer Education Association  
 POPULATION  
 Core Area Teachers 9th-12th  
  
 TIMELINE  
 August 2016  
 September 2016  
 October 2016  
 November 2016  
 December 2016  
  
 CNA-PAGE 9, PAGE 13, PAGE 15, PAGE 17

-Dyslexia Teachers  
 -Section 504  
 Dyslexia  
 Administrator  
 -Dyslexia Lead  
 Teacher

Summative:  
 \*\*Teacher Transcripts  
 \*\*Lesson Plans

Funding Sources: Title I-A - \$7965.00

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>7) Co-Planning Periods with ESL and English Department will be established to facilitate collaboration of curriculum between teachers. (Addresses AYP)</p> <p>POPULATION 9th-12th grade teachers: Bilingual, ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP</p> <p>TIMELINE -August 2016 -September 2016 -October 2016 -November 2016 -December 2016 -January 2017 -February 2017 -March 2017 -April 2017 -May 2017</p>	2	ELA/ESL Teachers	<p>Formative: **Lesson Plans **Scope and Sequence **Benchmarks **Walk through observations</p> <p>Summative: **End-of-course Exams **TELPAS **Final Exams</p>				
Funding Sources: No Funds Required							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Teams of English teachers will attend ESL Training for Teachers. Sheltered Instruction Observation Protocol will be utilized for ELA teachers working with students who are ELL. (Addresses AYP)</p> <p>POPULATION 9th-12th grade teachers-Bilingual, ESL, Migrant, Sp Ed.</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p> <p>CNA-PAGE 9, PAGE 13</p>	1, 2	B.I.S.D. ESL Coordinator	<p>Formative: **Classroom Observations **Lesson Plans</p> <p>Summative: **TELPAS **End-of-course Exams **Final Exams</p>				
Funding Sources: Local - \$23520.00							

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>9) ESL State Assessments (TELPAS) for enrichment will be provided to all ESL students at different levels accordingly.</p> <p>POPULATION</p> <p>Students: Bilingual, ESL, Migrant, Sp Ed.</p> <p>TIMELINE</p> <p>March 2017 April 2017</p>	2, 4	Classroom Teacher Sp Ed Teachers Dyslexia Teacher Technology Principals Librarians Dean of Instruction	Formative: **Classroom Observations  Summative: **TELPAS **Stanford 10 (SAT 10)				
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>10) ESL Teachers will follow the Bilingual state adopted materials to serve all LEP students.</p> <p>POPULATION</p> <p>Teachers: Bilingual, ESL, Migrant, Sp Ed.,</p> <p>TIMELINE</p> <p>October 2016 November 2016 January 2017 March 2017 April 2017</p>	2, 10	ESL Classroom Teachers	Formative: **Classroom Observation **Walk-Through Observations **Lesson Plans  Summative: **TELPAS **End-of-Course Exams **Final Exams				
		Funding Sources: No Funds Required					
		Funding Sources: No Funds Required					

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>11) Veterans Memorial will serve all identified ELL students with Parental Approval through the recommended district ESL program. Home language survey during registration will be used for identification of ELL.</p> <p>POPULATION 9th-12th grade students: Bilingual, ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP</p> <p>TIMELINE August 2016 September 2016 October 2016 November 2016 January 2017 March 2017 April 2017</p>	2, 10	LPAC committee ESL Teachers	<p>Formative: **Classroom Observation **Walk-Through Observations **Lesson Plans</p> <p>Summative: **TELPAS **End-of-Course Exams **Final Exams **Stanford 10 (SAT 10)</p>				
Funding Sources: No Funds Required							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>12) The LPAC committee will meet on a regular basis to review pertinent information on LEP students.</p> <p>POPULATION Students: Bilingual, ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP</p> <p>Teachers: LPAC Committee Members</p> <p>TIMELINE August 2016 September 2016 October 2016 November 2016 January 2017 March 2017 April 2017</p>	2	LPAC committee ESL Teachers	<p>Formative: Meeting Minutes Session Evaluations Progress Monitoring</p> <p>Summative: TELPAS Stanford 10 (SAT 10)</p>				
Funding Sources: State Bilingual - \$3000.00							

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>13) ESL teachers will be ESL certified to meet the needs of ESL students</p> <p>POPULATION</p> <p>9th-12th grade Teachers: Bilingual, ESL</p> <p>TIMELINE</p> <p>August 2016 September 2016 October 2016 November 2016 January 2017 March 2017 April 2017</p>	1, 2, 3	ELA Dept Principal Dean of Instruction	Formative: *Professional Development Evaluations *Teacher transcripts  Summative: *Teaching Certificate *Walk-through Observations				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>14) ESL budget will be monitored by Dean of Instruction to ensure proper distribution of funds to meet students'needs.</p> <p>POPULATION</p> <p>9th-12th grade students-Bilingual, ESL</p> <p>TIMELINE</p> <p>August 2016 September 2016 October 2016 November 2016 January 2017 March 2017 April 2017</p>	1, 2	Principal Dean of Instruction	Formative: *Purchase Order Documentation *Progress Monitoring  Summative: *Lesson Plans				
Funding Sources: No Funds Required							

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>15) Librarian will order supplies throughout the school year to ensure that they have the necessary databases, books, periodicals in order to maintain TEA standards of 12 to 1.</p> <p>POPULATION</p> <p>9th-12th grade students: Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE</p> <p>October 2016 November 2016 January 2017 March 2017 April 2017</p>	2	Librarian Dean of Instruction	<p>Formative: *Inventory Logs *Purchase Order Documentation</p> <p>Summative: *Class Visit Logs *Student Activity Logs *Book processing &amp; circulation data</p>				
<p>Funding Sources: Title I-A - \$17000.00</p>							
<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>16) The English I Reading/Writing Percentage of Level 2 Satisfactory and Level 3 Advanced for ELL and Sp. Ed. Students will increase to meet passing standards on state assessments through monthly meetings and continuous collaboration between the department chairs, administrators, and faculty.</p> <p>POPULATION</p> <p>Students: Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE</p> <p>October 2016 November 2016 January 2017 March 2017 April 2017</p> <p>CNA- PAGE 11</p>	1, 2, 8	*ESL Teachers *ELA Teachers *Dean of Instruction *Campus Administrators	<p>Formative: *Curriculum (lesson plans, framework, scope &amp; sequence) *Walk through observations *Progress Monitoring *Benchmarks</p> <p>Summative: *Final Exams *End-of-Course Exams</p>				

<p style="text-align: center;"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>17) Provide Language Arts Professional Development for Secondary ELA teachers in order to implement a comprehensive instructional program for English Language Learners. *TELPAS *ELPS *DISTRICT ALIGNED CURRICULUM *Sheltered Instruction *STAAR End of Course-English I, II *Writing Across the Curriculum *Effective research-based teaching practices Classroom management -(REVIEW 360)(IP 1.2)AYP PBMAS</p> <p>POPULATION</p> <p>9th-12th grade Teachers: Bilingual Migrant ESL LEP Sp. Ed. GT Dyslexia At Risk Pre-AP AP Title I</p> <p>TIMELINE August 2016 September 2016 October 2016 January 2017 February 2017</p> <p>CNA-PAGE 9, PAGE 10,PAGE 14</p>	<p>1, 2, 4</p>	<p>-9-12th grade teachers -Lead Teachers -Department heads -ESL Teachers -ELA Teachers -Dean of Instruction -Campus Administrators</p>	<p>Formative: *Benchmark Testing *Walk through observations *Progress Monitoring *Prof. Development Evaluations *Curriculum (lesson plans, framework, scope &amp; sequence) *Teacher Transcripts</p>				
<p>Funding Sources: No Funds Required</p>							








<p style="text-align: center;"><b>State System Safeguard Strategy</b></p> <p style="text-align: center;"><b>Critical Success Factors</b></p> <p style="text-align: center;">CSF 1</p> <p>18) Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order for students to systematically transition to English literacy.</p> <p>POPULATION 9th - 12th students: LEP MI SE GT DYS AR Pre AP AP TI</p> <p>TIMELINE August 2016 September 2016 October 2016 November 2016 December 2016 January 2017 February 2017 March 2017 April 2017 May 2017</p> <p>CNA-PAGE 14</p>	1, 2	Bilingual/ESL Teachers -9th-12th grade Teachers -Special Education Teachers -Dyslexia Teachers -Principals -Dean of Instruction	Formative: *Benchmark testing *Teacher Observations *Progress Reports  Summative: *Final Exams *End-of-Course Exams				
<p>Funding Sources: No Funds Required</p>							

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 7</p> <p>19) Implement a coordinated systematic assessment plan at the campus, and classroom level to optimize instructional time in order to facilitate data for planning and curriculum purposes.</p> <p>POPULATION 9th -12th students: LEP MI SE GT DYS AR Pre AP AP TI</p> <p>TIMELINE August 2016 September 2016 October 2016 November 2016 December 2016 January 2017 February 2017 March 2017 April 2017 May 2017</p> <p>CNA- PAGE 11</p>	<p>1, 2, 8</p>	<p>-Regular Classroom Teacher -Sp. Ed. Teachers -Dyslexia Teachers -Content Area Teachers -Title I Reading Teacher -Principals -Language Arts Specialist -Bilingual/ESL Specialists -Dean of Instruction -RTI. Committee -Diagnosticians</p>	<p>Formative: *Benchmark testing *Teacher Observations *Progress Reports</p> <p>Summative: *Final Exams *End-of-Course Exams</p>				
<p>Funding Sources: No Funds Required</p>							

<p style="text-align: center;"><b>State System Safeguard Strategy</b></p> <p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>20) Provide Professional Development for new and existing teachers on designated grade level assessments data analysis in order to monitor/adjust instruction and report student achievement in literacy. *EOC 9th - grades *TELPAS (IP 1.15) AYP</p> <p>POPULATION</p> <p>9th - 12th grade teachers Special Ed. Teachers Dyslexia Teachers Principals Dean of Instruction Lead Teachers/ Department Heads ELA Curriculum Specialists</p> <p>TIMELINE May 7 - August 3, 2016</p> <p>CNA-PAGE 9, PAGE 10</p>	1, 4, 8	*9th - 12th grade teachers *Special Ed. Teachers *Dyslexia Teachers *Principals *Dean of Instruction *Lead Teachers/ Department Heads *ELA Curriculum Specialists	Formative: *Benchmark testing *Teacher Observations *Progress Reports *Professional Dev. Evaluations *Curriculum (lesson plans, framework, scope and sequence) *Teacher Transcripts  Summative: *TELPAS *End-of-Course Exams *Final Exams				
Funding Sources: No Funds Required							

<p style="text-align: center;"><b>State System Safeguard Strategy</b></p> <p style="text-align: center;"><b>Critical Success Factors</b></p> <p style="text-align: center;">CSF 1 CSF 4</p> <p>21) Provide accelerated instruction during the regular school year and extended year for all At-Risk students (IP 1.9) PBMAS</p> <p>POPULATION</p> <p>9th - 12th grade students:</p> <p>LEP MI SE GT DYS AR Pre AP AP TI CTE</p> <p>TIMELINE</p> <p>August 2016 September 2016 October 2016 January 2017 February 2017</p>	<p style="text-align: center;">9</p>	<p>*9th -12th grade teachers *Special Ed. Teachers * Dyslexia Teacher(s) * Department Chair * Principal * Dean of Instruction * Bilingual Lead Teacher * Language Arts Specialists</p>	<p>Formative: *Classroom Observations for implementation of Benchmark testing * Progress Monitoring</p> <p>Summative: *End-of-Course Exams *Final Exams</p>				
<p>Funding Sources: No Funds Required</p>							

<p style="text-align: center;"><b>State System Safeguard Strategy</b></p> <p style="text-align: center;"><b>Critical Success Factors</b></p> <p style="text-align: center;">CSF 1 CSF 2</p> <p>22) All CTE teachers will receive their class rosters by period indicating their students who are served by Bilingual/ESL or Special Education Programs so that they may attend appropriate trainings and implement researched based strategies to improve the students' academic performance.</p> <p>(Note: revised from 2011-2013 PBMAS Integrated Plan by the 2013-2014 District Leadership Team also known as the Core Analysis Team and added to DIP as of 11-12-2013 by DEIC approval) (IP 1.32) PBMAS</p> <p>POPULATION 9th-12th grade teachers: LEP ESL MI SE GT DYS AR CTE</p> <p>TIMELINE August 2016 January 2017</p>	<p>2, 10</p>	<p>Principal Dean of Instruction Bilingual/ESL and Special Education Departmental and Campus staff</p>	<p>Formative: Verification signatures from CTE teachers, per campus, documenting receipt of state assessment results and objectives not mastered by class period.</p> <p>Summative: *Lesson Plans * Class Assessments * Final Exams *End-of-Course Exams</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>23) Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and CTE teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in CTE classroom instruction. (Note: revised from 2011-2013 PBMAS Integrated Plan by the 2013-2014 District Leadership Team also known as the Core Analysis Team and added to DIP as of 11-12-2013 by DEIC approval) (IP 1.33) PBMAS</p> <p>POPULATION Secondary teachers: LEP ESL MI SE GT DYS AR CTE</p> <p>TIMELINE Every six weeks: August 2016 to May 2017</p>	<p>2, 10</p>	<p>Principals Dean of Instruction Bilingual/ ESL and Special Education Departmental and Campus staff</p>	<p>Formative: *Coordination/ collaboration meeting schedules *Sign-in sheets</p> <p>Summative: *Final Exams *End-of-Course Exams *TELPAS</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

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

**Performance Objective 3:** : A minimum of 90% of our Veterans Memorial students tested will demonstrate mastery on the STAAR/EOC. A minimum of 40% of Veterans Memorial mathematics students will achieve a Level III advanced performance on the Mathematics STAAR/EOC.






**Summative Evaluation: STAAR/EOC**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>1) Math teachers will use TI-NSPIRE calculators, student presentation link adapters and TI presenters to prepare students for the EOC.</p> <p>POPULATION Math Students: ESL, Migrant Spec. Ed, GT Dyslexia, Pre-AP AP, At-Risk</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p>	1, 2, 8	Math Teachers Special Education Principals Dean	<p>Formative: *Walkthroughs *Lesson Plans</p> <p>Summative: *End-of-Course Exams</p>				
Funding Sources: Local							

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers will use CPS program (classroom performance system) to engage student participation in the classroom. CPS will be used to administer exams and quizzes compatible with the Exam View program that is currently implemented.</p> <p>POPULATION</p> <p>9th-12th grade students: ESL, Migrant Spec. Ed, GT Dyslexia, Pre-AP AP, At-Risk</p> <p>TIMELINE</p> <p>October 2016 November 2016 January 2017 March 2017 April 2017</p>	2	Math Dept. Teachers Special Educ. Admin	Formative: *Student Participation *Class Observations *Walkthroughs *Lesson Plans  Summative: *Final Exams *Student Assessments				
Funding Sources: No Funds Required							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>3) Attend City Math Meet and other competitions so that student achievement is increased.</p> <p>POPULATION</p> <p>All students</p> <p>TIMELINE</p> <p>May 2017</p>	2, 9	Principal Dean of Instruction Math Department	Formative: *Activity Log *Sign-In Sheets *Diagnostic Assessments  Summative: Campus Qualifying tests				
Funding Sources: No Funds Required							



<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Implement an integrated, challenging, standards-based, inquiry-centered math curriculum as demonstrated through District Aligned Curriculum so that students will increase their conceptual knowledge at their appropriate grade level. (IP 2.1) AYP</p> <p>POPULATION Math Students; Title I, Migran t, LEP, Sp. Ed, At-Risk, GT, Pre-AP, AP, Dyslexia</p> <p>TIMELINE August 2016-May 2017</p>	2	Principal Assistant Principals Dean of Instruction Counselors Math teachers Math Specialists Sp Ed. Teachers	Formative: *Student assessments *Classroom Observations *Walkthroughs *Lesson Plans  Summative: *Final Exams *End-of-Course Exams				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Provide professional development in questioning strategies to enhance students' reflective reasoning and conceptual understanding. (IP 2.7) PBMAS</p> <p>POPULATION 9th-12th grade teachers: TI MI LEP SE AR GT DYS CTE</p> <p>TIMELINE 1st through 5th Six Weeks 2016-2017</p>	4	Principal Assistant Principals Dean of Instruction Counselors Math teachers Math Specialists Special Ed. teachers CTE Teachers	Formative: *Classroom Observations *Walkthroughs *Session Evaluations  Summative: *Lesson Plans *Final Exams *Student assessments *End-of-Course Exams				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Provide training to teachers to build teacher understanding of second language learning acquisition so that students are successful in the mathematics classroom. (IP 2.9) AYP</p> <p>POPULATION 9th-12th grade teachers: TI MI LEP SE AR GT DYS CTE</p> <p>TIMELINE 1st through 6th Six Weeks</p> <p>2016 to 2017</p>	<p align="center">4</p>	<p>Principal Assistant Principals Dean of Instruction Counselors Math teachers Math Specialists Bilingual Lead Teachers Special Ed. Teachers</p>	<p>Formative: *Student assessments *Classroom Observations *Walkthroughs *Lesson Plans *Professional Development Evaluations</p> <p>Summative: *Final Exams *End-of-Course Exams</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

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

**Performance Objective 4:** : A minimum of 90% of our Veterans Memorial students taking EOC science exam will demonstrate mastery. A minimum of 40% of students taking STAAR/EOC science exams will achieve Level III advanced performance.

**Summative Evaluation: STAAR/EOC**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>1) Students will conduct field and laboratory investigations the state required 40% of their instructional time to ensure ample opportunity for descriptive, comparative, and experimental investigations outlined in the new TEKS</p> <p>POPULATION 9th - 12th grade students TI MI LEP SE AR GT DYS CTE</p> <p>TIMELINE August 2016 -June 2017</p>	2	Science Teachers, Principals, Dean	<p>Formative: *Class Walkthroughs *Lesson plans *Daily Schedules</p> <p>Summative: *Lab activities *Research projects *Student Assessments</p>				
Funding Sources: Local							

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>2) Students are encouraged to complete an original research based inquiry project. 11th and 12th grade Pre-AP/AP/GT will be highly encouraged to participate in the Science Fair competition. *Note : Project to be completed at home</p> <p>POPULATION Science Students: Bilingual, ESL, Migrant, Sp. Ed., GT Pre-AP, AP, At-Risk</p> <p>TIMELINE January 2017</p>	2	Science Teachers, Principals, Dean	Formative: *Lesson plans *Daily schedule *Rubric & Student Expectations  Summative: Lab activities *Research projects *Student Assessments				
Funding Sources: No Funds Required							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>3) Provide professional development for 9th - 12th teachers in:          - DISTRICT ALIGNED CURRICULUM 9-12 review new units and lessons          -In depth study of science TEKS          -Kit based instructional materials (FOSS, Lab-Aids, Flinn, Delta Science Modules, etc)          -Science Supplemental Adoptions, software, and technology integration (Such as Edusmart, Living with Science, CINCH, Rice STEMscopes, calculators and</p>	4	9th - 12th Teachers Principal Assistant Principals Science Specialists Science Dept. Chair CTE Staff	Formative: *Session evaluations *Specialist feedback  Summative: *Lesson Plans *Instructional Activities *Student Assessments *Final Exams *End-of-Course Exams				

data collection devices)  
 - Response to Intervention  
 -Maintenance Training for classroom teachers  
 - New Teacher In-Service Training to teachers new to the district or new to the grade level / course  
 -Notebooks, Journaling, Word Walls, Vocabulary Development, Graphic Organizers  
 - Assessments including TMSDS and AWARE  
 - STARLAB  
 - Questioning techniques  
 - Exit Level review strategies  
 - STAAR/EOC  
 - Implementing STEM programs to improve the delivery of science instruction and increase student achievement.  
 These trainings will better equip math teachers to address the academic needs of the students. (IP 3.4)  
 PBMAS

POPULATION  
 All Students including:  
 TI  
 MI  
 LEP  
 SE  
 AR  
 GT  
 DYS  
 CTE

TIMELINE  
 August 2016  
 January 2017

CNA-PAGE 9, PAGE 11, PAGE 16

Funding Sources: Local - \$19000.00, Title I-A - \$2500.00, Title I-A - \$2300.00

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

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

**Performance Objective 5:** Campus Objective: A minimum of 90% of our Veterans Memorial students taking EOC US History exam will demonstrate mastery. A minimum of 40% of students taking STAAR/EOC US History exams will achieve Level III advanced performance.

**Summative Evaluation: STAAR/EOC**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>1) Social Studies students will participate in Constitution Week and Kids Voting to develop appreciation of the origins of our freedoms and responsibilities, as well as learn about the election process at the local, state, and federal levels.</p> <p>POPULATION 9th-12th students: Migrant Bilingual/ESL Sp. Ed. At-Risk GT Pre-AP AP Dyslexia</p> <p>TIMELINE  November 2016</p>	2	SOCIAL STUDIES TEACHERS	<p>Formative:  Lesson Plans Framework Scope &amp; Sequence Class Observations</p> <p>Summative: Student Participation</p>				
<p>Funding Sources: No Funds Required</p>							






<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>2) All students will be required to produce one research project for their designated social studies course that year. The research project may include but not be limited to participation in National History Day, a nation-wide academic competition where students choose historical topics, conduct research, and create projects to present in competition against other students. Students will have the opportunity to advance through several levels of competition- campus to national level. Teachers may employ a grading system as students' progress through the development of their project.</p>	2	<p>All Social Studies Teachers Dean Principals</p>	<p>Formative: *Project Evaluations *Rubric *Campus History Day Evaluations</p> <p>Summative: *Research projects *Lesson Plans *Daily Schedules *Classroom Activities</p>				
<p>POPULATION SS Students: Migrant Bilingual/ESL Sp. Ed. At-Risk GT Pre-AP AP Dyslexia</p> <p>TIMELINE 1st - 3rd Six wks</p> <p>Campus Event December, 2016</p> <p>District Event Jan., 2017</p> <p>Regional Event Feb., 2017</p> <p>State Event May 2017</p>	<p>Funding Sources: No Funds Required</p>						

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Veterans Day and Memorial Day will be commemorated by honoring veterans who have served and/or died for their country. Social Studies teachers will create student awareness about the contributions and sacrifices of citizens of the United States who have served in the military.</p> <p>POPULATION All teachers: Migrant, Bilingual/ ESL Sp. Ed., At-Risk GT, Pre-AP, AP Dyslexia TIMELINE6 November 2016 May 2017</p>	2	All Social Studies Teachers	Formative: *Lesson Plans  Summative: *Classroom activities *Staff recognition in auditorium				
Funding Sources: No Funds Required							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Teachers will be trained in the area of PowerPoint, smart board, CPS, and web links that will assist, create, and develop an ambiance for interactive learning and increase participation for students in order to focus on appropriate instruction and strategies pertaining to the Reporting Categories to ensure students success.</p> <p>POPULATION All Social Studies Teachers</p> <p>TIMELINE August 2016 - April 2017</p> <p>CNA-PAGE 9</p>	4	Social Studies Teachers TST Dean of Instruction Principal Campus Administrators	Formative: *Teacher Evaluations *Lesson Plans *Walkthroughs  Summative: *State Assessment Tests *End of Semester Exams *Benchmark Tests *Class Assessments *End-of-Course Exams				
Funding Sources: No Funds Required							



<p style="text-align: center;"><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>5) Utilize data from district and campus benchmarks and state assessments (STAAR EOC &amp; TAKS) to:</p> <ul style="list-style-type: none"> <li>* Target instruction for populations and individuals</li> <li>* Increase student achievement.</li> <li>* Plan future professional development opportunities to improve the delivery of Social Studies instruction</li> <li>* Disaggregate data on EOC and or TAKS/EOC Profile monitoring instrument to plan instruction, design benchmarks, and create student assessments to improve student success on STAAR EOC and TAKS tests.</li> </ul> <p>POPULATION -Social Studies Teachers -9th-12th Grade Students: Pre-AP AP GT SE DYS Bilingual/ESL AR</p> <p>TIMELINE October 2016 January 2017</p>	2, 4, 8	Social Studies Teachers Sp. Ed. Department Teachers Dean of Instruction Campus Administrators	<p>Formative:</p> <ul style="list-style-type: none"> <li>*Portfolios</li> <li>*Lesson Plans</li> <li>*Class Observations</li> <li>*Benchmark Tests</li> <li>*Walkthroughs</li> <li>*Class Assessments *Grades</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*End-of-Course Exams</li> </ul>				
Funding Sources: No Funds Required							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>6) Teachers will utilize ABC-Clio History, Ignite Program, and United Streaming to assist, create, and develop an ambience for interactive learning and increased participation which will increase student success in Social Studies classes.</p> <p>POPULATION 9th-12th Students: Bilingual, Migrant Sp. Ed, GT Pre-Ap/AP At-Risk</p> <p>TIMELINE August 2016-May 2017</p>	2	Dean All History Teachers	<p>Formative:</p> <ul style="list-style-type: none"> <li>*Lesson Plans</li> <li>*Walkthroughs</li> <li>*Progress Reports</li> <li>*Six Weeks Grades</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>*Student Participation</li> <li>*Class Assessments</li> <li>*Final Exams</li> </ul>				
Funding Sources: No Funds Required							

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 7</p> <p>7) Teachers will participate in staff development that implements interdisciplinary studies with other subjects.</p> <p>POPULATION</p> <p>9th-12th grade teachers: TI MI LEP SE AR GT DYS CTE</p> <p>TIMELINE</p> <p>October 2016 November 2016 January 2017 March 2017 April 2017</p> <p>CNA-PAGE 9</p>	<p>4</p>	<p>Social Studies Teachers, Dean, Principals</p>	<p>Formative: *Session Evaluations *Lesson Plan *Walkthroughs</p> <p>Summative: *Class Assessments *Benchmark test results *Classroom observation</p>				
<p>Funding Sources: State Bilingual - \$7965.00</p>							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Conduct and support staff development for teachers in aligning curriculum, instruction, and assessments to meet student needs and expectations to ensure that students perform satisfactorily on the state assessments.</p> <p>POPULATION</p> <p>9th-12th grade students: Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE</p> <p>August 2016- May 2017</p>	<p>4</p>	<p>*Social Studies Curriculum Spec. * Campus Admins. * Deans of Instruction * Social Studies Teachers</p>	<p>Formative: *Session Evaluations *Walkthroughs *Lesson plans</p> <p>Summative: *Benchmarks *Class Observations *Class Assessments *Lesson Plans *End-of-Course Exams *ERO transcripts and session evaluations</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>9) Campus instructional leaders will meet to develop interdisciplinary lessons which focus on Expository Texts and are based on Social Studies content.</p> <p>POPULATION</p> <p>9th-12th grade students: Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE</p> <p>August 2016- May 2017</p>	2	<ul style="list-style-type: none"> <li>*Social Studies Curriculum Spec.</li> <li>* Campus Administrators</li> <li>* Deans of Instruction</li> <li>* Social Studies Teachers</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>*Meeting Minutes</li> <li>*Assessment Data</li> <li>*Walkthroughs</li> <li>*Lesson Plans</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*Final Exam Assessments</li> <li>*Student EOC test results</li> <li>*Test Items Analysis Forms</li> <li>*Eduphoria AWARE reports</li> <li>*TANGO reports</li> </ul>				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Implement and support reading and writing strategies in Social Studies instruction such as prediction, inference, summarizing, paraphrasing and researching in order to promote mastery of content at higher cognitive levels.</p> <p>POPULATION</p> <p>9th-12th Grade Students</p> <p>TI MI LEP SE AR GT DYS</p> <p>TIMELINE</p> <p>Once every six weeks</p> <p>August 2016 - June 2017</p>	2	<ul style="list-style-type: none"> <li>*Social Studies Curriculum &amp; Instruction Specialists</li> <li>* Campus Administrators</li> <li>* Dean of Instruction</li> <li>* Social Studies Teachers</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>*Class Assessments</li> <li>*Benchmarks</li> <li>*Student Writing Portfolios</li> <li>*Class Observations</li> <li>*Lesson Plans</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*Final Exams</li> <li>*End-of-Course Exams</li> </ul>				
Funding Sources: No Funds Required							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

**Performance Objective 6:** Veterans Memorial will improve in the overall wellness of the students, staff as well as community members by promoting healthy lifestyles and awareness.

**Summative Evaluation: STAAR/EOC**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Attend CPR, First Aid and CPI Training to ensure student safety on campus.</p> <p>POPULATION PE / Health Teachers</p> <p>TIMELINE August 2016- December 2016</p>	2	PE / Health Teachers	<p>Formative: *Teacher evaluation</p> <p>Summative: *Certification</p>				
Funding Sources: Local - \$3000.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Meet once a week to discuss PE/Health issues and address ways to improve the overall learning and behavior issues of our athletic students.</p> <p>POPULATION PE / Health Teachers</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p>	2	P.E. Teachers	<p>Formative: # of office referrals decrease</p> <p>Summative: Overall # of students in ITS, ISS, per semester</p>				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Teach Character Education in our Health classes to support school wide expected behavior.</p> <p>POPULATION 9th-12th grade students: LEP, At Risk, Econ, Dis, Special Ed., GT, Pre-AP, Regular</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p>	2	HEALTH TEACHERS	Formative: # of office referrals decrease  Summative: Overall # of students in ITS, ISS, per semester				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Assess student fitness annually in grades 9-12 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.</p> <p>POPULATION 9th-12th grade students: LEP, At Risk, Econ, Dis, Special Ed., GT, Pre-AP, Regular</p> <p>TIMELINE Health Teachers</p>	2	P.E. Teachers	Formative: Classroom Observation  Summative: TEA required report for Fitness Assessment Results & Student Follow-up				
Funding Sources: No Funds Required							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing.</p> <p>POPULATION Teachers: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk</p> <p>TIMELINE August 2016- June 2017</p>	2	Physical Ed. Teachers, Health Ed. Teachers Physical Ed. Teachers Math, Reading & Writing Department	Formative: Curriculum Frameworks, Staff Development, Lesson Plans  Summative: Formal class room observations				
Funding Sources: No Funds Required							

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Provide information on the Wellness/Nutrition Policy &amp; Guidelines to parents, teachers &amp; students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.</p> <p>POPULATION</p> <p>PE/Health Teachers: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, Administrators, Parents</p> <p>TIMELINE</p> <p>August 2016 thru June 2017</p>	4	Food & Nutrition Services Administrator, CATCH Team	Formative: Observations, , Parent Meetings  Summative: Follow Policy				
Funding Sources: No Funds Required							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>7) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse.</p> <p>POPULATION</p> <p>Teachers, Dean, Counselors, Campus Admin.</p> <p>TIMELINE</p> <p>August 2016 through June 2017</p>	4	Counselors	Formative: Presentations Summative: Set procedure for teachers				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>8) Promote and ensure physical fitness for all students. Teachers must ensure that physical activity is not used as a form of punishment, and thus be in compliance with Senate Bill 530, effective 09/01/2007</p> <p>POPULATION</p> <p>9-12 Grade Students -Title 1, LEP, Dyslexia, AP, GT, Migrant, Sp. Ed, At-Risk, Pre-AP,</p> <p>TIMELINE</p> <p>August 2016-June 2017</p>	2	Campus Administrators -Dean of Instruction -Physical Ed. Teachers	Formative: Classroom Observations, PE student attendance records, updated BISD policy Summative: School Health Index, Phys. Fitness Assessment				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>9) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>POPULATION</p> <p>Health Education Teachers - PE Teachers -School Nurse - Counselor -Food Service Manager -Parent Liaison -Wellness Coordinator -CATCH Champions</p> <p>TIMELINE</p> <p>August 2016-June 2017</p>	2	-Health Education Teachers - PE Teachers -School Nurse - Counselor -Food Service Manager -Parent Liaison -Wellness Coordinator -CATCH Champions	Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation, Student Grades, Attendance Rates  Summative: SHAC Recommendations, CATCH Activities, CATCH Visitation Reports, School Health Index Improvement Plan, Standardized Test Results				
Funding Sources: No Funds Required							

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




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

**Performance Objective 7:** Veterans MHS students will take the SAT/ACT will increase by 10% and the percent of students at or above the criterion will increase by 10%. VMECHS students will increase TSI Participation by 30%.

**Summative Evaluation:** Participation rates

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) PSAT/SAT/TSI/ACT District/campus prep courses will be offered throughout the school year to prepare students for these tests such as the PSAT.  POPULATION All students TIMELINE 1st -6th Six weeks, August 2016 - May 2017	2	Principal, Dean, Testing Coordinator	Formative: Student participation in prep classes Summative: National Merit Finalists from campus, increase in test scores				
Funding Sources: No Funds Required - \$0.00							
2) Integrate aligned curriculum for Pre-AP/AP courses in the core areas of English, math, science, social studies, and Spanish Language and Literature to improve students passing rates on AP exams.  POPULATION All high school students TIMELINE Aug. 2016 - July 2017	2	Teachers, Principal, Dean, Testing Coordinator	Formative: Curriculum documents Summative: Student Scores				
Funding Sources: Advanced Academics - \$0.00							
3) All Pre-AP/AP secondary teachers will receive Pre-AP/AP Institute training and will maintain on-going training in GT, Pre-AP, AP to enhance teaching skills and better prepare students to pass AP exams.  POPULATION Secondary GT/Pre-AP/AP teachers TIMELINE July 2016-June 2017	2, 4	Teachers teacher Pre-AP classes	Formative: Sign In sheets Summative: Certificate of completion AP test results				
Funding Sources: Local - \$0.00							

<p>4) Hire teachers that are qualified to teach upper level courses. All AP teachers will have their courses approved by the College Board via the College Board Audit process. Dual enrollment teachers will provide opportunities for our high school students to receive college credit. Stipends provided to attract high quality teachers.</p> <p>POPULATION: Students enrolled in AP/Dual Enrollment courses</p> <p>TIMELINE Aug. 2016-March 2017 CNA-PAGE 13</p>	2, 4, 5	Administration Dean of Instruction	Formative: Syllabus acceptance letter for the College Board Acceptance letter from college Summative: Student AP scores Student final grade				
Funding Sources: No Funds Required							
<p>5) AP contract for students enrolled in a Pre-AP/AP course must be in place for students to remain in the course, so teachers can teach the aligned curriculum and student passing rates will increase on AP exams.</p> <p>POPULATION All HS students enrolled in pre-AP/AP courses</p> <p>TIMELINE August 2016-December 2016</p>	2, 3	Pre-AP Teachers	Formative: Time sheets for teachers, AP contracts Summative: Student AP Scores				
Funding Sources: No Funds Required							
<p>6) Dual Enrollment Registration will be held for all interested students.</p> <p>POPULATION Qualified students all grade levels</p> <p>TIMELINE August 2016 -June 2017</p>	2	Counselors	Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form 100% Apply Texas 100% FAFSA				
Funding Sources: No Funds Required							
<p>7) Guidance and counseling will provide a University Day where BISD students will meet representatives from different universities throughout the state and country to make informative decisions about what college to attend.</p> <p>POPULATION All students</p> <p>TIMELINE September 2016</p>	2	Counselors	Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form 100% Apply Texas 100% FAFSA				
Funding Sources: No Funds Required							
<p>8) Guidance and counseling will have a "College Parent Night" where students can learn about any topic related to attending college, so students can make informed decisions regarding college attendance.</p> <p>POPULATION All students</p> <p>TIMELINE September 2016</p>	2	Counselors	Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form 100% Apply Texas 100% FAFSA				
Funding Sources: No Funds Required							
<p>9) Guidance and counseling will sponsor a "Scholarship Night at BISD" to inform students of available national, state, and local scholarship opportunities.</p> <p>POPULATION All District high school students</p> <p>TIMELINE November 2016</p>	2	Counselors	Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form Increase in Scholarship awards				
Funding Sources: No Funds Required							

<p>10) Guidance and counseling will sponsor a College and Financial Aid Night to provide student information on admissions, financial aid and scholarship information to increase the number of students qualifying for financial aid.</p> <p>POPULATION : HS Juniors and Seniors</p> <p>TIMELINE January 2017</p>	2	Counselors	Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form 100% Apply Texas 100% FAFSA				
Funding Sources: No Funds Required							
<p>11) Provide Professional Development will be provided for new and existing secondary counselors to better serve our student needs with college updates, conflict resolution, harassment issues, etc.</p> <p>POPULATION 9th - 12th grade students:</p> <p>LEP ESL Migrant Special Ed. GT Dyslexia Students At Risk Pre AP TI</p> <p>TIMELINE September 2016</p>	2, 4	Counselors	Professional Development Evaluations Counselor Transcripts Increase in student assistance for Final				
Funding Sources: No Funds Required							
<p>12) All students at Veterans Memorial High School will have personal graduation plans (PGP's) which are developed by and implemented by Counselors. PGP forms will be filed in counselor binders and copies will be placed in student PRC's.</p> <p>POPULATION 9th - 12th grade students</p> <p>TIMELINE August 2016 - May 2017</p>	2	Counselors Administrators	Tutorial Sign-In Sheets Increase of students attending tutorials. Increase of student interventions. Increase of graduation rates				
Funding Sources: No Funds Required							
							

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

**Performance Objective 1:** : A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 95% meeting commended performance.

**Summative Evaluation: PARTICIPATION IN FINE ARTS PROGRAMS; PERFORMANCE RATINGS**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>1) VMHS band will perform at all football games to prepare for UIL competitions and promote community awareness and support of the Fine Arts programs.</p> <p>In addition, VMHS band will compete in UIL Region, Area and State Marching Competition to access their proficiency and ensure commended performances</p> <p>POPULATION Band Students</p> <p>TIMELINE August 2016 -November 2016</p>	2	High school band directors	Formative: Lesson Plans  Summative: Performance Rating at competitions				
Funding Sources: Campus Based Funding							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) VMHS band will compete in TMEA All-Region, Area and State Band Competition so that individual students can develop confidence and performance skills and ensure commended performances</p> <p>POPULATION Band Students</p> <p>TIMELINE November 2016 -February 2017</p>	2	High school band directors	Formative: Lesson Plans Summative: Performance Rating				
Funding Sources: Campus Based Funding							






<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Will perform in the Brownsville Christmas Parade Parade to promote community awareness and support of the program.</p> <p>The district will provide a rotation cycle for participation in parades.</p> <p>POPULATION Band Students/Color guard/Dance</p> <p>TIMELINE December 2016</p>		High school band directors	Formative: Lesson Plans Summative: Audience reaction, Student reaction				
Funding Sources: Campus Based Funding							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>4) VMHS Estudiantina will compete in the Estudiantina Championship/Evaluation to provide Estudiantina students with a reason for academic success and to improve their skills.</p> <p>POPULATION Estudiantina Students</p> <p>TIMELINE December 2016</p>	2	Supervisor of Instrumental Music & high school estudiantina instructors	Formative: Lesson Plans Summative: Performance Rating				
Funding Sources: Campus Based Funding							
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) Color guard will compete in Color Guard competitions to develop the performance skills of the groups and promote community awareness.</p> <p>POPULATION High school bands</p> <p>TIMELINE February 2017 -May 2017</p>	2	High school band directors	Formative: Lesson Plans Summative: Performance Ratings				
Funding Sources: Campus Based Funding							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>6) VMHS students will perform in various pre/post UIL concert/contest to prepare and improve their performance skills and ensure commended performances.</p> <p>In addition, students compete in UIL Concert and Sight Reading Competition to access and improve their performance skills and ensure commended performances.</p> <p>POPULATION: Band Students</p> <p>TIMELINE: March 2017 - May 2017</p>	2	Band Directors	Formative: Lesson Plans						
			Summative: Performance Ratings						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>7) Students will participate in the All-City Choir Clinic &amp; Concert in order to experience a level of literature that is specifically composed for large groups to be accompanied by orchestra</p> <p>POPULATION</p> <p>Choir students</p> <p>TIMELINE April 2017</p>			2	Supervisor of Choral Music	Formative: Lesson Plans				
			Summative: Performance Ratings	Funding Sources: Campus Based Funding					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>8) Students will attend summer choir camps to build a foundation for the choir program</p> <p>POPULATION CHOIR STUDENTS</p> <p>TIMELINE</p> <p>August 2016 &amp; June 2017</p>	2	Choir Director	Formative: Lesson Plans						
			Summative: Audience reaction, Student reaction	Funding Sources: Local					

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>9) Art students will compete in community and/or valley art competitions including BISD district competition/exhibitions to promote professional growth.</p> <p>POPULATION</p> <p>Art Students</p> <p>TIMELINE</p> <p>September 2016 - May 2017</p>	2	Art Teacher	Formative: Lesson Plans Summative: Performance Ratings				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Art students who qualified will compete in state VASE competition to promote success in visual arts programs at the state level and ensure commended performances</p> <p>POPULATION</p> <p>Art Students</p> <p>TIMELINE</p> <p>April 2017</p>		Supervisor of Visual Arts & high school visual arts instructors	Formative: Lesson Plans Summative: Performance Ratings				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>11) Theater arts students will participate in "An Evening of Theater" to promote the importance of theater arts in the schools</p> <p>POPULATION</p> <p>Theater Arts Students</p> <p>TIMELINE</p> <p>October 2016</p>	2	Theatre Arts Teacher	Formative: Lesson Plans Summative: Performance Ratings				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>12) Theater arts students will participate in One Act Play (OAP) high school clinics to ensure success at their OAP competition as well as participate in (OAP) zone, district, area, and state competitions to promote professional growth and ensure commended performances</p> <p>POPULATION</p> <p>Theater Arts Students</p> <p>TIMELINE</p> <p>Feb. 2017 March 2017</p>	2	Theatre Arts Teacher	Formative: Lesson Plans Summative: Performance Ratings				
Funding Sources: Campus Based Funding - \$1000.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>13) Supplies needed for Theater Arts students to participate in a minimum of 2 fall shows and 1 spring show to promote community awareness of the Dramatic Arts in performance and technical aspects.</p> <p>POPULATION</p> <p>Theatre Arts Students</p> <p>TIMELINE</p> <p>August 2016-May 2017</p>	2	Theater Arts Teacher	Formative: Lesson Plans Summative: Performances/audience reactions				
Funding Sources: Campus Based Funding - \$5000.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>14) Dance students and high school theater and choir students will perform in Santa and Friends for all elementary campuses to promote community awareness and cultural experiences for all BISD students</p> <p>POPULATION</p> <p>Fine Arts dance, theater, choir, band, and art students</p> <p>TIMELINE</p> <p>December 2016</p>	2	Dance Teacher	Formative: Lesson Plans Summative: Audience Reaction, Student reaction				
Funding Sources: Campus Based Funding							



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>15) Dance students will perform for the district Employee Awards Banquet to provide community awareness of fine arts programs</p> <p>POPULATION</p> <p>Dance Students</p> <p>TIMELINE</p> <p>May 2017</p>	2	Dance Teacher	Formative: Lesson Plans  Summative: Audience Reaction, Student reaction				
<p align="center">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

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

**Performance Objective 1:** : Veterans Memorial Early College High School will increase student achievement on STAAR by 5%, increase the campus completion rate to 95%, increase the Graduation rate to 80%, increase the at-risk attendance rate by 10%, and increase at risk student achievement by 5%.

**Summative Evaluation:** STAAR/EOC, Attendance rate, Completion rate, Drop out rate, Retention rate, Recidivism Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Before and after school tutorials and select Saturday tutorials will be offered daily to decrease the # of students not meeting TEKS, and/or graduation criteria. Courses will be offered by teachers and the use of the A+ software to decrease student dropout rates. Paper, workbooks, and general supplies will be provided for this purpose. Transportation will be provided.</p> <p>POPULATION</p> <p>AR, TI, LEP, MMI</p> <p>TIMELINE</p> <p>October 2016 November 2016 January 2017 March 2017 April 2017</p> <p>CNA-PAGE 9, PAGE 11, PAGE 12,</p>	2, 3, 9	At Risk counselor, Program Specialist, PEIMS Supervisor, Dean, Administrator for State Compensatory Education	<p>Formative:</p> <ul style="list-style-type: none"> <li>*ESCHOOLS Plus master schedule</li> <li>*ESCHOOLS Plus tutorial Attendance report</li> <li>*tutorial Lesson Plans</li> <li>*Classroom Observations</li> <li>*Student Progress Reports</li> <li>*Classroom assessments</li> <li>*Pre and post benchmark tests.</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>* STAAR</li> <li>*Retention Rate</li> <li>*Graduation Rate</li> <li>*Completion Rate</li> </ul>				
<p>Funding Sources: State Compensatory - \$11500.00, State Compensatory - \$21827.00, State Compensatory - \$7346.00, State Compensatory - \$3150.00, Title I-A - \$27000.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>2) The Program Specialist will monitor and coordinate dropout intervention programs that help students stay in school and complete in 4 years</p> <p>POPULATION</p> <p>AR, TI, MI, LEP</p> <p>TIMELINE</p> <p>weekly-August 2016-June 2017</p> <p>CNA-PAGE 9</p>	<p align="center">10</p>	<p>Campus Administration Administrator for State Compensatory Education</p>	<p>Formative: *Eschools Plus At-Risk Progress Report *Eschools Plus Dropout Monitor Report *Eschools Plus Cohort Listing Report *Benchmark scores *Student Progress Report</p> <p>Summative: *STAAR *Graduation Rate *Completion Rate *Retention Rate *Attendance Rate *Dropout Rate</p>				
<p align="center">Funding Sources: State Compensatory - \$48928.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) The At-Risk counselor will service students who are at risk of dropping out by providing guidance and information about available programs and resources designed to assist them.</p> <p>POPULATION</p> <p>AR, TI, MI, LEP</p> <p>TIMELINE</p> <p>weekly-August 2016-June 2017</p> <p>CNA-PAGE 9</p>	<p align="center">10</p>	<p>Campus Administration Administrator for State Compensatory Education</p>	<p>Formative: *Eschools Plus At-Risk Progress Report *Eschools Plus Dropout Monitor Report *Student Log *Benchmark scores *Attendance Rate *Dropout Rate</p> <p>Summative: *STAAR *Graduation Rate *Completion Rate *Retention Rate *Attendance Rate *Dropout Rate</p>				
<p align="center">Funding Sources: State Compensatory - \$77203.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) STAR lab teachers will assist students to regain credit who are at risk of dropping out through A+ Plus and / or Compass Odyssey programs.</p> <p>POPULATION</p> <p>AR, TI, MI, LEP</p> <p>TIMELINE</p> <p>August 2016-June 2017 (Daily)</p> <p>CNA-PAGE 9, PAGE 12</p>	2, 9	Campus Administration Administration for State Compensatory Education.	Formative: *Student Progress Report *Benchmark Scores *Lesson Plans *Classroom Observations  Summative: *Graduation Rate *Completion Rate *Retention Rate				
Funding Sources: State Compensatory - \$2500.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) A Community In Schools (CIS) Site Coordinator will work with At-Risk students by providing case management and available information about programs and resources to decrease the student dropout rate.</p> <p>POPULATION</p> <p>AR, TI, MI, LEP</p> <p>TIMELINE</p> <p>Daily-August 2016-June 2017</p>	2, 10	Campus Administration  Administrator for State Compensatory Education	Formative: *EschoolPlus At-Risk Progress Report *Benchmark scores *student progress reports  Summative: *STAAR *Graduation rates *Completion rates *Retention rates *Attendance Rate *Dropout rate	X	X	X	X
Funding Sources: State Compensatory - \$23136.00							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) A Probation Officer will collaborate with Administration, faculty and staff in providing support services to students currently on probation to improve behavior and to maximize classroom performance.</p> <p>POPULATION</p> <p>At Risk Students on Probation</p> <p>TIMELINE</p> <p>August 2016 - May 2017 (Bi-weekly)</p>	10	<p>Campus Administration</p> <p>Administrator for State Compensatory Education</p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>*Eschools Plus At-Risk Progress Report</li> <li>*Benchmark Scores</li> <li>*Student progress reports</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*STAAR</li> <li>*Graduation Rates</li> <li>*Completion Rates</li> <li>*Retention Rates</li> <li>*Attendance Rate</li> <li>*Dropout Rate</li> <li>*Recidivism Rate</li> </ul>	X	X	X	X
Funding Sources: State Compensatory - \$10000.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) A Mentoring program in which successful graduates will present for At-Risk students in order to decrease the dropout rate.</p> <p>POPULATION</p> <p>AR, TI, MI, LEP</p> <p>TIMELINE</p> <p>October 2016 November 2016 January 2017 March 2017 April 2017</p>	2, 9, 10	<p>Campus Administrator</p> <p>Drop out Intervention Specialist</p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>*Sign In Sheets</li> <li>*Contracts</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*STAAR</li> <li>*Dropout Rate</li> <li>*Graduation Rate</li> <li>*Completion Rate</li> </ul>				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>8) The At-Risk Committee that will meet weekly to review At-Risk student progress and possible interventions.</p> <p>POPULATION AR, TI, MI, LEP</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p> <p>CNA-PAGE 16</p>	<p>1, 2, 9, 10</p>	<p>At-Risk Counselor, Counselors, Dean, Assistant Principals, Principal</p>	<p>Formative: *Student Reports Logs *Student Progress Reports</p> <p>Summative: *STAAR *Dropout Rate *Graduation Rate *Completion Rate</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>9) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>POPULATION AR, TI, MI, LEP</p> <p>TIMELINE December 2016-May 2017</p> <p>CNA page: 16</p>	<p>2, 9</p>	<p>All Teachers Administration</p>	<p>Formative: *Lesson Plans *Classroom Observations *Benchmark scores *Student Progress Reports</p> <p>Summative:  *STAAR *Graduation Rates * Completion Rates * Attendance Rates *dropout rates *retention rates</p>				
<p>Funding Sources: Title I-A - \$8250.00, Title I-A - \$110700.00</p>							


<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>10) Implement the LUCHA program with a teacher to target literary development and math success through the use of native language support and sheltered instruction strategies, conduct transcript analysis and implement online modules, and conduct parent/student information sessions on graduation requirements and career pathway options.</p> <p>POPULATION Recent Immigrant and LEP students</p> <p>TIMELINE August 2016 -May 2017</p> <p>CNA page 12</p>	2, 9	ESL Teacher, Dean, Counselor	<p>Formative: *Program effectiveness based on assessment results and parent and student surveys *Transcript analysis</p> <p>Summative: *Graduation Rate *Completion Rate</p>				
Funding Sources: Title III-A - \$52436.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>11) Parent Liaisons will conduct home visits and monitor withdrawal leaver codes to ensure accuracy and will deliberate a focused effort to recover non-returning students.</p> <p>POPULATION AR, TI, MI, LEP</p> <p>TIMELINE August 2016 September 2016 October 2016 November 2016 January 2017 March 2017 April 2017</p> <p>CNA-PAGE 12</p>	6, 10	Administration, Parent Liaison	<p>Formative: *ESchoolsPLUS *Home Visit Log *Dropout monitor form</p> <p>Summative: *Graduation Rate *Completion Rate *Dropout Rate</p>				
Funding Sources: Title I-A - \$33301.00, Title I-A - \$1500.00							

<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>12) The Homeless Department will ensure support services for students identified as homeless. Teachers, parent liaison will coordinate with counselors to help students in need.</p> <p>POPULATION</p> <p>Homeless Students, AR</p> <p>TIMELINE</p> <p>August 2016 - June 2017</p>	2, 9, 10	Counselor	<p>Formative</p> <p>*Monthly ESchoolsPLUS</p> <p>*At Risk reports will be generated and Homeless Dept will work with the At-Risk Campus contact to ensure support services provided to students classified as homeless.</p> <p>Summative:</p> <p>*STAAR</p> <p>*Attendance Rate</p> <p>*Retention Rate</p>				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>13) Campus Personnel will be trained on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>POPULATION</p> <p>Homeless Students, AR</p> <p>TIMELINE</p> <p>August 2016 - June 2017</p>	2, 9, 10	Campus Principal PEIMS Administrator	<p>Formative:</p> <p>*ERO Session Evaluation Report</p> <p>Summative:</p> <p>*STAAR</p> <p>* Attendance Rate</p> <p>* Retention Rate</p>				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>14) Campus will have a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act. Process is to include a process to all students to enroll immediately even if lacking documentation normally required.</p> <p>POPULATION</p> <p>Homeless Students, AR</p> <p>TIMELINE</p> <p>August 2016 -June 2017</p>	2, 9, 10	Campus Principal PEIMS Administrator	<p>Formative:</p> <p>*Registration and Identification Procedures</p> <p>*Homeless Youth Rosters</p> <p>Summative:</p> <p>*STAAR</p> <p>*Attendance Rate</p> <p>*Retention Rate</p>				
Funding Sources: No Funds Required							



<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>15) Core Area Teachers will offer instruction to at-risk students in order to improve student achievement and attendance.</p> <p>POPULATION AR, TI, MI, LEP</p> <p>TIMELINE August 2016 -June 2017</p>	2, 3, 9, 10	Campus Principal Dean of Instruction Administration Administrator for State Compensatory Education	Formative: *Lesson Plans *Classroom Observation *benchmark scores *student progress reports  Summative: *STAAR * Attendance Rate				
Funding Sources: State Compensatory - \$100084.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>16) Promote awareness at VMHS regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth.</p> <p>POPULATION Homeless Students, AR</p> <p>TIMELINE August 2016-June 2017</p> <p>At minimum 1 x month</p>	2, 9, 10	* Campus Administration * Administrator for the Homeless Youth Project * Administrator for State Compensatory Education * Administrator for Special Programs	Formative: *Student Progress Reports  Summative: STAAR				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>17) Implement a food pantry and closet at VMHS to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs</p> <p>POPULATION Homeless Students, AR</p> <p>TIMELINE August 2016-June 2017 Daily</p> <p>CNA page 10</p>	2, 9, 10	*Campus Administration * Administrator for the Homeless Youth Project * Administrator for State Compensatory Education * Administrator for Special Programs	Formative: *Student Progress Reports  Summative: *STAAR *Attendance Rate *Retention Rate				
Funding Sources: Title I-A - \$30000.00							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>18) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.)</p> <p>POPULATION High School AR students</p> <p>TIMELINE August 2016- June 2017 Daily</p>	2, 9, 10	<p>*Campus Administration *Administrator for the Homeless Youth Project *Administrator for State Compensatory Education * Administrator for Special Programs</p>	<p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports</p> <p>Summative: *STAAR *Attendance Rate *Retention Rate</p>				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>19) Summer Programs will be held at VMHS to ensure that our at-risk incoming Freshman will have a foundation to ensure a smooth transition between middle school and High School. Programs may include Summer Bridge and Algebra Camp</p> <p>POPULATION In-Coming 9th graders (AR)</p> <p>TIMELINE Summer 2017</p> <p>CNA: PAGE 11</p>	2, 7, 9, 10	<p>Summer Programs Campus Administrators</p>	<p>Formative: *Student Progress Reports</p> <p>Summative: *STAAR</p>				
Funding Sources: State Compensatory - \$5000.00, State Compensatory - \$1000.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>20) Students who are At-Risk of not graduating with their Cohort will participate in the Cohort Express, a program designed to give these students the opportunity to earn credit through computer aided instruction.</p> <p>POPULATION High School AR students</p> <p>TIMELINE Summer 2017</p> <p>CNA-PAGE 11</p>	2, 9, 10	<p>Summer Programs Campus Administrators</p>	<p>Formative: *Student Credit Reports</p> <p>Summative:  *STAAR</p>				
Funding Sources: Title I-A - \$40000.00							






21) Students will be motivated to increase their grades in the academic areas by receiving awards, medal, certificates to honor their achievements.  TIMELINE: AUGUST 2016-MAY 2017  CNA PAGE 12	1	Campus Principal	Formative: Classroom success				
	Summative: Report cards, transcripts  Funding Sources: Title I-A - \$5000.00						
							

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

**Performance Objective 1:** : Increase our attendance rate to 97%.

**Summative Evaluation: YEARLY ATTENDANCE RATE**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>1) Student attendance will be monitored on a daily basis by appropriate grade level principal to increase student attendance rates and improve student instructional levels.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk,</p> <p>TIMELINE August 2016-May 2017</p>	2	Grade Level Principals	*Grade level attendance report				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Schedule various activities and awards to honor and reward perfect attendance, student essays and poster contests to promote and motivate student attendance and increase educational potential of students.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk,</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p>	2	Assistant Principal, Art teacher, English Teachers, Counselors	*Scheduled activities				
Funding Sources: Local							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>3) Initiate a process where counselors work closely with attendance monitor and home visitor to contact parents in order to identify and recover potential dropouts.</p> <p>POPULATION At Risk</p> <p>TIMELINE August 2016 September 2016 October 2016 November 2016 January 2017 March 2017 April 2017</p>	2, 6	Attendance clerk, home visitor, counselors	Meeting				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>4) Refer parents whose children are truant to the truancy court and follow-up each case.</p> <p>POPULATION At Risk</p> <p>TIMELINE August 2016 -May 2017</p>	2, 6	Home visitor PEIMS Supervisor	*Absentee Reports				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>5) Facilitate the parent's ability to monitor attendance via HAC availability by consistently checking data and e-mail by campus personnel and ESchools+.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk,</p> <p>TIMELINE August 2016-May 2017</p>	2, 6	Attendance Clerks, PEIMS Supervisor Data Entry Clerk	*Absentee Reports				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

**Performance Objective 1:** : Our campus will maintain a safe and disciplined environment conducive to student learning and decrease student referral to BAC by 3%.






**Summative Evaluation:** REVIEW 360-YEAR END REPORTS; ESCHOOLS DISCIPLINE REPORTS

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Assistant principals will meet regularly weekly to discuss discipline consistency and to determine proactive changes needed to effectively decrease the number of discipline referrals and maintain an effective school wide Discipline Management Plan.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students</p> <p>TIMELINE August 2016 September 2016 October 2016 November 2016 January 2017 March 2017 April 2017</p>	2	Administration	Decrease in Discipline Referrals				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Distribute Student Code of Conduct to students, parents, staff to ensure all students are afforded due process and their rights.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students</p> <p>TIMELINE August 2016</p>	2	Administration, Registrar, Clerks, Teachers	Decrease in Discipline Referrals				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) In-service students on the contents of the student handbook through school-wide teacher presentations and grade level assemblies.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students</p> <p>TIMELINES August 2016</p>	2	Principal, Assistant Principals, Teachers	Decrease in Discipline Referrals Written Procedures Presentation				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>4) Provide teacher training on conflict resolution and violence prevention and classroom management techniques.</p> <p>POPULATION All teachers</p> <p>TIMELINE August 2016</p>	2	Counselors Administration	Decrease in Discipline Referrals				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>5) In-service students on bully prevention, violence, conflict resolution, and recent drug use trends, and dating violence to recognize and address the issue, as a preventive measure.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students</p> <p>TIMELINE September 2016 October 2016 November 2016 January 2017 March 2017 April 2017</p>	2	Counselors, Administration	Decrease in Discipline Referrals				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) Ensure that our Emergency Operations Plan covers lock down drills, shelter in place, reverse evacuation, drop and cover in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents 3 times a year.</p> <p>POPULATION Administrators, Staff and Faculty, Counselors, All students and parents</p> <p>TIMELINE August 2016-June 2017</p>	2	Campus Administration, faculty and staff, counselors, BISD	Decrease in Discipline Referrals				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>7) Security Officers are placed and assigned to prevent the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>POPULATION Administrators, Campus Staff &amp; Faculty, Counselors Students and Parents</p> <p>TIMELINE August 2016-June 2017</p>	2	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Decrease in Discipline Referrals				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>8) Guidance and counseling will participate in Red Ribbon Week activities to promote an awareness of anti alcohol, tobacco, and drug awareness and violence prevention.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students</p> <p>TIMELINE October 2016</p>	2	Administrators, Principals, Assistant Principals, Counselors, Teachers	Decrease in Discipline Referrals				
Funding Sources: No Funds Required							



<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>9) The district will provide training for administrators and new teachers: (a) to effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals</p> <p>POPULATION teachers and administrators</p> <p>TIMELINE August 2016-June 2017</p>	2	Principals, Assistant Principals, Counselors	Decrease in Discipline Referrals				
<p>Funding Sources: No Funds Required</p>							
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

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

**Performance Objective 1:** There will be a 10% increase of parents involved in Veterans Memorial HS parental involvement activities during each school year.






**Summative Evaluation: NUMBER OF PARENT VOLUNTEERS**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>1) Host a "Parent Orientation Day" to inform parents and community members of the daily standard operation procedures:                      *Student Code of Conduct                      *Student-Parent-School Compact                      *Parental Involvement Policy                      *Emergency Operation Procedures</p> <p>POPULATION Parents And Community</p> <p>TIMELINE August 2016 March 2017</p>	6	Administration Principal Parent Liaison	<p>Formative: *Fliers *Agendas *Sign-In Sheets</p> <p>Summative: Evaluations, minutes</p> <p>Parent/ Student/ Community awareness of policy and procedures</p>				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>2) Complete and disseminate a Parental Involvement Policy to all parents to delineate how parents will actively be involved at the district/campus level and to increase participation. Parental Involvement Policy is on the campus website.</p> <p>POPULATION Parents and Community</p> <p>TIMELINE Sept. 2016-April 2017</p> <p>CNA-PAGE 12</p>	1, 6	Principal Parent Liaison	Parent/ Student/ Community awareness of policy and procedure  Formative: *Campus Parental Involvement Policy *Flier *website *Agenda *Sign-in Sheets  Summative: Composite of End of the Year Survey /evaluations TAKS/EOC results Attendance Rates Discipline referrals Session Evaluations Title 1-A Parental Involvement Compliance Checklist				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>3) Complete and disseminate the Code of Conduct Handbook and School-Parent-Student Compact to ensure student achievement.</p> <p>POPULATION Parents, Students</p> <p>TIMELINE Sept. 2016- May 2017</p>	6	Principals and Parent Liaison	Parent/ Student/ Community awareness of policy and procedures  Formative: * Code of Conduct Handbooks * School-Parent-Student Compact Summative: * Composite of End of the Year Survey * Documentation on file with parent liaison *TAKS/EOC results *Attendance Rates *Discipline referrals *Title 1-A Parental Involvement *Compliance Checklist				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>4) Conduct an annual Title I Meeting to inform parents and community members of its purpose and how funds are distributed.</p> <p>POPULATION Parents, Community</p> <p>TIMELINE Nov. 2016 - Dec. 2016</p>	6	Principals Parent Liaison	Parent/ Student/ Community awareness of policy and procedures  Formative: *Fliers * Agendas * Sign-In Sheets * Handouts Summative: * Composite of meeting minutes/evaluation *Title 1-A Parental Involvement Compliance Checklist				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) The Parental Involvement program provides different activities for parents to foster better communication skills and healthy relationships between their children, school and the environment they live in so that in turn it assists students achieve a higher academic success. Types of Parental Involvement are:          *Weekly parent meeting and Trainings          * Guest Speakers          * BISD Events          *Health Education through CATCH and FIT          * School Programs          * BISD resources          * Parent surveys          * Family Literacy Enrichment Activities          NOTE: Fliers, Invitations, Calendar of Activities will be sent</p> <p>POPULATION Parents And Community</p> <p>TIMELINE August 2016-May 2017</p> <p>CNA page 12 &amp; 15</p>	6	Principal, Parent Liaison	Parent/ Student/ Community awareness of policy and procedures and initiatives  Formative: *Flyers * Calendar of Activities * Agendas * Sign-in sheets * Handouts  Summative: *Evaluations *Minutes *TAKS/EOC results *Attendance Rates *Discipline referrals *Title 1-A Parental Involvement *Compliance Checklist * Composite of End of Year Survey/evaluations				
Funding Sources: Title I-A - \$500.00							

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:  *Parental Involvement Policy  *School-Parent-Student Compact  *SBDM  *SHAC  *LPAC  *DPAC  *F.I.T./CATCH Program  *CNA</p> <p>Continually inform parents and community of campus performance, programs and involvement opportunities for both students and parent.</p> <p>POPULATION  Parents, Teachers, Students, and Community Members</p> <p>TIMELINE  August 2016-May 2017</p> <p>CNA- PAGE 15</p>	1, 6	Principal, Parent Liaison SBDM Committee Members, Parents, Community Members	Parent/ Student/ Community awareness of policy and procedures and initiatives Formative: * Fliers * Calendar of Activities * Agendas * Sign-in-Sheets * Handouts  Summative: *Composite of meeting minutes, *Title I Guidelines and Compliance Handbook *Evaluations *Title 1-A Parental Involvement Compliance Checklist				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>7) Conduct an annual CNA survey to evaluate the effectiveness of the campus parental involvement efforts.</p> <p>Parental involvement effectiveness survey will be offered to all parents.</p> <p>POPULATION  Parents</p> <p>TIMELINE  April 2017</p> <p>CNA-PAGE 12</p>	1, 6	Principal, Parent Liaison PEIMS Supervisor	Increase in parental involvement  Formative: Surveys  Summative: Composite of Survey results TAKS/EOC results Attendance Rates Discipline referrals Title 1-A Parental Involvement Compliance Checklist				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>8) Every year parent liaisons will get reimbursed for mileage while making home visits. Parent Liaison will order supplies (snacks) throughout the school year to ensure that they have the necessary equipment to have a successful parent center.</p> <p>POPULATION Parent Liaison &amp; parent volunteers</p> <p>TIMELINE August 2016-May 2017</p> <p>CNA-PAGE 11</p>	1, 6	Principal Parent Liaison	<p>Increase in parental involvement and increase in home visits</p> <p>Formative: Monthly Mileage Report Handouts, PRs</p> <p>Summative: Evaluation Home Visit requests, Contact Log, Mileage Log</p>				
Funding Sources: Title I-A - \$1000.00, Title I-A - \$500.00, Title I-A - \$1500.00							
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>9) The 504 teacher will provide yearly Parent Education Awareness training on Dyslexia/504.</p> <p>POPULATION Parents</p> <p>TIMELINE September 2016- January 2017</p>	6	504 Coordinator 504 Teacher Parent Liaison Dyslexia Teacher	<p>Increase in parental involvement</p> <p>Formative: PowerPoint, Fliers, Agenda, Handouts</p> <p>Summative: Sign in sheets / Evaluations</p>				
Funding Sources: No Funds Required							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

**Performance Objective 1:** 100% of our migrant students will participate in the supplemental activities and support.

**Summative Evaluation: PARTICIPATION RATES**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>1) Migrant clerks will attend the annual intensive Identification and Recruitment (ID &amp; R) training in order to secure the most current information needed to appropriately assist with the campus identification and requirement initiative. They will also attend the required New Generation System (NGS) state required training in order to secure the needed skills to accurately and appropriately in put the data for migrant students into the state data base.</p> <p>POPULATION PFS/Migrant Students</p> <p>TIMELINE: September 2016 and November 2016</p>	10	Migrant Campus Clerk Migrant Service Coordinator (MSC)	<p>Current information received</p> <p>Formative: ID &amp; R Training NGS Annual Training &amp; NGS Certificates</p> <p>Summative: Texas Education Agency (TEA) ID &amp; R Certificates</p>				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Migrant Campus clerk will assist with the ID &amp; Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner.</p> <p>POPULATION PFS/Migrant Students</p> <p>TIMELINE September 1, 2016 through November 1, 2016</p>	10	Migrant Campus Clerk Principal MSC	<p>Accurate coding of students</p> <p>Formative: NGS Residency Verification Reports NGS Mass Enrollment Report</p> <p>Summative: Student Names on NGS Currently Enrolled Report</p>				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Migrant Clerk will distribute migrant information and currently enrolled listing to all teachers and administrators in order to facilitate pertinent information in a timely manner.</p> <p>POPULATION: PFS/Migrant Students</p> <p>TIMELINE September 23, 2016 - June 3,2017</p>	10	Teachers, Administrators	<p>Receipt of lists</p> <p>Formative: Last day of each month Summative: Migrant Clerk Evaluation.</p>				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) The migrant campus clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS Data-Base.</p> <p>POPULATION: Migrant/PFS students</p> <p>TIMELINE August 26,2016 Through June 5,2017</p>	10	Campus Migrant Clerk	<p>Time line followed</p> <p>NGS and Student Plus Reports PBMAS ICR Reports</p>				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) The migrant campus clerk will provide supplemental support to the PFS and migrant students in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 107-110) Section 1301-1309.</p> <p>POPULATION: PFS and Migrant Students</p> <p>TIMELINE: August 19,2016 Through June 5,2017</p>	10	Campus Principal Migrant Campus Clerk-IFTE DMC MSC	<p>Support Services</p> <p>Formative: Job Description</p> <p>Summative: Completed Personnel Assurance Forms Job Evaluation Promotion rates passing rates</p>				
Funding Sources: Title I-C (Migrant) - \$17872.00							








<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>6) PFS students will be provided with clothing (sweatshirts, jeans, and socks, shoes) as needed in order to assist them with the necessities that will ensure their school attendance.</p> <p>POPULATION: All PFS Migrant Students</p> <p>TIMELINE: September 2016 - February 2017</p> <p>CNA page 10</p>	10	Campus Migrant Clerk	<p>Support Services</p> <p>Formative: Migrant Student Needs Survey Results</p> <p>Summative: Documentation Log NGS Number and Signature Student Report Cards Attendance Rates Passing Rates</p>				
Funding Sources: Title I-C (Migrant) - \$200.00							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>7) All Migrant students will receive grade appropriate school supplies. These materials are provided on an as-needed basis to ensure that they have the necessary tools to complete in-class assignments and homework in order to meet the academic challenges of all students. PFS students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>POPULATION PFS and Migrant Students</p> <p>TIMELINE August 2016 - June 2017</p> <p>CNA Page: 10</p>	10	Special Programs Administrator Campus Administrators Campus Migrant Clerk DMC MSC	<p>Supplies distributed Six weeks avgs Semester avgs Course completion</p> <p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/student's signature</p>				
Funding Sources: Title I-C (Migrant) - \$800.00							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>8) Migrant students 9th through 12th grade STAAR and TAKS results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>POPULATION: Migrant Student/PFS students</p> <p>TIMELINE: June 2016 Through July 2016</p>	10	Migrant Campus Clerks Principal Teachers	STAAR results  Formative: TAKS Remediation Enrollment List, NGS State Assessment Report, Benchmark Results  Summative: STAAR Test Results				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>9) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>POPULATION: Campus Administration Faculty and Staffs</p> <p>TIMELINE: September 2016-May 2017</p>	10	Migrant Teacher Migrant Campus Clerk DMC MSC Principal Teacher	Formative: TAKS Remediation Enrollment List NGS State Assessment Report Benchmark Results  Summative: STAAR Test Results				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Migrant students (9th - 12th) will have credit accrual opportunities through the Migrant Department Correspondence Courses and/or Credit by Exams to ensure on time for graduation. (PBMAS)</p> <p>POPULATION: PFS/Migrant Students (9th- 12th)/PFS</p> <p>TIMELINE: August 2016-July 2017</p>	10	HS Principal HS Counselors DMC Migrant Campus Clerk MSC	Cohort information  Formative: Credit Accrual Needs of Migrant Students and Student Transcripts  Summative: Awarded Credits on Student Transcripts				
Funding Sources: Title I-C (Migrant) - \$3500.00							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>11) Migrant students (12th) will have access to Path to Scholarships Program. Guidance in writing a scholarship essay will be provided and will be used for a variety of purposes such as scholarship and college applications</p> <p>POPULATION: HS Migrant Students (9th- 12th)/PFS</p> <p>TIMELINE: September 2016</p>	10	Migrant Campus Clerk DMC MSC	Formative: Sign in Sheets Agendas and One to One Counseling Sessions  Summative: Scholarship Applications and award Letters				
Funding Sources: Title I-C (Migrant) - \$150.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>12) Graduating juniors and seniors will have the opportunity to attend the BISD Annual Migrant College CAMP Fair in order to visit with and apply to the Texas Universities that offer the College Assistance Migrant Program (CAMP)</p> <p>POPULATION PFS/HS Migrant Students (12th)</p> <p>TIMELINE TBA</p>	10	Migrant Campus Clerk DMC MSC	University Visits 100% APPLY TX 100% FAFSA  Formative: Sign-in Sheets Agenda Session Evaluation  Summative: CAMP Applications And Acceptance Letters				
Funding Sources: Title I-C (Migrant) - \$150.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>13) Migrant students (9th - 12th) will have access to the migrant secondary summer program for credit accrual and /or recovery in order to ensure secondary credit for on-time graduation.</p> <p>POPULATION High School PFS/ Migrant Students (9th-12th)</p> <p>TIMELINE June 2017-July 2017</p>	10	HS Counselors Migrant Campus Clerk DMC MSC	Credits earned  Formative: Enrollment Forms, Attendance Sheets and Counselor  Recommendation  Summative: Awarded Credits on Student Transcripts				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>14) Campus Migrant Clerk will hold two parent meeting per semester to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically.</p> <p>POPULATION PFS/Migrant</p> <p>TIMELINE October 2016-Feb1 2017</p> <p>CNA-PAGE 14</p>	10	Campus Migrant Clerk	Parental involvement  Formative: * Flyers * Parent reminder calls *Distribution log  Summative: * Meeting Evaluation * Sign in Form				
Funding Sources: Title I-C (Migrant) - \$50.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>15) The high school migrant students will respond to a survey that will be used to evaluate the effectiveness of the HS migrant Labs so that pertinent appropriate adjustments can be made to the labs.</p> <p>POPULATION PFS/Migrant HS students</p> <p>TIMELINE April 2017</p>	10	Campus Administrator	Survey Results Formative: HS Student Survey  Summative: Implementation of Survey Responses Increased Credit Accural				
Funding Sources: No Funds Required							
<p>16) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a ore comprehensive supplemental support to migrant students and their families.</p> <p>POPULATION: Migrant funded Stagg MSC Migrant Teachers Campus Clerks</p> <p>TIMELINE: August 1, 2016-June 30, 2017</p>	10	Special Programs Administrator MSC	Improved Student Performance Documented ERO-Cross training of staff not attending events to ensure complete program training				
Funding Sources: Title I-C (Migrant)							

<p>17) 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 Population: PFS/Migrant Students Migrant Parents Timeline: August 26, 2016- June 19, 2017</p>	10	Sp. Programs Administrator MSC DMC	Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS				
Funding Sources: Title I-C (Migrant)							
<p>18) Each high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed.</p> <p>Population: HS PFS/Migrant students</p> <p>Timeline: August 2016- June 2017</p>	10	Campus Migrant Clerk	On-time promotion and on-time graduation and Decreased dropout rates PBMAS				
<p>19) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population HS PFS Migrant Students</p> <p>Timeline: February 2017</p>	10	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Increased STAARS Scores for PFS students				
<p>20) PFS/Migrant students will have access to a specialized computer lab in order to offer supplemental academic and/or instruction support at the campus level. This support will increase the migrant students' opportunity and accessibility to obtain a high quality education through the use of computers for credit accrual and acceleration, on-line resources to conduct research, and to finish homework and/or project.</p> <p>Population: HS PFS/Migrants students</p> <p>Timeline: March 2017-June 2017</p> <p>CNA Page 10</p>	10	Campus Principal Campus Migrant Clerk	Increased STAAR scores for all migrant students. Increase passing rates and promotion rates for all migrant students.				

<p>21) Extended Day tutorial sessions will be available for At-Risk students including migrant students where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.</p> <p>Population: Migrant and PFS students</p> <p>Timeline: September 2016- May 2017</p>	10	<p>Campus Administration Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC</p>	<p>Six Weeks grades Assessment scores Increase promotion rates &amp; test performance</p>				
<p>22) 9th grade migrant PFS students will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will facilitate the migrant student with an opportunity to reinforce the skills needed to successfully meet the challenges of the district's rigorous math classes.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: January 2017</p>	10	<p>Migrant Campus Clerk DMC MSC</p>	<p>Six Weeks Avgs Semester Avgs Course Completion STAAR Results</p> <p>Formative: Sign in sheets Agenda Session Evaluation</p> <p>Summative: Student math grades report cards test scores</p>				
<p>23) Migrant students in grades 11th and 12th will have the opportunity to participate in a Summer Program (MAARS) to receive acceleration instruction.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: June 2017</p>	3	<p>Campus Administration Classroom Teacher Migrant Department Migrant Counselor</p>	<p>Semester Avgs Course Completion STAAR Results</p> <p>Formative: Sign in sheets Agenda Session Evaluation</p> <p>Summative: Student grades report cards test scores</p>				
<p>Funding Sources: Title I-C (Migrant) - \$5000.00</p> <p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

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

**Performance Objective 1:** All Veterans Memorial Career and Technical Education (CTE) students will have the opportunity to take courses that will provide a variety of career choices.

**Summative Evaluation:** Choice slips, student schedules, master schedule, number of CTE course offered, Teacher schedules

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>1) Funds will be allocated in order to provide materials and equipment for CTE course offerings.</p> <p>POPULATION CTE Students</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p>	2, 10	CTE Administrator, CTE Lead Teacher	<p>Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study Formative: *CTE Teacher Input * Teacher Observation * Student Success</p> <p>Summative: * CTE Budget Report * Bi-Tech PRs</p>				
Funding Sources: State Career and Technical Education - \$3125.00							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Add career specific courses to curriculum to meet the demand of student needs and increase the number of students enrolled in CTE courses and CTSO's by 15% each year.</p> <p>POPULATION CTE Students</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p>	<p>2, 10</p>	<p>CTE Administrator, CTE Lead Teacher CPO, Counselors Dean of Instruction, Principal</p>	<p>Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: *Student Tallies *Class Rosters</p> <p>Summative: * Student Schedules * Master Schedule</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Fund the replacement of all computers in the CTE computer labs to increase student participation.</p> <p>POPULATION CTE Students</p> <p>TIMELINE August 2016 - May 2017</p>	<p>2, 10</p>	<p>CTE Administrator, CTE Lead Teacher</p>	<p>Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: Three-year Rotation Schedule</p> <p>Summative: CTE Budget Report Bi-Tech PRs</p>				
<p>Funding Sources: State Career and Technical Education - \$3125.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Administer interest inventory survey to CTE students.</p> <p>POPULATION CTE Students</p> <p>TIMELINE September 2016- May 2017</p>	<p>2, 10</p>	<p>Career Placement Officer</p>	<p>Student Enrollment</p> <p>Formative: * Kuder Navigator * Completion of Surveys * CTE Teacher Input *Student Input</p> <p>Summative: * Kuder Navigator Report</p>				
<p>Funding Sources: No Funds Required</p>							



<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>5) Provide all students with age appropriate CTE information and guidance for a better understanding of career choices.</p> <p>POPULATION Bilingual, ESL, Mig, Sp. Ed., GT Dyslexia, Pre AP, AP, At Risk</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017 May 2017</p>	2, 10	CTE Advisory Committees, CTE Teachers, CTE Lead Teacher, CPO, Counselors, CTE Teachers	Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study  Formative: Flyers Brochures Sign-In Sheets  Summative: Post Grad career choices				
Funding Sources: No Funds Required							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>6) Students will work at computer stations on programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects. Ensure the learning needs of students in CTE programs are met, including CTE students with disabilities, students with limited English proficiency (LEP), and other students who are at risk of failing or dropping out of school.</p> <p>POPULATION Bilingual, ESL, Mig, Sp. Ed., GT Dyslexia, Pre AP, AP, At Risk</p> <p>TIMELINE August 2016-June 2017</p> <p>CNA-PAGE 16, PAGE 17</p>	1, 2, 10	Principal Facilitator Assistant Principal Teachers Support Staff	Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study  Formative: * Benchmarks * 5% increase on student progress reports every 6 weeks  Summative: * 10% increase on STAAR scores				
Funding Sources: Title I-A - \$8250.00							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) Integration of core subjects (i.e., reading, writing, mathematics, social studies, and science) into CTE courses</p> <p>POPULATION Bilingual, ESL, Mig, Sp. Ed., GT Dyslexia, Pre AP, AP, At Risk</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017 May 2017</p>	<p>2, 10</p>	<p>Principal, Dean , Assistant Principals, CTE Lead Teacher CTE Teachers</p>	<p>Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: *walk-Throughs * CTE Lead Teacher Observations * Lesson Plans</p> <p>Summative: * Walk-Through Forms * PDAS * CTE Program Evaluation</p>				
<p>Funding Sources: State Career and Technical Education - \$133165.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>8) Improvement in the cable network, wireless infrastructure and instructional work stations as we move closer to a 1 to 1 solution for our students.</p> <p>POPULATION Bilingual, ESL, Mig, Sp. Ed., GT Dyslexia, Pre AP, AP, At Risk</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017 May 2017</p> <p>CNA- PAGE 16</p>	<p>1, 2, 10</p>	<p>Principal, Dean , Assistant Principals,</p>	<p>Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: * Observations</p> <p>Summative: *Cable installation</p>				
<p>Funding Sources: State Career and Technical Education - \$14000.00</p>							

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

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement a coordinated systematic assessment plan (including the use of campus benchmarks, EOC results) at the district, campus, and classroom level to optimize instructional time in order to facilitate data for planning and curriculum purposes. Population 9th-12th Students: Bilingual, ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP, AR Timeline: As Strands weekly As Departments monthly October 2016 January 2017 February 2017 June 2017 CNA-, PAGE 14
1	1	2	Core Area teachers will meet throughout the school year to align the curriculum and make decisions in regards to appropriate benchmark tests for every six weeks by grade level to include benchmarks. Population Core Area Teachers 9th-12th grade Timeline: August 2016- May 2017 CNA-PAGE 11, PAGE 13, PAGE 14
1	1	8	The Core Department Chair will monitor Sp. Ed. binders from the 1st through the 4th six weeks to ensure accommodations, as well as the 504 spreadsheet, are complete, filed, and utilized for class instruction. POPULATION 9th -12th grade students: DYS SE TIMELINE August 2016- February 2017
1	1	10	The Core Departments will meet every six weeks to continue improving specifications, format, item analysis and objectives of EOC so that they can provide focused instruction to improve student performance on EOC and disaggregate data on EOC Profile monitoring instrument. POPULATION Core Teachers, Special Education, Bilingual/ESL/Pre-AP/AP/GT Core teachers TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017 CNA- PAGE 11
1	1	13	Professional development opportunities will be offered for Core teachers for growth in the areas of: Pre AP GT AP SIOP ESL/LEP Implementation of academic supports in classroom instruction (word walls, academic vocabulary, anchor charts, visuals, etc.) Note: Teachers will also receive stipends for certain selected training. POPULATION Core Teachers: Bilingual, ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk TIMELINE August 2016 May 2017 CNA- PAGE 9, PAGE 10, PAGE 13
1	2	1	Provide students opportunities to read for enjoyment in order to gain an appreciation for literature through the use of the following: *Sustained Silent Reading *Open-Ended comprehension question for reading of choice * Incentives *Reader's Theater *Read A Thon *Book Talk *Reader s Cafe *Read Across America *National Book Week *National Library Week *Library aides will support the English Language teachers with the scheduling of classes, etc. POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017 CNA page 12
1	2	2	Students will participate in curricular courses as well as extracurricular activities in order to develop language usage and improve proficiency. Suggested: * Debate/Mock Trial * Journalism * Advanced Placement * Distinguished Achievement Plan * Upper Level English Courses * Dual Enrollment/Concurrent Enrollment * Reading Smart Program for our ELS population. POPULATION All at risk students TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017

Goal	Objective	Strategy	Description
1	2	3	Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success. * Universal Screening * All interventions should be scientifically based on research. * Documentation of interventions and progress monitoring * Use data to identify areas of need * Monitor progress of struggling student * Adjust instruction/interventions * Review student outcome data to evaluate instruction * REVIEW360 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 (IP 1.11) AYP POPULATION 9th - 12th grade Teachers: -SE -DYS -GT -LEP -MI -Recent Immigrants -AR 9th -12th grade Students: -SE -DYS -GT TIMELINE -August 2016 -September 2016 -October 2016 -November 2016 -December 2016 -January 2016 -February 2017 -March 2017 -April 2017 CNA- PAGE 11
1	2	4	An enrichment teacher will support students who failed the TAKS /EOC in the area of English Language Arts on their state assessment. POPULATION 9th -12th grade-AT Risk Students TIMELINE August 2016- May 2017 CNA-PAGE 13, PAGE 14
1	2	5	Provide Language Arts Professional Development for new and existing secondary reading, English, ESL, Special Educ., and dyslexia teachers in order to implement comprehensive ELAR/SLAR instructional program. **DISTRICT ALIGNED CURRICULUM Curriculum-TLI Grant **ELAR/SLAR (English/Spanish/Language Arts & Readings)TEKS-TLI Grant **Response to Intervention (RTI) **New State Adopted Texts **CCRS (College and Career Readiness Standards) **Curriculum Alignment Document Training **STAAR EOC - English I, II, and III **Aware Disaggregation of data **Pre-AP / GT **Writing Across the Curriculum **Effective research-based teaching practice. Implementation of academic supports in classroom instruction (word walls, academic vocabulary, anchor charts, visuals, etc.) (IP 1.1) AYP PBMAS POPULATION 9th - 12th grade Teachers: -LEP -ESL -Migrant -Special Ed. -GT -Dyslexia Students -At Risk -Pre-AP -TI TIMELINE May 2016 June 2016 August 2016 September 2016 August 13 -October 31, 2016 CNA-PAGE 9, PAGE 10, PAGE 11, PAGE 13, PAGE 14

Goal	Objective	Strategy	Description
1	2	6	Provide Professional Development which utilizes intensive, multisensory, phonetic methods, as well as writing and spelling components, for Dyslexia Teachers in order to implement a complete comprehensive Dyslexia Program. ***All new Dyslexia teachers will complete a two year training in Basic Language Skills Dyslexia Reading Program ***Program training for all Dyslexia teachers of students in grades 6 - 12 in Multisensory Reading and Spelling ***Continue training for all Dyslexia teachers in areas that support and expand their current knowledge base in Orton-Gillingham approaches and current trends ***Continue to provide professional development for general education campus teachers in areas of Dyslexia characteristics, Dyslexia student identification and implementation of accommodations ***Dyslexia teachers will be committed to achieving the level of expertise in completing the Dyslexia Practitioner Preparation Program ***Dyslexia teachers will be committed to revising or updating the newly developed District Teacher and Dyslexia Program Operating Guidelines on a yearly basis. ***Texas Assessment Conference ***Dyslexia teachers will receive Neuhaus Curriculum training as per district requirement ***All dyslexia teachers will provide a dyslexia overview at the beginning of the school year as per district requirement. This will provide early recognition of dyslexia characteristics in order for RTI Implementation to begin in a timelier basis with the additional benefit of earlier assessment and identification of dyslexic students. ***To better support instruction and improve student achievement in the classroom, Title I-A instructional assistants will attend professional development sessions and be trained on the latest scientific, research-based instructional strategies. ***Region One Technology Conference ****Texas Computer Education Association POPULATION Core Area Teachers 9th-12th TIMELINE August 2016 September 2016 October 2016 November 2016 December 2016 CNA-PAGE 9, PAGE 13, PAGE 15, PAGE 17
1	2	8	Teams of English teachers will attend ESL Training for Teachers. Sheltered Instruction Observation Protocol will be utilized for ELA teachers working with students who are ELL. (Addresses AYP) POPULATION 9th-12th grade teachers-Bilingual, ESL, Migrant, Sp Ed. TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017 CNA-PAGE 9, PAGE 13
1	2	9	ESL State Assessments (TELPAS) for enrichment will be provided to all ESL students at different levels accordingly. POPULATION Students: Bilingual, ESL, Migrant, Sp Ed. TIMELINE March 2017 April 2017
1	2	10	ESL Teachers will follow the Bilingual state adopted materials to serve all LEP students. POPULATION Teachers: Bilingual, ESL, Migrant, Sp Ed., TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017
1	2	11	Veterans Memorial will serve all identified ELL students with Parental Approval through the recommended district ESL program. Home language survey during registration will be used for identification of ELL. POPULATION 9th-12th grade students: Bilingual, ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP TIMELINE August 2016 September 2016 October 2016 November 2016 January 2017 March 2017 April 2017
1	2	12	The LPAC committee will meet on a regular basis to review pertinent information on LEP students. POPULATION Students: Bilingual, ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP Teachers: LPAC Committee Members TIMELINE August 2016 September 2016 October 2016 November 2016 January 2017 March 2017 April 2017
1	2	13	ESL teachers will be ESL certified to meet the needs of ESL students POPULATION 9th-12th grade Teachers: Bilingual, ESL TIMELINE August 2016 September 2016 October 2016 November 2016 January 2017 March 2017 April 2017

Goal	Objective	Strategy	Description
1	2	16	The English I Reading/Writing Percentage of Level 2 Satisfactory and Level 3 Advanced for ELL and Sp. Ed. Students will increase to meet passing standards on state assessments through monthly meetings and continuous collaboration between the department chairs, administrators, and faculty. POPULATION Students: Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017 CNA- PAGE 11
1	2	17	Provide Language Arts Professional Development for Secondary ELA teachers in order to implement a comprehensive instructional program for English Language Learners. *TELPAS *ELPS *DISTRICT ALIGNED CURRICULUM *Sheltered Instruction *STAAR End of Course-English I, II *Writing Across the Curriculum *Effective research-based teaching practices Classroom management -(REVIEW 360)(IP 1.2)AYP PBMAS POPULATION 9th-12th grade Teachers: Bilingual Migrant ESL LEP Sp. Ed. GT Dyslexia At Risk Pre-AP AP Title I TIMELINE August 2016 September 2016 October 2016 January 2017 February 2017 CNA-PAGE 9, PAGE 10,PAGE 14
1	2	18	Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order for students to systematically transition to English literacy. POPULATION 9th - 12th students: LEP MI SE GT DYS AR Pre AP AP TI TIMELINE August 2016 September 2016 October 2016 November 2016 December 2016 January 2017 February 2017 March 2017 April 2017 May 2017 CNA-PAGE 14
1	2	20	Provide Professional Development for new and existing teachers on designated grade level assessments data analysis in order to monitor/adjust instruction and report student achievement in literacy. *EOC 9th - grades *TELPAS (IP 1.15) AYP POPULATION 9th - 12th grade teachers Special Ed. Teachers Dyslexia Teachers Principals Dean of Instruction Lead Teachers/ Department Heads ELA Curriculum Specialists TIMELINE May 7 - August 3, 2016 CNA-PAGE 9, PAGE 10
1	2	21	Provide accelerated instruction during the regular school year and extended year for all At-Risk students (IP 1.9) PBMAS POPULATION 9th - 12th grade students: LEP MI SE GT DYS AR Pre AP AP TI CTE TIMELINE August 2016 September 2016 October 2016 January 2017 February 2017
1	2	22	All CTE teachers will receive their class rosters by period indicating their students who are served by Bilingual/ESL or Special Education Programs so that they may attend appropriate trainings and implement researched based strategies to improve the students' academic performance. (Note: revised from 2011-2013 PBMAS Integrated Plan by the 2013-2014 District Leadership Team also known as the Core Analysis Team and added to DIP as of 11-12-2013 by DEIC approval) (IP 1.32) PBMAS POPULATION 9th-12th grade teachers: LEP ESL MI SE GT DYS AR CTE TIMELINE August 2016 January 2017
1	6	5	Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students skills and prepare them for testing. POPULATION Teachers: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk TIMELINE August 2016- June 2017
3	1	10	Implement the LUCHA program with a teacher to target literary development and math success through the use of native language support and sheltered instruction strategies, conduct transcript analysis and implement online modules, and conduct parent/student information sessions on graduation requirements and career pathway options. POPULATION Recent Immigrant and LEP students TIMELINE August 2016 -May 2017 CNA page 12

# State Compensatory

## Budget for Veterans Memorial Early College High School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-009-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$11,500.00
162-11-6118-00-009-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$21,827.00
162-11-6119-00-009-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$100,084.00
162-13-6119-31-009-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$68,757.00
162-23-6119-01-009-Y-30-037-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$48,928.00
162-31-6119-31-009-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$77,203.00
<b>6100 Subtotal:</b>		<b>\$328,299.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-62-009-Y-30-000-Y	6216 Professional Services - Locally Defined	\$172,000.00
<b>6200 Subtotal:</b>		<b>\$172,000.00</b>
<b>6300 Supplies and Services</b>		
162-11-6396-00-009-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$3,150.00
162-11-6399-00-009-Y-30-000-Y	6399 General Supplies	\$7,346.00
<b>6300 Subtotal:</b>		<b>\$10,496.00</b>

**Personnel for Veterans Memorial Early College High School :**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eduardo Noriega	Counselor-At-Risk	State Compensatory	1
Gerardo Marmolejo	Teacher	State Compensatory	1
Maria Rocha	Program Specialist	State Compensatory	1
Mary Ellen Rodriguez	Dean of Instruction	State Compensatory	1
Patricia O'Bell	Teacher	State Compensatory	1



# Title I

## Schoolwide Program Plan

Veterans Memorial Early College High School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA pp9-17) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for 2015-2016 and to increase the commended performance level in all content areas. In addition, mathematics is an area of concern for our school. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program by offering professional development opportunities in their current content area to include Pre-AP, GT, AP, SIOP, DISTRICT ALIGNED CURRICULUM, and End of Course opportunities (CIP1.1.14, 1.1.15, 1.1.16,1.1.17, 1.2.5,1.2.6,1.2.18,1.2.24); (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year (CIP 3.1.1) ; (3) include strategies for meeting the educational needs of historically underserved population such as SIOP trainings, ESL trainings; (CIP1.1.12, 1.1.14, 1.2.5, 1.2.8, 1.2.19); (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards such as peer to peer tutoring, cooperative learning, integrating technology strategies; (CIP1.1.5, 1.1.19, 3.1.9, 3.1.19); (5) address how the school will determine if such needs have been met; (CIP 1.1.2, 1.1.3, 1.1.8, 1.1.11, 3.1.8) and (6) are consistent with and are designed to implement the State and local improvements plans.

Highly-qualified teachers will carry out the instructional program(CIP 1.1.9, 1.1.14, 1.2.3, 1.2.5, 1.2.14, 3.1.1, 3.1.15). Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools (CIP 1.1.6, 1.7.4) will include selection of teachers from the District's efforts to retain teachers from the district, paying stipends for attainment of a Master's Degree, and paying stipends for math, English as a second language, science, social studies and career and technology certifications. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained We need to continue professional developments in all core areas to increase student performance (CIP 1.1.4, 1.1.12, 1.1.14, 1.1.15, 1.1.16, 1.1.17, 1.1.20, 1.2.5, 1.2.6, 1.2.18, 1.2.19, 1.2.20, 1.2.21,1.2.24, 1.3.5, 1.4.3, 1.5.5, 1.7.11).

Veterans Memorial Early College High School takes strides to increase Parental Involvement. Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program . Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center (CIP 3.1.11, 4.1.4, 4.1.5, 4.1.6, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.1.9, 6.1.10, 6.1.11, 6.1.12, 6.1.3, 6.1.14, 6.1.15, 6.1.16). Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting.

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (CIP 1.1.1, 1.1.2, 1.1.10, 1.1.11, 1.2.4, 1.2.17, 1.2.23, 1.2.24, 1.3.1, 1.3.5)

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs (CIP 1.10, 8.2).

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds (CIP1.1.4, 1.1.6, 1.1.8, 1.1.10, 1.2.11, 1.2.12, 12.26, 1.2.27, 1.6.10, 2.1.26, 3.1.2, 3.1.3, 3.1.7,3.1.8,3.1.11, 3.1.12, 3.1.13,3.1.14, 3.1.15, 3.1.16, 3.1.17, 3.1.18, 3.1.18, 3.1.19, 3.1.20, 7.1, 8.1). Title I Funds along with (TI) 199 (LOC) funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed in a coordinated, integrated, and efficient way through high-quality and comprehensive programs to reduce the educational disruptions and other problems that result from repeated moves. Our migrant clerk will hold meetings once each semester to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically. Priority for Service students who are failing or most at risk of failing to meet the State's student academic achievement standards, and whose regular school year education has been interrupted, are provided additional supplementary services. VMHS ensures that migrant students are supplied with supplemental educational supplies as needed above and beyond what is provided to the general student population.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. (CIP 2.11, 2.12, 2.15, 1.6)

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. After school tutorials will be offered throughout the spring and fall semesters (CIP 3.1.1). Veterans Memorial follows a 3 tier approach. Our tier 3 approach will have the Assistant Principals meet weekly to discuss discipline consistency and determine proactive changes needed to decrease the number of discipline referrals. Our tier 2 approach will focus on attendance and academics. We will conduct parent conferences for attendance and academics. We will also implement a contract with students who are failing to meet attendance. Our tier 1 approach will use two new additions to BISD: (1) the Teacher Access

Center (TAC), which is an electronic database that our teachers will use to mark student grades and post attendance in class, and (2) School Messenger, which provides notification services for emergency broadcasts, parental outreach, and student attendance communications for prek-12 education. School Messenger is programmed to call the primary phone number of parents for a variety of reasons that impact the safety and academic performance of students and its database is automatically, regularly updated throughout the year. In the future, BISD will be implementing new features using SchoolMessenger which will allow parents to update contact information and to control notification preferences, including SMS text messaging. State Compensatory Education funds are utilized to provide accelerated instruction (tutorials), supplemental instructional resources, and personnel.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ALAN HENDRICK	SCIENCE TEACHER	TITLE 1-A	1
BELIA DE LA CRUZ	PARENT LIASION	TITLE 1-A	1
BRIANA ARTEAGA	COUNSELOR	TITLE -1	1
Carlos Garcia	SOCIAL STUDIES TEACHER	TITLE 1-A	1
DENISE MARIE LEAL	ELA TEACHER	TITLE 1-A	1
DORA RAMIREZ	DYSLEXIA AIDE	TITLE 1-A	1
ELSA MONICA DOUGLAS	NURSE	TITLE 1-A	.4
JESSICA ALANIZ	ELA TEACHER	TITLE 1-A	1
JOSEFINA MEDINA	NURSE	TITLE 1-A	.4
JUDY DE LEON	MIGRANT CLERK	TITLE 1-C (212)	1
LUZ RESENDEZ	LIBRARY AIDE	TITLE 1-A	1
NOHELIA V IZO	PARENT LIASION	TITLE 1-A	1
PATRICIA STEWART	ELA TEACHER	TITLE 1-A	1
TANYA MICHELLE ORTIZ	LIBRARY AIDE	TITLE 1-A	1

## 2016-2017 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dr. Norma Linda Gallegos	Principal
Administrator	Cynthia Garza	Assistant Principal
Administrator	Josie Montes	Assistant Principal
Administrator	Patricia Rodriguez	Assistant Principal
Administrator	Mary Ellen Rodriguez	Dean of Instruction
Administrator	Gamael Salazar	Assistant Principal
Administrator	Hilda Soto	Assistant Principal
Business Representative	Cindy Garcia Rodriguez	Community Representative
Classroom Teacher	Liz Picco	Foreign Language Alternate
Classroom Teacher	Roberta Alvarez	Science Alternate
Classroom Teacher	Aide De Anda	Fine Arts Alternate
Classroom Teacher	Phillip Anderson	CATE Alternate
Classroom Teacher	Nicole Cardenas	ELA Alternate
Classroom Teacher	Jaime Castaneda	P.E. Representative
Classroom Teacher	Patricia Castaneda	Social Studies Alternate
Classroom Teacher	Nubia De la Fuente	IDEA Alternate
Classroom Teacher	Alfonso Gonzalez	Math Alternate
Classroom Teacher	Linda Holkup	Fine Arts Representative
Classroom Teacher	Matthew John	Social Studies Representative
Classroom Teacher	Rosie Loredo	IDEA Teacher
Classroom Teacher	Griselda Moreno-Garcia	Math Representative
Classroom Teacher	Gil Myers	P.E. Alternate
Classroom Teacher	Patricia O'Bell	Science Representative
Classroom Teacher	George Saenz	CATE Representative
Classroom Teacher	Frank Salazar	Foreign Language Representative

Classroom Teacher	Ana M. Solis	ELA Representative
Community Representative	Delaila Zuniga	Community Representative
District-level Professional	Ms. M. Barron	Math Specialist
Parent	Norma Ayala	PARENT
Parent	Myriam Solis	PARENT
Student	Brian Barreda	Student
Student	Harley Morales	Student

## Campus Funding Summary

<b>State Career and Technical Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
8	1	1	MATERIALS AND EQUIPMENT		\$3,125.00
8	1	3	COMPUTER REPLACEMENT		\$3,125.00
8	1	7	SUPPLIES FOR INTEGRATION		\$133,165.00
8	1	8	INFRASTRUCTURE		\$14,000.00
<b>Sub-Total</b>					\$153,415.00
<b>Advanced Academics</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	7	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	8	District Bilingual Department Lead Teacher		\$23,520.00
1	3	1	Math Teachers TI Presenters		\$0.00
1	4	1	DISTRICT ALIGNED CURRICULUM Curriculum, Lab-Aids Kits, Consumables, CPO Equipment for IPC and Physics		\$0.00
1	4	3	Campus Needs Assessment Survey; Materials and Supplies (TMSDS, AWARE, desktop computer, printer, scanner, digital cameras, Elmos, projectors and a poster maker) for Science Institutes, Maintenance Trainings, District Waiver days; Super Science Saturdays, and New Teacher In-service Trainings		\$19,000.00
1	6	1	TRAINING		\$3,000.00
1	7	3			\$0.00
2	1	8	Transportation		\$0.00
4	1	2	Prizes, pizza, Ice cream, fruit drinks, certificates, trophies		\$0.00
4	1	3	Budget, allocation for counseling personnel		\$0.00

					<b>Sub-Total</b>	\$45,520.00
<b>Title I-A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	1	5	Computer Tech ;Related Tech,Computers	211-11-6649-62-009-Y-30-0F2-Y	\$106,750.00	
1	1	5	Software, Printers, Technology Funds	211-11-6399-00-009-Y-30-0F2-Y	\$76,003.00	
1	1	6	SUPPLIES	211-11-6399-00-009-Y-30-0F2-Y	\$25,803.75	
1	1	11	District Professional Development	211-13-6411-23-009-Y-30-AYP-Y	\$10,000.00	
1	1	14	Professional Development	211-13-6411-23-009-Y-30-AYP-Y	\$10,000.00	
1	1	14	Supplies	211-13-6399-00-009-Y-30AYP-Y	\$15,450.00	
1	1	17	Core Teachers	211-13-6411-23-009-Y-30-AYP-Y	\$10,000.00	
1	1	18	Consultant fees	211-13-6298-00-009-y-30-ayp-y	\$1,668.00	
1	2	1	United Streaming, Library Facilities, Scholastic Software, Library Aides	211-11-6399-00-009-Y-30-0F2-Y	\$42,710.00	
1	2	3	RTI Behavior Program, Administrators, Dyslexia Aide	211-11-6129-06-009-Y-30-054-Y	\$20,929.00	
1	2	4	(2 FTEs) Eng I and Eng II	211-11-6119-00-009-Y-30-0F2-Y	\$145,754.00	
1	2	5	RTI 360, Curriculum & Instruction,, Campus Funding Effective Writing, Instruction, TOP Rubric for Writing, DISTRICT ALIGNED CURRICULUM, District Professional Development English Teachers	211-11-6399-16-009-Y-30-0F2	\$6,000.00	
1	2	5	SUPPLIES	211-11-6399-16-009-Y-30-0F2	\$2,300.00	
1	2	6	Ongoing Professional Development from District. Dyslexia Teacher	211-11-6399-00-009-Y-30-0F2	\$7,965.00	
1	2	15	Library supplies	211-23-6399-00-009-y-30-0F2	\$17,000.00	
1	4	3	Materials and Supplies (TMSDS, AWARE, desktop computer, printer, scanner, digital cameras, Elmos, projectors and a poster maker) for Science Institutes, Maintenance Trainings, District Waiver days; Super Science Saturdays, and New Teacher In-service Trainings	211-11-6398-00-009-Y-30-0F2	\$2,500.00	
1	4	3	supplies	211-11-6399-00-009-Y-30-0F2-Y	\$2,300.00	
3	1	1	tutorial transportation	211-11-6494-00-009-Y-30-0F2-Y	\$27,000.00	
3	1	9	SITE LICENSE	211-11-6249-00-009-Y-30-0F2	\$8,250.00	



3	1	9	SOFTWARE		\$110,700.00
3	1	11	2 FTE	211-61-6129-00-009-Y-30-0F2-Y	\$33,301.00
3	1	11	MILEAGE	211-31-6411-00-009--Y-30-0F2-Y	\$1,500.00
3	1	17	Supplies, clothes, and materials available from the Homeless Youth Project Donated food, clothes, and hygiene products SCE Approximately		\$30,000.00
3	1	20	SUPPLEMENTAL DUTY AND SUPPLIES		\$40,000.00
3	1	21	awards, medal, certificates etc	211-11-6498-00-009-y-30-0f2-y	\$5,000.00
6	1	5	Parent Meeting Logs, Agendas, Surveys, Flyers, Marquee, Emails, School Messenger	211-61-6499-53-009-Y-30-0F2-Y	\$500.00
6	1	8	supplies	211-61-6399-00-009-y-30-0f2-y	\$1,000.00
6	1	8	light snack	211-61-6499-83-009-y-30-0f2-y	\$500.00
6	1	8	mileage	211-61-6411-00-009-Y-30-0F2-Y	\$1,500.00
8	1	6	SOFTWARE-COMPASS, A+		\$8,250.00
<b>Sub-Total</b>					\$770,633.75

**Title III-A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	SUPPLIES	212-11-6399-00-009-Y-24-OF2-Y	\$1,618.00
3	1	10	LUCHA TEACHER		\$52,436.00
<b>Sub-Total</b>					\$54,054.00

**State Compensatory**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	1 FTE	162-13-6119-31-009-Y-30-000-Y	\$68,757.00
1	1	12	Compass Odyssey	162-11-6249-62-009-Y-30-000-Y	\$7,800.00
1	1	12	shmoop	162-11-6249-62-009-Y-30-000-Y	\$10,000.00
3	1	1	Extra Duty Pay (EOC)	162-11-6118-00-009-Y-24-EOC-Y	\$11,500.00
3	1	1	Extra Duty Pay	162-11-6118-00-009-Y-30-000-Y	\$21,827.00
3	1	1	General Supplies	162-11-6399-00-009-Y-30-0K2-Y	\$7,346.00
3	1	1	Paper	162-11-6396-00-009-Y-30-0K2-Y	\$3,150.00

3	1	2	1 FTE	162-23-6119-01-009-Y-30-037-Y	\$48,928.00
3	1	3	1 FTE	162-31-6119-31-009-Y-30-000-Y	\$77,203.00
3	1	4	A+ Software	162-11-6249-00-009-Y-30-000-Y	\$2,500.00
3	1	5	Contracted Services	162-32-6299-00-009-Y-24-CIS-Y	\$23,136.00
3	1	6	Contracted Services	162-32-6299-00-009-Y-24-JPO-Y	\$10,000.00
3	1	15	3 FTEs	162-11-6119-00-009-Y-30-000-Y	\$100,084.00
3	1	19	SUPPLEMENTAL DUTY	162-11-6118-00-009-Y-30-000-Y	\$5,000.00
3	1	19	SUPPLIES	162--11-6399-00-009-Y-30-000-Y	\$1,000.00

**Sub-Total** \$398,231.00

**State Bilingual**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	SUPPLIES	163-11-6399-00-009-Y-25-000-Y	\$1,750.00
1	2	2	School Newspaper Advance Placement Institute DISTRICT ALIGNED CURRICULUM Dual Enrollment Staff Reading Smart		\$1,500.00
1	2	12	ESL Clerk, LPAC Chair ESL Teacher		\$3,000.00
1	5	7	DISTRICT ALIGNED CURRICULUM, SIOP, Dictionaries for Secondary Students, ESL Students,		\$7,965.00

**Sub-Total** \$14,215.00

**Title I-C (Migrant)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	5	Migrant Clerk FTE- split funded with Stillman M.S. 20% and VMECHS 80%	212-61-6129-08-009-Y-24-0F2-Y	\$17,872.00
7	1	6	clothing supplies	212-11-6399-00-009-Y-24-OF2-Y	\$200.00
7	1	7	STUDENT SUPPLIES	212-11-6649-00-009-y-24-of2-y	\$800.00
7	1	10	TIC-CREDIT BY EXAMS		\$3,500.00
7	1	11	Transportation	212-11-6496-00-009-Y-24-OF2-Y	\$150.00
7	1	12	BISD Transportation,		\$150.00
7	1	14	NGS Report, Office supplies Light Snack	212-61-6499-53-009-y-24-of2-y	\$50.00
7	1	16	District Wide Funding- district budget		\$0.00

7	1	17	District Wide Funding- district budget		\$0.00
7	1	23	Tuition and Transfer payment for MAARS	212-11-6229-00-009-Y-24-OF2-Y	\$5,000.00
<b>Sub-Total</b>					\$27,722.00
<b>No Funds Required</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Local & District Benchmarks		\$0.00
1	1	2	Core Area Departments		\$0.00
1	1	3	Core Area Dept. teachers		\$0.00
1	1	7	Teacher Conference Period		\$0.00
1	1	8	Eduphoria AWARE SPED Management Report		\$0.00
1	1	9	Measuring UP, EOC Coach, Compass Odyssey, Test Smart, Professor, Tutor, Holt DISTRICT ALIGNED CURRICULUM		\$0.00
1	1	10	Eduphoria AWARE DISTRICT ALIGNED CURRICULUM TEKS ELARS ELPS Campus Analysis Report Benchmark Analysis Report LOC 63, 292		\$0.00
1	1	13	Core Area Teachers		\$0.00
1	1	16	Campus faculty lesson planning time		\$0.00
1	2	7			\$0.00
1	2	9	NO RESOURCES REQUIRED		\$0.00
1	2	10	The Edge The Access ESL Teachers Reading Smart		\$0.00
1	2	11	Home Language Survey		\$0.00
1	2	13	Professional Development Transcripts SBEC Certification		\$0.00
1	2	14	Campus Budget Master Schedule		\$0.00
1	2	17	Eduphoria AWARE Presenter PEIMS Reports Sheltered Instruction Training		\$0.00
1	2	18	Sheltered Instruction Training		\$0.00
1	2	19	Eduphoria AWARE PEIMS Report PBMAS Report Campus Results Analysis Report		\$0.00
1	2	20	Sheltered Instruction Training - BISD Professional Development		\$0.00

1	2	21	TPTR Federal Funds		\$0.00
1	2	22	Campus reports by CTE class with student demographic information, special program information and Assessment data		\$0.00
1	2	23	Campus categorical funds for Special Education substitutes		\$0.00
1	3	2	Exam View Program TAKS/EOC Material EOC Material		\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5	Stipends District Waiver Day		\$0.00
1	3	6	Curriculum Conference Sessions		\$0.00
1	4	2	Science Teachers		\$0.00
1	5	1	Government documents, district computer ballots, Social Studies teachers		\$0.00
1	5	2	Curriculum and Instruction History Fair		\$0.00
1	5	3	Campus Materials		\$0.00
1	5	4	Computer Tech Related Tech		\$0.00
1	5	5	Social Studies Teachers Benchmarks		\$0.00
1	5	6	Dean Resource companies Internet Service		\$0.00
1	5	8			\$0.00
1	5	9			\$0.00
1	5	10	DISTRICT ALIGNED CURRICULUM -SIOP Sheltered Instruction Training -Social Studies Oxford picture Dictionaries for Secondary ESL Students		\$0.00
1	6	2	P.E. Teachers		\$0.00
1	6	3	Health Teachers		\$0.00
1	6	4	Health Teachers		\$0.00
1	6	5	Resource Guides TAKS/EOC Objectives TEKS Objectives Content area Scope & Sequence		\$0.00
1	6	6	Wellness Policy Reference Manual Square Meals.org (Texas Dept. of Agriculture)		\$0.00

1	6	7			\$0.00
1	6	8			\$0.00
1	6	9			\$0.00
1	7	1	No funding required		\$0.00
1	7	4			\$0.00
1	7	5			\$0.00
1	7	6			\$0.00
1	7	7			\$0.00
1	7	8			\$0.00
1	7	9			\$0.00
1	7	10			\$0.00
1	7	11			\$0.00
1	7	12			\$0.00
3	1	7	Teacher monitoring forms		\$0.00
3	1	8			\$0.00
3	1	12			\$0.00
3	1	13	Homeless and Unaccompanied Youth Identifying Criteria as defined by the McKinney-Vento Act. District Homeless Youth Project		\$0.00
3	1	14			\$0.00
3	1	16	Homeless Youth Project Flyers		\$0.00
3	1	18			\$0.00
4	1	1	ESCHOOLS		\$0.00
4	1	4			\$0.00
4	1	5	SCHOOL MESSENGER; HOME ACCESS CENTER		\$0.00
5	1	1	Meeting logs		\$0.00
5	1	2	District handbook		\$0.00
5	1	3	Student handbook		\$0.00
5	1	4	Counselors		\$0.00

5	1	5	Counselors		\$0.00
5	1	6	Campus Administration, faculty and staff, counselors, BISD		\$0.00
5	1	7	Administrators, Principals, Assistant Principals, BISD Police and Security Services.		\$0.00
5	1	8	Administrators, Principals, Assistant Principals, Counselors, Teachers		\$0.00
5	1	9			\$0.00
6	1	1	Copies of the SCOC, Copies of Compact, Copies of Policy Copies of EOP		\$0.00
6	1	2	Copies of Parental Involvement Policy		\$0.00
6	1	3	Code of Conduct Handbook, School " Parent " Student Compact		\$0.00
6	1	4	Parent Meeting Logs, Fliers, Agendas		\$0.00
6	1	6	Copies of Flyers, Copies of Agendas, Copies of Sign in Sheets, Copies of Handouts		\$0.00
6	1	7	Survey monkey		\$0.00
6	1	9	504 Student List		\$0.00
7	1	1	Region One ESC, Migrant Staff, Region One State Trained ID & R Specialist		\$0.00
7	1	2	NGS Currently Enrolled Report		\$0.00
7	1	3	Campus Migrant Clerk		\$0.00
7	1	4	Campus Migrant Clerk		\$0.00
7	1	8	NGS Reports of Currently Enrolled Migrant Students		\$0.00
7	1	9	State MEP Needs and Guidelines MEP Action Plans		\$0.00
7	1	13	High School Migrant Summer School Lab, Desktop computers		\$0.00
7	1	15	HS Labs Instructional Materials, Supplemental Supplies, Desktop Printer		\$0.00
8	1	2			\$0.00
8	1	4			\$0.00
8	1	5			\$0.00

					<b>Sub-Total</b>	\$0.00
<b>Campus Based Funding</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
2	1	1	TRANSPORTATION AND MEALS			\$0.00
2	1	2	Meals, Entry fees, transportation, lodging			\$0.00
2	1	3	Transportation			\$0.00
2	1	4	Adjudicators, awards			\$0.00
2	1	5	Transportation, meals			\$0.00
2	1	6	Meals, entry fees, transportation			\$0.00
2	1	7	Clinicians			\$0.00
2	1	9				\$0.00
2	1	10	Supervisor of Visual Arts & high school visual arts instructors			\$0.00
2	1	11	Transportation, meals			\$0.00
2	1	12	Transportation			\$1,000.00
2	1	13	SUPPLIES			\$5,000.00
2	1	14	Supplies & meals			\$0.00
2	1	15	SUPPLIES			\$0.00
					<b>Sub-Total</b>	\$6,000.00
					<b>Grand Total</b>	\$1,469,790.75