

Bovina Independent School District

BOVINA MIDDLE SCHOOL



Campus Improvement Plan

(Translation in Spanish available upon request.)

(Traducción al español disponible bajo petición.)

(Development Year 2017-2018)

(Implementation Year 2018-2019)

BOVINA MIDDLE SCHOOL

Mission Statement

The mission of Bovina Middle School is to enable all students to achieve the high standards of a quality education.

**SBDM COMMITTEE MEMBERSHIP
Bovina Middle School
2018-2019**

| | | |
|---------------------|------------------------|---------------------|
| Principal | Mark Barnes | 806-584-6499 |
| Teacher | Rebecca Moore | 806-685-3440 |
| Teacher | Rick White | 806-786-5516 |
| Teacher | Rhanda Emory | 214-385-9569 |
| Teacher | Maria Gutierrez | 915-873-9299 |
| Teacher | Jason Anaya | 575-799-5791 |
| Professional | Rachel Avalos | 806-206-4727 |
| Parent | Lory Saenz | 806-251-9940 |
| Parent | Imelda Castro | 806-206-3537 |
| Community | Evang Casas | 806-268-3474 |
| Business | Marissa Marquez | 806-206-4355 |

Assessment of Current Situation Bovina Middle School

Comprehensive Needs Assessment

To assess where our students are in relation to our Vision, Mission and BMS board approved goals. The SBDM team reviewed all available data to identify BMS strengths and to prioritize BMS areas of concern. Formal review includes data from the following:

- Results of community and parent surveys
- Disaggregation of multi-year TAPR results
- Results of benchmark assessments
- Prior year budgets/entitlements and expenditures
- Staff and student development needs surveys
- Student retention rates

Informal measures include the following:

- Needs identified through campus faculty meetings carried forward to SBDM meetings.
- Review of previous year's initiatives to determine overall effectiveness and implementation level and to consider continued development/modifications and necessary continued funding.
- Staff e-mails to district level personnel
- Review of the district level personnel

Review of the district's vision and discussion at the district level regarding current information/research-based strategies that will help us to attain the vision.

Prioritized Strengths Bovina Middle School

The BMS review led us to the following discoveries regarding campus strengths and areas of concern. These areas become the major focus of the Bovina MS campus improvement plan (CIP). BMS strengths and areas of concern are expressed in the following:

| Strengths | Data Source |
|--|---|
| Staff, students and community feel the school is a safe and secure place for students to learn | Surveys and feedback |
| Teachers and students feel comfortable and welcome to visit with administration | Surveys; parent and teacher feedback |
| Caring, committed teaching staff | Parent and student surveys; principal evaluation and observation |
| Tutorials | Student performance records; student retention record; STAAR test results |
| Teacher use of effective instructional practices and teacher commitment to learning | Staff development records, principal reports, information gathered through meetings with teachers and principal |
| Commitment of staff and community members to effective district planning | Participation in planning sessions by all stakeholders of the SBDM team |
| Use of technology for administrative procedures and for instructional support as a learning tool | Student performance records, teacher feedback, principal reports; research-based methodologies |
| Efforts to build collaboration; seeking professional growth opportunities; quality research-based material | Alignment of all subjects to TEKS objectives; student performance records |
| Reading initiatives | Student performance records; student retention records; STAAR test results |

Prioritized Areas of Concern

| Areas of Concern | Data Source |
|---|--|
| Close the achievement gap with special emphasis on math and science | Student performance records, multi-year TAPR/STAAR Accountability Summary data |
| Involvement and commitment of parents and community members to the school process and the school administration | Increase attendance at school activities, parent surveys, increased communications with BISD parents, sign-in sheets at activities |
| Address the needs of our Eco. Dis. Students in all academic areas | STAAR, RPTE, benchmark tests, teacher provided data, TAPR charts |
| Increase learning opportunities for LEP/ESL/Eco Dis students to perform successfully on all state-mandated assessments | Longitudinal student performance data, STAAR scores, Interim Assessments |
| Increase lab and hands-on activities for all students in math and science classes | TAPR reports, student feedback, report cards, benchmark tests, STAAR and TEKS objectives |
| Continue support of teachers through specialized training in TEKS and STAAR; ensuring that the needs of all students are met and that progress continues toward 90% mastery of all state standards for all students | TAPR data which indicates continuous improvement for all student populations reflected in longitudinal studies |
| Increase reading mastery and mastery in all content areas for ALL Students, in particular for special populations, learning disabled students, Eco Dis, and LEP students | Longitudinal student performance data |
| Increase more intensive opportunities for identified at-risk students via Extended Day opportunities in Spring semester, morning tutorials, one-on-one instruction, summer school and STAAR tutorials | Disaggregated student performance data, IEP of Special Ed students |
| Continue the upgrading and integration of technology, for both administrative and instructional use | Campus objectives and lesson plans |

BOVINA MIDDLE SCHOOL

LONG RANGE GOALS

Long Range Goal #1

Bovina Middle School will increase all students' academic performance to higher levels of achievement. Performance levels will meet or exceed local, state, and national standards and expectations while also improving social skills.

Long Range Goal #2

The teachers and faculty of Bovina Middle School along with our parents and community members will be active partners in the education and support of every student.

Long Range Goal #3

Bovina Middle School will have a safe and orderly environment that promotes learning to the highest degree possible.

Promoting reading literacy will include:

- Emphasis on vocabulary
- Incentives/Rewards Super Reader's Club with potential of award purchases and a substantial prize drawing at the end of the year
- Reading remediation after school program for struggling readers (i.e. LEP, ESL, Dyslexia, slow reader)
- School wide book reading project (interdisciplinary unit)
- Cross-curricular assignments

Bovina Middle School
Semester Exam Exemption Policy

1. Students eligible for an exemption are those in grades 6 through 8.
 1. The student must meet the following criteria in each class in which an exemption is granted:
 - a. GPA of 70 or above with 0 absences
 - b. GPA of 76 or above with 1 absence
 - c. GPA of 82 or above with 2 absences
 - d. GPA of 88 or above with 3 absences
 - e. GPA of 95 or above with 4 absences
 2. Students in grades 6 and 7 may not be exempt from more than 3 exams.
 3. Students in grade 8 may be exempt from all semester exams.

Extracurricular/school sponsored absences do not count against the student nor do medical absences in which a student was in school for part of a day and had a documented medical appointment.

Attendance Codes:

A – Absent Excused

U – Absent Unexcused

T – Tardy

R – Religious

I – In School Suspension

M – Medical

E - Extracurricular

Bovina Middle School is committed to providing a quality education and facilitating a lifelong learning process where every student is a successful learner through family support for students, awareness of social values, academics, and strengthening of family dynamics through a positive link between school and home. Bovina Middle School will involve parents in all required aspects of Title I as well as other grant programs requiring parental involvement.

Policy Development

An advisory committee consisting of parents, members of the community, teachers, and principals will meet to develop our school district's Parent Involvement Policy. Our Advisory Committee will be chosen from volunteers from each campus in our district after appropriate publicity about the need for volunteers. We will meet in an open forum to compose and design an implementation process for the district parent involvement policy. This open forum will take place during a regularly scheduled District Site Based meeting held at a convenient time for all parties involved.

Title I

Bovina Middle School is classified as a School Wide Title I program (meaning the student population is more than 80% eligible for the free and/or reduced lunch program) for the 2018-2019 school year. The primary function of the Title I program is to improve the basic educational program. Due to Bovina Middle School being School Wide, this program can serve all the students on the Middle School Campus. Title I Law requires that:

- School districts have a written Parental Involvement Policy
- Parents be involved in the design, operation and evaluation of Title I
- Parents be consulted about school activities and be trained on how to help their children
- Whenever possible, activities should be presented in the language spoken at home

Parents of students attending any of the Title I schools have the right to know the professional qualifications of the teachers in their child's classroom(s). In addition to qualifications, parents also have the right under ESSA to request the following:

- Teacher's state qualifications and licensing criteria for the grades and subject he/she teaches
- The status of the teacher's certificate
- The teacher's college major, whether the teacher has an advanced degree, and the field of their certification or degree
- The qualifications of paraprofessionals serving your student

The Title I program is designed to build school and family relationships supporting a partnership to improve student academic achievement in:

- Knowledge of content standards and student achievement standards established by the State of Texas
- Knowledge of the process for monitoring student progress
- Professional Development for campus staff regarding how to reach out to, communicate with, and work with families as equal partners, including the value of families and how to implement and coordinate family programs by offering opportunities to be involved in school events
- Providing user and language friendly format to ensure the information related to the educational process is presented clearly and uniformly.

Examples of Title I communications are listed below:

- School-Parent Compact
- Newsletter
- Website (English and Spanish)
- Parent Portal
- Marquee
- Progress reports
- Fall Parent Conferences
- Spring/Fall Parent Meetings
- Highly Qualified status notification
- ESSA report cards

Parent Compacts

Bovina Middle School will develop a school-parent compact (agreement) with the parents of the students participating in the program. This compact will be reviewed and revised annually. Contents of the compact will include information about how students, parents/guardians, and staff will share responsibility for promoting student achievement. Compacts encourage students, parents/guardians, and school personnel to collaborate toward impacting student achievement in a positive way.

Parental Involvement Opportunities

There are many ways in which parents can become involved with their children's education. Bovina Middle School values both the at-home contributions and those which take place at the school and in the community. Many types of parental involvement activities are needed in a school-home-community partnership that will help all our students to succeed. Parents may contribute through volunteer programs and create a positive and supportive home atmosphere. Some examples of opportunities for parent and community involvement include but are not limited to:

- Migrant/Title I meetings
- District Site Based Committee
- Campus Site Based Committee
- Parent Conferences
- Field Trips
- Awards Assemblies and Grade level Programs
- Honors and Sports Banquets

- Phone communications
- Band Programs
- Booster Clubs

Staff/Parent Communication

Communication with parents will include a Title 1 newsletter distributed four times each year. There will be notices, online resources for students and parents, phone calls, conferences, and home visits as needed. Teachers and parents are encouraged to communicate about their student's performance. They may also call the school office and ask for a conference. Communication will be available in English and Spanish.

Evaluation

An evaluation of the Title I program will be conducted annually and will include questions pertaining to the effectiveness of the program. The results of this survey will be compiled and used in the evaluation of the Title I program during the district's and campuses' Needs Assessments in the spring of each year. The District Site Based Committee will meet in the spring to review the Title I program and evaluate, revise and renew the School-Parent Compact, Parent Involvement Policy, and Title I program.

District Name: BOVINA INDEPENDENT SCHOOL DISTRICT

Long Range Goal #1: Bovina Middle School will increase all students' academic performance to higher levels of achievement. Performance levels will meet or exceed local, state, and national standards and expectations while also improving social skills.

Annual Performance Objective: Improve overall STAAR test performance by 10% on the Spring 2019 test compared to the STAAR test in Spring 2018.

| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
|--|--|-----------------------|---------------------|---|--|--|
| Programs | | | | | Formative | |
| 1. Analyze and improve services addressing needs of identified G/T components in: <ul style="list-style-type: none"> ● Policy/procedures for parents ● Screening/testing ● Training: <ul style="list-style-type: none"> * 30 hours * 6 hours annual update ● Offer district curriculum and advanced courses | Superintendent Principal Staff G/T Teacher | 8/18 | 5/19 | ESC Reg. 16 Consultants Local Funds | Policy; documents on file; list of identified students/PEIMS; screening/testing records; T-TESS/training records for staff Benchmark Checks: <ol style="list-style-type: none"> 1. Number of identified students 2. Number by gender 3. Number of subgroups 4. Percentage of mastery on benchmark assessments Summative Evaluation: Surveys from parents and students; STAAR Mastery | 12/18 12/18 12/18 9/18 & 3/19 5/19 |
| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
| Programs (Cont.) | | | | | Formative | |
| 2. Review and improve services for identified Special Education program components and needs in: <ul style="list-style-type: none"> ● ARDs, annual and as needed ● Multilingual assessment ● Classroom modifications ● Assistive technology, if needed ● Implementation of RTI Model (Tiers 1, 2 and 3 intervention and data collection by | Superintendent Principal Special Education Director School SpEd Staff | 8/18 | 5/19 | ESC Reg. 16 SE Consultants and Parmer County Cooperative IDEA Funds Diagnostician and | Student Progress Reports; Phone Log; ARDs; Assessment Records; Student Records; Policies; Staff Development Records Benchmark Checks: <ol style="list-style-type: none"> 5. Number of identified students 6. Number by gender/diversity 7. Percentage of mastery on benchmark assessments | 12/18 |

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| <p>teachers) > Data review and placement > Transition Planning >Least Restrictive Environment >Related services >Annual evaluation/follow-up</p> <ul style="list-style-type: none"> ● Speech ● Inclusion ● Self-Contained classes ● Content Mastery (CM) ● STAAR -Alt, STAAR -M <p>1.2A Establish the REAP/Transferability Section 6211 status in the use of ESEA funds to enhance innovative school programs.</p> | <p>Superintendent Principal SBDM Committee</p> | <p>8/18</p> | <p>5/19</p> | <p>Psychologist Special Ed Teachers and Staff State SpEd Funds</p> <p>ESC Region 16 Consultants Federal Title Funds</p> | <p>8. Istation/M-STAR</p> <p>Summative Evaluation: Surveys from parents, teachers, and students; STAAR -Alt or STAAR - M Mastery</p> <p>ESEA Applications and Final Reports</p> | <p>12/18 9/18 & 3/19</p> <p>5/19</p> <p>Quarterly</p> |
| <p>Initiatives: Strategies/(steps)</p> | <p>Person Responsible</p> | <p>Begin Time</p> | <p>End Time</p> | <p>Resource</p> | <p>Evaluation (Documentation/Assessment)</p> | <p>Evaluation Dates</p> |
| <p>Programs (Cont.)</p> | | | | | <p>Formative</p> | |
| <p>3. Evaluate and improve services in Career Vocational Technology (Career Awareness) programs activities and needs in:</p> <ul style="list-style-type: none"> ● Vocational Agriculture ● Health Occupations ● Home Economics ● Criminology | <p>Superintendent Principal Vocational Certified Staff</p> | <p>8/18</p> | <p>5/19</p> | <p>ESC Reg. 16 Vocational Consultants and Training</p> <p>Carl Perkins</p> <p>Panhandle Tech Prep Consortium State Voc Ed Funds</p> | <p>Grade/Class Rosters; Agendas; Sign-in sheets</p> <p>Benchmark Checks:</p> <p>1) Percentage of mastery on benchmark assessments</p> <p>Summative Evaluation: Surveys; STAAR Assessment</p> | <p>9/18 & 3/19</p> <p>5/19</p> |
| <p>4. Analyze and improve services addressing program needs for identified ESL or LEP</p> | <p>Superintendent Principal</p> | <p>8/18</p> | <p>5/19</p> | <p>ESC Reg. 16 Consultants</p> | <p>Student Lists; Surveys; Conference Records; LPAC Records; Assessment</p> | |

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| <p>students in:</p> <ul style="list-style-type: none"> ● Home Language Survey ● Consultation with parents ● Screening/testing ● LPAC (Language Proficiency Assessment Committee) LPAC <ul style="list-style-type: none"> ● Board Approved ● Trained ● Translations ● Follow-up (Exited Students) ● Language instruction for individuals and families | ESL Staff | | | Title III SSA State/Fed ESL Funds | Records; Exited Students | 9/18 & 3/19 |
| | | | | | <p>Benchmark Checks:</p> <p>1) Number of identified students</p> <p>2) Percentage of mastery on benchmark assessments</p> <p>Summative Evaluation: Oral Language Proficiency Test; STAAR Assessment</p> | 5/19 |
| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
| Programs (Cont.) | | | | | Formative | |
| <p>5. Review and improve services in addressing needs of Migrant students (and Preschool age) in the school wide migrant program.</p> <ul style="list-style-type: none"> ● Forms (English/Spanish) ● Monitoring (Program & Retention) ● Intervention Strategies | Superintendent Principal Migrant Coord. Staff | 8/18 | 5/19 | ESC Reg. 16 Consultants State/Fed Migrant Funds | Student Records; Forms; Assessment Records | 9/18 & 3/19 |
| | | | | | <p>Benchmark Checks:</p> <p>1) Percentage of mastery on benchmark assessments</p> <p>Summative Evaluation: Region 16 ESC Migrant Services Coordinator Evaluation</p> | 5/19 |
| <p>6. Evaluate and improve services for students identified with Dyslexic tendencies providing dyslexic evaluation, modifications and referral to 504 program for evaluation and programming as needed.</p> | Superintendent Principal Staff | 8/18 | 5/19 | ESC Reg. 16 Consultants Local District Funds | Student Records; Assessment Records Student modification plans and programs | 9/18 & 3/19 |
| | | | | | <p>Benchmark Checks:</p> <p>1) Percentage of mastery on benchmark assessments</p> <p>Summative Evaluation: Post Assessment (Reading Level Gains)</p> | 5/19 |
| <p>7. Analyze and improve services for At-Risk students SCE service needs in:</p> <ul style="list-style-type: none"> ● Flexible scheduling ● Prekindergarten notification of school | Superintendent Principal Staff | 8/18 | 7/19 | State Comp Ed (SCE) Funding ESC Region 16 | Student Identification Records; Tutoring Schedule; Assessment Records | 5/19 |

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| eligibility <ul style="list-style-type: none"> ● One-on-One Tutoring ● Neglected/Delinquent & At Risk Dropout services ● Self-Paced Program ● Small Student/Teacher Ratio ● Counseling Services ● At-Risk Mentoring ● Supplemental Programs | | | | Consultants | Benchmark Checks: <ol style="list-style-type: none"> 1. Number of identified students 2. Number by gender/diversity 3. Percentage of mastery on benchmark assessments Summative Evaluation: STAAR Assessment | 10/18 & 2/19 5/19 |
| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
| Curriculum/Instruction | | | | | Formative: | |
| 8. Review and improve services addressing student needs and provide instruction using Highly Qualified Teachers (HQT) in all core subjects: (scientifically research based) include supplemental activities - application level tasks. | Superintendent Principal Staff | 8/18 | 5/19 | ESC Reg. 16 Consultants and Training Core Curriculum | Assessment Records; Tutorial Records; Benchmarks | 5/19 |
| Evaluate/Improve Reading/ Writing ELA Components: <ul style="list-style-type: none"> ● STAAR Tutorials ● Provide background/extension to the textbooks ● Super Readers Club ● Contests/Competition ● Purchase of supplemental supplies ● Hands-on activities ● Smart Boards (Promethean) ● Design program specific by campus ● AR Program | Superintendent Principal Staff | 8/18 | 5/19 | STAAR Prep U.I.L Contest Record Books, LLC Local Funds | Benchmark Checks <ol style="list-style-type: none"> 1) Percentage of mastery on benchmark assessments 2) Percentage of mastery on STAAR | 9/18 & 3/19 5/19 |
| Evaluate/Improve Math Components: <ul style="list-style-type: none"> ● STAAR Tutorials | Superintendent Principal | 8/18 | 5/19 | ESC Reg. 16 Consultants and | Assessment Records; Tutorial Records | |

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| <ul style="list-style-type: none"> ● Supplemental Program ● Provide background/ extension to the textbooks ● Implement CD ROM/Tech Calculator Programs ● Manipulatives ● Hands-On activities ● Smart Boards (Promethean) ● Application task activities ● Design program specific by campus ● Utilize Compensatory funds to purchase STAAR Coach materials to assist students that do not meet the state standards for mathematics | Staff | | | Training Core Curriculum Local Funds State Compensatory Funds | Benchmark Checks 1) Percentage of mastery on benchmark assessments 2) Percentage of mastery on STAAR | 9/18 & 3/19 5/19 |
| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
| Curriculum/Instruction, Cont. | | | | | Formative | |
| Evaluate/improve Science Components: <ul style="list-style-type: none"> ● STAAR Tutorials ● Provide background/ extension to the textbooks ● Virtual labs ● Hands-on activities ● Field Trips ● Science Bowl ● Smart Boards (Promethean) ● Simulated instruction ● Application and lab activities, projects and student products ● Design program specific by campus ● Utilize compensatory funds to purchase Forde-Ferrier books to assist those students who fail to meet the passing standards on their STAAR exams | Superintendent Principal Staff | 8/18 | 5/19 | ESC Reg. 16 Consultants and Training Core Curriculum Local Funds | Assessment Records; Tutorial Records Benchmark Checks 1) Percentage of mastery on benchmark assessments | 9/18 & 3/19 |

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|---|--------------------------------------|------|------|--|---|-------------|
| Evaluate/improve Social Studies Units: <ul style="list-style-type: none"> • New adopted curriculum • STAAR Tutorials • Provide background/ extension to the textbooks • Virtual lab activities • Hands-on activities • Smart Boards (Promethean) • Maps • Design program specific by campus | Superintendent Principal Staff | 8/18 | 5/19 | ESC Reg. 16 Consultants and Training Local Funds Core Curriculum | Assessment Records; Tutorial Records Benchmark Checks 1) Percentage of mastery on benchmark assessments | 9/18 & 3/19 |
| Mastery Activities | | | | | | |
| 1.9 Analyze and improve academic opportunities for students not mastering required objectives to acquire needed skills: <ul style="list-style-type: none"> • Morning Tutorials • STAAR Tutorials • Mentorship • Summer School/OEY • Study Island | Superintendent Principal Staff | 8/18 | 5/19 | State/Fed Funds Local funds OEY Funds | Academic Records Tutorial Records Benchmark Checks: 1) Percentage of mastery on benchmark assessments | 9/18 & 3/19 |

| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
|---|--------------------------------------|-----------------------|---------------------|--|--|-----------------------------|
| Staff Development | | | | | Formative | |
| 1.10 Review and improve staff development designed to meet the needs of all staff. <ul style="list-style-type: none"> • Drop-Out/At-Risk Prevention/Recovery • Classroom Mngt. • Conflict Resolution | Superintendent Principal Staff | 8/18 | 5/19 | ESC Reg. 16 Consultants State/Fed Funds | Calendar; Agendas; Sign-in Sheets Core Content Areas of Needed School Improvement | 5/19 |

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| <ul style="list-style-type: none"> ● Safe Schools ● Technology ● Smart Boards (Promethean) ● SBDM/Curriculum ● Optional Extended Year ● ESSA ● Highly Qualified ● Bullying ● Sexual Harassment ● Conferencing with parents | | | | Core Curriculum | | |
| Assessments | | | | | | |
| 1. Evaluate and improve activities used to monitor student progress (developed with teacher input) <ul style="list-style-type: none"> ● Benchmark Assessments ● STAAR AYP annual obj. mastery on all tests ● STAAR -Alt, ● Core Assessments ● Reporting results to parents ● DMAC | Superintendent Principal Staff | 8/18 | 5/19 | ESC Reg. 16 Consultants Local Funds | Assessment Records TAPR Reports AYP | 5/19 |
| Technology Uses | | | | | Formative | |
| 2. Review and improve services in technology for instruction and educational management <ul style="list-style-type: none"> ● E-mail/Internet Access/Web ● Technology Modules/TIF ● On-line Core Application ● Smart Boards (Promethean) ● Study Island | Superintendent Principal Staff | 8/18 | 5/19 | ESC Reg. 16 Consultants State/Fed. Funds | Technology Records; Assessment Records; Tutorial Sign-in Sheets; Teacher Lesson Plans with Technology Use Documented | 5/19 |
| Transitions | | | | | | |
| 3. Analyze and improve the transition of students successfully through the | Superintendent Principals (HS, | 8/18 | 5/19 | ESC Reg. 16 Consultants | Percentage of Graduates; Study Skill Module; Life Skill Program; Coop | 5/19 |

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|--|--------------------------------------|------|------|---|---|------|
| <p>educational process</p> <ul style="list-style-type: none"> ● From another School ● From 5th grade to MS ● From 8th grade to HS ● Core Instruction ● Tech Prep/Career Tech ● Guest Speakers ● College Talent Search (WTAMU) ● College/Tech School Visitation ● Vocational Interest & Aptitude Assessment ● 4 Year HS Plan (8th grade) | MS, Elem.) Counselor Staff | | | <p>Regional Tech Prep Consort.</p> <p>Aptitude Tests/ Bridges.com</p> <p>Transition day for incoming 5th grade and orientation by MS Principal</p> <p>Orientation of outgoing 8th grade by HS Principal</p> | <p>Module; Community Service Module; Guest Speakers; Resume/Interviewing Module</p> <p>Test Summary</p> | |
| Clubs/Extra-Curricular Activities | | | | | Formative | |
| <p>1.15 Review and improve offerings of campus clubs and organizations for student involvement and leadership development</p> <ul style="list-style-type: none"> ● Educational Field Trips ● Field Trips to Colleges/ Universities ● Provide information about Colleges/Universities ● MS Student Council ● NJHS | Superintendent Principal Staff | 8/18 | 5/19 | <p>Colleges/ Universities: (WTAMU AC SOUTH PLAINS CCC ENMU TEXAS TECH)</p> <p>National and State Student Council and Honor Society</p> | Clubs; Organizations; Record of Activities | 5/19 |
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| <p>1.16 Evaluate and improve support-technical assistance from sources listed below:</p> | Superintendent Principal | 8/18 | 5/19 | ESC Reg. 16 Consultants | Agendas; Sign-in Sheets; Contact Records; Activity Notes; Phone Logs | 5/19 |

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| <ul style="list-style-type: none"> ● School Support Team ● Teacher Prep Programs ● College/Universities | Staff | | | | | |
| Communications | | | | | | |
| <p>1.17 Analyze and improve all communication on the campus and within the community.</p> <ul style="list-style-type: none"> ● Notes home ● Memos to teachers ● Letters included with report cards as needed ● Positive Phone Calls ● Teacher/Parent Conferences ● Staff Planning Session ● Student/Teacher Conferences ● Monthly Newsletter from Principal ● Monthly Newsletter from Student Council ● Student Planner for Assignments and Special Events ● Web Page/E-mail ● School Marquee | Superintendent Principal Staff Students | 8/18 | 5/19 | Local funds | Phone Log; Student Files; Progress Reports and Report Cards; Parental Involvement; Newsletters; Sign-In sheets from Parent Conference Days (fall and spring); Student Planners Benchmark Checks 1) Percentage of parental involvement 2) Percentage of drop-out rate | 12/18; 5/19 12/18; 5/19 |
| Staff Issues/Personnel | | | | | Formative | |
| <p>1.18 Analyze and improve the planning and a timeline to address teacher and administrator training and recruiting.</p> <ul style="list-style-type: none"> ● Highly Qualified Core Teachers ● Scholarship College Courses | Superintendent Principal Staff | 8/18 | 5/19 | Local Universities | Interview Records; Staff Roster; Staff Scholarships Approved | 6/19 |
| <p>1.19 Review and improve the planning and a timeline to attract-- maintain Highly Qualified staff.</p> <ul style="list-style-type: none"> ● University Mentor Program ● University Intern Program | Superintendent Principal Staff | 8/18 | 5/19 | Title I Funds Advertising | Staff Roster; Records of University Mentors and Interns; School Service and Activities Calendar | 5/19 |

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| Planning Opportunities | | | | | | |
| 1.20 Evaluate annual needs to improve and facilitate opportunities for the staff and others to be involved in planning for campus improvements. <ul style="list-style-type: none"> ● SBDM Committee ● Staff Meetings ● Curriculum Planning ● Vertical Teaming ● Student Council | Superintendent Principal Staff Students Parents | 8/18 | 5/19 | ESC Reg. 16 Consultants | Meetings; Agendas; Sign-in Sheets, Meeting Minutes Records | 12/18; 5/19 |
| Planning Evaluation | | | | | | |
| 1.21 Analyze annual needs and assessment noting surveys to improve the campus planning process. <ul style="list-style-type: none"> ● Student Survey ● Staff Survey ● Parent/Community Survey ● SBDM Committee ● Board Survey ● Summary Evaluation | Superintendent Principal Staff | 8/18 | 5/19 | ESC Reg. 16 Consultants | Surveys; Summary of Each Category of Surveys Completed and Returned | 5/19 |
| Attendance | | | | | Formative | |
| 1.22 Review annual needs noting improvement needed for high student attendance (goal = or > 97% attendance rate) <ul style="list-style-type: none"> ● Phone Calls ● Counseling ● Conferences ● Awards for Perfect Attendance ● Semester Exemptions ● Academic Achievement ● Make-up time through Saturday School | Superintendent Principal Staff | 8/18 | 5/19 | Truancy Officers (Bovina Police) Counselor | Phone Logs; Counseling Records; Conference Records; Award Certificates | 5/19 |

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| <ul style="list-style-type: none"> Attendance Committee | | | | | | |
| Recognition | | | | | | |
| 1.23 Analyze and improve the process of recognition of student success <ul style="list-style-type: none"> Student of the Month Academic Achievement (A/B and A Honor Roll) Perfect Attendance Super Readers Club Semester Exemptions | Superintendent Principal Staff | 8/18 | 5/19 | Lions Club Newspaper Parents Teacher Organizations | Pizza Parties and Rewards; Award Certificates; Newspaper Articles; Community Service Club Recognition | 5/19 |
| Major Campus Documents | | | | | | |
| 1.24 Review and improve the release of all major campus documents in English and Spanish and provide an interpreter, if needed. | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Migrant/ESL Consultants | Major Documents in two languages (if applicable) | 5/19 |
| Federal Requirements | | | | | | |
| 1.25 Evaluate compliance with the requirements of Title IX (Sexual Discrimination) <ul style="list-style-type: none"> Posted Notice Student/Staff Handbooks Annual Training in Law | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Consultants | Notices; Handbooks | 5/19 |
| 1.26 Evaluate compliance with the requirements of Title VI (Civil Rights/Equal Opportunity) <ul style="list-style-type: none"> Posted Notice Application Form Student/Staff Handbooks Section 504 Programming | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Consultants | Notices; Applications; Handbooks | 5/19 |
| 1.27 Analyze and improve process of all students and parents being informed of rights and responsibilities | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Consultants | Handbooks; Parental Involvement Policy; Compact | 9/18 5/19 |

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| <ul style="list-style-type: none"> ● Student Handbook ● Parental Involvement Policy ● School/Parent Compact | | | | | | |
| Dropout Prevention/Recovery | | | | | | |
| 1.28 Analyze and improve the process for noting drop-outs and increased recovery <ul style="list-style-type: none"> ● At-Risk Student Review Monthly ● Mentoring ● Life Skill/Character Building Classes ● STAAR Tutorials ● Mentorship ● Peer Assistance/Tutoring ● Personal Graduation Plans (PGP) | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Consultants SCE Funds Title I Funds | Schedules; Curriculum Multi-Year Comparisons | 5/19 |
| Credit Pass Rate | | | | | | |
| 1.29 Evaluate the Pass Rate <ul style="list-style-type: none"> ● Percentage Fall and Spring Semesters | Superintendent Principal Staff | 8/18 | 5/19 | Core Curriculum Alignment led by ESC Region 16 Consultants | Student Records; Curriculum; Schedules; Lesson Plans; Promotion Records Multi-Year Comparisons | 12/18; 5/19 |
| 1.30 Comply with P.L. 107-110, Section 1120A | Superintendent | | | | Overall Summative Evaluation: <ul style="list-style-type: none"> ● STAAR scores ● TAPR Data ● STAAR -Alt, STAAR -M, scores Fiscal and campus program records | 5/19 6/18 |

District Name: BOVINA INDEPENDENT SCHOOL DISTRICT

Long Range Goal #2: The teachers and faculty of Bovina Middle School along with our parents and community members will be active partners in the education and support of every student.

Annual Performance Objective: In 2018-2019 parent/community involvement will increase by 10%.

Identified Needs: Gaps in student achievement; communication; increased community support/involvement; business partnerships

| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
|--|--------------------------------------|-----------------------|---------------------|---|--|-----------------------------|
| Communication | | | | | Formative: | |
| 1. Analyze/improve approaches to assure open communication between the school, home and community <ul style="list-style-type: none"> ● Web Page ● Local Newspaper ● Radio ● Parent/Teacher Conferences ● Monthly Parent Newsletter ● Notes home ● Phone Calls ● Maintain a parent/volunteer sign-in notebook ● District Marquee | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Consultants Students Parents Local Newspapers | Website; Progress Reports; Report Cards; Surveys; Phone Logs; Web Page Hits; Newspaper Postings Summative Evaluation: 1) Number of hits on web page 2) Number of documented phone calls 3) Number of signed and returned notes home | 12/18; 5/19 |

| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
|---|---|-----------------------|---------------------|---------------------------------|--|-----------------------------|
| Teacher/Parent Conferences | | | | | Formative: | |
| 2. Review/improve teacher/parent conferences as needed or upon request <ul style="list-style-type: none"> ● Design and maintain a system of conferencing records | Superintendent Teachers Principal | 8/18 | 5/19 | ESC Region 16 Consultants | Conference Records; Sign-in Sheets | 5/19 |

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| Involvement Opportunities | | | | | | |
| <p>3. Analyze/improve opportunities for parents and community members to be actively involved in the programs of the school</p> <ul style="list-style-type: none"> ● Mentors (Teachers & Students) ● Campus Volunteers ● Tutors ● Visiting Teachers/lecturers ● Career Speakers ● Interns ● SBDM Committee ● SHAC Committee | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Consultants | Letters; Training Agendas; Support Group Agendas; Sign-in Sheets | 12/18; 5/19 |
| Training/Information Sessions | | | | | | |
| <p>4. Review/improve opportunities for sharing information or training with parents</p> <ul style="list-style-type: none"> ● Parent Conference (Fall and Spring) ● Region 16 parenting skills Workshop | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Consultants | Agendas; Sign-in Sheets | 12/18; 5/19 |

| Initiatives: Strategies/(steps) | Person Responsible | Begin | End | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
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| | | Time | Time | | | |
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| Special Campus Projects | | | | | Formative | |
| 5. Analyze/improve campus projects/activities to encourage parent and community involvement <ul style="list-style-type: none"> ● Extended day (After School STAAR Tutorials) ● Student Semester Exemptions ● Yearly opportunities for involvement in activities ● Drug and Alcohol Awareness Program | Superintendent Principal Staff | 8/18 | 5/19 | Local Businesses Community Members | Business Partners; Projects Planned; Summer free lunch program Summative Evaluation: | 12/18; 5/19 |
| 6. Contact all college organizations in the region to investigate resources and ask for help as mentors/tutors for students <ul style="list-style-type: none"> ● WTAMU... College Talent Search ● CCC | Superintendent Principal Staff | 8/18 | 5/19 | WTAMU Amarillo College CCC | Phone Log; Tutoring Schedules; Policies; Training Schedule/Agenda; Background Checks Summative Evaluation: 1) # of student tutors | 12/18; 5/19 |
| Planning Opportunities | | | | | | |
| 7. Review/improve opportunities for parents and community members to be involved in the planning process <ul style="list-style-type: none"> ● Parent Involvement Policy ● School/Parent Compact ● SBDM Committee ● Board Meetings ● SHAC Committee | Superintendent Principal Faculty | 8/18 | 5/19 | ESC Region 16 Consultants | Policies; Compact; Agendas; Sign-in Sheets | 10/18; 5/19 |

| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
|--|--------------------------------------|-----------------------|---------------------|---|--|------------------------------|
| Partnerships | | | | | Formative | |
| 8. Continue/expand partnerships with local businesses and organizations <ul style="list-style-type: none"> ● Bovina City Council/Chamber ● Bovina Economic Development ● Noon Lions ● Rural Coop ● Radio Stations ● TV Stations ● Newspaper (Tribune) | Superintendent Principal Staff | 8/18 | 5/19 | Regional Organizations and Local Agencies | Membership Records; Agreements; In-Kind donations; Agendas; Sign-in Sheets; Calendar; Press & News Releases; Press Conferences; Fact sheet and brochures Summative Evaluation: 1) # of Chamber meetings attended 2) # of articles in newspaper 3) # press releases for each event | 12/18; 5/19 |
| Rights and Responsibilities | | | | | | |
| 9. Analyze/improve system of parents and students being informed of their rights and responsibilities <ul style="list-style-type: none"> ● Student Handbook ● Parental Involvement Policy ● School/Parent Agreement ● G/T Policy and Procedures ● Special Education Rights ● Student Code of Conduct | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Consultants TASB Code of Conduct | Handbook; Policies; Compact; Code of Conduct Post TASB Policy and District Policy on the District Web-Site | 8/18; 5/19 8/18; 5/19 |
| Surveys | | | | | | |
| 10. Analyze and improve survey to collect information/input for planning and school improvement | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Consultants | Survey Summaries, Identified Needs, Identified Strengths Overall Summative Evaluation: <ul style="list-style-type: none"> ● Parental Involvement Records ● Survey Information ● STAAR Scores | 5/19 |

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| | | | | | <ul style="list-style-type: none">• TAPR/PEIMS Report | |
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District Name: BOVINA ISD

Long Range Goal #3: Bovina Middle School will have a safe and orderly environment that promotes learning to the highest degree possible.

Annual Performance Objective: In 2018-2019, a safe, orderly environment at Bovina Middle School will be evident by gains in student achievement as indicated in Goal 1 and with a 10% reduction in the total number of student discipline reports.

| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
|---|--------------------------------------|-----------------------|---------------------|--|---|-----------------------------|
| Discipline Management | | | | | Formative: | |
| 3.1 Analyze/improve the district: <ul style="list-style-type: none"> ● Discipline Plan ● Student Code of Conduct ● Student Handbook ● Orientation ● Counseling ● Cool-Down Area ● ISS Classroom ● DAEP | Superintendent Principal Staff | 8/18 | 6/18 | ESC Region 16 Local Funds TEA Licensed Counselor | District Discipline Plan; Code of Conduct; Student Handbook; Signed Acceptance Forms Summative Evaluation: 1) Number of signed acceptance forms | 9/18; 12/18; 5/19 |
| Crisis Mgt./Violence Prevention | | | | | | |
| 3.2 Analyze/Identify/Maintain <ul style="list-style-type: none"> ● Crisis Response Team ● Crisis Management Plan ● Conflict Mediation ● Suicide Prevention Strategies ● Orientation/Practice Drills ● Conflict Resolution ● Counseling | Superintendent Principal Staff | 8/18 | 5/19 | ESC Reg. 16 Consultants Training and Motivational Videos ITV Lab/Video Conferencing | Roster of Crisis Response Team; Meeting Agendas/Sign-in Sheets; Crisis Plan; Agendas of Drills Summative Evaluation: 1) Number of practice drills 2) Number of crisis incidents | 12/18; 5/19 |

| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | Evaluation Dates |
|---|---|-----------------------|---------------------|------------------------------|---|-----------------------------|
| Facilities | | | | | | |
| 1. Review/improve specific plan considering building design to secure the buildings <ul style="list-style-type: none"> ● Classroom Design ● Technology Use ● Library/Media area ● Office Space ● Alarm System | Superintendent Principal Staff | 8/18 | 5/19 | Security Companies | Maintenance Records; Blueprint; Floor Plans; Final Plans | 5/19 |
| Technology | | | | | | |
| 2. Analyze and improve purchasing networking of district technology in order to meet current needs by following the district technology plan and developing timeline to do the following: <ul style="list-style-type: none"> ● Internet Access ● E-Mail ● Distance Learning ● Technology Grants ● Campus ITV Lab ● Alarm System | Superintendent Principal Staff Maintenance Supervisor | 8/18 | 5/19 | ESC Region 16 Consultants | Technology Records; Grants; Budget Records | 5/19 |
| Climate Issues | | | | | | |
| 3. Review and improve activities encouraging and developing the positive and nurturing climate for students, parents, and teachers <ul style="list-style-type: none"> ● Climate Survey ● Teacher of the Month ● Student of the Month | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Consultants | Surveys; Certificates; Awards; Special Events | 5/19 |

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| <ul style="list-style-type: none"> ● Consistent Discipline ● Celebration of Accomplishments | | | | | | | | |
| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | | Formative Evaluation Dates | |
| Surveys | | | | | | | | |
| 3.6 Analyze and improve administering of surveys regarding facility and safe environment <ul style="list-style-type: none"> ● Student ● Teacher/Staff ● Parent/Community | Superintendent Principal Staff | 8/18 | 5/19 | ESC Region 16 Consultants Web Service: <i>surveymonkey.com</i> | Surveys; Survey Summaries | | 5/19 | |
| Safety Issues | | | | | | | | |
| 3.7 Review and improve conduction of monthly Disaster Drills <ul style="list-style-type: none"> ● Fire ● Tornado ● Violence 3.8 Improve buildings security <ul style="list-style-type: none"> ● Locked hallway/classroom doors ● Visitor sign-in ● Student/Teacher sign-out ● Surveillance System Cameras 3.9 Maintain a safe traffic flow for students <ul style="list-style-type: none"> ● Drop-off and pick-up ● Parent Communications | Superintendent Principal Staff | 9/18 | 5/19 | ESC Region 16 Consultants Bovina Fire Dept. Office Procedures Campus Procedures Security Company | Drill Records; Sign-in Sheets; Incident Records | | 12/18; 5/19 | |

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| <ul style="list-style-type: none"> Traffic Signs <p>3.10 Maintain an intercom system between classrooms and office for emergency situations</p> | | | | | | | | |
| Initiatives: Strategies/(steps) | Person Responsible | Begin Time | End Time | Resource | Evaluation (Documentation/Assessment) | | Evaluation Dates | |
| Safety, Cont. | | | | | Formative | | | |
| <p>3.11 Evaluate and improve student safety checks by contacting parents when a child is absent/sick</p> <ul style="list-style-type: none"> First Aid Training for staff Administer First Aide techniques as needed Consult with school nurse whenever practicable Daily home contact by school secretary of absentees | Superintendent Principal Staff | 8/18 | 5/19 | <p>ESC Region 16 Consultants</p> <p>Initial Training in Fall for new employees</p> <p>Annual Refresher Class Fall 2011</p> | <p>Training Rosters; Phone Logs; Training Evaluation completed by participants</p> | | 5/19 | |
| Safe/Drug-Free Schools and Communities Activities | | | | | | | | |
| <p>3. 12 Evaluate and improve SDFSC activities in the district including:</p> <ul style="list-style-type: none"> Drug/Alcohol Awareness Program Guest Speakers Red Ribbon Week Drug/Gang Awareness Community Involvement Counselor Interventions | Superintendent Principal Staff | 8/18 | 5/19 | <p>ESC Reg. 16</p> <p>ESC Region 16 Shared Service Arrangement (SSA)</p> | <p>Rosters; Agendas; Sign-in Sheets</p> <p>Summative Evaluation:</p> <p>1) # of guest speakers</p> <p>2) # of drug prevention/awareness activities throughout the year</p> <p>Summative Evaluation: SDFSC Annual Evaluation</p> | | 5/19 | 5/19 |

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| | | | | | | Overall Summary <ul style="list-style-type: none">• Annual SDFSC Evaluation• Technology Plan/Inventory• State Disaster Report• STAAR Scores• TAPR Data | | | 5/19 | |
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Campus Highly Qualified Teacher Continuous Improvement Plan 2018-2019

Definitions

Strategies/Activities - Strategies and activities to be implemented to meet the goal and objectives listed.

Date Completed - Date that strategy/activity will be complete.

Person(s) Responsible - Personnel needed to implement activity.

Measurable Evidence of Improvement - Qualitative and/or quantitative measures of improvement.

GOAL: To be 100% Highly Qualified Teacher (HQT) in the school year 2018-2019.

| Initiative | Strategies/Activities | Person(s) Responsible | Begin | End | Evaluation (Documentation/Assessment) | Evaluation Date(s) |
|---|--|-----------------------|-------|------|---|--------------------|
| Obtaining Texas Certification of core teachers of grades 6, 7, and 8 if teacher has an out of state Teacher's Certificate | <ul style="list-style-type: none"> • Teacher will go through a credential review by SBEC if teacher currently has out of state certification • Teacher must apply for and obtain a one year Texas Temporary Certificate • Teacher must take and pass the appropriate TEsES Exam(s) both the content and pedagogy by target date of 5-30-13 • Fingerprinting and Background Check Process must be completed | Teacher Principal | 8/18 | 5/19 | Records from previous school system, College Transcripts, Personnel files, Highly Qualified Worksheets, Principal Attestation, Guidance from SBEC | 5/19 |

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| <p>Recruitment and Retention of Highly Qualified Teachers (HQT) in core subjects grades 6,7,and 8</p> | <ul style="list-style-type: none"> • Will seek to recruit, employ, and retain only Highly Qualified Teachers (HQT) in core subjects • Appropriate Texas Teacher Certificates in content area and pedagogy • \$2000 stipend in the critical needs subjects of math and science • Apply for Teacher Incentive grants for 2018-2019 (if available) • On-Going Quality Professional Development • Positive campus | <p>Teacher Principal</p> | <p>08/18</p> | <p>7/19</p> | <p>Records from previous school system, Personnel files, College transcripts, Highly Qualified Worksheets, Principal Attestation, Sign-In sheets for the district, Professional Development, Certificates of completion for external In-Service training</p> | <p>5/19</p> |
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| | climate <ul style="list-style-type: none">• Principal will attend teacher job expos | | | | | |
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Dating Violence Campus Continuous Improvement Plan 2018-2019

Definitions

Strategies/Activities – Strategies and activities to be implemented to meet the goals and objectives listed

Begin Time and End Time – Dates that strategy/activity will begin and will be completed

Person(s) Responsible – Personnel needed to implement activity

Measurable Evidence of Improvement – Qualitative and/or quantitative measures of improvement

GOAL: To educate students, staff, and parents about the intentional use of physical, sexual, verbal, or emotional abuse by a person with intent to harm, threaten, intimidate, or control another person in a dating relationship. (Texas State HB 121)

| Initiative | Strategies/Activities | Person(s) Responsible | Begin Time | End Time | Evaluation (Documentation/Assessment) | Evaluation Date(s) |
|--------------------------------|--|--|------------|----------|--|--------------------|
| Dating Violence Program | <ul style="list-style-type: none"> • Safety Planning • Enforcement of Protective orders • School-Based Alternatives to protective orders • Guidance and Counseling Program • Awareness Education and Training for students, staff and parents | Superintendent Principal Counselor Judge Law Enforcement | 8/18 | 5/19 | <ul style="list-style-type: none"> • Dating Violence Assemblies • Sign-In Sheets from Staff Development meetings that address this topic • Parent Newsletters and Website postings containing coverage of the Dating Violence issue • Campus policy with prescriptive measures | 5/19 |