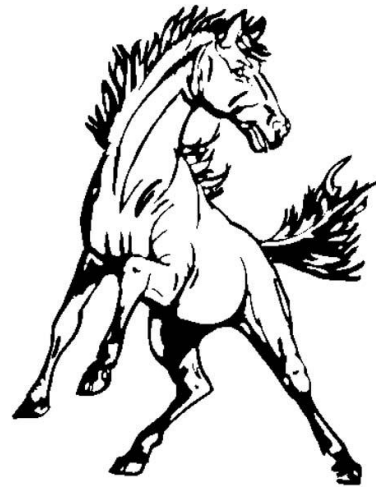


# Bovina Independent School District Improvement Plan 2018-2020



(Translation in Spanish available upon request.)  
(Traducción al español disponible bajo petición.)

October 10, 2018  
Date of School Board Approval

## Legal References

- Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. ( Section 11.251 of the Texas Education Code)
- Each school year, the superintendent of each school **district**, with the assistance of the district-level committee, shall develop, review, and revise the district improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

## Mission Statement

The mission of Bovina ISD is to provide a quality education to meet the individual needs of all students, assuring they possess the skills necessary to be responsible and productive citizens.

## 2018-19 Board Members

<b>President</b>	<b>George Villarreal</b>
<b>Vice President</b>	<b>Larry Mitchell</b>
<b>Secretary</b>	<b>Trent Quintana</b>
<b>Member</b>	<b>Richard Carson</b>
<b>Member</b>	<b>Ricky Antillon</b>
<b>Member</b>	<b>Chris Antillon</b>
<b>Member</b>	<b>Herman Marquez</b>

## Planning and Decision Making Committee

<b>Name</b>	<b>Position</b> Parent, Business, Community, Teacher, etc	<b>Signature</b>
Darla Sealey	Chairman	
Evange Casas	Business Representative	
Evelyn Munoz	High School	
	Middle School	
Wendy Roose	Middle School	
Rebecca Moore	Middle School	
Lupe Vidaurri	Elementary-ESL	

Denise Anderson	Superintendent	
	Elementary Teacher	
Lory Seanz	Migrant Coordinator	
Delayne Duffy	Sp.Ed. Teacher	
Rocio Mata	Counselor/Parent	
Mark Barnes	Campus Principal – MS	
Dan Castillo	Campus Principal – HS	
Kaylene Davis	Campus Principal-EL	
Daniel Mayberry	Community Member	
Stan Miller	Technology	
Rachel Avalos	Nurse	
April Guevara	Parent MS	
Sonia Enriquez	Parent EL	
Carmen Lopez	Parent HS	

# Comprehensive Needs Assessment

## **A Comprehensive Needs Assessment was conducted with the Committee on May 2018 and September 2018**

Data Sources Examined:

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

- District goals
- TAPR data
- PBMAS data
- District and Campus accountability ratings
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Attendance data
- Discipline records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- State and/or federal planning requirements
- District committee meeting discussions
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- The State of Texas Assessments of Academic Readiness (STAAR) results
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility

- Gifted population, including performance, discipline, attendance and mobility
- Class size data
- Retention rate of staff and students
- Years of experience of staff
- Other additional data
- STAAR, STAAR Spanish, STAAR Alternate assessment results
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- SHAC committee agenda and minutes
- Graduation Rate
- Graduation Plans
- OCR report

**In this plan, the term “student groups” refers to students who are  
H, W, AA, ED, Migrant, LEP, G/T, and Special Education**

## Comprehensive Needs Assessment:

### Summary of Findings

#### Prioritized Areas of Concern

Areas of Concern	Data Source
<i>Reading, Writing, Math, Social Studies and Science STAAR Scores especially with the ESL scores.</i>	<i>DMAC, STAAR, ACT, SAT, PBMAS TAPR, T-TESS, and Teacher Input</i>
<i>Personnel Concerns</i>	<i>Human Resources, TAPR Report, Observation/Teacher input, Teacher retention rate</i>
<i>Vertical and Horizontal Alignment</i>	<i>STAAR, TAKS scores, Teacher input</i>
<i>Technology Needs</i>	<i>Teacher and Student Surveys, committee meetings</i>
<i>CTE</i>	<i>Registration for classes, Teacher Input</i>
<i>Remediation for struggling students</i>	<i>STAAR, TELPAS, tutorials, TAKS, Teacher Observation, progress monitoring results</i>
<i>Parental Involvement</i>	<i>Observation, Sign In Sheets, Visitor Records</i>
<i>Adult Literacy</i>	<i>HEP Program, ESL classes,</i>
<i>Low percentage rate of all students meeting masters level on the STAAR test</i>	<i>STAAR</i>

## State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio
- Gifted and Talented students



Total SCE funds allotted to this District/Campus:

<b>Bovina ISD Budget Data for District/Campus Plans 18-19</b>						
<b>Fund Code</b>	<b>funding source</b>	<b>total budget</b>	<b>district (999)</b>	<b>HS (001)</b>	<b>MS (041)</b>	<b>Elem (101)</b>
199 (pic 30)	State Comp Ed	\$359,392.00	\$20,384.00	\$94,388.00	\$27,291.00	\$210,829.00
211	Title I Part A	\$115,302.00	\$23,214.00	\$2,500.00	\$2,500.00	\$61,970.00
212	Title 1 Part C	\$50,053.00				
255	Title II Part A	\$15,261.00	\$4,117.00		\$0.00	\$11,144.00
289	Title IV A	\$10,000.00		\$1,500.00	\$8,500.00	
270	Federal REAP	\$31,010.00	\$18,510.00	\$0.00	\$2,000.00	\$10,500.00
211	Title 1 Part A Focus/	?				
427	TXVSN grant	\$16,000.00		\$16,000.00		
199 (pic 25)	Bi/ESL (PIC 25)	\$74,181.00	\$7,500.00	\$2,686.00	\$16,943.00	\$41,052.00
199 (pic 21)	GT (PIC 21)	\$9,350.00	\$3,650.00	\$1,450.00	\$1,750.00	\$2,500.00
199 (pic 22)	Career/Tech (PIC 22)	\$168,536.00	\$0.00	\$168,536.00	\$0.00	\$0.00
199 (pic 23)	special ed (PIC 23)	\$275,110.00	\$63,750.00	\$63,777.00	\$50,002.00	\$97,581.00
					updated 9/04/18	

**State Compensatory Education Program  
Program Evaluation  
Grades 9-12**

Bovina High School	Drop Out Data						Completion Data					
Year	2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020
Percent	0%	0%					100%	100%	100%	100%		

**State Compensatory Education**

State of Texas Student Eligibility Criteria:  
At Risk Students

The process we use to identify students at risk is: Thirteen State indicators, PEIMS Reports.

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years

4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## **Federal, State and Local Funding Sources**

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<i>Title 1, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)SSA</i>
<i>ESEA Title VI (Innovative)SSA</i>
<i>Carl Perkins SSA</i>
<b>State Programs/Funding Source</b>
<i>Accelerated Reading Instruction Funds</i>

<b>Career/Technology Education</b>
<b>State Compensatory Education</b>
<b>Dyslexia</b>
<b>Gifted/Talented</b>
<b>Special Education</b>
<b>Bilingual/ESL Program</b>
<b>SFSF</b>
<b>Title I ARRA</b>
<b>IDEA B Preschool ARRA</b>
<b>IDEA B ARRA</b>
<b>Focus School Grant</b>
<b>Pre-Kindergarten Grant</b>
<b>Local Programs/Funding Source</b>
<b>Grants</b>

**Bovina ISD utilized the REAP program to redirect 100% of Title II – Part A and Title IV – Part A Funds into Title I – Part A. These funds will be used to upgrade the Title I – Part A School-Wide program at all campuses.**

**Bovina ISD had a free and reduced lunch participation rate of at least 86.35% during the 2017-2018 school year, therefore \$359392 State Compensatory Education funds and 11.4 FTE's will be used to upgrade the Title I-Part A School-wide program at all campuses.**

**11.4 FTE will be divided at the campuses:**

- ***Bovina Elementary* --- 8.4 FTE: 1.00 Aides and 1.25 Teachers**
- ***Bovina Middle School* --- 1 FTE:**
- ***Bovina High School* --- 2 FTE: 1.60 Teachers and 1.50 Aides**

## Assessment of Current Situation

### Comprehensive Needs Assessment

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

- Results of community and parent surveys
- Disaggregation of multi-year TAPR/PBMAS
- Disaggregation of current-year TAPR/PBMAS data
- Results of benchmark assessments
- Prior year budgets/entitlements and expenditures comparing current year budgets
- Staff development needs surveys
- Staff retention rate
- Student retention rates
- PBMAS reports
- All State Assessment Reports
- Attendance rates
- Discipline data
- Survey results from School Improvement

### Informal measures include such as the following:

- Needs identified through campus faculty meeting carried forward to SBDM meetings
- Review of previous year initiatives to determine over-all 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’s vision and discussion at the district level, regarding current information/research-based strategies that will help us to attain the vision.

**Prioritized Strengths**

**18-20**

Our studies led us to the following discoveries regarding our strengths and our areas of concern, and both of these, then became the major focus of the 2014-16 District Improvement Plan, either in form of very specific objectives or actions under the objectives. Our strengths and areas of concern are expressed in the following:

<b>Strengths</b>	<b>Data Source</b>
Staff, students and parents feel school is safe and secure place to learn	Surveys, parent feed back
Teachers, students and community feel welcomed in administrative offices	Survey, parent/teacher feedback
Caring, committed teaching staff	Parent and student surveys, teacher retention rates, active participation on the SBDM teams
Tutorials	Student performance record, student retention record
Teacher use of effective instructional practices and teacher commitment to learning	Staff development records, principal reports (information gathered through meetings with teachers and principal walk-throughs and teacher evaluations)
Commitment of staff, parents, and community members to effective district planning	Participation in planning sessions by all stakeholders.

Our efforts to build collaboratives – seeking professional growth opportunities, quality, research-based materials to promote student learning and teacher effectiveness	Alignment of Math, Reading, Writing and Science to TEKS using the TEKS Resource system in elementary and middle school, records of teachers training teachers, student performance records, vertical planning time
All campuses met standard on the accountability report. The district received the letter “B” in the accountability system.	Accountability Performance reports

**Prioritized Areas of Concern**  
18-20

**Prioritized Concerns**

Areas of Concern	Data Source
Students inability of lack of concern to develop personal responsibility skills toward assignments	Report cards, Teacher and parent feedback
Students not understanding an appreciation for post-secondary education – to include students and the community	Explore Exam, PGP, PEIMS, graduation rates, number of student taking ACT, SAT assessments.
Further close the achievement gap in all core subjects	Student performance records, Longitudinal TAPR data, DMAC, STAAR reports
Develop stronger community and parent partnerships	Student performance records, in particular for special populations, teacher and principal feedback, parent portal data, parent surveys
Increase learning opportunities for ELL students to perform successfully on all state-mandated assessments.	Current and Longitudinal student performance data, tutorial sign in sheets, parent meetings



Increase attendance rate of all students	Attendance records, teacher and principal feedback, TAPR reports, attendance meetings with students and or parents
Continue support of teachers through specialized training in TEKS, TEKS resource system, and STAAR; curriculum alignment, as well as other research-based sessions ensuring that the needs of all students are met and that progress continues toward 100% mastery of all state standards for all students	TAPR data indicates continuous improvement for all student populations reflected in longitudinal studies, state assessment results. All state assessment results and PBMAS.
Increase more intensive opportunities for identified at-risk students via Extended Day opportunities, tutorials, and one-on-one instructions	Disaggregated of all student performance data
Continue upgrading and integration of technology, for both administrative and instructional use	District Objectives, surveys
Low percentage rate of all students meeting the Masters Level Standard.	STAAR Performance Reports
Increase the number of “o” performance level indicators in the PBMAS report.	PBMAS Report

## **Bovina ISD** **Long Range Goals**

**Long Range Goal #1:** The students of Bovina ISD will demonstrate mastery of all objectives in the core curriculum.

**Long Range Goal #2:** At Bovina ISD 100% of core academic classes will be taught by highly qualified, certified teachers and 100% highly qualified staff will be maintained.

**Long Range Goal #3:** All students in Bovina ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

**Long Range Goal #4:** All students in Bovina ISD will graduate from high school.

**Long Range Goal #5:** Parents and Community will be partners in the education of students at Bovina ISD

**Long Range Goal #6:** Bovina ISD will make 21<sup>st</sup> century technology available to all stakeholders.

**Long Range Goal #7:** All students will strive to achieve their full academic potential

**Long Range Goal #8:** Encourage regular attendance of all students.

**Long Range Goal #9:** Vertical and horizontal alignment of curriculum will be addressed in all core subjects.

**Goal 1:** The students of Bovina ISD will demonstrate mastery of all objectives in the core curriculum.

**Summative Evaluation:**

At least 73% of all students will meet the state standard for Index 1-Student Achievement.

At least 84% of all students will meet the state standard for Index 2-Student Progress.

At least 76% of all students will meet the state standard for Index 3-Closing Performance Gaps.

Bovina ISD students will earn a performance level of 0 on all indicators of the PBMAS report.

At least 15% of all students will attain a master’s level score on all sections of the STAAR test.

<b>Objectives:</b>	<b>Activities:</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<p><b>Objective 1:</b> The BISD Administration will give a quantitative report on the measurable gain toward achieving the stated goal. The report will be delivered to the Board of Trustees and community in July, and shall cover the following instructional areas: Language Arts, Reading, Writing, Mathematics, Science, Social Studies.</p>	<p>Provide time for personnel to make decisions on the curriculum</p>	<p>Campus Admin, Superintendent</p>	<p>July 2018 2019, and 2020</p>	<p>Local Funds</p>	<p>Board Approval, Minutes, State Assessment Data Collection</p>

<p><b>Objective 2:</b> BISD will strive to increase State Assessment scores by required improvement for all core subjects.</p>	<p>Provide supplemental instructional services for all students in core subject areas</p>	<p>Core subject teachers, Campus Admin, Superintendent</p>	<p>Every 3 weeks from August 2018-May 2020</p>	<p>Software, Added Personnel, Local funds, Title I, SCE</p>	<p>Improved progress report grades Improved six weeks grades Increased State Assessment Scores</p>
	<p>Provide professional development to teachers and paraprofessionals School Climate, DMAC, TEKS Resource system, T-TESS, Contract with Region 16 for professional development, sexual harassment, dating violence, school safety, pest management, building capacity, confidentiality, allergies and anaphylaxis,</p>	<p>Superintendent and Curriculum director</p>	<p>August 2018, 2019, 2020</p>	<p>Title 1, SCE</p>	<p>Improved progress report grades Improved six weeks grades Increased State Assessment Scores</p>

	bloodborne pathogens, migrant, McKenny Vento Homeless act, suicide prevention, abuse reporting, and civilian response to active shooter.				
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**Goal 2:** At Bovina ISD 100% of core academic classes will be taught by state certified teachers and 100% highly qualified paraprofessionals staff will be maintained.

**Summative Evaluation:** 100% of core academic classes will be taught by certified teachers and 100% Highly Qualified staff will be maintained.

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<b>Objective 1:</b> 100% of core academic classes will be taught by certified teachers, 100% of paraprofessionals with instructional duties will meet local, state and federal requirements and 100% Highly Qualified staff	Actively recruit certified teachers, professionals, and paraprofessionals  Develop and implement HQ strategies/activities to maintain HQ	Campus Principals, Superintendent	August 2018- May 2020	State Funds Local Funds	Passing of all state certification requirements as documented by assessment results and licenses.

will be maintained.	paraprofessionals				
<b>Objective 2:</b> 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development	Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principal, Superintendent Region 16 staff	August 2018- May 2020	Local Funds State Funds Title I Funds Federal Reap	Sign in Sheets and certificate of attendance, increased assessment results.
<b>Objective 3:</b> 100% of teachers will obtain their ESL endorsement.	Teachers will be reimbursed \$300.00 for all fees incurred.	Principals	July 2018- 2020.	Local Funds	SBEC license

**Goal 3:** All students in Bovina ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

**Summative Evaluation:** There is a reduction in both incidents noted and discipline referrals by the amount stated.

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<b>Objective 1:</b> The number of incidents involving violence will be reduced.	Provide bully prevention, dating violence, sexual harassment, training for staff and students	Principal, Superintendent	Monitor: End of each semester	Bully Prevention Trainer ESC 16 County Extension Agent	Sign in Sheets, certificate of attendance, and reduction in the number of violent incidents and office referrals.

<b>Objective 2:</b> Reduce the inappropriate use of electronic devices.	Provide training to staff, students and parents.	Campus Principals and Staff	August 2018 -May 2020	ESC 16 Local Police Counselor County Extension Agent	Sign in Sheets, certificate of attendance and reduction in the number of office referrals and/or reported incidents involving inappropriate use of electronic devices
<b>Objective 3:</b> Reduce the number of incidents involving tobacco, alcohol and other drug use (TAOD).	Provide training to staff, students and parents.	Campus Principals	August 2018 -May 2020	Police department/drug dog County Extension Agent	Sign in Sheets, certificate of attendance and reduction in the number of office referrals and/or reported incidents involving TAOD
<b>Objective 4:</b> Bovina ISD will continue to hold at least four SHAC committee meetings during the school year.	To obtain information about progress toward a well rounded school health program for all.	SHAC committee	August 2018-May 2020	ESC 16, County extension agent	Sign in sheets, agendas, meeting meetings, campus and district plans.

**Goal 4:** All students in Bovina ISD will graduate from high school.

**Summative Evaluation:** Dropout rate will be less than 1% and a completion rate of 100%.  
At least 15% of all students will met level III advanced standard on all STAAR subject areas.

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<b>Objective 1:</b> Each student will graduate with his/her prescribed graduation plan	Provide credit recovery program, acceleration program, or credit by exam	Superintendent, Principal, Counselor  Designated teachers	End of each semester	State and Local Funds	Successful completion of course work and state assessment
<b>Objective 2:</b> Bovina High School Students will be given the opportunity to participate in on-line classes through the TXVSN grant.	Students will take on-line classes that will be monitored by high school teachers.	Counselor, high school teacher, high school principal	End of each 3 weeks	TXVSN grant	Successful completion of course work. Feedback from online teachers and reported grades.
<b>Objective 3:</b> Bovina High School will provide tutorials for students who fail to pass their EOC assessments.	Students will be in a six week tutorial for each EOC they failed.	Principal and high school staff.	Each six weeks.	SCE and Title 1	EOC assessment results.

**Goal 5:** Parents and Community will be partners in the education of students at Bovina ISD.



**Summative Evaluation:** School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p><b>Objective 1:</b> At least 90% of all students' parents and/or family members will participate in at least one parent meeting for/with their child(ren).</p>	<p>Early release days for parent conferences</p>	<p>Principal, Counselor, Teachers,  Superintendent</p>	<p>August 2018 – May 2020</p>	<p>Teachers Parent Compacts Report Cards Assessment Results</p>	<p>Number of parents attending meetings as referenced by the sign in sheets</p>
<p><b>Objective 2:</b> Encourage community involvement in district activities</p>	<p>Invite organizations and public departments to present and participate in district events</p> <p>Hire a parent liaison/social worker for elementary and middle school</p>	<p>All school personnel</p> <p>Superintendent</p>	<p>August 2018 – May 2020</p> <p>August 2018 – May 2020</p>	<p>Local and surrounding businesses State and County agencies and others Website</p> <p>Title 1, SCE, Local funds</p>	<p>Sign in sheets Agendas</p> <p>State Assessments Number of Parents who attend functions at school.</p>

**Goal 6:** Bovina ISD will make 21<sup>st</sup> century technology available to all stakeholders.

**Summative Evaluation:** State Assessment Scores, Competencies Test, Post Readiness Reports

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<b>Objective 1:</b> Increase the availability to technology	Purchase technology devices and software to use in the classroom for projects and class work.	Teachers and staff Technology Director	August 2018 –May 2020	State Funds, Local Funds, TXVSN grant	State Assessment scores, EOC exams, grades, teacher observation and input, student input
<b>Objective 2:</b> Continue professional development in the use of innovative technologies.	Peer to peer training, professional development, webinars, ITV	Technology Department, Teachers	August 2018-May 2020	State Funds, Local Funds	Teacher observation and input, Student input

**Goal 7:** All students will strive to achieve their full academic potential

**Summative Evaluation:** Test scores, SAT, ACT, EOC, STAAR, Graduation Plans

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<b>Objective 1:</b> Students will perform at or above state standards on all state assessments.	The taught curriculum aligns with the TEKS. Benchmarking, tutorials, TAKS/STAAR prep	Campus Principals, Counselor, Superintendent	August 2018-May 2020	State Funds, local Funds	TAPR Reports DMAC system STAAR results AYP PBMAS
<b>Objective 2:</b> To enhance the overall learning environment for all groups of students.	Adequate lighting HVAC Cleanliness Technology Discipline/Safety measures	Campus Principals Maintenance Department Technology Coordinator	August 2018-May 2020	State Funds, Local Funds	Attendance Records, Performance Reports IPM Reports Maintenance. Reports
<b>Objective 3:</b> Activities will be presented throughout the school year, which will assist students in developing an understanding and appreciation for the fine arts and cultural heritage.	Schedule programs with ESC and other internal and external resources	Campus Principals, Counselor	August 2018-May 2020	State and Local Funds	Teacher Input, Student Input, Parent Input, Observation, Counselor Reports
<b>Objective 4:</b> Bovina ISD will provide an appropriate program for students in Special Education.	Team teaching, pull-out or content mastery programs will support the	Special Education Teachers, Teachers, Campus	August 2018-May 2020	State Funds, Local Funds	ARD evaluation Student Input, Teacher Input, Report Cards State

	teacher's efforts in education of the students.	Administration			Assessment Results
<b>Objective 5:</b> Bovina ISD will provide an appropriate program for English Language Learners	Team teaching, pull-out or RTI programs will support the teacher's efforts in education of the students. Increased learning time in the regular classrooms with support of bi-lingual paraprofessionals. Change of teaching staff. Two all day pre-kindergarten programs. ESL certification for all teachers. Increased professional development	ESL Teachers, Teachers, Campus Administration	August 2018-May 2020	State Funds, Local Funds	LPAC Student Input, Teacher Input, Report Cards TELPAS, Terra Nova Teacher Evaluations Walkthroughs, benchmark results, State assessment results.
<b>Objective 6:</b> Bovina ISD will provide an appropriate	Provide adequate time for GT students to work	GT Teachers, Teachers, Campus	August 2018-May 2020	State Funds, Local Funds	Student Input, Teacher Input, Report Cards, Teacher

<p>program for GT students.</p>	<p>together on projects.</p> <p>Staff development in the Nature and Needs of GT students.</p> <p>Teachers will attend staff development for their 6 hours update yearly.</p> <p>Provide resources to accelerate the learning of GT students.</p>	<p>Administration</p>			<p>Evaluations Walkthroughs, benchmark results, State assessment results. Number of GT students meeting Level Mastery level on STAAR</p>
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**Goal 8:** To encourage regular attendance of all students.

**Summative Evaluation:** PEIMS reports, Student Attendance Records

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<b>Objective:</b> To strive to maintain ADA to the 97% percentile or better.	Reward students for perfect or near perfect attendance. Parent notification for absences and tardies.	Campus Admin, Teachers, Counselor Attendance Dean Secretaries	August 2018 –May 2020	State Funds, Local Funds,	Records of attendance, PEIMS Reports TAPR Report

**Goal 9:** Vertical and horizontal alignment of curriculum will be addressed in all core subjects.

**Summative Evaluation:** Sign-in sheets, Lesson Plans, Campus Principal Evaluations, T-TESS

Objectives	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p><b>Objective 1:</b>            BISD will purchase TEKS Resource system in order to have an align curriculum both vertically and horizontally in core subjects.</p>	<p>Regular meetings with grade level instruction to ensure alignment with TEKS.            Regular meetings between campuses to ensure vertical alignment.</p> <p>Regular meetings on the campuses to discuss implementation of the TEKS resource system.</p>	<p>Campus Principals, Teachers, Counselor, Superintendent</p>	<p>August 2018–May 2020</p>	<p>State and Local Funds</p>	<p>Lesson Plans, State Assessment scores over a period of time, Input from Teachers and Students Benchmarks</p>