

**Bovina Independent School District**  
**Bovina High School**  
**2023-2024 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Bovina High School employs a Comprehensive Needs Assessment annually. The process kicks off with extensive data collection and analysis, delving into various metrics including academic performance, attendance, and demographic information. Stakeholder engagement is a paramount facet, involving students, parents, teachers, and community members through surveys, focus groups. The curriculum and instructional practices are meticulously reviewed, ensuring alignment with state standards and identifying areas for improvement. Additionally, physical facilities, resources, and technology are assessed to support a conducive learning environment. Special programs and support services are reviewed, catering to the unique needs of all students. The assessment extends to encompass community factors that may influence education. Professional development opportunities for staff are also examined. Strengths and weaknesses across various facets are pinpointed, forming the basis for setting specific improvement goals. These goals guide the implementation of targeted strategies and interventions, such as curriculum adjustments and additional support services. Progress towards these goals is continuously monitored and evaluated, allowing for adaptations as needed. This meticulous approach ensures that educational priorities are rooted in data, stakeholder input, and a comprehensive understanding of the campus needs of Bovina High School's students and community, setting the stage for sustained improvement and student success.

# Demographics

## Demographics Summary

Enrollment has shown a consistent pattern of change at Bovina High School, reflecting shifts in local demographics and external factors. It is crucial to acknowledge and adapt to these trends to ensure that our educational offerings remain relevant and responsive. Additionally, grade-specific attendance variations have been observed, indicating that different factors may influence attendance rates across different grade levels. These factors can range from seasonal considerations to parental involvement and community events. Understanding these nuances enables us to implement targeted strategies to improve attendance and engagement. By examining demographics in detail, we can cultivate a learning environment that is inclusive, responsive, and supportive of every student's unique needs and aspirations. This holistic approach to demographics is fundamental to fostering an environment where every student can thrive academically and personally.

## Demographics Strengths

Several notable strengths and considerations come to light. The potential for a close-knit community offers a strong foundation for building meaningful relationships between students, teachers, and families. Moreover, staying attuned to demographic shifts allows for the customization of educational programs, ensuring they align with the evolving needs of our students. This adaptability is a key asset. The potential for increased parental involvement is another positive aspect, as research shows a positive correlation between parental engagement and student success. It also presents opportunities for unique educational initiatives tailored to the strengths and aspirations of our student population. In recognizing these strengths, Bovina High School is poised to build upon its existing assets, creating an even more enriching and supportive educational experience for all students. By leveraging the unique characteristics of our demographics, we can further empower our students to succeed academically and personally.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Enrollment data over the past six years at Bovina ISD reveals a consistent decline, from 497 students in 2018-2019 to 448 students projected for 2023-2024.

**Root Cause:** The declining enrollment at Bovina ISD may be attributed to a combination of demographic shifts, economic changes, and competitive pressure from neighboring districts with superior facilities. Shifting population trends, economic fluctuations, and the allure of better-equipped schools in neighboring areas may be influencing families' decisions regarding student enrollment.

**Problem Statement 2:** Attendance remains a critical concern at Bovina ISD, impacting student progress and overall academic success. A focused strategy is needed to enhance attendance rates. **Root Cause:** Feedback from parents during our CNA process indicated that the implemented incentives did not yield the anticipated benefits. This suggests a misalignment between the offered incentives and the factors influencing student attendance, which may be a root cause of our attendance challenges.

**Problem Statement 3:** Attendance data at Bovina ISD reveals grade-specific variations over six-week intervals. For instance, in the 3rd Six Weeks, Kindergarten had the lowest attendance at 89.51%. Conversely, 2nd grade exhibited the highest attendance at 97.17%. Across the whole year, 9th grade demonstrated the highest attendance at 97.95%, while 5th grade had the lowest at 91.62%. **Root Cause:** Variations in attendance may stem from seasonal factors, grade-specific challenges, parental involvement, health issues, transportation, community events, socio-economic factors, school programs, and student engagement.

# Student Learning

## Student Learning Summary

Focusing on consistent, high-level student learning is a central objective for Bovina High School. To achieve this, targeted interventions and strategies are crucial to meet or surpass grade-level expectations and create an inclusive learning environment. Identified challenges include curriculum alignment, tutorial support, and vocabulary development. Examining EOC results and proficiency data reveals areas for improvement. Root causes may involve curriculum effectiveness, instructional methods, and socio-economic factors. Disparities in reading and math proficiency across grade levels and demographic groups underscore the need for tailored support. Factors influencing proficiency rates range from resource availability to teacher training and parental involvement. Addressing these challenges involves a comprehensive approach, including targeted support, improved curriculum alignment, enhanced teacher training, and equitable resource allocation. By strategically addressing these aspects, Bovina High School aims to elevate student learning experiences and outcomes.

## Student Learning Strengths

Bovina High School demonstrates commendable strengths. Their proactive approach to challenges, exemplified by targeted interventions and strategic strategies, underscores a commitment to enhancing educational outcomes. Bovina High School's keen awareness of critical factors like curriculum alignment, tutorial support, and vocabulary development showcases a dedicated effort to identify and rectify areas for improvement. Moreover, their data-driven decision-making process, evidenced by the comprehensive analysis of EOC results and proficiency data, positions the district to make informed, impactful changes. Recognizing disparities in proficiency rates among diverse demographic groups further exemplifies an inclusive mindset, ensuring tailored support for every student.

# School Processes & Programs

## School Processes & Programs Summary

Bovina High School recognizes several crucial challenges in the realm of education. These encompass competitive teacher pay, especially for seasoned educators, effective recruitment strategies, and providing ample professional development opportunities. Moreover, Bovina High School acknowledges the importance of aligning student aspirations with the pursuit of associate degrees. To further support their staff, prioritizing daycare services for employees and offering tuition assistance are imperative steps. Additionally, enhancing Special Education services is a cornerstone of the district's efforts. Recognizing that competitive teacher salaries are pivotal for both retention and motivation, Bovina High School is actively working towards addressing this issue. As the educational landscape evolves, the district is proactively adapting its programs. This transition has also shed light on areas where improvements are needed, particularly in the realms of teacher compensation, recruitment, and professional development. By fortifying these aspects, the district aims to empower educators and effectively meet the diverse needs of their students.

## School Processes & Programs Strengths

Bovina High School's adaptability and willingness to evolve programs in response to a changing educational landscape showcases a forward-thinking mindset. The emphasis on aligning student aspirations with the pursuit of associate degrees reflects a student-centered approach. Additionally, investigating ideas such as daycare for employees, tuition assistance, and bolstering Special Ed services underscores a commitment to supporting both staff and students.

# Perceptions

## Perceptions Summary

Perceptions at Bovina High School have identified key areas for improvement. Concerns encompass an outdated website, limited campus tours, insufficient parent meetings, staff approachability, and the need for more comprehensive orientations, particularly in regard to bilingual resources, safety protocols, and parent portal access. Addressing these issues necessitates an overhaul of communication channels to foster a more positive and inclusive school-community relationship. Recognizing the challenges stemming from these perceptions, Bovina High School is prioritizing enhanced communication efforts to bridge the gap and strengthen connections between the school and the community. This proactive approach is fundamental to nurturing a positive and collaborative educational environment.

## Perceptions Strengths

Bovina High School demonstrates an acute awareness of areas that require enhancement, showcasing a commitment to continuous improvement. Moreover, the proactive acknowledgment of concerns related to the website, campus tours, parent meetings, staff approachability, and orientation comprehensiveness highlights a willingness to address these issues head-on. The emphasis on inclusivity, particularly in bilingual resources, safety protocols, and parent portal access, underscores a dedication to meeting the diverse needs of the community. By recognizing and actively working to improve these aspects, Bovina High School is well-positioned to foster a more positive and collaborative relationship between the school and the community. This commitment to open and effective communication is a cornerstone of a thriving educational environment.





# Priority Problem Statements



# Goals

**Goal 1:** Student academic performance will increase on standardized test by rigorous core class offerings.





**Performance Objective 1:** The students of Bovina High School will demonstrate mastery of all TEKS in the core curriculum.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers follow curriculum with proper alignment to the TEKS. <b>Strategy's Expected Result/Impact:</b> June <b>Staff Responsible for Monitoring:</b> Campus Admin	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will have a scope and sequence meeting before school starts in Fall.	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Student academic performance will increase on standardized test by rigorous core class offerings.

**Performance Objective 2:** 10% of Bovina High School students will take Dual Credit Courses.





**Evaluation Data Sources:** Course Enrollment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Dual Credit Courses will be promoted to all students. <b>Strategy's Expected Result/Impact:</b> Students will be more aware of Dual Credit Classes and will enroll. <b>Staff Responsible for Monitoring:</b> Counselor	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Student academic performance will increase on standardized test by rigorous core class offerings.

**Performance Objective 3:** CTE courses offered will increase by 10%.





**Evaluation Data Sources:** Course enrollment records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> New CTE courses will be added to the schedule and promoted.  <b>Strategy's Expected Result/Impact:</b> More students will learn about the programs and enroll in them.  <b>Staff Responsible for Monitoring:</b> Principal/Counselor</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Bovina High School staff along with stakeholders and community will be active partners in the educational process for all students.

**Performance Objective 1:** 100% of core academic classes will be taught by highly qualified teachers.





**Evaluation Data Sources:** Teachers certifications

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bovina High School will recruit highly qualified teachers for openings. <b>Strategy's Expected Result/Impact:</b> 100% of core teachers will be highly qualified in their field. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers who are not highly qualified will be trained in the field and be certified. <b>Strategy's Expected Result/Impact:</b> 100% of teachers will be highly qualified. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Bovina High School staff along with stakeholders and community will be active partners in the educational process for all students.

**Performance Objective 2:** 100% of paraprofessionals will be Highly Qualified.





**Evaluation Data Sources:** Training and certification

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Paraprofessionals will be given opportunities for trainings that will meet the criteria of Highly qualified. <b>Strategy's Expected Result/Impact:</b> 100% of paraprofessionals will be Highly Qualified. <b>Staff Responsible for Monitoring:</b> Principal	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** Bovina High School staff along with stakeholders and community will be active partners in the educational process for all students.

**Performance Objective 3:** 100% of teachers and paraprofessionals will receive high quality professional development.

**Evaluation Data Sources:** training records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Professional development will be offered that aligns with district standards. <b>Strategy's Expected Result/Impact:</b> Teachers and Paraprofessionals will receive high quality professional development. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Professional Development will be approved in order to make sure it is highly qualified and aligns with district standards. <b>Strategy's Expected Result/Impact:</b> Teachers and Paraprofessionals will receive high quality professional development. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Bovina High School staff along with stakeholders and community will be active partners in the educational process for all students.

**Performance Objective 4:** Parents and Community will be partners in the education of students at Bovina High School by 90% participation at parent conferences, parent education, and open houses.

**Evaluation Data Sources:** Sign in sheets

**Goal 2:** Bovina High School staff along with stakeholders and community will be active partners in the educational process for all students.

**Performance Objective 5:** Bovina High School will maintain at 96% attendance rate throughout the year.

**Evaluation Data Sources:** Attendance records



**Goal 3:** Bovina High School will have a safe and orderly learning environment.

**Performance Objective 1:** All students in Bovina High School will be educated in learning environments that are drug free and conducive to learning.





**Goal 3:** Bovina High School will have a safe and orderly learning environment.

**Performance Objective 2:** Bovina High School will promote health awareness, hygiene and work place procedures by OSHA standards.

**Goal 4:** Maximize achievement for all students identified as Migrant/EB, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

**Performance Objective 1:** All identified Migrant/EB students will receive services according to high priority.

**Evaluation Data Sources:** EOC Scores/Grades

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Migrant/EB students will receive tutoring and/or in class support to help them achieve state academic standards. <b>Strategy's Expected Result/Impact:</b> Migrant/EB students will achieve the state academic standards. <b>Staff Responsible for Monitoring:</b> Teachers/Principal/Counselor	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Title I

## 1.1: Comprehensive Needs Assessment

On October 10th, 2023, Bovina ISD convened a pivotal Comprehensive Needs Assessment (CNA) meeting, bringing together a diverse array of stakeholders. This inclusive gathering featured district administrators, teachers, students, parents, the school nurse, community and business representatives, and a translator. The meeting thoroughly explored various critical aspects, all instrumental in shaping the District Improvement Plan. These topics included an evaluation of the TEA strategic plan, a continuous improvement cycle, enrollment trends, and insights into special programs for At-Risk, Special Education, Gifted and Talented, and Emergent Bilingual students. The assessment also scrutinized attendance trends for the 2022-2023 school year, State Report Card ratings for 2021-2022 (with 2022-2023 yet to be determined), trends in reading and math, as well as insights from parent surveys, student surveys, and staff retention trends.

Feedback from the stakeholders neatly categorized into four main areas: Demographics, Programs and Processes, Perceptions, and Student Learning. This comprehensive approach ensures that the resulting District Improvement Plan will be both well-informed and specifically tailored to address the unique needs and aspirations of the Bovina ISD community.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

After finalizing the District Improvement Plan, the campus principals at Bovina ISD took the crucial step of refining the district's goals into focused campus improvement plans. This protocol empowers principals to be deliberate in their approach, clearly outlining the precise actions required at each campus to ensure the district's overarching objectives are successfully achieved. This targeted planning process ensures a unified effort across all campuses towards the realization of the district's goals.

Furthermore, the strategic use of State Comp Ed funds plays a pivotal role in supporting these plans. By allocating resources to hire additional teachers and Educational Assistants, the district ensures that at-risk students and those facing challenges in state assessments receive the necessary attention and resources. This strategic allocation of funds maximizes their impact, effectively addressing the specific needs of these students and enhancing their chances of success. It demonstrates the district's commitment to providing equal opportunities for every student to excel academically.

## 2.2: Regular monitoring and revision

At Bovina ISD, we recognize the dynamic nature of the district improvement plan. It serves as an active, living document that will be consistently utilized and assessed throughout the year. Key review sessions are scheduled for November, January, March, and culminating in a final review in June. This structured process ensures that we remain steadfast in adhering to our plan and that we continually enhance both district-wide and campus-specific initiatives. By adhering to this rigorous review schedule, we are dedicated to the ongoing improvement of our district and the initiatives set forth within it.

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

The District Improvement Plan at Bovina ISD will be made readily accessible to the public, with a commitment to transparency and parent involvement. Once approved by the board, it will be shared at the first available Parent Engagement event. Additionally, to ensure inclusivity, the plan will be made available in Spanish or any other requested languages to accommodate the diverse linguistic preferences of our parents. This approach underscores our dedication to fostering open

communication and collaboration between the district and our valued parent community.

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

At Bovina ISD, we are committed to providing opportunities for all students to excel. This encompasses specialized support through Special Education, 504 plans, and programs for at-risk students, as well as those in the Emergent Bilingual and Gifted and Talented categories. We closely monitor each student's progress, tailoring our approach to facilitate their achievement. Throughout the day, we offer targeted tutorials for accelerated learning, with additional sessions available before and after school. By diligently tracking students' grades through progress reports and report cards, we ensure they receive the necessary resources and attention to thrive academically. Moreover, we are dedicated to preparing our students for their future life choices, be it higher education, career pursuits, or military service. Our goal is to equip each student with the skills and knowledge needed to succeed in their chosen path. This approach reflects our unwavering commitment to the success and well-being of every individual in our community.

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

Bovina ISD implements effective methods and instructional strategies to enhance the academic program, optimizing learning time for students to meet rigorous State standards. We also offer enriched and accelerated curriculum, encompassing diverse programs, activities, and courses essential for a comprehensive education. This holistic approach ensures students have every opportunity to excel in their academic pursuits.

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

Bovina ISD employs a comprehensive approach to support At-Risk students in Texas. This includes specialized services and people tailored to individual circumstances. We offer early intervention for students struggling with pre-K through 3rd grade readiness testing. For consistently failing students in grades 7-12, we implement personalized learning plans, additional tutorials, and ongoing monitoring. Tailored interventions for retained students include intensive tutoring and monitoring. Students facing difficulties with state exams receive targeted instruction and specific exam preparation. Our dedicated social worker provides additional support for pregnant or parenting students. We offer specialized programs and resources for students in alternative education placement, previously expelled, on probation, or at risk of dropping out. Our approach extends to preparing these students for future pursuits in higher education, careers, or military service. Bovina ISD is committed to the success of every At-Risk student, including those who are Emergent Bilingual, in custody of Child Protective Services, homeless, or in foster care.

## **3.1: Annually evaluate the schoolwide plan**

Bovina ISD employs a Comprehensive Needs Assessment annually, spanning from the district level down to individual campuses. The process kicks off with extensive data collection and analysis, delving into various metrics including academic performance, attendance, and demographic information. Stakeholder engagement is a paramount facet, involving students, parents, teachers, and community members through surveys, focus groups. The curriculum and instructional practices are meticulously reviewed, ensuring alignment with state standards and identifying areas for improvement. Additionally, physical facilities, resources, and technology are assessed to support a conducive learning environment. Special programs and support services are reviewed, catering to the unique needs of all students. The assessment extends to encompass community factors that may influence education. Professional development opportunities for staff are also examined. Strengths and weaknesses across various facets are pinpointed, forming the basis for setting specific improvement goals. These goals guide the implementation of targeted strategies and interventions, such as curriculum adjustments and additional support services. Progress towards these goals is continuously monitored and evaluated, allowing for adaptations as needed. This meticulous approach ensures that educational priorities are rooted in data, stakeholder input, and a comprehensive understanding of the distinct needs of Bovina ISD's students and community, setting the stage for sustained improvement and student success.

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

Bovina Independent School District (ISD) annually develops a Parent and Family Engagement Policy in close collaboration with our dedicated Parent Advisory Council. This policy guides our efforts to strengthen the partnership between parents, families, and the school community. It outlines strategies, activities, and initiatives focused on enhancing parent involvement in education.

Additionally, this policy is instrumental in approving the Parent Compact, a crucial requirement for Title 1 funding. This compact outlines the shared responsibilities of

parents, teachers, and students in supporting academic success. The collaborative input from our Parent Advisory Council ensures that both the Parent and Family Engagement Policy and Compact are tailored to meet the unique needs of our diverse school community. Together, we strive to cultivate a supportive and inclusive educational environment that empowers every student to thrive.

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

We facilitate Parent Involvement Meetings as part of our commitment to fostering strong connections between parents and the school community. These meetings provide valuable opportunities for engagement. For instance, on November 10th and February 23rd, we schedule half days dedicated to Parent-Teacher Conferences across the district, including our elementary school. Additionally, we organize various events, such as Math Night for students, and a Fall Festival, aimed at creating an inclusive space for families to actively participate in their child's education. These initiatives are designed to enhance parent involvement and strengthen our collective commitment to student success.