

Bovina High School Campus Improvement Plan

2018-2019

(Implementation year 2019-2020)

Translation In Spanish Available On Request

Legal References

- *Each school **campus** 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 principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus 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 faculty and staff will do whatever it takes to engage BHS students in rigorous and relevant learning opportunities in order to prepare them for future success."

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher
Zaide DeLeon	Community Member
Josue Gonzales	Business Representative
Mary Antillon	Business Representative
Evelyn Munoz	ELA/ESL Teacher
Jaque Berry	Science Teacher
Lory Saenz	Migrant Coordinator
Charlotte Whitbeck	Sp.Ed. Teacher
Rocio Mata	Counselor/Parent
Dan Castillo	Campus Principal – HS
Eric Montemayor	Math Teacher

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on April 26, 2018.

Participants in Attendance	Data Sources Examined
<i>Evelyn Munoz</i>	<div data-bbox="1050 357 1801 925" style="border: 1px solid black; padding: 10px;"> <p> <i>TAPR</i> <i>AYP</i> <i>PBMAS</i> <i>STAAR Data--disaggregated</i> <i>Dropout and School Leaver data—disaggregated</i> <i>District retention data</i> <i>Student attendance data</i> <i>Campus Improvement Plan HS</i> <i>ACT Data/College Readiness</i> <i>DMAC</i> <i>Additional Target Support (Attached)</i> </p> </div>
<i>John Hodges</i>	
<i>Rocio Mata</i>	
<i>Dan Castillo</i>	
<i>Lory Saenz</i>	
<i>Charlotte Whitbesk</i>	
<i>Eric Montemayor</i>	
<i>Zaide DeLeon</i>	
<i>Josue Gonzales</i>	
<i>Debbie Medrano</i>	

Comprehensive Needs Assessment: Summary of Findings

Prioritized Strengths

18-19

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 2016-2017 Campus 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:

Strengths	Data Source
Staff, students and parents feel school is a safe and secure place to learn	Surveys, parent feed back/conferences
Teachers, students and community feel welcomed in administrative office	Survey, parent/teacher feedback, faculty meetings
Caring, committed teaching staff	Parent and student surveys, teacher retention rates, active faculty participation on all committees
LEP students ability to acclimate to the Texas Testing requirements (TELPAS/STAAR)	Student Performance Records, teacher feedback, RPTE results, parent feedback
Multiple 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), lesson plans/TEKS
Effective district planning through the commitment of staff, parents and community members	Participation in planning sessions by all stakeholders.
Use of technology to administer TxEIS data functions for the district	Student performance records, teacher feedback, principal reports
Our efforts to build department collaboration	Alignment of Math and Science to TEKS, Mentoring logs, student performance records, vertical planning time
Reading initiatives	Required reading, Study Island, research

**Prioritized Areas of Concern
18-19**

Prioritized Concerns

Areas of Concern	Data Source
Help students develop personal responsibility skills toward assignments	Report cards, Teacher and parent feedback
Develop an appreciation for post secondary education – to include students and the community	PEIMS, graduation rates
Increase graduation rate especially in Hispanic population	PEIMS, graduation rates
Further close the achievement gap in English Language Arts and Math	Student performance records, Longitudinal TAPR data
Develop stronger community and parent partnerships	Student performance records, in particular for special populations, teacher and principal feedback
Increase learning opportunities for ESL & LEP students to perform successfully on all state-mandated assessments	Longitudinal student performance data
Increase attendance rate of all students	Attendance records, teacher and principal feedback, TAPR reports
Continue support of teachers through specialized training in TEKS 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 which indicates continuous improvement for all student populations reflected in longitudinal studies
Increase more intensive opportunities for identified at-risk students via Extended Day opportunities, tutorials, and one-on-one instructions	Disaggregated student performance data
Continue upgrading and integration of technology, for both administrative and instructional use	District Objectives

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

Total SCE funds allotted to this District/Campus: \$590,326 District \$284,725 Campus

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

State Compensatory Education Program Program Evaluation Grades 9-12

Drop Out Data		Completion Data	
2017	2018	2018	2019
0%	0%	100%	100%

State Compensatory Education

State of Texas Student Eligibility Criteria:

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.

Bovina Independent School District Program Budget 2014-2015

Funding Source	Total Budget	District (999)	HS (001)	MS (041)	Elem (101)	Summer School
Title I Part A	\$ 133,977.00	\$ 19,467.00	\$ 3,866.00	\$ 14,228.00	\$ 93,711.00	\$2,705.00
Title 1 Part C	\$ 65,743.00	\$ 53,793.00	\$ 4,250.00	\$ -	\$ 4,100.00	\$3,600.00
Title II Part A	\$ 26,851.00	\$ -	\$ 9,912.00	\$10,710.00	\$ -	\$6,229.00
Educ Jobs Grant	\$1,069,980.00	\$ -	\$ 59,980.00		\$ 47,000.00	
State Comp Ed	\$ 590,326.00	\$ 15,400.00	\$ 284,725.00	\$ 36,370.00	\$253,831.00	
Bi/ESL (PIC 25)	\$ 58,444.40	\$ 6,130.40	\$ 1,666.00	\$ 19,706.00	\$ 30,932.00	
GT (PIC 21)	\$ 8,162.50	\$ 2,662.50	\$ 4,500.00	\$ 400.00	\$ 600.00	
Career/Tech (PIC 22)	\$ 106,609.00	\$ -	\$ 106,609.00	0	\$ -	

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.

Program/Funding Source
Federal Programs
<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>
State Programs/Funding Source
<i>Accelerated Reading Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
<i>SFSF</i>
<i>Title I ARRA</i>
<i>IDEA B PreSchool ARRA</i>
<i>Title II Part D Stimulus SSA</i>
<i>IDEA B ARRA</i>
Local Programs/Funding Source
<i>Grants</i>

Bovina High School Long Range Goals

Long Range Goal #1: Student academic performance will increase on standardized tests by rigorous core class offerings.

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

Objective #2: All students in Bovina High School will graduate from high school following the designated curriculum or the alternative placement curriculum.

Objective #3: Bovina High School will strongly encourage all students to take Dual Credit Courses.

Objective #4: Bovina High School will integrate 21st century technology into the curriculum.

Objective #5: Individualized Education Plans will be written following all state and federal guidelines.

Objective #6: All core classes will be vertically and horizontally aligned.

Objective #7: Bovina High School will support the implementation of CTE courses and the growth of these programs

Long Range Goal #2 The Bovina High School staff along with parents, church and community will be active partners in the educational process for each student.

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

Objective #2: 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

Objective #3: 100% of teachers and paraprofessionals with instructional duties will receive high quality professional development.

Objective #4: Parents and Community will be partners in the education of students at Bovina High School by 100% participation at parent conferences, career nights and open houses.

Objective #5: All students are strongly encouraged to attend school daily, evidenced by attendance records.

Long Range Goal #3: Bovina High School will have a safe and orderly learning environment.

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

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

Long Range Goal # 4: Maximize achievement for all students identified as Migrant, 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.

Objective #1: All identified Migrant students will receive services according to high priority.

Bovina High School Parental Involvement Policy

Bovina High 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 High 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 High School is classified as a School Wide Title I program (meaning the student population is more than 40% eligible for the free and/or reduced lunch program) for the 2016-2017 school year. The primary function of the Title I program is to improve the basic educational program. Due to Bovina High School being School Wide, this program can serve all the students on the High 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 NCLB 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
- NCLB report cards

Parent Compacts

Bovina High 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 High 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
- 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 campuses' Needs Assessments in the spring of each year. The Campus 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.

Date: April 26, 2018

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

Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus will meet AYP.

Strategies:	Activities:	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Objective 1: The students of Bovina High School will demonstrate mastery of all TEKS in the core curriculum.	Teachers follow curriculum guide as dictated by the TEKS	Campus Admin	June 2018	Local Funds	Board Approval, Minutes, STAAR Data Collection, ACT Data
Objective 2: All students in Bovina High School will graduate from high school following the designated curriculum or the alternative placement curriculum.	Parent communication with all staff. Semester grade level meetings with parents. TEKS followed as prescribed. Benchmarking and final assessment	Core subject teachers, Campus Admin,	Every 3 weeks	PLATO, State and Local funds, Title I, SFSF, IDEA B ARRA, IDEA B ARRA, Title I Part A ARRA, Title II Part D SSA (????)	Improved six weeks grades STAAR Scores

<p>Objective 3: Bovina High School will strongly encourage all students to take Dual Credit Courses.</p>	<p>Students successfully pass STAAR</p> <p>Accuplacer results</p> <p>Provide information for dual credit classes/expectations</p>	<p>Campus Admin & Certified Staff</p>	<p>Semester</p>	<p>Local Funds</p> <p>Articulation between BHS and college campuses</p> <p>Campus teachers</p>	<p>Number of students who successfully complete the course</p>
<p>Objective 4: Bovina High School will integrate 21st century technology into the curriculum.</p>	<p>Coordinate TEKS</p> <p>Provide courses which integrate technology</p> <p>Study Island, Achieve 3000 and PLATO</p>	<p>Campus Admin & Certified Staff</p>	<p>Weekly</p>	<p>Computer/science labs, promethean boards, graphing calculators, iPads,</p>	<p>Graduation plans</p> <p>End of class projects</p>
<p>Objective 5: Individualized Education Plans will be written following all state and federal guidelines.</p>	<p>Coordinate with all stakeholders</p> <p>All students will work on their own according to their IEP</p>	<p>SPEDTeacher</p> <p>Diagnostician</p> <p>Speech Therapists</p> <p>Transition coordinator</p> <p>Campus Admin & Certified Staff</p>	<p>Yearly with possible exceptions</p>	<p>State & Federal funding</p> <p>Appropriate personnel</p>	<p>Graduation rate</p> <p>Exit plan</p> <p>STAAR (Acc/M)</p>

<p>Objective 6: All core classes will be vertically and horizontally aligned</p>	<p>Core subject meetings with all grade levels</p>	<p>Campus Admin & Certified Staff</p>	<p>Once a Semester</p>	<p>TEKS Staff development days ESC 16 staff</p>	<p>Pre and Post assessments</p>
<p>Objective 7: Bovina High School will support the implementation of CTE courses and the growth of these programs</p>	<p>Classes are offered and scheduled</p> <p>Educate the students on the importance of CTE classes</p> <p>Provide field trips, guest speakers</p>	<p>Counselor CTE Teachers Principal</p>	<p>Every six weeks</p>	<p>TEKS ESC 16 Speaker contact list Colleges/Universities/ trade schools</p>	<p>Enrollment of students in classes</p> <p>Post secondary enrollment</p>

Goal #2 The Bovina High School staff along with parents, church and community will be active partners in the educational process for each student.

Summative Evaluation:

Objectives	Activities	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Objective 1: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained	Actively recruit highly qualified teachers, professionals, and paraprofessionals Develop and implement HQ activities to maintain HQ staff	Principal	Once a semester Beginning and end of each semester	State Funds Local Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Objective 2: 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained	Provide meaningful, scientific, research-based professional development for all paraprofessionals	Principal	End of each semester	State Funds Local Funds	Increased student performance
Objective 3: 100% of teachers and paraprofessionals with instructional duties will receive high quality professional development	Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principal	End of each semester	State Funds Local Funds	Increased student performance and staff knowledge
Objective #4: Parents and Community will be partners in the education of students at Bovina High School.	Parent conferences, career nights and open houses	Staff	Each semester	Local funds Title I funds	Surveys Sign in sheets

Objective #5: All students are strongly encouraged to attend school daily.	To meet exemptions policies, acknowledgements	Staff	Daily	TXEIS	Daily attendance records

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

Objectives	Activities	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Objective #1: All students in Bovina High School will be educated in learning environments that are drug free and conducive to learning.	Drug awareness activities	Staff	Each semester	SHAC Local police State police County Extension Agent	Number of incidents
Objective #2: Bovina High School will promote health awareness, hygiene and work place procedures.	Professional development training Promote cleanliness	Staff	daily	OSHA Standards Employee handbook	Number of incidents

Goal # 4: Maximize achievement for all students identified as Migrant, 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.

Objective: All identified Migrant students will receive services according to high priority.

Strategies	Staff Responsible	Timeline	Resource	Documentation	Formative Evaluation
<p>4.1. Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.</p>	<p>Migrant Coordinator, Migrant Counselor, Administrator, Counselor</p>	<p>August 1 thru June 1</p>	<p>Other Funds</p>	<p>NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended Courses, NGS Supplemental Program Services report, documentation of credit consolidation and proper course placement</p>	<p>Considerable Prog. _____ Some Progress _____ No Progress _____ Discontinue _____</p>
<p>4.2. Students in Grades 9-12: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the STAAR are accessing local, intrastate, and interstate opportunities available for summer STAAR remediation.</p>	<p>Migrant Coordinator, Migrant Counselor, Administrator, Counselor</p>	<p>initial availability of STAAR results through beginning of next school year</p>	<p>MEP Funds</p>	<p>Student Performance Log, TMIP referral documentation, Summer STAAR remediation enrollment</p>	<p>Considerable Prog. _____ Some Progress _____ No Progress _____ Discontinue _____</p>

Strategies	Staff Responsible	Timeline	Resource	Documentation	Formative Evaluation
<p>4.3 Graduation Plan Support--Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to:</p> <p>(1) Develop individualized migrant student Action Plans.</p> <p>(2) Provide leadership for coordination of services</p> <p>(3) Monitor course completion for PFS students with late entry and/or early withdrawal</p> <p>(4) Review district policies and procedures concerning students with late entry and/or early withdrawal.</p> <p>(5) Intervene on behalf of students whose concerns put their academic success at risk.</p> <p>(6) Ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.</p>	<p>Migrant Counselor Migrant Coordinator Counselor Educational Aide</p>	<p>August 1 through June 30</p>	<p>MEP Funds</p>	<p>Individualized migrant student action plan, district plan outlining procedures for late entry and or early withdrawal; agendas from migrant parent meetings, NGS Supplemental Program Services report, Agendas, Log Sheets</p>	<p>Considerable Prog. _____ Some Progress _____ No Progress _____ Discontinue _____</p>
<p>4.4 Credit Accrual--Offer a variety of alternative methods for credit accrual and recovery by providing:</p> <p>(1) Opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas</p>	<p>Migrant Coordinator, Migrant Counselor, Administrator, Counselor, Educational Aide</p>	<p>June 1 through June 30</p>	<p>MEP Funds</p>	<p>Student Performance Log, NGS Credit Reports, Student transcript, NGS Supplemental Program Services report</p>	<p>Considerable Prog. _____ Some Progress _____ No Progress _____ Discontinue _____</p>

Strategies	Staff Responsible	Timeline	Resource	Documentation	Formative Evaluation
<p>at Austin's Migrant Student Graduation Enhancement Program</p> <p>(2) Use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources.</p> <p>(3) Tuition or Fees for Evening Classes, Summer School, or Credit by Exam.</p>			Other Funds		
<p>4.5 Supplemental Instruction</p> <ul style="list-style-type: none"> Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays) Tutoring in Core Content Areas during the Regular School Day 	Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	August 18 through May 18	Other Funds MEP Funds	Student Performance Log, NGS Supplemental Program Services Report, Tutorial Sign-in Sheet, Attendance	Considerable Prog. _____ Some Progress _____ No Progress _____ Discontinue _____
<p>4.6 Supplemental Instruction</p> <ul style="list-style-type: none"> Extended-Day STAAR Tutorials (before school, after school, or on Saturdays) STAAR Tutorials during the Regular School Day Math Instruction by a Teacher 	Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	August 18 through May 18	Other Funds MEP Funds Other Funds	Student Performance Log, NGS Supplemental Program Services Report, Tutorial Sign-in Sheet, Student Schedule, Attendance	Considerable Prog. _____ Some Progress _____ No Progress _____ Discontinue _____
4.7 Summer Programs—Math PLUS	Migrant	During	Project	NGS summer	Considerable Prog.

Strategies	Staff Responsible	Timeline	Resource	Documentation	Formative Evaluation
(including current or past programs)	Coordinator, Administrator, Counselor, Migrant Summer School Teacher, Migrant Summer School Educational Aide	summer term--must begin after end of regular term and complete before beginning of new regular term.	Smart Curriculum MEP Funds	enrollment record, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	<p>_____</p> <p>Some Progress</p> <p>_____ No Progress</p> <p>_____ Discontinue</p> <p>_____</p>

Bovina High School
2018-2020
Additional Supports: Growth

Problem Statement: Hispanic growth in math was 47% and missed the target by 22 points.

Goal 1: Hispanic students will met the math target in growth by 2020.

Strategies	Staff Responsible	Timeline	Resource	Formative Evaluation
<p>1.1 An additional paraprofessional will be added to the staff for additional support in the classroom.</p>	<p>Superintendent and Principal</p>	<p>September 2018-May 2020</p>	<p>State Comp Ed funds</p>	<p>Progress Report</p> <p>Curriculum based assessments</p> <p>Daily grades</p> <p>Benchmarks</p>
<p>1.2 All students will attend tutorials for at least 20 minutes daily.</p>	<p>Principal and staff</p>	<p>August 2018-May 2020</p>	<p>Teachers and paraprofessionals</p>	<p>Progress Report</p> <p>Curriculum based assessments</p> <p>Daily grades</p> <p>Benchmarks</p>
<p>1.3 Implement a Pre-Algebra 1 class.</p>	<p>Superintendent, Principal, teacher of the new math class</p>	<p>August 2018-May 2020</p>	<p>SCE</p>	<p>Progress Report</p> <p>Curriculum based assessments</p> <p>Daily grades</p> <p>Benchmarks</p>

<p>1.4 Implement Math Strategies course for students who failed 8th grade math STAAR.</p>	<p>Superintendent Principal Teacher</p>	<p>August 2018- May 2020</p>	<p>SCE</p>	<p>Progress Report</p> <p>Curriculum based assessments</p> <p>Daily grades</p> <p>Benchmarks</p>
--	---	----------------------------------	------------	--