

VALLEY VIEW EARLY COLLEGE CAMPUS

Campus Improvement Plan

2018/2019

Dream, Believe, Succeed

Updated:08/06/18



Legal References

1. 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)
2. 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)
3. **NCLB Title I, Part A and Title I Schoolwide Program Requirements Side-by-Side**

Schoolwide Elements are offered as a resource to assist in the transition from NCLB to ESSA. See Section: ESSA Title I, Part A Schoolwide Program Elements

VALLEY VIEW EARLY COLLEGE CAMPUS

Mission

The mission of Valley View ISD is to produce responsible and productive citizens who are capable of thinking critically to solve problems in an ever changing world by providing a system of quality education, based on appropriate curriculum, effective instruction, community and family support

Nondiscrimination Notice

VALLEY VIEW EARLY COLLEGE CAMPUS does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Campus-Wide Educational Improvement Council

Name	Position
Assistant Principal, 9Th Grade	Assistant Principal
Cerde, Adriana	VVECC Teacher
Counselor, 8Th Grade	Counselor
Esquivel, Julissa	Teacher
Garcia, Tammie	Principal, Valley View Early College
Garza, Renee	Secondary Parent
Gomez, Yessica	Counselor
Gutierrez, Natalie	VVECC Teacher
Hernandez, Elsa	Parent
Larraga, Aaron	Curriculum Specialist
Lozano, Jennifer	Parental Involvement
Molina, Maria	Parental Involvement
Ramos, Aglahe	Parent
Renee, Garza	Parent
Reyes, Mireya	VVECC Teacher
Reyes, Patricia	VVECC Teacher
Zepeda, Judy	Instructional Aide

Comprehensive Needs Assessment

Demographics

Demographics Strengths

As of the start of the school year, Valley View Early College Campus has a total enrollment of 585 students - 8th through 9th Grade. The ethnicity breakdown is: 99.1% Hispanic and .9 % White. The student body is 51.6% male and 48.5% female with an Economically Disadvantaged status of 90.4 %. The annual dropout rate for Early College Campus 8th - 9th grade was 0.0% - (according to the 2016-17 TAPR Report). The average daily attendance rate for the Campus for the 2017-2018 School Year was 96.1%, slightly up from 2016-2017 ADA. Developed Fall 2018.

Special Programs Counts - (based on TxEIS data as of 09/06/2017):

- Gifted & Talented: Students (8.9%)
- Special Ed: Students (5.8%)
- ESL/LEP: Students (43.8%)
- At-Risk: Students (54.5%)
- Dyslexic: Students (0.0 %)
- Economically Disadvantaged: (90.4 %)
- **Migrant: Students (%)**
- CTE: Students (68.5%)

- Early College Campus is a School wide Title I campus, with a campus economically disadvantaged count of 90.4%

The Campus uses the following fund sources to improve our educational programs:

Fund Source Allocation Amount:

- 211-Title I, Part A \$ 291,547
- 263-Title III, Part A-LEP \$283,789
- 163-SCE Funds \$68,351
- 162-BE/ESL \$38,370
- 165-State Sp. Ed. \$269,417
- 224-SPED \$67,681

DEMOGRAPHICS STRENGTHS (CONTINUED)

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Intents and Purposes are included in the District and Campus Improvement Plans.

Student Enrollment: Early College Campus Enrollment TAPR 2016-2017 Students 585

As of the start of the school year, Valley View Early College Campus has a total enrollment of 585 students - 8th through 9th Grade.

Comprehensive Needs Assessment

Demographics Weaknesses

Demographics Needs

Valley View ISD will continue to reassess instruction based on all data reviewed.

Student Achievement

Student Achievement Strengths

For the 2016-2017 School Year, Early College Campus earned the “Met Standard” rating in the state accountability system! This is the highest rating that can be earned by any campus.

The campus earned four distinction designations in 2016-2017 of seven possible distinctions.

Academic Achievement in Science
Top 25 Percent Student Progress
Top 25 Percent Closing Performance Gaps
Post Secondary Readiness

Early College campus offers students the following services based on academic needs: Differentiated Instruction, Reading Intervention for students who have been identified at risk students, Computer Assisted Instruction for students to provide targeted instruction on identified weaknesses in the areas of ELA, Math, Science and Social Studies.

Early College Campus provides our English Language Learners with instruction that is commensurate to their TELPAS rating throughout the instructional day. A strong foundation in the student's language coupled with solid ESL instruction, ensures that all students attain the English language.

Students receive physical education and fine arts instruction. Physical education provides students the opportunity to participate in 50 minutes of structured instruction daily.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

The campus Library operates on a flexible schedule, which allows students and teachers to visit the library at any time during the school day to exchange books or AR Test. Teachers schedule library classes for their classrooms as often as needed. The library media specialist works collaboratively with teachers to plan literacy and information skills instruction that connects to the classroom curriculum. All classes visit the library for research projects or other collaborative lessons which often utilize technology. Students and their parents are given the opportunity to borrow books for school projects and recreational reading.

Student Achievement Weaknesses

In the state accountability system's safeguard, Early College Campus, missed the following system safeguards:

Performance Rates- State (60%): Reading (SPED), (ELL) , Math (SpEd) Science (SPED), Social Studies (All Students, Hispanic, Econ. Disadvantage, ELL)
Performance Rates - Federal (87%): Reading (ALL, H, Eco Dis, SPED, ELL)
Met Federal limits on Alternative Assessments - Math (no)

Strategies to address the areas of need and missed system safeguards are described in the "Goals" section of the CIP.

The strategies are directly related to supporting the campus in meeting its performance objectives/targets as outlined in the "goals" section of the Campus Improvement Plan. The strategies will be evaluated in May.

In the Performance Based Monitoring Analysis System (PBMAS), the campus received performance indicators of 3 or higher in the following areas:

Bilingual Education/English as a Second Language
ESL Staar passing rate in 8th grade SS passing rate

Career and Technical Education
CTE English EOC passing rate,

Special Education
Staar passing rate in 8th grade SS

EOC passing rate in Biology
EOC passing rate in English I/II

Sped/LEP representation

Student Achievement Needs

Comprehensive Needs Assessment

Areas of need (general, system safeguard,TAPR):

Continue to close the achievement gap between all student groups.

Continue to work toward meeting state and federal system safeguard targets.

Continue to focus on areas in which student performance dropped from 2016 to 2017.

Continue to address areas of need related to TAPR.

Continue to place relevance and importance on all areas monitored in the Community and Student Engagement Accountability System.

Student Achievement Summary

Benchmark Assessments

Assessments will begin with baseline testing at the onset of the school year to determine retention of knowledge from the previous year. Students not performing satisfactorily on these assessments will be required to attend tutoring and/or referred to the Rtl Committee for placement in more targeted interventions. Weekly monitoring,

along with data disaggregation with the DMAC program, will allow teachers and intervention specialists to adjust instruction, as necessary, prior to two subsequent benchmark assessments. These results from these assessments will also allow for further remediation or referral to special programs prior to the end-of-year STAAR.

FACILITIES

Early College Campus is a well-maintained and the physical facility continues to meet the needs of our community.

ENROLLMENT AND ATTENDANCE

The overall enrollment at Early College Campus has declined in recent years and several initiatives are underway such as open enrollment.

Average daily attendance

exceeds a little over 95 percent and processes are in place to assist parents to improve individual student attendance.

BEHAVIOR AND DISCIPLINE

Early College Campus has wide spread community support, and this is evidenced by consistent parent support regarding expectations for student behavior at the campus.

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

Early College Campus seeks to create a performance culture that values employees who are results-oriented, talented, innovative thinkers; individuals who strive to increase student achievement and contribute to the reformation of public education.

SBDM committee meets once a month to align the staff and student vision. A needs assessment is completed by teachers in the area of curriculum and instruction to meet the instructional needs of all students. Surveys are conducted by students to survey and implement needs for student activities. This students an opportunity to share needs, concerns and suggestions to the SBDM committee.

Students develop respect through the continuous implementation of a District assigned virtue. Students are scheduled to raise and lower the flag daily and to recite the pledges and moment of silence. They also represent their student body and are given leadership roles throughout the year.

Discipline has improved. Each parent is notified verbally and in writing regarding any discipline issues. Parents are also contacted by administration when students are in the hospital or home bound to offer assistance & support due to medical issues. Teachers document on google drive the contacts they make weekly and administration reviews and comments on those parent contacts on the drive to ensure that communication with the parents is occurring consistently.

Students and staff practice lock downs and fire evacuations twice a month. Security measures are reviewed at every dept. and faculty meeting to ensure we are addressing safety and medical issues that arise. Metal detectors have been placed at the entrances of the school and all parents, staff and students must enter through these security checkpoints.

Students consistently have reinforcement about honoring and respecting their school. They are expected to keep their school clean and often can be seen assisting in the cleaning up of the cafeteria/campus to volunteer.

School Culture and Climate Weaknesses

Weaknesses are addressed through the Student / Principal Roundtable meetings. These concerns are addressed with staff at SBDM and at dept. meetings.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Early College Campus operates under the auspices of the Texas Education Agency, using a curriculum based on state guidelines and the Texas Essential Knowledge and Skills for eighth grade through ninth grade. Instructional offerings include special education, bilingual/ESL, career and technical education, and dual credit/ advanced

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

academics.

- Alignment of written, taught, and tested curriculum
- Proactive use of data from benchmark and checkpoint tests
- Integration of technology
- Differentiation of Instruction
- ESL Program
- RTI model is being increasingly used
- Grade level and departmental collaboration
- Flex periods, after school tutorials, learning labs
- Credit recovery interventions monitored by Principal and Curriculum Dept.

Curriculum, Instruction and Assessment Weaknesses

ELA curriculum for block classes and intervention classes need to be created and updated.

8th grade Social Studies curriculum activities need to be aligned to new assessments.

Curriculum, Instruction and Assessment Needs

Increased staff development in ELA specifically targeting Compositions and SAR.

Provide writing workshops for teachers and students.

Provide quality literacy materials to students to support all reading initiatives.

Provide tutorials and summer intervention in Reading, Writing, Social Studies, Science and Math to eliminate the achievement gap in these areas.

Provide students with college and career focused information.

AP, ACT, TSI tutorials and trainings

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Strengths

- Parent access to grades and testing schedules
- School Messenger and Campus Marquee to keep parents informed about vital school announcements
- Campus and District Improvement Committees
- School Health Advisory Council
- Early College Campus homepage
- Calendar of events posted on website
- Parents involved in site-based decision making committees-parents are given many opportunities to participate
- Parent volunteers (book fairs, school parties, chaperons on field trips)
- School and community rapport – community feels somewhat involved in school decisions
- Parents will do what we need help with when asked one on one
- PTO
- Progress Report Nights with parents every three weeks
- UTRGV-Mother and Daughter / Father Son Program

Family and Community Involvement Weaknesses

Early College Campus advocates parental involvement through the PTO, committees or classroom volunteering. While this can be very beneficial to the school, it can leave some parents feeling alienated if they are unable to be involved in a traditional manner due to work schedules or other circumstances. Teachers communicate during the day and document via parent contact logs. Parents who are unable to attend conferences have the opportunity to speak with teachers on the phone or by e-mail so that they are familiar with the teachers' goals, the structure of the classes and their child's progress in classes.

Family and Community Involvement Needs

- Greater opportunity for parental input and involvement
- More effective means of 2-way communication between home and school
- Parent Education opportunities
- Make community aware of the special programs available for students
- Better Communication between school and community

Family and Community Involvement Summary

As important as newsletters, memos, booklets, pamphlets, electronic messages, marquee announcements and campus website are in providing information to our parents,

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

we are committed to the following:

1. Parent involvement is all about the children.
2. Parent involvement boosts student achievement.
3. Communication with parents must be carefully planned and two-way.
4. It is important to treat parents as partners instead of as clients.
5. Parent trust in your school is required for student achievement.
6. Parent involvement barriers are real—and must be addressed.
7. School staff makes all the difference in parent involvement.

Technology

Technology Strengths

- New position to the district Network/System Administrator
- 1:2 technology staff to campus ratio
- System automation on accounts staff and students for instructional software's
- Classroom technology model to keep all technology consistent across the district
- Managing tools in place to facilitate enterprise device management

Technology Weaknesses

- Increase customer service communication and awareness
- Limited technology grant opportunities
- Limited yearly funding for technology projects & initiatives to sustain technology

Technology Needs

- Increase student to computer ratio
- Implement a technology replacement plan (funding) for future technology purchases e.g. (computers, iPads, Chromebooks, Video Projector, interactive boards) in 4-5 year cycle
- Increase technology budget to continue the network infrastructure upgrades

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Community Demographics
Community Input
Disaggregated STAAR Data
Discipline Referrals
DMAC Instructional Report
Drop-out Rates
Expulsion/Suspension Records
Failure Lists
Federal Program Guidelines
Graduation Records
Growth Projections
Highly Qualified Staff
Mobility Rates
Parent Participation
Parent Surveys
Parental Involvement Policy
PBM Risk Levels
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
SCE Policy
Semester Exam Grades
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Summary of Student Progress (not taking STAAR)
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

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 Valley View Early College \$164,396_____

Total FTEs funded through SCE at Valley View Early College 2.0_____

The process we use to identify students at risk is: The identification process used is the worksheet provided by our student records software. The worksheet is based on TEA's thirteen indicators for At-risk. This is done periodically with a yearly review. The same worksheet is used to exit students who no longer meet the requirements to exit the program.

At Valley View ISD State Compensatory Funds are used to support schoolwide Title I initiatives.

2018-2019 State Compensatory Education Services

DIP/CIP Goal	Service/Program	Campus	FTE's	SCE Funds	# of Sts. Eligible	Goal(s)	<u>Evaluation Formative and Summative</u>
1,2 and 4	<p>Reading Intervention Program: The goal of reading intervention instruction is to accelerate reading as quickly as possible in order to get students reading successfully on-level or higher. Early intervention programs focus heavily on building fluency (reading accuracy and reading rate) through teaching phonemic awareness, decoding skills, and sight vocabulary. In addition to the development of rapid and accurate word identification, students need instruction that develops effective strategies for constructing meaning.</p>	041	1.0	\$66,520 (163-11-6119)	366	100% mastery of content: ELAR/SLAR on grade level	<p>Formative: 6 weeks grades, benchmark reports</p> <p>Summative: STAAR records Grade records</p>
1,2 and 4	<p>Supplemental Instructional Support: Instructional Aides work with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.</p>	041	1.0	\$43,011 (163-11-6129)	366	100% mastery of content: ELAR/SLAR/Math on grade level	<p>Formative: 6 weeks grades, benchmark reports</p> <p>Summative: STAAR records Grade records</p>

2018-2019 State Compensatory Education Services

DIP/CIP Goal	Service/Program	Campus	FTE's	SCE Funds	# of Sts. Eligible	Goal(s)	<u>Evaluation Formative and Summative</u>
1,2 and 4	Summer School: The purpose of summer school is to provide students with the opportunity to continue their educational experience into the summer with a modified schedule in order to maintain their level of skill development, to remediate specific objectives/concepts until they are mastered, and finally, to extend beyond the student's present level of achievement so that he/she is fully prepared for the upcoming school year.	041	TBD	\$TBD (163-11-6118)	366	100% mastery of content: ELAR/Math Science/SS on grade level	Formative: 6 weeks grades, benchmark reports Summative: STAAR records Grade records
1,2 and 4	Supplies and Instructional Materials	041	N/A	\$TBD (163-11-6399)	366	100% mastery of content: Reading/Math/LA on grade level	Formative: 6 weeks grades, benchmark reports Summative: STAAR records Grade records
1,2, and 4	Contracted Services: Integrated Learning Systems for supplementary programs.	041	N/A	\$10,114 (163-11-6299)	366	100% mastery of content: Reading/Math/LA on grade level	Formative: 6 weeks grades, benchmark reports Summative: STAAR records Grade records

2018-2019 State Compensatory Education Services

DIP/CIP Goal	Service/Program	Campus	FTE's	SCE Funds	# of Sts. Eligible	Goal(s)	<u>Evaluation Formative and Summative</u>
1,2, and 4	Tutorials and STAAR/TAKS remediation: Students are provided with additional instructional time before and after school to promote mastery of TEKS and STAAR/TAKS objectives. Saturday tutorials: Students who are falling behind because of grades or attendance are provided additional instructional time to promote mastery of TEKS.	041	Extra-Duty 6118	\$44,750 (163-11-6118)	366	100% mastery of content: Reading/Math/LA on grade level	Formative: 6 weeks grades, benchmark reports Summative: STAAR records Grade records

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 1. To prepare students for life beyond high school, meet Every Student Succeed Act standards, and earn an Acceptable with Distinctions (in accordance with HB3) district rating in the Texas Accountability System by annually improving teaching and learning at each campus.

Objective 1. By May 2019, 85% of all students and each student group will pass all portions of the state assessment. Summative Evaluation: 85% of all students pass all portions of the state tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Enhance existing curriculum based on STAAR, State Standards (TEKS), and college readiness standards (CCRS) through curriculum writing. TEXAS INSTRUMENT EMULATOR; LICENSE (5), TEACHER PAY TEACHERS ACTIVITIES (FOR CLASSROOM AND AFTERSCHOOL ACTIVITIES), (Title I SW: 2,3) (Target Group: ESL, Migrant, LEP, SPED)	Assistant Principal, Assistant Superintendent, Curriculum Specialists, Principal	August-May	(F)Title I Part A, (F)Title II-A Staff Dev.-Salaries, (F)Title III Bilingual/ESL-Salaries, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Curriculum Guides Curriculum Evaluation Forms
2. Curriculum review committees shall make recommendations on any necessary revisions to curriculum guides throughout the year. (Title I SW: 2) (Target Group: All)	Assistant Superintendent, Principal	August-May	(F)Special Education Consolidated Grant , (F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Curriculum Guides Curriculum Evaluation Forms
3. Continue reviewing and revising Curriculum for grades PK-12 for each core area teacher. (Title I SW: 2,3) (Target Group: All)	Assistant Principal, Curriculum Specialists, Principal	August-May	(F)Special Education Consolidated Grant , (F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Curriculum Guides Curriculum Evaluation Forms
4. Implement District made curriculum based on STAAR, State Standards (TEKS) and College and Career Readiness Standards (CCRS) (Target Group: All)	Assistant Superintendent	August-May	(L)General Local Funds	Formative - Curriculum Guides Curriculum Evaluation Forms

VALLEY VIEW EARLY COLLEGE CAMPUS

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. Use an assessment system, aligned to STAAR standards, that provides information about a full range of knowledge and abilities students are expected to learn. Assessment methods include: Authentic Assessment, Multiple choice tests, portfolios, open ended questions, extended reading and writing experiences which include rough drafts and revisions, individual and group projects, and exhibits. "ALL IN LEARNING" CLICKERS WITH SUBSCRIPTIONS, NEARPOD, IPADS TO UTILIZE NEARPOD AND CLASSROOM MANAGEMENT. Test question bank program for enrichment class. Class set of Dyna Notes for each teacher. STAAR Ready Science Practice Books for Enrichment Class. Measuring Up to the TEKS STAAR Edition student and teacher workbooks for Enrichment class. (Target Group: All)</p>	<p>Assistant Principal, Assistant Superintendent, Curriculum Specialists, Principal</p>	<p>August-May</p>	<p>(L)General Local Funds</p>	<p>Formative - DMAC Authentic Assessment Lesson Plans Walk-through Report Science Technology Fair</p>
<p>6. Students will be provided additional support for advancing to the next grade level through the following strategies: a) Summer school; b) Tutoring; c) Reading Intervention; d) Credit recovery; e) Mentoring programs; f) Summer Bridge Programs; g) Optional Flexible Scheduling h) Electronic dictionaries (Class set of 25) for each teacher i) TEXAS INSTRUMENT EMULATOR;LICENSE (5), TEACHER PAY TEACHERS ACTIVITIES (FOR CLASSROOM AND AFTERSCHOOL ACTIVITIES) DMAC SWORNS (Target Group: All)</p>	<p>Assistant Principal, Assistant Superintendent, Curriculum Specialists, Principal</p>	<p>August-May</p>	<p>(F)Title I Part A, (S)State Compensatory Ed.</p>	<p>Formative - Master Schedule Plato Reports Attendance Rosters Tutoring Lesson Plans Tutoring Rosters</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Incorporate higher-level thinking and reasoning skills utilizing effective STEM strategies. (Target Group: All)	Assistant Principal, Assistant Superintendent, Principal, Teacher(s)	August-May	(L)General Local Funds	Formative - Lesson Plans Walkthroughs Computer Lab Reports TSTEM In-services
8. Convene formally every three weeks with structured follow-up meetings to monitor students' progress in learning critical TEKS by examining student data. Grade level/department meetings will be held each week to review student progress. (Target Group: All)	Assistant Principal, Curriculum Specialists, Principal, Teacher(s)	August-June	(L)General Local Funds	Formative - Instructional Round Visits Grade Level/Department Meetings Faculty Meetings DMAC
9. Collaborate with area businesses, industry and Institutions of Higher Education in an effort to provide relevant and real world learning experiences. (Target Group: All)	Assistant Principal, Assistant Superintendent, Counselor(s), Curriculum Specialists, TSTEM Coordinator	August-May	(L)General Local Funds	Formative - Career Fairs/Guest speakers Fieldtrips to Colleges CO-OP Program STC/UTPA Continuing Ed./Research Facility Trailblazer-UT Austin
10. Kids in College program will continue at the Elementary and Secondary level focusing on STEM and CTE approaches. (Target Group: All)	CTE Director	June	(L)General Local Funds, (S)State Compensatory Ed.	Formative - Walk throughs Review of Lesson plans Kids in College Showcase
11. Develop and maintain community partnerships to include: Head Start & Texas Migrant Council. (Title I SW: 7,9) (Target Group: Migrant, LEP, SPED)	Bilingual/ESL, Migrant Dir., Special Education Director	August-May	(L)General Local Funds	Formative - MOUs Child Find
12. Provide intensive and sustained inservice to address TEKS/State Assessments, [STAAR/EOC/AP/ACT/SAT/TSI] alignment and strategies. (Target Group: All)	Assistant Superintendent, Directors	August-May	(L)General Local Funds	Formative - Inservice Agendas Sign in Sheets Staff Development Evaluation AP institutes

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. STEM strategies will be incorporated during the instructional day to ensure district-wide sustainability of program objectives. (Target Group: All)	Teacher(s), TSTEM Coordinator	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Lesson Plans Walkthrough Reports
14. Utilize six weeks test results to create plan of actions to address the needs of students and review during grade level/department meetings. (Target Group: All)	Assistant Principal, Curriculum Specialists, Principal, Teacher(s)	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Test Results DMAC Plans of Actions
15. Monitor the use of differentiated instruction/ sheltered instruction for our ELLs and students with disabilities. (Title I SW: 1,5,9) (Target Group: All)	Assistant Principal, Assistant Superintendent, Curriculum Specialists, Directors, Principal	August-May	(L)General Local Funds	Formative - EOC camps Summer School Intensive and Accelerated Tutorials Intervention classes
16. Assure vertical/horizontal alignment is taking place between and among the campuses to address: curriculum, inservice and TEKS alignment. (Target Group: All)	Assistant Superintendent, Directors	August-May	(L)General Local Funds	Formative - Staff development Sign in sheets Inservice Agendas
17. Accelerated Instruction will be provided for students who fail an EOC assessment and/or STAAR (SSI grades) assessment before the next administration. (Target Group: All, ECD, LEP, SPED)	Assistant Principal, Counselor(s), Curriculum Specialists, Principal	August-May	(L)General Local Funds	Formative - EOC camps Summer School Intensive and Accelerated Tutorials Intervention classes
18. Implement the AP/GT plan of action across the grade levels to improve college readiness skills for our students (Target Group: GT)	Assistant Superintendent, Directors, Principal	August-May	(L)General Local Funds	Formative - AP Results ACT Results AP/GT Plan of action Destination Imagination
19. Sustain high-quality, on-going staff development for teachers so that all students will meet STAAR/EOC academic achievement standards (Target Group: All)	Assistant Superintendent, Principal	August-June	(F)Title II-A Staff Dev.-Salaries	Formative - Sign In Sheets Agendas targeting weak TEKS

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
20. Incorporate instructional strategies such as XPLORE, CUPS/ARMS, UPSE, APE, Reading/Poetry Shields, and RUBIES to ensure mastery of all TEKS. (Target Group: All)	Assistant Principal, Assistant Superintendent, Curriculum Specialists, Principal, Teacher(s)	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Lesson plans Walkthroughs Department Meetings
21. Writing to Learn will be implemented to promote student engagement in learning through writing. (Target Group: All)	Assistant Superintendent, Principal, Teacher(s)	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Walkthroughs
22. Reading and ELA curricula will be aligned based on genres and historic data performance. (Target Group: All)	Assistant Principal, Assistant Superintendent, Curriculum Specialists, Principal, Teacher(s)	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Lesson plans Curriculum binders
23. Student Expectation will be deconstructed in department /grade level meetings to ensure curriculum alignment and STAAR/EOC mastery. (Target Group: All)	Assistant Principal, Assistant Superintendent, Curriculum Specialists, Principal, Teacher(s)	August-May	(L)General Local Funds	Formative - Lesson plans Walkthroughs Department/Grade Level Meetings
24. Assessments, activities, lessons will be aligned to level of questions. Including online based software. DIGITAL TIMER THAT DOES NOT USE INTERNET. Test question bank program for enrichment class (Target Group: All)	Assistant Principal, Assistant Superintendent, Curriculum Specialists, Teacher(s)	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Lesson plans Walkthroughs Department/Grade Level Meetings DMAC ALEKS
25. Lessons will be closed with a journal, student reflection or exit ticket of what has been learned. (Target Group: All)	Assistant Principal, Assistant Superintendent, Curriculum Specialists, Principal, Teacher(s)	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Lesson plans Walkthroughs
26. District will continue with instructional rounds to give immediate feedback to campus administration. (Target Group: All)	Assistant Superintendent, Directors, Superintendent	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Instructional rounds visits
27. Instructional hands on labs have been created and will be implemented to address our weakest teks in science. (Target Group: All)	Assistant Principal, Curriculum Specialists, Principal, Teacher(s)	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Lesson plans Walkthroughs Department/Grade Level Meetings

VALLEY VIEW EARLY COLLEGE CAMPUS

- Goal 1.** To prepare students for life beyond high school, meet Every Student Succeed Act standards, and earn an Acceptable with Distinctions (in accordance with HB3) district rating in the Texas Accountability System by annually improving teaching and learning at each campus.
- Objective 1.** By May 2019, 85% of all students and each student group will pass all portions of the state assessment. Summative Evaluation: 85% of all students pass all portions of the state tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
28. Students will be tracked using our assessment data to ensure students are showing progress or interventions are being implemented. TEXAS INSTRUMENT EMULATOR;LICENSE (5), TEACHER PAY TEACHERS ACTIVITIES (FOR CLASSROOM AND AFTERSCHOOL ACTIVITIES). "ALL IN LEARNING" DMAC,CLASS DOJO,NEARPOD, IPADS, CHROMEBOOKS, REMIND AND CLASSROOM MANAGEMENT. (Target Group: All)	Assistant Principal, Assistant Superintendent, Curriculum Specialists, Principal, Teacher(s)	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - DMAC Lesson plans Walkthroughs Department/Grade Level Meetings ALEKS
29. Develop, improve, or expand the use of technology in the classrooms. such as dojo, doceri, socrative, google classroom and ALEKS. "ALL IN LEARNING" CLICKERS WITH SUBSCRIPTIONS, NEARPOD, IPADS TO UTILIZE NEARPOD AND CLASSROOM MANAGEMENT. (Target Group: All)	Assistant Superintendent, CTE Director	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Curriculum Lesson plans Walk throughs
30. Provide instruction and activities to prepare all CTE students for high skill, high-wage, or high-demand occupations that will lead to self-sufficiency (Target Group: CTE)	CTE Director	August-May	(F)Title I, Part C Carl D Perkins Career and Technica	Formative - Curriculum Lesson plans
31. Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses (Target Group: All)	CTE Director	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Curriculum Lesson plans CTE bulletin
32. Coordinate meetings and training of counselors and CTE staff with area colleges and universities to promote and encourage special population student enrollment (Target Group: All)	CTE Director	August-May	(F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed.	Formative - Parent Survey Interest Surveys Monthly Meetings-Parent Comments

VALLEY VIEW EARLY COLLEGE CAMPUS

- Goal 1.** To prepare students for life beyond high school, meet Every Student Succeed Act standards, and earn an Acceptable with Distinctions (in accordance with HB3) district rating in the Texas Accountability System by annually improving teaching and learning at each campus.
- Objective 1.** By May 2019, 85% of all students and each student group will pass all portions of the state assessment. Summative Evaluation: 85% of all students pass all portions of the state tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
33. Provide Pregnancy Related Services (PRS) to pregnant students including Compensatory Education Home Instruction (CEHI) during their prenatal and postpartum periods to help our students adjust academically, mentally, physically to stay in school. (Target Group: All)	CTE Director, Principal, Special Funds Dir.	August-May	(L)General Local Funds	Formative - Parent Survey Interest Surveys Monthly Meetings-Parent Comments
34. Improve reading through the Accelerated Reading Program and recognize campuses with AR best practices. Improve Accelerated Reading Program through ISS. Have a class set NOVEL and enough comp. in which students can test. Begin early in the year with readathons. (Target Group: All)	Assistant Superintendent, Directors, Principal	August-May	(F)Title I Part A, (L)General Local Funds	Formative - Improved six weeks grades Reduced failure rate
35. Increase university and college awareness, College Assistance Migrant Program (CAMP), Migrant University Summer Experience (M.U.S.E) by providing students the opportunity to visit colleges and universities and increase application and enrollment of Migrant students to higher learning institutions. (Title I SW: 2,9) (Target Group: Migrant) (Strategic Priorities: 3) (CSFs: 1,4)	Bilingual/ESL, Migrant Dir., Counselor(s), Principal	August-May	(F)Title I Part C-Migrant Contracted Services - \$20,000, (L)General Local Funds	Formative - Improved six weeks grades Reduced failure rate Percentage of Migrant students graduation rate
36. All students in each grade level will read a minimum of one novel per year. (Target Group: All)	Assistant Superintendent	September - May	(S)State Compensatory Ed.	Summative - All students will take a unit exam on novel read and assure mastery at 70%.
37. Best practices will be shared across the campuses to promote reading, recognize most improved classes and create a culture of continuous learning in our district. (Target Group: All)	Assistant Superintendent, Superintendent	September-May	(L)General Local Funds	Summative - Walkthroughs, six weeks data, AR Points

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 1. To prepare students for life beyond high school, meet Every Student Succeed Act standards, and earn an Acceptable with Distinctions (in accordance with HB3) district rating in the Texas Accountability System by annually improving teaching and learning at each campus.

Objective 1. By May 2019, 85% of all students and each student group will pass all portions of the state assessment. Summative Evaluation: 85% of all students pass all portions of the state tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
38. Assure all teachers are trained in the use of google apps for education to help teachers create and collect assignments paperlessly. (Target Group: All)	Assistant Superintendent, Director of Technology	September-May	(L)General Local Funds	Summative - Classroom walkthrus Sign in sheets for trainings
39. Ensure curriculum includes guiding questions and essential understandings for all classes. (Target Group: 9th, 10th, 6th, 7th , 8th)	Assistant Principal, Assistant Superintendent, Principal	Aug - May		Summative -

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 1. To prepare students for life beyond high school, meet Every Student Succeed Act standards, and earn an Acceptable with Distinctions (in accordance with HB3) district rating in the Texas Accountability System by annually improving teaching and learning at each campus.

Objective 2. Student performance as measured by the College, Career, and Military Readiness Indicator for high school campuses will meet or exceed state average by June 2018.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 1. To prepare students for life beyond high school, meet Every Student Succeed Act standards, and earn an Acceptable with Distinctions (in accordance with HB3) district rating in the Texas Accountability System by annually improving teaching and learning at each campus.

Objective 3. Implement a strong foundation in the four core areas, with an early introduction to college and career readiness standards, an introduction to the “world of work,” and exposure to the standards through various opportunities. 2. Facilitate to students the opportunity to explore various college and career opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 2. The Bilingual/English as a Second Language Education Program will deliver a consistent and monitored instructional program that meets the needs and assures the success of all English Language Learners.

Objective 1. English Language Learners (ELLs) will meet or exceed state and federal requirements related to state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development regarding second-language acquisition methodologies and research-based ELPS strategies in all content areas to all teachers serving ELLs, targeting those teachers most in need throughout the school year. (Title I SW: 1,3) (Target Group: All)	Bilingual/ESL, Migrant Dir.	August -June	(F)Title III Bilingual/ESL-Salaries, (S)State Bilingual	Formative - Staff development evaluations, Lesson plans, Bilingual/ESL observation protocol, Walk-through observations
2. Provide intensive, systematic, research-based reading, writing and content-area instruction to identified bilingual education and ESL students. (Target Group: All)	Bilingual/ESL, Migrant Dir., Principal	August - June	(F)Title III Bilingual/ESL-Salaries, (S)State Bilingual	Formative - Teacher evaluations, Lesson plans, Bilingual/ESL observation protocol
3. Provide intensive instructional tutorial program for bilingual education and ESL students, individualized to meet the unique needs of the students and student groups. Tutorials will be provided at each campus before, during, and/or after school hours, and/or on Saturday, in the core content areas of Reading, Math, Writing, Science and Social Studies. (Target Group: All)	Bilingual/ESL, Migrant Dir., Principal	September - May	(F)Title III Bilingual/ESL-Salaries, (S)State Bilingual	Formative - Student assessment, Sign-in sheets, Lesson plans
4. Provide materials, equipment, software, and incentives for bilingual education and ESL students to facilitate academic improvement in content areas including the reading of a different novel per six weeks. (Target Group: All)	Bilingual/ESL, Migrant Dir., Principal	August - June	(F)Title III Bilingual/ESL-Salaries, (S)State Bilingual	Formative - Evaluations, Student assessments
5. Provide summer school for PK and K bilingual education students to improve reading ability of at-risk students to on-level and to maintain on-level academic ability. (Target Group: All)	Bilingual/ESL, Migrant Dir., Principal	June - July	(F)Title III Bilingual/ESL-Salaries, (S)State Bilingual	Formative - Student enrollment, Language Proficiency Assessment Committee (LPAC) minutes
6. Provide a supplemental enrichment summer school program for 4, 5, 6, 7, 8, and 9 grade bilingual education and ESL students in order to progress in their English language proficiency. (Target Group: All)	Bilingual/ESL, Migrant Dir., Principal	June - July	(F)Title III Bilingual/ESL-Salaries, (S)State Bilingual	Formative - Pre-test/Post-test results

VALLEY VIEW EARLY COLLEGE CAMPUS

- Goal 2.** The Bilingual/English as a Second Language Education Program will deliver a consistent and monitored instructional program that meets the needs and assures the success of all English Language Learners.
- Objective 1.** English Language Learners (ELLs) will meet or exceed state and federal requirements related to state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Admission, Review, and Dismissal / Language Proficiency Assessment Committee members will collaborate to make decisions regarding identification, instruction, testing, and reclassification of students identified as Special Education and Limited English Proficient. (Target Group: All)	Bilingual/ESL, Migrant Dir., Principal, Special Education Director	August - June	(F)Title III Bilingual/ESL-Salaries, (S)State Bilingual	Formative - LPAC minutes, ARD documentation, IEP documentation, Lesson plans
8. Conduct alignment planning to ensure state standards and expectations are in place. (Target Group: All)	Bilingual/ESL, Migrant Dir.	August - June	(F)Title III Bilingual/ESL-Salaries, (S)State Bilingual	Formative - Sign-in sheets
9. Teachers serving ELLs shall be highly qualified and acquire appropriate certification. Stipend for appropriate instruction will be provided by the district. (Target Group: All)	Bilingual/ESL, Migrant Dir.	August - June	(S)State Bilingual	Formative - Personnel records
10. Teachers and administrators will be provided opportunities to participate in state/national conferences regarding the implementation of an appropriate bilingual education/ESL program. (Target Group: All)	Bilingual/ESL, Migrant Dir.	August - June	(F)Title III Bilingual/ESL-Salaries, (S)State Bilingual	Formative - Sign-in sheets, School board minutes, Purchase requisitions
11. An Individual English Language Learner Plan for Success (IELLP for Success) will be created and maintained for each ELL who fails a core area class during any six-week grading period. (Target Group: All)	Bilingual/ESL, Migrant Dir., Principal	August - June	(F)Title III Bilingual/ESL-Salaries, (S)State Bilingual	Formative - LPAC minutes, IELLP for Success documentation
12. Collaborate with the American Institutes of Research (AIR) and Regional Educational Laboratory (REL) Southwest in development of Early Warning Systems research. (Title I SW: 1,2,9,10) (Target Group: LEP)	Bilingual/ESL, Migrant Dir.	August - July		Formative - Sign-in sheets

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 2. The Bilingual/English as a Second Language Education Program will deliver a consistent and monitored instructional program that meets the needs and assures the success of all English Language Learners.

Objective 1. English Language Learners (ELLs) will meet or exceed state and federal requirements related to state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. Implementation of standardized ESL program. 2. Sustained staff development in appropriate ESL activities. 3. Use of technology in acquisition and development of English.	Bilingual/ESL, Migrant Dir., Core Subject Teachers, Principal	Aug - June		Formative -
14. Provide additional instruction for at-risk students in ELA using RTI or other research-based programs. 2. Continue to create lessons to incorporate technology into the classrooms. 3. Establish and implement plans and timelines for test talks and goal setting conferences with students for growth in ELA.	Bilingual/ESL, Migrant Dir., Core Subject Teachers, Principal	Aug - June		Formative -

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 3. The district will implement a rigorous instructional program that supports sustained growth in student achievement of students with disabilities

Objective 1. Improve, sustain, and support academic student performance of Special Education students at or beyond grade level. Students will meet or exceed state and federal requirements related to state assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordination between Special Education and General Education teachers to ensure student with special needs are making progress. (Title I SW: 10) (Target Group: SPED)	Principal, Special Education Director	Every three weeks	(L)General Local Funds	Summative - Agenda, Sign-Ins, Coordination's Forms, Improve student performance,
2. Utilize the Accommodations for Students with Disabilities Taking State Assessments to make appropriate assessment recommendations on state assessment for students with special needs for the State of Texas Assessments of Academic Readiness (STAAR™)/EOC/TAKS. (Title I SW: 1,10) (Target Group: SPED)	Principal, Special Education Director	Student's Annual ARD	(F)Special Education Consolidated Grant , (L)General Local Funds	Summative - Compliance with Texas Assessment Program for students with disabilities. Improve student performance PBMAS 1, 3
3. Utilize tracking logs which ensure the following: Initial evaluations for students referred for special education are completed within federal and state timelines. (Title I SW: 7,10) (Target Group: SPED)	Principal, Special Education Director	Every three weeks	(F)Special Education Consolidated Grant , (L)General Local Funds	Summative - Compliance with Texas Assessment Program for students with disabilities. Improve student Performance State Performance Plan Indicator 11 and 12
4. Maintain documentation that parents are receiving progress reports on services for students with special needs are receiving as specified in the student's IEP's accommodation page (Title I SW: 8) (Target Group: SPED)	Principal, Support Services Director	As per student's IEP	(F)Special Education Consolidated Grant , (L)General Local Funds	Summative - Teacher Lesson Plans/IEP documents. Increase student performance PBMAS 1 and 3
5. Campuses will create, submit and implement a Plan of Action based on student performance results, within 2 days of taking a six weeks assessment and state assessment. (Title I SW: 2) (Target Group: SPED)	Principal, Special Education Director	After every six weeks	(F)Special Education Consolidated Grant , (L)General Local Funds	Summative - Coordination's Forms Improve student performance PBMAS 1 and 3
6. Develop transition plans for identified students with special needs and implement Graduation Plan grades 8th to 12th (Title I SW: 2) (Target Group: SPED)	Principal, Special Education Director	At student's ARD	(F)Special Education Consolidated Grant , (L)General Local Funds	Summative - Transition plan and Graduation plan included in the annual IEP, State

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 3. The district will implement a rigorous instructional program that supports sustained growth in student achievement of students with disabilities

Objective 1. Improve, sustain, and support academic student performance of Special Education students at or beyond grade level. Students will meet or exceed state and federal requirements related to state assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Include parents as part of the multi-disciplinary team in the initial and re-evaluation process. (Title I SW: 6) (Target Group: SPED)	Principal, Special Education Director	At student's ARD	(F)Special Education Consolidated Grant , (L)General Local Funds	Formative - Increase student performance Increased parent participation and parent report PBMAS 1 and 3
8. Provide Child Find training to parents and community: District Parent Meeting, Campus Parent Meeting, Internet, and Community Fairs (Title I SW: 7) (Target Group: All)	Principal, Special Education Director	Monthly	(F)Special Education Consolidated Grant , (L)General Local Funds	Formative - Agenda, Sign-Ins Program Information Increase parental involvement
9. Ensure alternative programs, services, and pre-referral interventions (such as RTI, 504, reading specialist, computer labs, tutorial services, dyslexia program, etc.) are implemented prior to the referral of a student for special education evaluation (Title I SW: 2) (Target Group: SPED)	Principal, Special Education Director	Minthly	(F)Special Education Consolidated Grant , (L)General Local Funds	Formative - Pre-referral intervention documentation Campus RTI Team Progress of research-based interventions State Performance Plan Indicator 5
10. Coordinate efforts with campus principals to monitor the discretionary placement to the DAEP, ISS and OSS (Title I SW: 10) (Target Group: SPED)	Principal, Special Education Director	Every six weeks	(F)Special Education Consolidated Grant , (L)General Local Funds	Formative - PEIMS 400 Record PBMAS 21,22 and 23
11. Provide staff development on compliance concern regarding special education in the areas of: state assessments, modifications and accommodations, crisis prevention interventions, behavior management, autism and bullying and confidentiality targeting those teachers serving students with special needs. (Title I SW: 10) (Target Group: SPED)	Principal, Special Education Director	August-June	(F)Special Education Consolidated Grant , (L)General Local Funds	Formative - Lesson plans Classroom Observation PBMAS 1 and 3

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 3. The district will implement a rigorous instructional program that supports sustained growth in student achievement of students with disabilities

Objective 1. Improve, sustain, and support academic student performance of Special Education students at or beyond grade level. Students will meet or exceed state and federal requirements related to state assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Coordinate efforts with the district's Bilingual/ESL Department and Campus Response to Intervention Teams (Rtl) to monitor referrals to special education for identified Limited English Proficient students (Title I SW: 10) (Target Group: SPED)	Principal, Special Education Director	Monthly	(F)Special Education Consolidated Grant , (L)General Local Funds	Formative - Continuous Improvement Plan for Special Education. Decrease the % of Special Education LEP disproportion representation PBMAS 20
13. LPAC will collaborate with ARD to recommend assessment criteria for entry and exit LEP status for students with disabilities (Title I SW: 10) (Target Group: SPED)	Principal, Special Education Director	Before the student's ARD	(F)Special Education Consolidated Grant , (L)General Local Funds	Formative - Continuous Improvement Plan for Special Education. PBMAS 20
14. Coordinate efforts with the district's curriculum department to provide staff development in all academic core areas. (Title I SW: 10) (Target Group: SPED)	Special Education Director	August-June	(F)Special Education Consolidated Grant , (L)General Local Funds	Formative - Continuous Improvement Plan for Special Education.
15. Coordinate efforts with the special education teachers to ensure student with special needs are making progress. (Title I SW: 3,10) (Target Group: SPED)	Special Education Director	August-June	(F)Special Education Consolidated Grant , (L)General Local Funds	Summative - Continuous Improvement Plan for Special Education.
16. Review HB5 endorsement selections to ensure alignment with written post-secondary goals. (Title I SW: 10) (Target Group: SPED)	Special Education Director	August-June	(F)Special Education Consolidated Grant , (L)General Local Funds	Summative - Continuous Improvement Plan for Special Education.
17. Collect and review Indicator 13 forms from secondary campuses (Title I SW: 3) (Target Group: SPED)	Special Education Director	August-June	(F)Special Education Consolidated Grant , (L)General Local Funds	Summative - Continuous Improvement Plan for Special Education.

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 3. The district will implement a rigorous instructional program that supports sustained growth in student achievement of students with disabilities

Objective 1. Improve, sustain, and support academic student performance of Special Education students at or beyond grade level. Students will meet or exceed state and federal requirements related to state assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
18. Coordinate Community Based Instruction to meet the particular needs of a student and to teach skills which relate to specific IEP goals or objectives. (Title I SW: 3,10) (Target Group: SPED)	Special Education Director	August-June	(F)Special Education Consolidated Grant , (L)General Local Funds	Summative - Continuous Improvement Plan for Special Education.
19. Collaborate with campus staff to identify needed resources, materials and training to support student progress in the area of reading, specifically targeting special education. (Target Group: SPED)	Special Education Director	August-May	(F)Special Education Consolidated Grant	Summative - 70% of all Students Pass STAAR reading. Meet system safeguards on Accountability.
20. All advisory teachers will incorporate AR Reading, promoting reading to all demographics in our campus. (Target Group: All)	Librarian, Teacher(s)	Aug - May		Summative - AR Reading Points every six weeks grading period.
21. All elective classrooms have merged into their timeline novel readings per six weeks period, including the world geography classes. (Target Group: All)	Teacher(s)	Aug-May		Summative -

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 4. Valley View ISD will stay current with technology and applications.

Objective 1. Incorporate strategies that require use of Higher Order Thinking Skills (HOTS) through the implementation and integration of technology applications.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the state adopted electronic instructional materials for Technology Applications TEKS for grades K-5 and grades 6-12 in the content areas. Incorporate "Mimio Teach Interactive Systems in classrooms". TAC §126 TP 1.1.1, 1.1.5, 1.1.6 (Title I SW: 4) (Target Group: All)	Assistant Superintendent, Principal	September - June	(L)General Local Funds	Summative - Computer Integrated Reports
2. Continue to organize STEM fairs to promote student produced projects. TP 1.1. (Title I SW: 4) (Target Group: All)	CTE Director, Principal	September - June	(L)General Local Funds	Formative - STEM Projects/Activities
3. Evaluate and implement new media technologies and applications as they emerge. TP 1.1.11 (Target Group: All)	Director of Technology, Superintendent	September - June	(L)General Local Funds	Formative - Program evaluation committee meeting records Sign-in sheets ALEKS

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 4. Valley View ISD will stay current with technology and applications.

Objective 2. Use technology-based instructional materials and software to enhance and enrich student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to equip classrooms with multimedia equipment to help facilitate instruction and engage students. Standardize equipment to help maximize training return on investment and maximize teacher utilization (teacher Computer Stations/laptops). TP 3.1.15 (Title I SW: 3) (Target Group: All)	Assistant Superintendent, Director of Technology, Principal, Superintendent	September - June	(L)General Local Funds	Formative - Resource inventory
2. Continue Google Apps integration for students, teachers and administration that will enable real-time collaboration and innovation TP 3.1.11 (Target Group: All)	Director of Technology, Superintendent, Teacher(s)	September - June	(L)General Local Funds	Formative - Lesson plans Teacher training agendas/sign-sheets
3. Continue to provide adequate professional development to teachers for technology integration into the classroom including but not limited to web 2.0 tools, technology equipment, and instructional applications TP 1.2.1 (Title I SW: 4) (Target Group: All)	Director of Technology, Superintendent	September - June	(L)General Local Funds	Formative - Sign-in sheets/ Agendas

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 4. Valley View ISD will stay current with technology and applications.

Objective 3. The district will continue education on Internet safety and implementation of security hardware/software to keep students safe by enforcing the Protect children in the 21st century Act and Children's Internet Protection Act.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate Internet safety/bullying into curriculum (Implement Online Curriculum such as iSafe) TP 2.1.11 (Target Group: All)	Director of Technology, Principal, Teacher(s)	September - June	(L)General Local Funds	Formative - Sign-in sheets Agendas
2. Students, Staff, and community will receive training on online safety. TP 1.1.12 (Target Group: All)	Director of Technology, Principal, Teacher(s)	September - June	(F)Title I Part A, (L)General Local Funds	Formative - Sign-in sheets Agendas
3. Post Internet Safety content on the District website TP 1.1.12 (Target Group: All)	Director of Technology, Principal	September - June	(L)General Local Funds	Formative - District and Campus website
4. The District will maintain security measures including anti-virus protection, intrusion detection, firewall, web filtering, email filtering and backups to ensure network integrity and availability. TP 4.1.5 (Target Group: All)	Director of Finance, Director of Technology	September - June	(L)General Local Funds	Formative - Generation reports
5. Continue to provide and maintain security cameras where needed. TP 2.1.6 (Target Group: All)	Director of Technology, District Computer Technician	September - June	(L)General Local Funds	Formative - Video Insight usage reports Solarwinds Network Monitoring reports
6. The District will update Acceptable Use Policies as needed. TP 2.1.5 (Target Group: All)	Assistant Superintendent, Director of Technology, Superintendent	September - June	(L)General Local Funds	Formative - Local board policy Acceptable Use Policy

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 4. Valley View ISD will stay current with technology and applications.

Objective 4. Upgrade Network Infrastructure in order to support faster application speeds, and upgrade bandwidth to support the transfer and streaming of large data, video and audio files. In addition, the upgrades will enable the district to "future proof" the network to ensure support for emerging technologies and preserve initial investment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Replace Network Equipment with 10Gb uplinks that will be able to support 10 Gigabit Ethernet TP 3.1.6 (Target Group: All)	Business Manager, Director of Technology, Superintendent	September - June	(L)General Local Funds	Formative - Scope of work Work approval forms
2. Replace/Add data cable drops that will be able to support 10 Gigabit Ethernet. TP 3.1.10, 3.1.21 (Target Group: All)	Business Manager, Director of Technology, Superintendent	September - June	(L)General Local Funds	Formative - Scope of work Work approval form
3. Upgrade Wide Area Network connectivity to support 10 Gbps. TP 3.1.17 (Target Group: All)	Business Manager, Director of Technology, Superintendent	September - June	(L)General Local Funds	Formative - Scope of work Work approval forms
4. Increase Internet bandwidth yearly to support and sustain the online instructional softwares and provide business continuity. TP 3.2.4 (Target Group: All)	Business Manager, Director of Finance, Director of Technology, Superintendent	September - June	(L)General Local Funds	Formative - Scope of work Work approval form Speedtest results
5. Continue replacing obsolete intercom systems with Voice Over IP technology. TP 2.1.13 (Target Group: All)	Director of Technology, Superintendent	September - June	(L)General Local Funds	Formative - Scope of work Work approval form
6. Continue to apply for Erate services: Telecommunications, Internet access, and Internal Connections, for all eligible services. TP 3.2.1, 3.2.2 (Target Group: All)	Director of Technology, Superintendent	September - June	(L)General Local Funds	Formative - Form 470 Form 471 Form 486
7. Sustain the community wifi project. TP 3.1.16 (Target Group: All)	Director of Technology, Superintendent	June - August	(L)General Local Funds	Formative - Scope of work Work approval form
8. Backup generator upkeep for the network operating center (NOC). TP 3.1.1 (Target Group: All)	Director of Technology	September - June	(L)General Local Funds	Formative - Preventative maintenance logs

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 4. Valley View ISD will stay current with technology and applications.

Objective 5. Provide District personnel with necessary professional development and technology to facilitate administrative duties and instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Install wireless access points campus wide to allow wireless connectivity from mobile devices. TP 3.1.16 (Title I SW: 4) (Target Group: All)	Director of Finance, Director of Technology, Superintendent	September - June	(L)General Local Funds	Formative - Scope of work Work approval form
2. Continue to provide mobile devices and applications. TP 2.1.1 (Target Group: All)	Director of Technology, Superintendent	September - June	(L)General Local Funds	Formative - Scope of work Work approval form
3. Continue the support of applications such as DMAC, Curriculum, Websites, TxEIS, School Messenger, ERO, Email, ALEKS, etc. TP 2.1.3, 2.1.10, 3.1.8, 3.1.10 (Target Group: All)	Assistant Superintendent, Director of Technology, Special Funds Dir., Superintendent	September - June	(F)Title II-A Staff Dev.-Salaries, (L)General Local Funds	Formative - Benchmark assessment results Student academic performance Report cards STAAR Results
4. Continue to provide summer trainings for teachers in Google Educator Level 1 & 2 certification pathway. TP 1.2.1, 1.2.2 (Title I SW: 4) (Target Group: All)	Assistant Superintendent, Director of Technology	June - July	(L)General Local Funds	Formative - Formative Sign-In Sheets Agendas Certification
5. Continue utilizing MegaBytes for technology and yearly training workshops. TP 1.2.1, 1.2.2 (Title I SW: 4) (Target Group: All)	Assistant Superintendent, Director of Technology	September - June	(L)General Local Funds	Formative - Formative Sign-sheets Agendas

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 5. The district will maintain or surpass an overall attendance rate of 97% (with special emphasis in improving Attendance for all secondary campuses), a Graduation Rate of 95% for grades 9th-12th and student dropout rate of 0% using the National Center for Education Statistics Standards.

Objective 1. The district will set attendance goals and will work with students and staff in order to attain these goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out.	Assistant Principal, Attendance Clerk, Counselor(s), PEIMS , Principal	August - May	(O)Enrollment Reports, (O)PEIMS Potential Drop Out Rpt, (O)Secondary Campus Home Visits, (O)TXEIS, (O)TXEIS - Cohort Tab/Rpt, (S)PEIMS Edit+/TSDS	District Drop Out Rate Graduation Rate
2. PEIMS Department will report campus attendance percentages weekly to district and campuses. (Target Group: All)	Attendance Clerk, PEIMS	August - May	(O)TXEIS	Formative - District Attendance Report District E-Mail on Attendance Admin/Attendance Clerk Meetings PEIMS Website/TEA Attendance Guidelines
3. The district will recognize classes with 100% attendance every six weeks (Target Group: All)	Attendance Clerk, PEIMS	August - May	(O)TXEIS	Formative - Board Meeting Recognitions District Attendance Report District E-Mail District Website on Attendance Goals PEIMS Attendance Field Trips PEIMS Website
4. The campuses will refer students and the parents to Truancy Court for excessive absences. (Target Group: All)	Assistant Principal, Attendance Clerk, District Truancy Officer, PEIMS , Principal	August - May	(O)TXEIS	Formative - Campus Attendance Report Excessive Attendance Report District Truancy Activity Report
5. PEIMS will provide Truancy Training to the Attendance Clerks to assist in the increase of District Attendance. (Target Group: All)	Assistant Principal, Attendance Clerk, PEIMS , Principal	August-May	(L)General Local Funds	Formative - Sign-in sheets
6. PEIMS will provide training based on the new State Truancy Law for campuses to implement the new requirements for the truancy petition. (Title I SW: 1,10) (Target Group: All)	Assistant Principal, Attendance Clerk, PEIMS , Principal	August-May	(L)General Local Funds	Formative - Sign-in sheets

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 5. The district will maintain or surpass an overall attendance rate of 97% (with special emphasis in improving Attendance for all secondary campuses), a Graduation Rate of 95% for grades 9th-12th and student dropout rate of 0% using the National Center for Education Statistics Standards.

Objective 1. The district will set attendance goals and will work with students and staff in order to attain these goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Conduct and coordinate meetings with District's Parental Involvement Program. Discuss TEA Attendance Guidelines with parents during their meetings in the Parental Program Facility. and during regular PTO assemblies. (Title I SW: 6,10) (Target Group: All)	PEIMS	August-May	(L)General Local Funds	Formative - Sign-In Sheets, Agenda

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 6. The district will provide a positive, safe learning environment through the implementation of comprehensive school safety plans.

Objective 1. Provide a comprehensive counseling program for all students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide specialized counseling services to students identified as at-risk. (Title I SW: 2) (Target Group: AtRisk)	Counselor(s), Principal	August-June	(L)General Local Funds	Counseling Logs
2. Coordinate health and social service agencies for parent assemblies on teen pregnancy, diabetes, obesity, sexual abuse of children & stress management. (Title I SW: 2,6) (Target Group: All)	Counselor(s), Principal	August-June	(F)Title I Part A, (L)General Local Funds	PTO 1 Monthly Mtgs. Health Fairs District Parent Fair Title
3. Implement drug/gang awareness activities throughout the school year. (Title I SW: 2,6,10) (Target Group: All)	Counselor(s), Principal	August-June	(F)Title I Part A - \$4,000, (L)General Local Funds	Red Ribbon Week Speakers-Presentations
4. Integrate teen parenting, teen pregnancy, dating violence & financial responsibility curricula in Health classes Gr. 9-12. (Title I SW: 2,6) (Target Group: All)	Counselor(s), Principal	August-June	(L)General Local Funds	Lesson Plans
5. Provide training sessions and information campaigns on suicide prevention, bullying, teasing, harassing and intimidating others. (Title I SW: 6) (Target Group: All)	Counselor(s), Principal	August-June	(L)General Local Funds	Lesson Plans Walkthroughs Counseling Logs PTO Meetings Counselor Mail Box
6. Assign adult advocate to students at risk of dropping out. (Title I SW: 2) (Target Group: AtRisk)	Principal	August-June	(L)General Local Funds	Formative - Adopt a student sign in sheet

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 6. The district will provide a positive, safe learning environment through the implementation of comprehensive school safety plans.

Objective 2. Provide a safe and conducive learning environment where students and staff can engage in various activities in the assurance that they are safe.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate substitutes and volunteers appropriately in their execution of classroom management and supervisory skills and any other assigned duties. (Target Group: All)	Principal	August-June	(L)General Local Funds	Formative - District Safety Report
2. Crisis management plan will be updated to include lockdowns. (Target Group: All)	Principal, Support Services Director	August-June	(L)General Local Funds	Formative - District Safety Report
3. Conduct a district-wide safety audit (Target Group: All)	Support Services Director	August-June	(L)General Local Funds	Formative - District Safety Report
4. Coordinate a contractual agreement of service between district, local & county juvenile justice system. (Target Group: All)	Superintendent	August-June	(L)General Local Funds	Formative - District Safety Report MOU with JJAEP
5. Provide CPR training to all support staff. (Target Group: All)	Principal, School Nurse	August-June	(L)General Local Funds	Formative - District Safety Report
6. Safety meetings will be held once a month with each head custodian and safety representative from each campus. (Target Group: All)	Support Services Director	August-June	(L)General Local Funds	Formative - District Safety Report
7. Increase number of surveillance security system utilizing cameras to reduce the incidents of student violence & graffiti. (Target Group: All)	Director of Technology, Principal, Support Services Director	August-June	(L)General Local Funds	Formative - District Safety Report District Discipline Report
8. K-9 (contraband dogs) program will continue to conduct walkthroughs. (Target Group: All)	Support Services Director	August-June	(L)General Local Funds	Formative - District Safety Report
9. Increase security backgrounds for all visitors. (Target Group: All)	Human Resources Specialist , Principal	August-June	(L)General Local Funds	Formative - District Safety Report
10. Sexual Harassment Training (Target Group: All)	Human Resources Specialist , Principal	August-June	(L)General Local Funds	Formative - District Safety Report

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 7. Valley View ISD will increase the total amount of the scholarship contributions by 3% by the end of the school year.

Objective 1. The District will work in a collaborative manner with businesses for the purpose of soliciting scholarship donations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. VVHS and scholarship recipients will present to staff and solicit donations from campus and district staff. (Target Group: All)	Assistant Superintendent, High School Principal	August-June	(L)General Local Funds	Formative - School calendar Event flyer Donation receipts
2. District employees will solicit monetary contributions from businesses. (Target Group: All)	Assistant Superintendent, Counselor(s), High School Principal	August-June	(L)General Local Funds	Formative - School calendar Event flyer Donation receipts
3. Valley View ISD and Valley View High School will increase money fundraised during our Annual Golf Tournament. (Target Group: 12th)	Assistant Superintendent, Counselor(s), High School Principal	August-June	(L)General Local Funds	Summative - School calendar Event flyer Donation receipts

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 7. Valley View ISD will increase the total amount of the scholarship contributions by 3% by the end of the school year.

Objective 2. The District will launch a variety of campaigns for the employees for scholarship donations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campuses and departments will be encouraged to contribute to the district scholarship fund. (Target Group: All)	Principal	August-June	(L)General Local Funds	Formative - Donation receipts
2. The Parental Involvement department will have two fundraisers to collect funds for scholarships. (Title I SW: 6) (Target Group: All)	Principal, Special Funds Dir.	August-June	(L)General Local Funds	Formative - Donation receipts
3. Teacher committees will be used to select scholarship recipients. (Title I SW: 10) (Target Group: All)	High School Principal	August-June	(L)General Local Funds	Formative - Donation receipts
4. Develop a 501c3 non-profit organization to solicit and fundraise under a tax-exempt status (Target Group: All)	Director of Finance	August-June	(L)General Local Funds	Formative - Donation receipts

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 8. The district will enhance the parental involvement program.

Objective 1. Parents will be informed of student progress and school activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Home visits will continue to address: attendance, grades, tutorials, drop-out recovery, etc. (Title I SW: 6) (Target Group: All)	Principal	August-June	(F)Title I Part A, (L)General Local Funds	Formative - Home Visit Logs
2. Inform parents of school events such as; PTO meetings, parent conferences and online district website. (Target Group: All)	Principal, Special Funds Dir.	August-June	(F)Title I Part A, (L)General Local Funds	Formative - PTO meetings Parent conferences District Website Analytics
3. Campus and District staff will coordinate and implement the Migrant identification and recruitment plan and the District will provide program services to identified migrant families. (Title I SW: 1,10) (Target Group: Migrant)	Bilingual/ESL, Migrant Dir., Community Aide, NGS Clerk, Principal	August-May	(F)Title I Part A Salaries - \$25,000, (F)Title I Part C-Migrant Salaries - \$25,000	Formative - Home visit logs Percentage of identified migrant students
4. Inform parents of meetings and trainings addressing the needs of all students, including current legislation and Student Success Initiative (SSI). (Title I SW: 6) (Target Group: All)	Principal, Special Funds Dir.	August-June	(F)Title I Part A, (L)General Local Funds	Formative - NCLB Report Card PTO Meetings Parent conferences Parent Teacher Organization (PTO)
5. Provide information to parents and community on the benefits of all the special population programs to ensure all eligible economical disadvantaged, migrant children and youth residing in the District are properly identified, recruited, and effectively served through instructional and supplemental services such as: health, clothing, school materials, and referrals for social services. (Title I, Part A, Title I Part C-Migrant-Priority for Services, Special Ed.) through monthly meetings and district/campus website. (Title I SW: 6) (Target Group: ECD, Migrant)	Principal, Special Funds Dir.	August-June	(F)Title I Part A-S/M - \$1,500, (F)Title I Part C-Migrant-S/M - \$750, (L)General Local Funds	Formative - Parent Survey Interest Surveys Monthly Meetings-Parent Comments

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 8. The district will enhance the parental involvement program.

Objective 2. The district will organize and support parent education for the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Continue offering classes to parents such as English as a Second Language, Home Economics(Culinary Arts, Sewing, Arts and Crafts), Parenting skills and State Assessment awareness. Current partnerships: South Texas Community College and Texas A&M AgriLife Extension Service. (Title I SW: 6) (Target Group: All)</p>	Principal, Special Funds Dir.	August-June	(F)South Texas College-Community Services, (F)Title I Part A, (L)General Local Funds	Formative - Sign in Sheets PTO Meetings STC Certificates of Completion Board Minutes
<p>2. Family Frameworks curriculum will be utilized by Parental Involvement Aide's at each campus. (Title I SW: 6) (Target Group: All)</p>	Principal, Special Funds Dir.	August-June	(F)Title I Part A, (L)General Local Funds	Formative - Sign In Sheets Program Agendas
<p>3. Parents will attend parent conferences sponsored by the district, Region One and the Expanded Nutrition program. (Title I SW: 6) (Target Group: All)</p>	Principal, Special Funds Dir.	August-June	(F)Title I Part A, (L)General Local Funds	Formative - Meeting Agendas Sign In Sheets Phone Logs
<p>4. Continue implementing a Father/Son program district wide and Mother/Daughter for grades 7th and 8th. (Title I SW: 6) (Target Group: All)</p>	Principal, Special Funds Dir.	August-June	(F)Title I Part A, (L)General Local Funds	Formative - Program Agendas Sign In Sheets Website Messages

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 8. The district will enhance the parental involvement program.

Objective 3. The district will offer services and training for the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A calendar of events and activities will be provided to parents, campuses and the community on the district website (Title I SW: 6) (Target Group: All)	Principal, Special Funds Dir.	August-June	(F)Title I Part A, (L)General Local Funds	Formative - Website Analytics
2. Parents and community members will serve as PTO officers, instructional committee members and parent advisory committee members to increase understanding of school programs. (Title I SW: 6) (Target Group: All)	Principal, Special Funds Dir.	August-June	(F)Title I Part A, (L)General Local Funds	Formative - Officers' Rosters Agendas Sign In Sheets
3. Coordinate and integrate Title I, Part A, services with other educational services such as Head Start, Even Start, Reading First, Early Reading First, and other preschool programs, and services for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. [P.L. 107-110, Section 1112(b)(1)(E)] (Title I SW: 6) (Target Group: All)	Principal, Special Funds Dir.	August-June	(F)Title I Part A, (L)General Local Funds	Formative - Officers' Rosters Agendas Sign In Sheets
4. Review/update written parent involvement policy that is developed jointly with, agreed upon by, and distributed to, parents of participating students. [P.L. 107-110, Section 1118(a)(2)] (Title I SW: 6) (Target Group: All)	Principal, Special Funds Dir.	August-June	(F)Title I Part A, (L)General Local Funds	Formative - Officers' Rosters Agendas Sign In Sheets
5. Each Title I, Part A, campus convenes an annual meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. [P.L. 107-110, Section 1118(c)(1)] (Title I SW: 6) (Target Group: All)	Principal, Special Funds Dir.	August-June	(F)Title I Part A, (L)General Local Funds	Formative - Officers' Rosters Agendas Sign In Sheets

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 9. Valley View ISD will improve an innovative system of learning that empowers each student to develop and realize their unique talents in a way that meets state and local mandates.

Objective 1. Valley View ISD will form partnerships with South Texas College/University of Texas Pan American/Division 1 Schools to enhance learning opportunities in the areas of academics, physical education/performing arts/fine arts to increase student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fine Arts/Elective staff will attend staff development provided by the district, Region One, and State Conferences (1 per year). More than one conference may be attended if the staff member is chosen to present at the conference or has State qualifying students at the conference. (Target Group: All)	Band Staff, Dance Teachers, Director of Fine Arts, Mariachi Teachers, Theatre Arts Teachers, Visual Arts Teacher	August - July	(L)General Local Funds	Formative - Sign in Hours Presentation to Respective Staff Implement New Practice Strategies
2. Director of Fine Arts will attend Fine Arts Staff Developments in all Fine Arts disciplines along with the respective staff to be up to date with state fine arts expectations, goals, contests, and best practices for the specific Fine Arts discipline being attended. (Target Group: All)	Director of Fine Arts	August - July	(L)General Local Funds	Formative - Sign in Hours Presentation to All Fine Arts Staff Implement New Practice Strategies
3. Instructional student fieldtrips will be an integral part of the learning experience at Valley View ISD (Art Museums; Literature Exhibits: Performance Clinics, etc.) These fieldtrips must be paid through funds raised by the traveling organization (Target Group: All)	Band Staff, Dance Teachers, Director of Fine Arts, Mariachi Teachers, Principal, Teacher(s), Theatre Arts Teachers, Visual Arts Teacher	August - July	(L)General Local Funds	Formative - Adjudicator Comment Sheets Recording of Performance Placement in Contest (if any) Division Rating (if any)
4. Valley View ISD will provide student opportunities to perform in an array of community settings in order to refine student performances, prepare them for competition and expose them to fine arts opportunities. (Target Group: All)	Band Staff, Dance Teachers, Director of Fine Arts, Mariachi Teachers, Principal, Theatre Arts Teachers, Visual Arts Teacher	August - July	(L)General Local Funds	Formative - Recording of Performances Community Response
5. Valley View ISD will provide the materials, supplies, resources, and equipment for students to create products and attend fine arts competitions and events. (Target Group: All)	Director of Finance, Director of Fine Arts, Principal	August - July	(L)General Local Funds	Formative - Needs Assessment Scope of Project Registration Fees

VALLEY VIEW EARLY COLLEGE CAMPUS

- Goal 9.** Valley View ISD will improve an innovative system of learning that empowers each student to develop and realize their unique talents in a way that meets state and local mandates.
- Objective 2.** Valley View ISD will improve students' quality of life and high levels of success in all academic disciplines by teaching art, dance, music and theatre and physical education as defined by the Fine Arts & PE TEKS in Grades PK-12.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use the Fine Arts For All Students Guide CEDFA to provide Fine Arts experiences to students with special needs. (Target Group: All)	Band Staff, Dance Teachers, Director of Fine Arts, Mariachi Teachers, Theatre Arts Teachers, Visual Arts Teacher	August - July	(L)General Local Funds	Formative - Assessments Activities Performances
2. Develop Fine Arts performance and written assessments to measure students that require modifications/accommodations. (Target Group: All)	Band Staff, Dance Teachers, Director of Fine Arts, Mariachi Teachers, Theatre Arts Teachers, Visual Arts Teacher	August - July	(L)General Local Funds	Formative - Assessment Overview Assessment Appropriateness
3. Develop performance and written assessments to measure student mastery of grade level specific TEKS. (Target Group: All)	Band Staff, Dance Teachers, Director of Fine Arts, Mariachi Teachers, Theatre Arts Teachers, Visual Arts Teacher	August - July	(L)General Local Funds	Formative - Assessment Appropriateness Assessment Rubrics
4. Offer a variety of Fine Arts activities beyond the classroom to include Music Festival Contests, Music Camps, UIL One Act Play, Visual Arts VASE Contest, Dance Contests, UIL Fine Arts Contests, TMEA Music Audition Process, and art exhibits one time per semester. (Target Group: All)	Band Staff, Dance Teachers, Director of Fine Arts, Mariachi Teachers, Theatre Arts Teachers, Visual Arts Teacher	August - July	(L)General Local Funds	Formative - Placement in Contest Division Rating Adjudicator's Comment Sheets Next Level Advancements
5. Staff will prepare Athletes/Fine Arts students at a degree of high- level performance and quality in order to compete and succeed at the local, district, regional, state advancements. (Target Group: All)	Athletics Director, Band Staff, Coaching Staff, Dance Teachers, Director of Fine Arts, Mariachi Teachers, Theatre Arts Teachers, Visual Arts Teacher	August - July	(L)General Local Funds	Formative - Placement Advancement Placement at Contest
6. Provide equipment/tools and technology necessary to assess student mastery of Fine Arts TEKS. (Target Group: All)	Athletics Director, Director of Finance, Director of Fine Arts, Principal	August - July	(L)General Local Funds	Formative - Electronic Evaluation Rubrics Note Recognition Evaluation Software
7. Implement a physical education program PK-12 that includes increased physical activity of students, fitness achievement and sports skills development. (Target Group: All)	Athletics Director	September - May	(L)General Local Funds	Formative - Electronic Evaluation Rubrics Note Recognition Evaluation Software

VALLEY VIEW EARLY COLLEGE CAMPUS

- Goal 9.** Valley View ISD will improve an innovative system of learning that empowers each student to develop and realize their unique talents in a way that meets state and local mandates.
- Objective 2.** Valley View ISD will improve students' quality of life and high levels of success in all academic disciplines by teaching art, dance, music and theatre and physical education as defined by the Fine Arts & PE TEKS in Grades PK-12.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Implement an afterschool program for Athletics and Fine Arts with activities that enhance the parent programs they are aligned to. (Target Group: All)	Assistant Superintendent, Athletics Director, Director of Fine Arts, Principal	September - May	(L)General Local Funds	Community Performances Performances for Public
9. Staff will prepare Athletes/Fine Arts students at a high-level of knowledge, performance, and quality that surpasses the requirements of the collegiate audition entry process. (Target Group: 10th, 11th, 12th)	Athletics Director, Band Staff, Coaching Staff, Dance Teachers, Director of Fine Arts, Mariachi Teachers, Theatre Arts Teachers, Visual Arts Teacher	August - July	(L)General Local Funds	Collegiate Audition Requirements
10. Fine Arts Program will be initiating the Estudiantina Ensemble to further push the number of available Fine Arts ensembles in which students may participate. The Estudiantina Ensemble will further enhance the string musicians ability that play guitar and will provide a large ensemble performance opportunity. (Target Group: All)	Director of Fine Arts, Mariachi Teachers, Principal	August - July	(L)General Local Funds	Formative - Winter Concert Spring Concert Community Performances Competitive Events

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 10. To offer an attractive and competitive career package that features rich training opportunities and an enhanced working environment that will assist in the recruiting, developing, retaining of highly qualified and effective personnel.

Objective 1. Continually assess efforts in recruiting, developing, retaining a highly qualified staff reflective of the needs of the district's diverse student body.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1 Develop and implement additional efforts to retain qualified teachers and staff. (Title I SW: 3,4) (Target Group: All)	Assistant Superintendent, Human Resources Specialist	August-June	(L)General Local Funds	Formative - Incentives Longevity Plan Trainings
2. Collect and utilize data to monitor closely the attrition rate for each campus. (Title I SW: 3,4,5) (Target Group: All)	Assistant Superintendent, Human Resources Specialist	August-June	(L)General Local Funds	Formative - Staff Rosters, Review of Personnel Exit interviews
3. Collaborate with and support the curriculum staff to develop training for paraprofessionals and teachers. (Title I SW: 3) (Target Group: All)	Assistant Superintendent, Human Resources Specialist	August- June	(L)General Local Funds	Formative - Meeting Agendas Sign in Sheets Presentation Materials
4. Enhance initiatives to increase the pool of quality administrative applicants as future administrators. (Title I SW: 3,5) (Target Group: All)	Assistant Superintendent, Human Resources Specialist , Superintendent	August-June	(L)General Local Funds	Formative - Application Process
5. Increase the number of student teachers by 5% annually. (Title I SW: 3,4) (Target Group: All)	Assistant Superintendent, Human Resources Specialist	August-June	(L)General Local Funds	Formative - Administrative Internships with Campus Principals Campus ADA Reports Student Teacher Roster
6. Collaborate with college students to develop a volunteer/tutor program to assist at-risk students. (Title I SW: 5) (Target Group: All)	Assistant Superintendent, Personnel Coordinator	August-June	(L)General Local Funds	Formative - Volunteer Roster
7. Provide Instructional Leadership academy to new administrative staff in the areas of curriculum, state accountability and program(s) evaluation.	Assistant Superintendent, Principal	Aug - May		Formative -

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 10. To offer an attractive and competitive career package that features rich training opportunities and an enhanced working environment that will assist in the recruiting, developing, retaining of highly qualified and effective personnel.

Objective 2. Establish a system for reviewing personnel credentials to meet state and federal mandates

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Obtain and implement an effective applicant tracking system to increase efficiency within the Human Resources Department. (Title I SW: 3) (Target Group: All)	Assistant Superintendent, Human Resources Specialist , Superintendent	August-June	(F)Title II-A Staff Dev.-Salaries, (L)General Local Funds	Formative - Application Process
2. Expand communication efforts with Teacher Preparation programs. (Title I SW: 3) (Target Group: All)	Assistant Principal, Human Resources Specialist , Superintendent	August-June	(L)General Local Funds	Formative - Communication Processes with UTPA and ACP
3. Maintain a system for monitoring staff credentials. (Title I SW: 3) (Target Group: All)	Assistant Superintendent, Human Resources Specialist , Superintendent	August-June	(L)General Local Funds	Formative - Application Process
4. Maintain a system of communication between Personnel Office & Campus Administration to ensure that beginning teachers complete certification requirements. (Title I SW: 3) (Target Group: All)	Assistant Superintendent, Human Resources Specialist , Superintendent	August-June	(L)General Local Funds	Formative - Certification Process

VALLEY VIEW EARLY COLLEGE CAMPUS

Goal 11. Valley View ISD Child Nutrition Department follows USDA requirements regarding specific calories for age grade, low fat, limited sodium intake and low sugar for school menus.

Objective 1. Valley View ISD is committed to ensure that our students obtain the best possible nutritious food available. Following USDA guidelines for the National School Lunch Program, Breakfast Program, After School Snack and Smart Snack.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer nutritious food to students with 4 different menu choices. (Target Group: All)	Child Nutrition Director	August-June	(L)General Local Funds	Kitchen Observation
2. Expand communication efforts with Principals on the smart snack policy and nutrition education. (Target Group: All)	Child Nutrition Director	August-June	(L)General Local Funds	School Monitoring
3. Maintain a system for monitoring if Schools are following USDA guidelines. (Target Group: All)	Child Nutrition Director	August-June	(L)General Local Funds	School Monitoring
4. Maintain a system for monitoring if Schools are following USDA guidelines. (Target Group: All)	Child Nutrition Director	August-June	(L)General Local Funds	Formative - School Monitoring
5. Organize a Food Advisory Committee with Parents & Staff to implement new menu options. (Target Group: All)	Child Nutrition Director	August-June	(L)General Local Funds	Formative - Semi-annual meetings report
6. The Child Nutrition Department will reestablish Provision 2 by taking lunch applications during the 2015-2016 school year. (Target Group: All)	Child Nutrition Director	August-June	(L)General Local Funds	Formative - Applications

Expenditures

Resource	Source	Strategy	Amount
Enrollment Reports	Other	5.1.1	
General Local Funds	Local	1.1.1, 1.1.10, 1.1.11, 1.1.12, 1.1.13, 1.1.14, 1.1.15, 1.1.16, 1.1.17, 1.1.18, 1.1.2, 1.1.20, 1.1.21, 1.1.22, 1.1.23, 1.1.24, 1.1.25, 1.1.26, 1.1.27, 1.1.28, 1.1.29, 1.1.3, 1.1.31, 1.1.32, 1.1.33, 1.1.34, 1.1.35, 1.1.37, 1.1.38, 1.1.4, 1.1.5, 1.1.7, 1.1.8, 1.1.9, 10.1.1, 10.1.2, 10.1.3, 10.1.4, 10.1.5, 10.1.6, 10.2.1, 10.2.2, 10.2.3, 10.2.4, 11.1.1, 11.1.2, 11.1.3, 11.1.4, 11.1.5, 11.1.6, 3.1.1, 3.1.10, 3.1.11, 3.1.12, 3.1.13, 3.1.14, 3.1.15, 3.1.16, 3.1.17, 3.1.18, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9, 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.4.8, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 5.1.5, 5.1.6, 5.1.7, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.2.1, 6.2.10, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.2.8, 6.2.9, 7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 8.1.1, 8.1.2, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 9.1.1, 9.1.2, 9.1.3, 9.1.4, 9.1.5, 9.2.1, 9.2.10, 9.2.2, 9.2.3, 9.2.4, 9.2.5, 9.2.6, 9.2.7, 9.2.8, 9.2.9	
PEIMS Edit+/TSDS	State	5.1.1	
South Texas College-Community Services	Federal	8.2.1	
Special Education Consolidated Grant	Federal	1.1.2, 1.1.3, 3.1.10, 3.1.11, 3.1.12, 3.1.13, 3.1.14, 3.1.15, 3.1.16, 3.1.17, 3.1.18, 3.1.19, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9	
State Bilingual	State	2.1.1, 2.1.10, 2.1.11, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9	
State Compensatory Ed.	State	1.1.1, 1.1.10, 1.1.13, 1.1.14, 1.1.2, 1.1.20, 1.1.21, 1.1.22, 1.1.24, 1.1.25, 1.1.26, 1.1.27, 1.1.28, 1.1.29, 1.1.3, 1.1.31, 1.1.32, 1.1.36, 1.1.6	
Title I Part A	Federal	1.1.1, 1.1.13, 1.1.14, 1.1.2, 1.1.20, 1.1.21, 1.1.22, 1.1.24, 1.1.25, 1.1.26, 1.1.27, 1.1.28, 1.1.29, 1.1.3, 1.1.31, 1.1.32, 1.1.34, 1.1.6, 4.3.2, 6.1.2, 6.1.3, 8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5	\$4,000
Title I Part A Salaries	Federal	8.1.3	\$25,000

Expenditures

Resource	Source	Strategy	Amount
Title I Part A-S/M	Federal	8.1.5	\$1,500
Title I Part C-Migrant Contracted Services	Federal	1.1.35	\$20,000
Title I Part C-Migrant Salaries	Federal	8.1.3	\$25,000
Title I Part C-Migrant-S/M	Federal	8.1.5	\$750
Title I, Part C Carl D Perkins Career and Technica	Federal	1.1.30	
Title II-A Staff Dev.-Salaries	Federal	1.1.1, 1.1.19, 10.2.1, 4.5.3	
Title III Bilingual/ESL-Salaries	Federal	1.1.1, 2.1.1, 2.1.10, 2.1.11, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8	
16 Resource(s)			Total: \$76,250

Expenditures

Resource	Source	Strategy	Amount
PEIMS Potential Drop Out Rpt	Other	5.1.1	
Secondary Campus Home Visits	Other	5.1.1	
TXEIS	Other	5.1.1, 5.1.2, 5.1.3, 5.1.4	
TXEIS - Cohort Tab/Rpt	Other	5.1.1	
4 Resource(s)			Total: 0

Resources

Resource	Source	Budget Code	Amount
Title I Part A Contracted Services	Federal	211-00-6100-00-041-9-24-0-00	\$11,264
Title I Part A Fees and Dues	Federal		
Title I Part A Salaries	Federal	211-00-6100-00-041-9-24-0-00	\$208,682
Title I Part A Supplemental Technology S/M	Federal		
Title I Part A-S/M	Federal	211-00-6300-00-041-9-24-0-00	\$15,250
Title I Part C-Migrant Contracted Services	Federal	212-00-6200-00-041-9-24-0-00	\$1,500
General Local Funds	Local		
Bilingual Ed. - Contracted Services	State	162-00-6200-00-041-9-25-0-00	\$1,740
Bilingual Ed. - Fees and Dues	State		
Bilingual Ed. - S/M	State	162-00-6300-00-041-9-24-0-00	\$8,456
Bilingual Ed. - Supplemental Salaries	State	162-00-6100-00-041-9-25-0-00	\$19,585
State Comp. Ed.- Contracted Services	State	163-00-6200-00-041-9-30-0-00	\$12,526
State Comp. Ed.- Fees and Dues	State		
State Comp. Ed.- S/M	State		
State Comp. Ed.- Salaries	State	163-00-6100-00-041-9-30-0-00	\$137,483

Priority for Service (PFS) Action Plan for Migrant Students

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state’s challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2018-2019	
Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (STAAR), or were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; and have their education interrupted during the previous or current regular school year.
Grade 3	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component and have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level and have their education interrupted during the previous or current regular school year.

2018-2019
Migrant Priority for Service (PFS) Action Plan
 Valley View ISD

Goal(s): Valley View ISD will provide educational opportunities that will produce college and career ready, responsible and independent citizens.	Objective(s): A minimum of 90% of students will achieve post-secondary readiness on the STAAR/EOC Assessments. A minimum of 40% will achieve mastery.
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Required Activities	Timeline	Person(s) Responsible	Documentation
➤ NGS PFS Reports will be run by campus and distributed to all campus principals, facilitators, nurses, migrant lab teachers, tutors, strategists, counselors, teachers, etc.	At the beginning of each month	NGS Clerks Recruiters	Distribution Logs Monthly Copies of PFS Reports
➤ Review data (LNA, student profiles, etc.) and create services that will target the unique needs of PFS students.	May-June	Migrant Coordinator, MEP Staff	Needs Checklists, LNA, student profiles, NGS Reports
(1) Migrant Presentation			
➤ Present migrant, NGS PFS criteria, NGS Reports and PFS migrant services (PFS Calendar of Events) to campuses (principals, counselors, nurses, etc.)	August In-service January In-service	Migrant Coordinator, Migrant Counselor	Sign-Ins, power point presentation, handout, brochure
➤ Present NGS PFS Criteria and PFS migrant services (PFS Calendar of Events) to parents at parent meetings.	September-October	Migrant Coordinator, Parental Coordinator	Sign-Ins, Agenda, power point presentation
➤ Post NGS PFS Criteria and PFS migrant services (Calendar of Events) on Migrant section of district website	August	Migrant Coordinator	District Website
(2) Home/Community Visits for Academic Progress			
➤ Send electronic and/or written reminders to parents to access their child's grades	Every 3 rd and 6 th weeks	Migrant Counselor	Email Correspondence
➤ Mail parents a status report of face-to-face meeting with students	Every 3 rd and 6 th weeks	Migrant Counselor	Student Plans of Action

3. Priority Placement to Migrant Services		
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➤ Counselors or designated personnel will have individual face-to-face meetings with students who appear on PFS Reports and document recommendations for instructional and support services.	Every 6 weeks	Migrant counselors	Student Plans of Action
➤ Counselors or designated personnel will have follow-up face-to-face meetings with students who appear on PFS Reports in order to monitor progress.	Every 6 weeks	Migrant counselors	Student Plans of Action
➤ Counselors or designated personnel will coordinate with campus personnel regarding instructional and support services.	Monthly and ongoing	Migrant counselors	Email Correspondence Campus Flyers
➤ Counselors or designated personnel will coordinate with community social services agencies to refer migrant students based on face-to-face meetings with students.	Ongoing	Migrant counselors	Student Plans of Action
4. Priority Access to Migrant Services			
➤ Use campus PFS Reports as a basis to meet with PFS students/parents to offer them the services prior to offering the service to all migrant students.	Ongoing	Migrant counselors	Participation Rosters with student Signatures
5. Federal, State and Local Programs			
➤ TMIP will be forwarded student referrals for state assessments.	Upon student withdrawal	Migrant counselors	Copies of TMIP Referral Forms
➤ Students (Grades 3-12) will participate in Math tutorial sessions.	Monthly	Migrant counselors	Rosters with student Signatures
➤ Students (Grades 3-12) will participate in Science tutorial sessions.	Monthly	Migrant counselors	Student Schedule
➤ Students (Grades 3-12) will participate in Social Studies tutorial sessions.	Monthly	Migrant counselors	Migrant Lab Sign-Ins
➤ Provide Chromebooks to students for coursework completion (Grades 9-12).	Ongoing	Migrant counselors	Roster
➤ Students (Grades K-2) will receive Chromebooks to accelerate reading/math skills.	Ongoing	Migrant counselors	Roster
➤ Students (Grades K-12) will receive Chromebooks to accelerate content vocabulary and/or reading/math/writing skills.	Ongoing	Migrant counselors	Roster
➤ Students (Grades K-12) with attendance/disciplinary concerns will participate in a retreat.	Fall/ Spring	Migrant counselors	Roster
➤ Students (Grades K-12) will participate in motivational academy.	Spring	Migrant counselor	Roster

Condensed Item Analysis Report

Filter: VVISD = Early College Campus

VVISD

Response	Frequency	Percent	Mean: 7.00
Valley View Elem.	0	0.00	<input type="text"/>
North Elementary	0	0.00	<input type="text"/>
Lucas Elementary	0	0.00	<input type="text"/>
South Elementary	0	0.00	<input type="text"/>
Fifth Grade Campus	0	0.00	<input type="text"/>
V.V. Junior High	0	0.00	<input type="text"/>
Early College Campus	392	100.00	<input type="text"/>
V.V. High School	0	0.00	<input type="text"/>

Your opinion regarding our school being a safe place for your child is...

Response	Frequency	Percent	Mean: 1.82
Excellent	112	28.57	<input type="text"/>
Good	240	61.22	<input type="text"/>
Needs Improvement	40	10.20	<input type="text"/>

The school personnel's response to your concerns about your child is...

Response	Frequency	Percent	Mean: 1.82
Excellent	117	29.85	<input type="text"/>
Good	219	55.87	<input type="text"/>
Needs Improvement	48	12.24	<input type="text"/>
No Response	8	2.04	<input type="text"/>

The capacity of the instructional personnel at school preparing your child academically is...

Response	Frequency	Percent	Mean: 1.70
Excellent	140	35.71	<input type="text"/>
Good	220	56.12	<input type="text"/>
Needs Improvement	25	6.38	<input type="text"/>
No Response	7	1.79	<input type="text"/>

Your child's enthusiasm about coming to school is...

Response	Frequency	Percent	Mean: 1.83
Excellent	106	27.04	<input type="text"/>
Good	243	61.99	<input type="text"/>
Needs Improvement	41	10.46	<input type="text"/>
No Response	2	0.51	<input type="text"/>

Your opinion regarding discipline and respect in school is...

Response	Frequency	Percent	Mean: 1.85
Excellent	104	26.53	<input type="text"/>
Good	235	59.95	<input type="text"/>
Needs Improvement	47	11.99	<input type="text"/>
No Response	6	1.53	<input type="text"/>

The communication between school and home is...

Response	Frequency	Percent	Mean: 1.76
Excellent	130	33.16	<input type="text"/>
Good	217	55.36	<input type="text"/>
Needs Improvement	38	9.69	<input type="text"/>
No Response	7	1.79	<input type="text"/>

Your satisfaction with the general instructional program is...

Response	Frequency	Percent	Mean: 1.76
Excellent	115	29.34	<input type="text"/>
Good	245	62.50	<input type="text"/>
Needs Improvement	22	5.61	<input type="text"/>
No Response	10	2.55	<input type="text"/>

The way that teachers keep you informed about your child's progress is...

Response	Frequency	Percent	Mean: 1.78
Excellent	120	30.61	
Good	225	57.40	
Needs Improvement	35	8.93	
No Response	12	3.06	

The recognition and/or motivation for all students is...

Response	Frequency	Percent	Mean: 1.85
Excellent	114	29.08	
Good	210	53.57	
Needs Improvement	56	14.29	
No Response	12	3.06	

Your knowledge about Special Programs, such as Dyslexia, Section 504, and Special Education is...

Response	Frequency	Percent	Mean: 1.87
Excellent	99	25.26	
Good	224	57.14	
Needs Improvement	51	13.01	
No Response	18	4.59	

The Physical Education Program is...

Response	Frequency	Percent	Mean: 1.80
Excellent	122	31.12	
Good	210	53.57	
Needs Improvement	47	11.99	
No Response	13	3.32	

The efficiency and safety of students as they are transported to and from school is...

Response	Frequency	Percent	Mean: 1.88
Excellent	103	26.28	
Good	219	55.87	
Needs Improvement	59	15.05	
No Response	11	2.81	

Take home books and reinforcement activities are...

Response	Frequency	Percent	Mean: 1.85
Excellent	101	25.77	
Good	240	61.22	
Needs Improvement	42	10.71	
No Response	9	2.30	

Your opinion on how the school personnel place emphasis on learning is...

Response	Frequency	Percent	Mean: 1.79
Excellent	119	30.36	
Good	224	57.14	
Needs Improvement	39	9.95	
No Response	10	2.55	

The interventions provided prior to referral for Special Education services are...

Response	Frequency	Percent	Mean: 1.82
Excellent	109	27.81	
Good	220	56.12	
Needs Improvement	43	10.97	
No Response	20	5.10	

Your opinion regarding school grounds being clean and well kept is...

Response	Frequency	Percent	Mean: 1.68
Excellent	156	39.80	
Good	198	50.51	
Needs Improvement	31	7.91	
No Response	7	1.79	

Your knowledge about the Migrant Program is...

Response	Frequency	Percent	Mean: 1.93
Excellent	81	20.66	
Good	243	61.99	
Needs Improvement	54	13.78	
No Response	14	3.57	

Your satisfaction with extracurricular activities such as UIL, Student Council, Clubs, and Sports is...

Response	Frequency	Percent	Mean: 1.67
Excellent	155	39.54	
Good	206	52.55	
Needs Improvement	26	6.63	
No Response	5	1.28	

The tutorial program is...

Response	Frequency	Percent	Mean: 1.81
Excellent	125	31.89	
Good	210	53.57	
Needs Improvement	50	12.76	
No Response	7	1.79	

The nutrition education currently taught is...

Response	Frequency	Percent	Mean: 2.09
Excellent	59	15.05	
Good	235	59.95	
Needs Improvement	93	23.72	
No Response	5	1.28	

The nutritious menu options served are...

Response	Frequency	Percent	Mean: 2.24
Excellent	54	13.78	
Good	188	47.96	
Needs Improvement	145	36.99	
No Response	5	1.28	

The information sent from the school about student programs and activities is...

Response	Frequency	Percent	Mean: 1.90
Excellent	93	23.72	
Good	235	59.95	
Needs Improvement	53	13.52	
No Response	11	2.81	

Family Literacy Night activities are...

Response	Frequency	Percent	Mean: 2.01
Excellent	74	18.88	
Good	222	56.63	
Needs Improvement	78	19.90	
No Response	18	4.59	

The summer school program is...

Response	Frequency	Percent	Mean: 1.82
Excellent	114	29.08	
Good	228	58.16	
Needs Improvement	43	10.97	
No Response	7	1.79	

The quality of the meals served is...

Response	Frequency	Percent	Mean: 2.22
Excellent	63	16.07	
Good	173	44.13	
Needs Improvement	148	37.76	
No Response	8	2.04	

The opportunities for physical activity are...

Response	Frequency	Percent	Mean: 1.85
Excellent	103	26.28	
Good	236	60.20	
Needs Improvement	46	11.73	
No Response	7	1.79	

Activities to involve parents at the school are...

Response	Frequency	Percent	Mean: 1.89
Excellent	92	23.47	
Good	243	61.99	
Needs Improvement	48	12.24	
No Response	9	2.30	

The parent training classes offered to parents by the district are...

Response	Frequency	Percent	Mean: 1.93
Excellent	84	21.43	
Good	242	61.73	
Needs Improvement	57	14.54	
No Response	9	2.30	

NCLB Title I, Part A and Title I Schoolwide Program Requirements Side-by-Side Updated Fall 2018

Possible NCLB, Title I, Part A Schoolwide Components Correlation*	Title I, Part (ESSA) Schoolwide Program Requirements
Element 1: Comprehensive Needs Assessment	
Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school	
SW #1 Comprehensive Needs Assessment CNA Focus Area(s): Demographics, Student Achievement	1.1 Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that includes: <ul style="list-style-type: none"> • The academic achievement of students • The needs of students who are failing, or are at-risk of failing, to meet State standards • Barriers for educators, students and parents • Date CNA was developed or the date the CNA was reviewed and/or revised during the school year
Element 2: Campus Improvement Plan	
An eligible school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan.	
SW #6 Strategies to increase parental involvement	2.1 involvement of: parents, community members, teachers, principal, other school leaders (as well as paraprofessionals, technology staff and special population representation) and includes a list of those individuals and their positions
SW #2 Reform Strategies SW #9 Effective and Timely Assistance to Students SW #10 Coordination and Integration of Federal, State, and local services and programs	2.2 Regular monitoring and revision (evaluation) as necessary based on student needs – provide dates and the list of those individuals and their roles. Date(s) are provided.

* Schoolwide Elements are offered as a resource to assist in the transition from NCLB to ESSA and are not intended to be regulatory in nature

Possible NCLB, Title I, Part A Schoolwide Components Correlation*	Title I, Part (ESSA) Schoolwide Program Requirements
SW #6 Strategies to increase parental involvement	2.3 Available to the LEA, parents, and the public and the campus must include locations where the LEA will make the CIP available (post office, student handbook, parent meetings, and in an understandable and uniform format and, to the extent practicable, provided in a language that the CIP identifies that the parents can understand and indicate languages in which the CIP is distributed. (Simply putting on the LEA website does not meet this requirement. Should at least be two languages English and Spanish)
SW #1 Comprehensive Needs Assessment SW #2 Reform Strategies SW #9 Effective and Timely Assistance to Students SW #10 Coordination and Integration of Federal, State, and local services and programs	2.4 The school shall develop a Campus Improvement Plan that includes reform strategies to address school needs, including a description of how such strategies WILL: <ul style="list-style-type: none"> • Will provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; • Use methods and instructional strategies that strengthen the academic program in the school increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs activates, and course necessary to provide a well-rounded education • Address the needs of ALL students in the school, but particularly the needs of those at risk or not meeting the challenging State academic standards. • How the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education, if applicable (though not listed on the Random Validation elements, it is still a requirement for CIPs)
SW #1 Comprehensive Needs Assessment SW #2 Reform Strategies SW #9 Effective and Timely Assistance to Students SW #10 Coordination and Integration of Federal, State, and local services and programs	2.5 CIP Contains methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time and provides an enriched and accelerated curriculum

* Schoolwide Elements are offered as a resource to assist in the transition from NCLB to ESSA and are not intended to be regulatory in nature

Possible NCLB, Title I, Part A Schoolwide Components Correlation*	Title I, Part (ESSA) Schoolwide Program Requirements
<p>SW #1 Comprehensive Needs Assessment SW #2 Reform Strategies SW #9 Effective and Timely Assistance to Students SW #10 Coordination and Integration of Federal, State, and local services and programs</p>	<p>2.6 CIP addresses the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>

* Schoolwide Elements are offered as a resource to assist in the transition from NCLB to ESSA and are not intended to be regulatory in nature

Possible NCLB, Title I, Part A Schoolwide Components Correlation*	Title I, Part (ESSA) Schoolwide Program Requirements
<p align="center">Element 3: SWP School Parent and Family Engagement Requirements</p> <p>A campus that receives Title I, Part A funds must conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children</p>	
<p>SW #6 Strategies to increase parental involvement</p>	<p>3.1 School Parent and Family Engagement Policy: Campuses served under this part shall jointly develop with, and distributed to, parents and family members of participating children a written parent and family engagement policy agreed on by such parents, that shall describe the means for carrying out the following requirements</p> <ul style="list-style-type: none"> • Provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy; If requested by parents, opportunities for regular meetings; and if the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA • The policy shall describe be made available to the local community (with examples) and updated periodically to meet the changing needs of parents and the school. • The campus must indicate languages in which the Parent and Family Engagement policy was distributed. Examples: English, Spanish, Vietnamese or other (specify "other") • All items were addressed
<p>SW #6 Strategies to increase parental involvement</p>	<p>3.2 Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.</p> <p>The campus must include the following information in the Element Validations and must have supporting documentation for the information provided. Documentation will be submitted only if requested by TEA.</p> <p>The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations.</p>

* Schoolwide Elements are offered as a resource to assist in the transition from NCLB to ESSA and are not intended to be regulatory in nature

Possible NCLB, Title I, Part A Schoolwide Components Correlation*	Title I, Part (ESSA) Schoolwide Program Requirements
	<p>Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.</p> <p>Examples: on campus, other district site, community center, or other locations (specify "other").</p>

* Schoolwide Elements are offered as a resource to assist in the transition from NCLB to ESSA and are not intended to be regulatory in nature

**Texas Education Agency
ESSA Title I, Part A Schoolwide Program Elements
Elements Validation Guidance Document
2018-2019**

The Every Student Succeeds Act requires that every Schoolwide Program have three elements in place toward compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent and Family Engagement activities. This validation covers all three elements. A district may need to refer to the following documents for required evidence: Comprehensive Needs Assessment, Campus Improvement Plan, Campus Parent and Family Engagement Policy, Campus Parent and Family Engagement Compact. Please contact your regional ESC Title I Contact to provide you the necessary documents.

Page Number(s)	Highlight Where the Element Is addressed	Element Number	SCHOOLWIDE ELEMENTS	Met Requirement	Improvement Needed
		1.0	Element 1. Comprehensive Needs Assessment (CNA): Sec. 1114(b)(6)		
		1.1	The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA). The campus <u>must</u> provide the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and/or revised for the 2018–2019 school year.	<input type="checkbox"/>	<input type="checkbox"/>
		2.0	Element 2. Campus Improvement Plan Requirement (CIP)		
			Schoolwide Plan Development: Sec. 1114(b)(1-5)		
		2.1	The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. The campus <u>must</u> provide a list of the individuals and their roles who assisted with the development (if a new campus) or the review of the CIP. The list must identify the individuals by name and roles.	<input type="checkbox"/>	<input type="checkbox"/>
		2.2	The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on		

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Page Number(s)	Highlight Where the Element Is addressed	Element Number	SCHOOLWIDE ELEMENTS	Met Requirement	Improvement Needed
			student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The campus <u>must</u> provide the date(s) that the CIP was revised and/or evaluated for 2018–2019 school year.	<input type="checkbox"/>	<input type="checkbox"/>
		2.3	The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. The campus <u>must</u> indicate locations where the LEA made the CIP available. Examples: on campus, at Post Office, in Student Handbook, at Parent Meetings or other locations (specify “other”). The campus <u>must</u> indicate languages in which the CIP was distributed. Examples: English, Spanish, Vietnamese or other language (specify “other”).	<input type="checkbox"/>	<input type="checkbox"/>
			Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii)		
		2.4	Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards The campus <u>must</u> indicate the CIP page number(s) and indicate or highlight where opportunities for all children are addressed.	<input type="checkbox"/>	<input type="checkbox"/>
		2.5	ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education	<input type="checkbox"/>	<input type="checkbox"/>

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			The campus must indicate the CIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed.		
		2.6	<p>iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p> <p>The campus must indicate the CIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.</p>	<input type="checkbox"/>	<input type="checkbox"/>
		3.0	Element 3. Parent and Family Engagement		
			Parent and Family Engagement: Sec. 1116(a)(2) and Sec. 1116 (2)(c)(2)		
		3.1	<p>Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.</p> <p>The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, at Post Office, in Student Handbook, at Parent Meetings or other locations (Specify “other”).</p> <p>The campus must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other specify other language (Specify “other”).</p>	<input type="checkbox"/>	<input type="checkbox"/>

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		3.2	<p>Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.</p> <p>The campus must include the following information in the Element Validations and must have supporting documentation for the information provided. Documentation will be submitted only if requested by TEA.</p> <p>The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations.</p> <p>Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.</p> <p>Examples: on campus, other district site, community center, or other locations (specify “other”).</p>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

1. Elements of a Schoolwide Program plan described above must be addressed in the Elements Validations.
2. Not all Schoolwide Program Elements are selected for validation, nevertheless they must be addressed and documented at the campus.
3. Validation Elements will receive a Met or Improvement Needed during the validation.
4. LEA must be prepared to submit documentation such as dates, meeting agendas, attendance records, policies, procedures or any other documentation that supports the information provided by the LEA, as requested by TEA.
5. Please be aware that anything that involves the expenditures of Title I, Part A funds must be addressed as a need in the Comprehensive Needs Assessment (CNA) and be included in the Campus Improvement Plan (CIP).