

VALLEY VIEW J H

Campus Improvement Plan

2018/2019

Dream, Believe, Succeed



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 measur3. NCLB Title I, Part A and Title I Schoolwide Program Requirements Side-by-Side

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 J H

Mission

The mission of Valley View Jr High 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 J H 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.

Site-Based Educational Improvement Council

| Name | Position |
|----------------------|--------------------------------|
| De Hoyos, Blanca | Secondary Parent |
| De La Cerda, Antonio | Principal, 5th. Gr. Campus |
| Diaz, Rosa | VVJH Science Dept. Head |
| Espino, Elvira | Secondary Parent |
| Gallegos, Lilitiana | VVJH ELA Dept. Head |
| Hernandez, Gloria | VVJH Mathematics Dept. Head |
| Morales, Maria | VVJH Sp Ed Teacher |
| Rodriguez, Karina | Business Owner |
| Vela, Maria | VVJH Reading Dept. Head |
| Villarreal, Nancy | Business Owner |
| Wolfe, Robert | VVJH Social Studies Dept. Head |

Comprehensive Needs Assessment

Demographics

Demographics Strengths

As of the start of the school year, Valley View Junior had a total enrollment of 662 students - 6th and 7th grade.

The ethnicity breakdown is: 99.80% Hispanic and .20 % White. The student body is 51.6% male and 48.5% female with an Economically Disadvantaged status of 85.3 %.

The average daily attendance rate was 97.84%, with ADA of 626.75.

Special Programs Counts - (based on TxEIS data as of 09/06/2016):

- Gifted & Talented: 80 Students (12.08%)
- Special Ed: 58 Students (8.7%)
- ESL/LEP: 375 Students (57 %)
- At-Risk: 412 Students (62.2%)
- Dyslexic: 3 Students (.5)
- Economically Disadvantaged: 342 Students (51.6%)
- Migrant: 14 Students (2.1%)
- The campus is a Title I campus.
- Did not meet safeguards in Reading and Math Special Education.

School Demographics

- The teacher ratio averages 1:20 per classroom. At-risk students are provided with an intervention class that has a ratio of 1:15.
- 90% of the teachers' ethnic group is Hispanic, (TAPR)
- Approximately 50% of the teacher has more than 6 years of experience. (TAPR)
- Mobility Rate 8.2

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

Fund Source Allocation Amount:

- 211-Title I, Part A \$ 251,730
- 163-SCE Funds \$68,351
- 162-BE/ESL \$37,370
- 165-State Sp. Ed. \$ 269,417
- 224-SPED \$67,881
- 199-Local \$ 3,925,766

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

Comprehensive Needs Assessment

Demographics Weaknesses

- Valley View Junior High currently has 64 students receiving special education services which constitutes a 10% of our population.
- Valley View Junior High has 350 students in the bilingual program. 40 students took the Spanish test last year.
- Level 3 on SPED Representation LEP.

Demographics Needs

- Desegregate data to individualize interventions based on demographics needs.
- Create a structure for students receiving special education services to exit the program..
- Ensure that students in the bilingual program progress at least one level in TELPAS.

Demographics Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographics areas of improvement would be addressed:

1. Consistently analyze data to provide prescriptive intervention for students receiving special education programs.
2. Decrease At-Risk percentage of students who miss school by providing more academic support through research based interventions for students struggling academically.
3. Progress monitor ELL students to ensure that academic achievement is fostered through a variety of strategies that close performance gap.

Student Achievement

Student Achievement Strengths

- The campus earned the “Met Standard” rating in the state accountability system with distinctions in ELA, Math, closing performance gaps and post secondary readiness.
- Valley View Junior High offers students the following services based on academic need:Differentiated Instruction through coteaching and adaptive curriculum, Reading and Math Intervention for students who have been identified at risk students, Computer Assisted Instruction for students to provide targeted instruction on identified weaknesses in the core areas. Performance in standardized test has steadily increasing; writing and Math increased more than 10% and Reading progressed by 1%.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- Valley View Junior High provides our English Language Learners with instruction that is commensurate to their TELPAS rating throughout the instructional day. An OLD class is offered to students performing at the beginning level on TELPAS to provide linguist support to students at need. Safeguard indicators for ELLs have been met for two consecutive years.

Student Achievement Weaknesses

- Missed one distinctions two consecutive years: progress.
- The campus did not meet safeguards in Reading and Math Special Education.
- The passing percentage for students receiving special education services
- Level 3 on PBMAS ESL Writing and SPED Reading, and Writing .

Student Achievement Needs

- Strengthen the special education program to ensure that we are meeting the unique needs of students.
- Ensure that each student progresses from one grade level to the next.
- Increase the percentage of students meeting exceeds expectation.
- Monitor students who may qualify for the ELL progress measure.
- Increase the percentage of students achieving level III.
- Ensure to receive all the distinctions provided by the state.

Student Achievement Summary

After thorough review of multiple data sources, the SBDM Committee assessed student achievement and determined that through the collaboration of various campus resources and community entities the following areas of improvement would be addressed:

1. Coteaching will assist students receiving special education services in order to ensure that they will be academically successful.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

2. Instruction will be driven by data analysis. Students' progress will be monitored and interventions will be provided to students at risk.
3. Students will receive an additional intervention class depending on the academic area of need.
4. Curriculum will focus on differentiating instruction based on areas of need to ensure that all students are progressing and academically successful.
5. Teacher will promote higher order thinking skills in order to increase Level III performance.

School Culture and Climate

School Culture and Climate Strengths

- Valley View Junior has developed a variety of committees to ensure that teachers work collaboratively to be aligned with the mission and vision of the school.
- The school is implementing the core values of honor and righteous.
- The district's OSS rate is 3.4%
- Valley View Junior High has a partnership with Delta Zeta Sorority, who serve as mentors for our students to promote literacy and motivation.
- The attendance rate is 97.6%, which has consistently increased through the years
- Valley View Junior High is considered a safe school. No incidents of substance abuse.
- Police Officer is stationed on campus and four security guards are monitoring the school

School Culture and Climate Weaknesses

- The district's ISS placement is 19.5.4% (PBMAS)
- Intervention plan for students who have been in AEP.
- Performance of students who have been placed in an alternative setting.

School Culture and Climate Needs

- Define a research based tool to measure climate.

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

- Researched based interventions for students placed in AEP.

School Culture and Climate Summary

After thorough review of multiple data sources, the SBDM Committee assessed school culture and climate and determined that through the collaboration of various campus resources and community entities the following areas of improvement would be addressed:

- Improve performance of students who have been placed in an alternative setting.
- Utilized research based tool to measure school culture and climate.
- Decrease number of students placed in ISS and OSS to maximize instruction.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- All teachers are highly qualified.
- All paraprofessional are certified and some have a bachelor's degree.
- Highly effective staff is assigned to students with greatest needs.
- New staff is assigned to mentor.
- Walk-through reports are utilized to determine areas of need for staff development.
- Teachers in tested areas have received plenty of staff development in the areas of critical thinking, assessed curriculum, ESL strategies, researched based instruction, student centered instruction and collaborative teaching.

Staff Quality, Recruitment and Retention Weaknesses

- Improve performance of new teachers by providing needed support.
- System in place needed to build capacity consistently.
- Involve all stakeholders in the development of effective staff development sessions.
- Monitoring implementation of staff development received.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

- Additional resources to support first year teachers.
- System to closely monitor implementation of staff development sessions.
- System to develop staff development sessions.

Staff Quality, Recruitment and Retention Summary

After thorough review of multiple data sources, the SBDM Committee assessed staff quality, recruitment and retention and determined that through the collaboration of various campus resources and community entities the following areas of improvement would be addressed:

- Closely monitor implementation and effective of staff development sessions.
- Provide ongoing support to first year teachers other than a mentor to ensure effective instructional performance.
- Create a tool for defining staff development and its implementation.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- The curriculum is aligned to TEKS, evident in the lesson plans and activities.
- The curriculum is aligned to the assessed curriculum and scope and sequence is defined based on data analysis.
- Assessment are aligned to weekly objectives and the six weeks exams are comprehensive assessment of the six weeks.
- Differentiated instruction is included in the curriculum based on instructional needs. A GT curriculum has also been included.
- The curriculum also includes intervention to students who are not performing satisfactory.
- Walkthroughs are consistently conducted to maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking

Curriculum, Instruction and Assessment Weaknesses

- Curriculum for coteaching is in existent.
- Curriculum needs to increase level of complexity in the delivery of instruction and higher order thinking in questioning.

Curriculum, Instruction and Assessment Needs

Comprehensive Needs Assessment

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

Family and Community Involvement Strengths

- Progress Report Nigh are offered to parents once a six weeks,
- A parent is involved in all committees that make important decisions for the school.
- All services are provided in the parent's native language.
- Classes are provided to parents in the community.
- VVISD ESL and Home Economics classes
- UTRGV-Mother and Daughter Program

Family and Community Involvement Weaknesses

- Very few meaningful activities for parental involvement activities.
- Very few services are provided to parents to encourage healthy family relationships.
- Very few services to support parents of students in special program in order to increase their academic performance.
- Only one community partnership to support families and students.

Family and Community Involvement Needs

- System to increase communication between parents and school.

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

- Increase partnership to support families and students.
- More services for parents of students in special programs.
- More services to support community members, and students.

Family and Community Involvement Summary

After thorough review of multiple data sources, the SBDM Committee assessed family and community involvement and determined that through the collaboration of various campus resources and community entities the following areas of improvement would be addressed:

1. Create more meaningful activities for families and community members to get involved to support learning.
2. Increase the services provided for parents encourage healthy family relations.
3. Increase support to the parents of students in special services.

School Context and Organization

School Context and Organization Strengths

- The district supports the campus by conducting visits that focuses on data analysis, instructional performance and progress.
- The school is divided in six teams across tested areas in 45 minutes periods.
- Students who are performing poorly receive at least one intervention period in the areas of math, writing and reading.
- Teachers are divided into committees in all areas of decision making such as SBDM, curriculum, textbook adoption, etc.
- The expectation of the school focus on students' academic progress.

School Context and Organization Weaknesses

- Limited monitoring of committees permanence and involvement.
- Limited tools to measure community perception of school,

Comprehensive Needs Assessment

School Context and Organization Needs

- Research based tool to measure school climate and community perception of school.
- Create a system to ensure that all stakeholders are part of the solution to identified problems.

School Context and Organization Summary

After thorough review of multiple data sources, the SBDM Committee assessed school context and determined that through the collaboration of various campus resources and community entities the following areas of improvement would be addressed:

1. Utilize a tool to measure the parents' and community perceptions.
2. Create a system to ensure that committees have an active role in the decision making process.
3. Increase the interventions provided to students who are not performing satisfactory to ensure they meet state performance levels.

Technology

Technology Strengths

- We have laptops, desktops, iPads, projectors, document cameras, speakers, and interactive pads.
- Staff members (teachers, administrators, librarian) provide training on instructional applications , webpage updates, and other online resources. Edlio, Google apps, Dogo, Socrative, Doceri, Accelerated Reader, and Region One Online Databases are some of the technology applications that the staff has been trained on.
- Students and staff now implement what they have learned in their classroom instruction and learning.
- All content areas use technology to enhance classroom instruction & student learning.

Technology Weaknesses

- Limited technology grant opportunities
- Limited yearly funding for technology projects & initiatives to sustain technology implementation.
- We are deficient in having the most up-to-date versions. We need newer desktops and laptops.
- Staff is somewhat satisfied with the technology that is provided at our campus for instruction

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

- In regards to technology parts, sometimes there is a long wait time for parts and services.

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 Junior High School \$ 155,236

Total FTEs funded through SCE at Valley View Junior High School 0.0

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 | 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. | 042 | Extra-Duty 6118 | \$39,750 (163-11-6118) | 393 | 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 | 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. | 042 | TBD | \$ TBD (163-11-6118) | TBD | 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 | 042 | N/A | \$7,254 (163-11-6399) | 393 | 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. | 042 | N/A | \$12,531 (163-11-6299) | 393 | 100% mastery of content: Reading/Math/LA on grade level | Formative: 6 weeks grades, benchmark reports Summative: STAAR records Grade records |

VALLEY VIEW J H

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. (Title I SW: 2,3) (Target Group: ESL, Migrant, LEP, SPED) | 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, 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 |
| 3. Continue reviewing and revising Curriculum for grades 6-7 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, Curriculum Specialists, Principal | August-May | (L)General Local Funds | Formative - Curriculum Guides Curriculum Evaluation Forms |
| 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. (Target Group: All) | Assistant Superintendent, Curriculum Specialists, Principal | August-May | (L)General Local Funds | Formative - DMAC Authentic Assessment Lesson Plans Walk-through Report Science Technology Fair |

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------|--|--|
| <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) Mentoring Programs d) Summer Bridge Programs e) Optional Flexible Scheduled (Title I SW:9) (Target Group: All)</p> <p>(Title I SW: 9) (Target Group: All)</p> | Assistant Principal, Assistant Superintendent, Principal | August-May | (F)Title I Part A, (S)State Compensatory Ed. | Formative - Master Schedule Plato Reports Attendance Rosters Tutoring Lesson Plans Tutoring Rosters |
| <p>7. Incorporate higher-level thinking and reasoning skills utilizing effective STEM strategies. (Target Group: All)</p> | Assistant Principal, Assistant Superintendent, Curriculum Specialists, Principal | August-May | (L)General Local Funds | Formative - Lesson Plans Walkthroughs Computer Lab Reports TSTEM In-services |
| <p>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)</p> | Assistant Principal, Assistant Superintendent, Curriculum Specialists, Principal, Superintendent | August-June | (L)General Local Funds | Formative - Instructional Round Visits Grade Level/Department Meetings Faculty Meetings DMAC |
| <p>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)</p> | Assistant Principal, Assistant Superintendent, Counselor(s), Principal | 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 |
| <p>10. Kids in College program will continue at the Elementary and Secondary level focusing on STEM and CTE approaches. (Target Group: All)</p> | CTE Director | June | (L)General Local Funds, (S)State Compensatory Ed. | Formative - Walk throughs Review of Lesson plans Kids in College Showcase |

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------|--|---|
| 11. 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, Principal | August-May | (L)General Local Funds | Formative - Inservice Agendas Sign in Sheets Staff Development Evaluation AP institutes |
| 12. STEM strategies will be incorporated during the instructional day to ensure district-wide sustainability of program objectives. (Target Group: All) | Assistant Principal, Curriculum Specialists, Principal, TSTEM Coordinator | August-May | (F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed. | Formative - Lesson Plans Walkthrough Reports |
| 13. 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, Assistant Superintendent, Curriculum Specialists, Directors, 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 |
| 14. 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 |
| 15. 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 |
| 16. 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 |
| 17. 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 |

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------|--|--|
| 18. Writing to Learn will be implemented to promote student engagement in learning through writing. (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 - Walkthroughs |
| 19. Reading and ELA curricula will be aligned based on genres and historic data performance. (Target Group: All) | Assistant Superintendent, Curriculum Specialists, Principal | August-May | (F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed. | Formative - Lesson plans Curriculum binders |
| 20. Student Expectation will be deconstructed in department /grade level meetings to ensure curriculum alignment and STAAR/EOC mastery. (Target Group: All) | Assistant Superintendent, Curriculum Specialists, Principal, Teacher(s) | August-May | (L)General Local Funds | Formative - Lesson plans Walkthroughs Department/Grade Level Meetings |
| 21. Assessments, activities, lessons will be aligned to level of questions. (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/Grade Level Meetings DMAC |
| 22. 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 |
| 23. 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 |
| 24. Students will be tracked using our assessment data to ensure students are showing progress or interventions are being implemented. (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 |
| 25. Develop, improve, or expand the use of technology in the classrooms. such as dojo, doceri, socrative, google classroom (Target Group: All) | Assistant Superintendent, CTE Director, Principal, Teacher(s) | August-May | (F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed. | Formative - Curriculum Lesson plans Walk throughs |

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------|--|---|
| 26. 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) | Counselor(s), CTE Director, Principal | August-May | (F)Title I Part A, (L)General Local Funds, (S)State Compensatory Ed. | Formative - Parent Survey Interest Surveys Monthly Meetings-Parent Comments |
| 27. 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 |
| 28. Improve reading through the Accelerated Reading Program and recognize campuses with AR best practices. (Target Group: All) | Assistant Superintendent, Directors, Librarian, Principal | August-May | (F)Title I Part A, (L)General Local Funds | Formative - Improved six weeks grades Reduced failure rate |
| 29. Increase awareness of the programs and the services available through the campus libraries. (Title I SW: 2,9) (Target Group: All) | Assistant Superintendent, Librarian, Principal, Special Funds Dir. | August-May | (F)Title I Part A, (L)General Local Funds | Formative - Improved six weeks grades Reduced failure rate |
| 30. All students in each grade level will read a minimum of one novel per year. (Target Group: All) | Assistant Principal, Assistant Superintendent, Librarian, Principal, Teacher(s) | September - May | (S)State Compensatory Ed. | Summative - All students will take a unit exam on novel read and assure mastery at 70%. |
| 31. 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, Principal, Superintendent | September-May | (L)General Local Funds | Summative - Walkthroughs, six weeks data, AR Points |
| 32. 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, Principal | September-May | (L)General Local Funds | Summative - Classroom walkthrus Sign in sheets for trainings |

VALLEY VIEW J H

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. Ensure curriculum includes guiding questions and essential understandings for all classes. (Target Group: 9th, 10th, 6th, 7th , 8th) | Assistant Principal, Assistant Superintendent, Curriculum Specialists, Principal | June 2017 | | Summative - |
| 34. Teams will be created in order to create a structure for differentiation of instruction based on academic needs. (Title I SW: 3,9) (Target Group: All) | Assistant Principal, Principal | Aug- May | (L)General Local Funds | Summative - Summative evaluation based on students academic performance on assessments. |
| 35. Students will write a composition weekly to focus on organization, progression, development of ideas, and use of conventions. (Title I SW: 3,8,9) (Target Group: All) | Curriculum Specialists, Principal, Teacher(s) | Aug-May | (L)General Local Funds | Summative - Writing Samples, Student academic performance, walkthrough, Lesson Plan |
| 36. Utilize structured math initiatives to improve math development for all students involving visuals and graphic depictions to solve multi-step problems (Title I SW: 2,3,4) (Target Group: AtRisk) | Curriculum Specialists, Principal, Teacher(s) | Aug-May | (L)General Local Funds | Summative - Walkthroughs; Progress Reports; Report Cards; Authentic Assessment |

VALLEY VIEW J H

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 2016- June 2017 | (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 2016 - June 2017 | (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 2016 - May 2017 | (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. (Target Group: All) | Bilingual/ESL, Migrant Dir., Principal | August 2016 - June 2017 | (F)Title III Bilingual/ESL- Salaries, (S)State Bilingual | Formative - Evaluations, Student assessments |
| 5. Provide a supplemental enrichment summer school program for 6 and 7 grade bilingual education and ESL students in order to progress in their English language proficiency. (Target Group: All) | Bilingual/ESL, Migrant Dir., Principal | June 2016 - July 2016 | (F)Title III Bilingual/ESL- Salaries, (S)State Bilingual | Formative - Pre-test/Post-test results |
| 6. 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 2016 - June 2017 | (F)Title III Bilingual/ESL- Salaries, (S)State Bilingual | Formative - LPAC minutes, ARD documentation, IEP documentation, Lesson plans |

VALLEY VIEW J H

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. Conduct alignment planning to ensure state standards and expectations are in place. (Target Group: All) | Bilingual/ESL, Migrant Dir. | August 2016 - June 2017 | (F)Title III Bilingual/ESL-Salaries, (S)State Bilingual | Formative - Sign-in sheets |
| 8. 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 2016 - June 2017 | (S)State Bilingual | Formative - Personnel records |
| 9. 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 2016 - June 2017 | (F)Title III Bilingual/ESL-Salaries, (S)State Bilingual | Formative - Sign-in sheets, School board minutes, Purchase requisitions |
| 10. Teacher will ensure comprehensible input by utilizing visuals and differentiation instruction commensurate to TELPAS scores. (Title I SW: 2,3,4,5,8,9) (Target Group: ESL, Migrant, LEP) | Bilingual/ESL, Migrant Dir., Principal, Teacher(s) | Aug-May | (F)Title III Bilingual/ESL-Salaries | Summative - Evaluation will be based on students' academic progress. |
| 11. Provide an Oral Development Class to ELL students to increase their reading skills in grades 6th and 7th in the areas of Reading. (Title I SW: 2,3,9) (Target Group: ESL, LEP) | Assistant Principal, Principal, Teacher(s) | Aug-May | (L)General Local Funds | Summative - Progress Reports; Walkthroughs; Tutorials; Assessments; Lesson Plans |
| 12. Students will receive Sheltered Instruction strategies to ensure that they are successful in learning based on training. (Title I SW: 2,3,9) (Target Group: ESL, LEP) | Assistant Principal, Bilingual/ESL, Migrant Dir., Principal, Teacher(s) | Aug - May | (F)Title III Bilingual/ESL-Salaries | Summative - Student achievement; Walkthroughs; Assessments; Lesson Plans |

VALLEY VIEW J H

Goal 3. Valley View Jr High 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.

| 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) | Assistant Principal, 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 | Formative - 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 | Formative - Coordination's Forms Improve student performance PBMAS 1 and 3 |

VALLEY VIEW J H

Goal 3. Valley View Jr High 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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---------------------------------------|------------------|--|---|
| 6. 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 |
| 7. 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 |
| 8. 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 |
| 9. 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 |
| 10. 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 J H

Goal 3. Valley View Jr High 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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---------------------------------------|--------------------------|--|--|
| 11. 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 |
| 12. 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 |
| 13. 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. |
| 14. 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 | Formative - Continuous Improvement Plan for Special Education. |
| 15. 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 | Formative - Continuous Improvement Plan for Special Education. |
| 16. 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 | Formative - Continuous Improvement Plan for Special Education. |

VALLEY VIEW J H

Goal 3. Valley View Jr High 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.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|------------|---|---|
| 17. 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. |
| 18. Special Education Teachers will provide inclusion in Reading and Math to provide interventions through direct instruction for students in need based on ARD. (Title I SW: 2,3,4,9) (Target Group: SPED) | Principal, Teacher(s) | Aug-May | (L)General Local Funds | Summative - Student achievement; Walkthroughs; Assessments; Lesson Plans |
| 19. Students receiving Special Education Services will receive accommodations in the instructional setting based on academic need such as graphic organizers, supplemental aids, and mnemonic devices. (Title I SW: 1,2,3,4,8,9) (Target Group: SPED) | Principal, Special Ed Teachers, Teacher(s) | Aug-May | (L)General Local Funds | Summative - Increase student performance based on assessments and walkthroughs |
| 20. Students receiving Special Education Services will be progress monitored to ensure they are academically successful in reading, writing, and math. (Title I SW: 2,3,6,8,9) (Target Group: SPED) | Principal, Special Ed Teachers, Teacher(s) | Aug-May | (L)General Local Funds | Summative - Walkthroughs; progress monitoring documentation |
| 21. Students receiving Special Education services will receive explicit instruction which includes: teaching in small steps, direct guided practice, and independent practice with a coteaching approach. (Title I SW: 2,3,9) (Target Group: SPED) | Principal, Special Education Director, Teacher(s) | Aug-May | (L)General Local Funds | Summative - Walkthroughs; student achievement; progress based on interventions |

VALLEY VIEW J H

Goal 4. Valley View Jr High 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 6-8 in the content areas. 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 |
| 4. Utilize socrative and kahoot student app to assess the implementation of Higher Order Thinking Skills in the classroom by using IPADs and chromebooks. (Title I SW: 1,2,4,9) | Principal | Aug-May | (L)General Local Funds | Summative - Walkthroughs, Lesson Plans, students' responses. |
| 5. Utilize technology based communication such as class dojo and remind to improve effective collaboration with parents. (Title I SW: 1,6,8) (Target Group: All) | Principal | Aug- May | (L)General Local Funds | Summative - Summative-Walkthroughs, Lesson Plans, students' responses |

VALLEY VIEW J H

Goal 4. Valley View Jr High 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. 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 J H

Goal 4. Valley View Jr High 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 J H

Goal 4. Valley View Jr High 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 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 |
| 6. 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 |

VALLEY VIEW J H

Goal 4. Valley View Jr High 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, 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 |

VALLEY VIEW J H

Goal 5. Valley View Jr High will maintain or surpass an overall attendance rate of 97%.

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 campus 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 J H

Goal 5. Valley View Jr High will maintain or surpass an overall attendance rate of 97%.

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 J H

Goal 6. Valley View Jr High 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. 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 |
| 5. 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 J H

Goal 6. Valley View Jr High 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) | Assistant Superintendent, Support Services Director | August-June | (L)General Local Funds | Summative - 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 J H

- Goal 7.** Valley View Jr High 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 Jr High will assist 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. Instructional student fieldtrips will be an integral part of the learning experience at Valley View Jr High (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) |
| 3. Valley View Jr High 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 |
| 4. Valley View Jr High 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 J H

- Goal 7.** Valley View Jr High 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 Jr High 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. 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 |
| 4. 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 |
| 5. 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 |
| 6. 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 |
| 7. 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 |

VALLEY VIEW J H

Goal 7. Valley View Jr High 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 Jr High 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. 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 |

VALLEY VIEW J H

Goal 8. Valley View Jr High will assist the Valley View ISD Child Nutrition Department in following 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 school year. (Target Group: All) | Child Nutrition Director | August-June | (L)General Local Funds | Summative - Applications |

VALLEY VIEW J H

Goal 9. Valley View Jr High will enhance the Family and Community Engagement 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: 1,6,10) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 5) | Attendance Clerk, Community Aide, Principal | August - June | (F)Title I Part A, (L)General Local Funds | Formative - Formative - Home Visit Logs |
| 2. Inform parents of school events such as; PTO meetings, parent conferences and online district website in a language and form they easily understand. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 5) | Community Aide, Principal | August - June | (F)Title I Part A, (L)General Local Funds | Summative - Summative - PTO meetings, parent conferences, District Website Analytics |
| 3. Inform parents of meetings and trainings addressing the needs of all students, including current legislation. (Title I SW: 6) (Target Group: All) | Assistant Principal, Community Aide, Principal | August - June | (F)Title I Part A, (L)General Local Funds | Summative - Summative - PTO meetings, parent conference |
| 4. 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: 1,6,10) (Target Group: Migrant) (Strategic Priorities: 2) (CSFs: 1,5) | Bilingual/ESL, Migrant Dir., Community Aide, Principal, Special Education Director, Special Funds Dir. | August - June | (F)Title I Part C-Migrant Salaries | Summative - Summative - Home Visit Logs, Percentage of Migrant Population, NGS Reports |
| 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: 1,6,10) (Target Group: ECD, ESL, Migrant, LEP, SPED, AtRisk) (CSFs: 1,5,6) | Bilingual/ESL, Migrant Dir., Community Aide, Principal, Special Education Director, Special Funds Dir. | August - June | (F)Special Education Consolidated Grant , (F)Title I Part A Salaries, (F)Title I Part A-S/M, (F)Title I Part C-Migrant Salaries, (L)General Local Funds | Summative - Summative- Parent Survey Interest Surveys, Monthly Meetings - Parent Comments |

VALLEY VIEW J H

Goal 9. Valley View Jr High will enhance the Family and Community Engagement program.

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|---------------|---|---|
| 1. Continue offering classes to parents such as English as a Second Language, Padres Efectivos con Entrenamiento Sistemático (PECES), Parenting skills and State Assessment awareness. Current partnerships: Texas A&M AgriLife Extension Service. (Title I SW: 6) (Target Group: All) | Principal, Special Funds Dir. | August - June | (F)Title I Part A, (L)General Local Funds | Summative - Summative - Sign in Sheets, PTO Meetings |
| 2. Family Frameworks curriculum will be utilized by Parental Involvement Aide's at each campus. (Title I SW: 6) (Target Group: All) | Community Aide, Principal, Special Funds Dir. | August - June | (F)Title I Part A, (L)General Local Funds | Summative - Summative - Sign In Sheets, Program Agendas |
| 3. Parents will attend parent conferences sponsored by the district, Region One and the Expanded Nutrition program. (Title I SW: 6) (Target Group: All) | Bilingual/ESL, Migrant Dir., Community Aide, Principal, Special Funds Dir. | August - June | (F)Title I Part A, (L)General Local Funds | Summative - Summative - Meeting Agendas, Sign In Sheets, Phone Logs |

VALLEY VIEW J H

Goal 9. Valley View Jr High will enhance the Family and Community Engagement program.

Objective 3. The district will enhance the Family and Community Engagement program

| 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) | Bilingual/ESL, Migrant Dir., Community Aide, Principal, Special Funds Dir. | August - June | (F)Title I Part A, (L)General Local Funds | Summative - Summative - 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, including: Title I, Title I-C, Title III, CTE, SPED, and ELLs (Title I SW: 6) (Target Group: All) (CSFs: 5) | Assistant Principal, Bilingual/ESL, Migrant Dir., Principal, Special Funds Dir. | August - June | (F)Title I Part A, (L)General Local Funds | Summative - Summative - Officers Rosters, Agendas, Sign In Sheets |
| 3. 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 - Formative - Officers Rosters, Agendas, Sign In Sheets |
| 4. Valley View Jr High, a 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 | Summative - Summative - Officers Rosters, Agendas, Sign In Sheets |

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, 1.1.17, 1.1.18, 1.1.19, 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, 1.1.34, 1.1.35, 1.1.36, 1.1.4, 1.1.5, 1.1.7, 1.1.8, 1.1.9, 2.1.11, 3.1.1, 3.1.10, 3.1.11, 3.1.12, 3.1.13, 3.1.14, 3.1.15, 3.1.16, 3.1.18, 3.1.19, 3.1.2, 3.1.20, 3.1.21, 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, 4.1.4, 4.1.5, 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, 4.5.1, 4.5.2, 4.5.3, 5.1.5, 5.1.6, 5.1.7, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.2.1, 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, 7.1.4, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.2.6, 7.2.7, 7.2.8, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 9.1.1, 9.1.2, 9.1.3, 9.1.5, 9.2.1, 9.2.2, 9.2.3, 9.3.1, 9.3.2, 9.3.3, 9.3.4 | |
| PEIMS Edit+/TSDS | State | 5.1.1 | |
| 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, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9, 9.1.5 | |
| State Bilingual | State | 2.1.1, 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, 1.1.12, 1.1.13, 1.1.17, 1.1.18, 1.1.19, 1.1.2, 1.1.21, 1.1.22, 1.1.23, 1.1.24, 1.1.25, 1.1.26, 1.1.3, 1.1.30, 1.1.6 | |
| Title I Part A | Federal | 1.1.1, 1.1.12, 1.1.13, 1.1.17, 1.1.18, 1.1.19, 1.1.2, 1.1.21, 1.1.22, 1.1.23, 1.1.24, 1.1.25, 1.1.26, 1.1.28, 1.1.29, 1.1.3, 1.1.6, 4.3.2, 6.1.2, 6.1.3, 9.1.1, 9.1.2, 9.1.3, 9.2.1, 9.2.2, 9.2.3, 9.3.1, 9.3.2, 9.3.3, 9.3.4 | \$4,000 |
| Title I Part A Salaries | Federal | 9.1.5 | |
| Title I Part A-S/M | Federal | 9.1.5 | |
| Title I Part C-Migrant Salaries | Federal | 9.1.4, 9.1.5 | |
| Title II-A Staff Dev.-Salaries | Federal | 1.1.1, 1.1.16, 4.5.3 | |

Expenditures

| Resource | Source | Strategy | Amount |
|----------------------------------|---------|---|-----------------------|
| Title III Bilingual/ESL-Salaries | Federal | 1.1.1, 2.1.1, 2.1.10, 2.1.12, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9 | |
| 12 Resource(s) | | | Total: \$4,000 |

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 |
|------------------|--------|
| No rows defined. | |

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. |
|--|--|

| 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 | | |
|--|--|--|

| | | | |
|--|-------------------------|--------------------|--|
| ➤ 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 = V.V. Junior High

VVISD

| Response | Frequency | Percent | Mean: - |
|----------------------|-----------|---------|---|
| Valley View Elem. | 0 | 0.00 | <div style="width: 0%;"></div> |
| North Elementary | 0 | 0.00 | <div style="width: 0%;"></div> |
| Lucas Elementary | 0 | 0.00 | <div style="width: 0%;"></div> |
| South Elementary | 0 | 0.00 | <div style="width: 0%;"></div> |
| Fifth Grade Campus | 0 | 0.00 | <div style="width: 0%;"></div> |
| V.V. Junior High | 371 | 100.00 | <div style="width: 100%; background-color: green;"></div> |
| Early College Campus | 0 | 0.00 | <div style="width: 0%;"></div> |
| V.V. High School | 0 | 0.00 | <div style="width: 0%;"></div> |
| Invalid | | 0.00 | |

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

| Response | Frequency | Percent | Mean: 1.78 |
|--------------------|-----------|---------|------------------------------------|
| Excellent | 119 | 32.08 | <div style="width: 32.08%;"></div> |
| Good | 214 | 57.68 | <div style="width: 57.68%;"></div> |
| Needs Improvement | 36 | 9.70 | <div style="width: 9.70%;"></div> |
| No Response | 2 | 0.54 | <div style="width: 0%;"></div> |

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

| Response | Frequency | Percent | Mean: 1.75 |
|--------------------|-----------|---------|------------------------------------|
| Excellent | 133 | 35.85 | <div style="width: 35.85%;"></div> |
| Good | 196 | 52.83 | <div style="width: 52.83%;"></div> |
| Needs Improvement | 41 | 11.05 | <div style="width: 11.05%;"></div> |
| No Response | 1 | 0.27 | <div style="width: 0%;"></div> |

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

| Response | Frequency | Percent | Mean: 1.87 |
|--------------------|-----------|---------|------------------------------------|
| Excellent | 105 | 28.30 | <div style="width: 28.30%;"></div> |
| Good | 203 | 54.72 | <div style="width: 54.72%;"></div> |
| Needs Improvement | 57 | 15.36 | <div style="width: 15.36%;"></div> |
| No Response | 6 | 1.62 | <div style="width: 0%;"></div> |

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

| Response | Frequency | Percent | Mean: 1.74 |
|--------------------|-----------|---------|------------------------------------|
| Excellent | 135 | 36.39 | <div style="width: 36.39%;"></div> |
| Good | 193 | 52.02 | <div style="width: 52.02%;"></div> |
| Needs Improvement | 40 | 10.78 | <div style="width: 10.78%;"></div> |
| No Response | 3 | 0.81 | <div style="width: 0%;"></div> |

The communication between school and home is...

| Response | Frequency | Percent | Mean: 1.78 |
|--------------------|-----------|---------|------------------------------------|
| Excellent | 128 | 34.50 | <div style="width: 34.50%;"></div> |
| Good | 193 | 52.02 | <div style="width: 52.02%;"></div> |
| Needs Improvement | 47 | 12.67 | <div style="width: 12.67%;"></div> |
| No Response | 3 | 0.81 | <div style="width: 0%;"></div> |

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

| Response | Frequency | Percent | Mean: 1.64 |
|--------------------|-----------|---------|------------------------------------|
| Excellent | 150 | 40.43 | <div style="width: 40.43%;"></div> |
| Good | 195 | 52.56 | <div style="width: 52.56%;"></div> |
| Needs Improvement | 20 | 5.39 | <div style="width: 5.39%;"></div> |
| No Response | 6 | 1.62 | <div style="width: 0%;"></div> |

Your satisfaction with the general instructional program is...

| Response | Frequency | Percent | Mean: 1.72 |
|--------------------|-----------|---------|------------------------------------|
| Excellent | 128 | 34.50 | <div style="width: 34.50%;"></div> |
| Good | 214 | 57.68 | <div style="width: 57.68%;"></div> |
| Needs Improvement | 24 | 6.47 | <div style="width: 6.47%;"></div> |
| No Response | 5 | 1.35 | <div style="width: 0%;"></div> |

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

| Response | Frequency | Percent | Mean: 1.78 |
|-------------------|-----------|---------|------------|
| Excellent | 126 | 33.96 | |
| Good | 191 | 51.48 | |
| Needs Improvement | 47 | 12.67 | |
| No Response | 7 | 1.89 | |

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

| Response | Frequency | Percent | Mean: 1.81 |
|-------------------|-----------|---------|------------|
| Excellent | 119 | 32.08 | |
| Good | 195 | 52.56 | |
| Needs Improvement | 50 | 13.48 | |
| No Response | 7 | 1.89 | |

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

| Response | Frequency | Percent | Mean: 1.91 |
|-------------------|-----------|---------|------------|
| Excellent | 94 | 25.34 | |
| Good | 201 | 54.18 | |
| Needs Improvement | 61 | 16.44 | |
| No Response | 15 | 4.04 | |

The Physical Education Program is...

| Response | Frequency | Percent | Mean: 1.80 |
|-------------------|-----------|---------|------------|
| Excellent | 120 | 32.35 | |
| Good | 194 | 52.29 | |
| Needs Improvement | 49 | 13.21 | |
| No Response | 8 | 2.16 | |

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

| Response | Frequency | Percent | Mean: 1.89 |
|-------------------|-----------|---------|------------|
| Excellent | 113 | 30.46 | |
| Good | 182 | 49.06 | |
| Needs Improvement | 72 | 19.41 | |
| No Response | 4 | 1.08 | |

Take home books and reinforcement activities are...

| Response | Frequency | Percent | Mean: 1.78 |
|-------------------|-----------|---------|------------|
| Excellent | 121 | 32.61 | |
| Good | 202 | 54.45 | |
| Needs Improvement | 42 | 11.32 | |
| No Response | 6 | 1.62 | |

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

| Response | Frequency | Percent | Mean: 1.77 |
|-------------------|-----------|---------|------------|
| Excellent | 117 | 31.54 | |
| Good | 213 | 57.41 | |
| Needs Improvement | 32 | 8.63 | |
| No Response | 9 | 2.43 | |

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

| Response | Frequency | Percent | Mean: 1.85 |
|-------------------|-----------|---------|------------|
| Excellent | 93 | 25.07 | |
| Good | 215 | 57.95 | |
| Needs Improvement | 41 | 11.05 | |
| No Response | 22 | 5.93 | |

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

| Response | Frequency | Percent | Mean: 1.63 |
|-------------------|-----------|---------|------------|
| Excellent | 167 | 45.01 | |
| Good | 172 | 46.36 | |
| Needs Improvement | 29 | 7.82 | |
| No Response | 3 | 0.81 | |

Your knowledge about the Migrant Program is...

| Response | Frequency | Percent | Mean: 1.94 |
|-------------------|-----------|---------|------------|
| Excellent | 82 | 22.10 | |
| Good | 212 | 57.14 | |
| Needs Improvement | 62 | 16.71 | |
| No Response | 15 | 4.04 | |

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

| Response | Frequency | Percent | Mean: 1.69 |
|-------------------|-----------|---------|------------|
| Excellent | 147 | 39.62 | |
| Good | 181 | 48.79 | |
| Needs Improvement | 34 | 9.16 | |
| No Response | 9 | 2.43 | |

The tutorial program is...

| Response | Frequency | Percent | Mean: 1.75 |
|-------------------|-----------|---------|------------|
| Excellent | 137 | 36.93 | |
| Good | 183 | 49.33 | |
| Needs Improvement | 47 | 12.67 | |
| No Response | 4 | 1.08 | |

The nutrition education currently taught is...

| Response | Frequency | Percent | Mean: 2.13 |
|-------------------|-----------|---------|------------|
| Excellent | 65 | 17.52 | |
| Good | 186 | 50.13 | |
| Needs Improvement | 114 | 30.73 | |
| No Response | 6 | 1.62 | |

The nutritious menu options served are...

| Response | Frequency | Percent | Mean: 2.27 |
|-------------------|-----------|---------|------------|
| Excellent | 59 | 15.90 | |
| Good | 148 | 39.89 | |
| Needs Improvement | 156 | 42.05 | |
| No Response | 8 | 2.16 | |

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

| Response | Frequency | Percent | Mean: 1.87 |
|-------------------|-----------|---------|------------|
| Excellent | 109 | 29.38 | |
| Good | 196 | 52.83 | |
| Needs Improvement | 60 | 16.17 | |
| No Response | 6 | 1.62 | |

Family Literacy Night activities are...

| Response | Frequency | Percent | Mean: 1.92 |
|-------------------|-----------|---------|------------|
| Excellent | 88 | 23.72 | |
| Good | 213 | 57.41 | |
| Needs Improvement | 58 | 15.63 | |
| No Response | 12 | 3.23 | |

The summer school program is...

| Response | Frequency | Percent | Mean: 1.80 |
|-------------------|-----------|---------|------------|
| Excellent | 109 | 29.38 | |
| Good | 222 | 59.84 | |
| Needs Improvement | 35 | 9.43 | |
| No Response | 5 | 1.35 | |

The quality of the meals served is...

| Response | Frequency | Percent | Mean: 2.33 |
|-------------------|-----------|---------|------------|
| Excellent | 51 | 13.75 | |
| Good | 143 | 38.54 | |
| Needs Improvement | 172 | 46.36 | |
| No Response | 5 | 1.35 | |

The opportunities for physical activity are...

| Response | Frequency | Percent | Mean: 1.88 |
|-------------------|-----------|---------|------------|
| Excellent | 107 | 28.84 | |
| Good | 193 | 52.02 | |
| Needs Improvement | 65 | 17.52 | |
| No Response | 6 | 1.62 | |

Activities to involve parents at the school are...

| Response | Frequency | Percent | Mean: 1.90 |
|-------------------|-----------|---------|------------|
| Excellent | 100 | 26.95 | |
| Good | 204 | 54.99 | |
| Needs Improvement | 62 | 16.71 | |
| No Response | 5 | 1.35 | |

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

| Response | Frequency | Percent | Mean: 1.87 |
|-------------------|-----------|---------|------------|
| Excellent | 98 | 26.42 | |
| Good | 212 | 57.14 | |
| Needs Improvement | 52 | 14.02 | |
| No Response | 9 | 2.43 | |

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 | <p>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).</p> <p>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.</p> | <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 | <p>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.</p> <p>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.</p> | <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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| Page Number(s) | Highlight Where the Element Is addressed | Element Number | SCHOOLWIDE ELEMENTS | Met Requirement | Improvement Needed |
|----------------|--|----------------|--|--------------------------|--------------------------|
| | | | 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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| Page Number(s) | Highlight Where the Element Is addressed | Element Number | SCHOOLWIDE ELEMENTS | Met Requirement | Improvement Needed |
|----------------|--|----------------|--|--------------------------|--------------------------|
| | | 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).