

Brazosport Independent School District

Brazosport High School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Brazosport High School students will be provided a foundation to achieve personal success in order to become responsible and productive citizens.

Vision

To commit minds to inquiry, hearts to compassion, and lives to the service of our fellow man.

Exporter Motto

Brazosport High School, Where YOU Matter!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brazosport High School is a small 4-A high school in Brazosport Independent School District. Brazosport High School opened its doors in 1951 and serves our seaside community which includes the towns/villages of Freeport, Surfside, Jones Creek, Oyster Creek and Quintana Beach. Utilizing On-data suite, Brazosport High School has an enrollment of 1023 students. Our diverse student population is composed of 11 % African American, 69% Hispanic, 17% White, and 3% Two or More Races. 64.3% of our students were identified as economically disadvantaged and 57.1% of our students were identified as At-Risk. 7.3% of our student population were identified as receiving ESL services and 9.8% were identified as receiving Special Education services. For the 2015 -2016 school year, our student mobility rate was 20.5%. 80.4% of Brazosport High School students were enrolled in Career and Technology Education classes and 2.4% of our students were enrolled in the Gifted and Talented program.

The four-year longitudinal graduation rate for Brazosport High School increased from 92.8% to 94.0% in 2016. The extended longitudinal five-year graduation rate increased from 95.7% in 2014 to 95.9% in 2015. The drop-out rate for the 2015-2016 school year was 1.1% compared to the state average of 2.0%.

The attendance rate for Brazosport HS saw an increase from 91.8% to 92.2% in the 2015 - 2016 school year.

Demographics Strengths

- Funding for implementation of numerous special programs are available to meet specific needs of all students.
- Parents support their children graduating from high school.
- We have a core of students, parents and community members that have been in the community for many generations that love their community and school.
- We have a steady number of college ready graduates in both Math and English Language Arts
- Increase in average ACT scores
- Increase in the number of students in Advanced Courses/Dual Enrollment courses
- Increased 4 year longitudinal graduation rate
- Evidence of a steady decrease in our dropout rate from the year prior.
- Attendance rate increased from 91.8% to 92.2%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Number of students identified as needing Tier II and Tier III interventions in the areas of Math and Reading

Problem Statement 2: Under representation of all student populations taking advanced level courses

Problem Statement 3: Minority teachers/staff under-represented

Problem Statement 4: Continue to support volunteers and recruit more support from parents and volunteers in the school

Student Achievement

Student Achievement Summary

Brazosport High School has Met Standard for the 2013-2014, 2014-2015, 2015-2016, and the 2016-2017 school year(s). According to 2016-2017 EOC assessment data: Students serviced through Special Education and ELL services continue to see a decline in scores across the content areas. English I and English II Scores decreased among all subgroups. Algebra I scores saw an 18 point increase in scores compared to the 2015-2016 scores. Biology scores decreased slightly, as did those in US History. Our White student population continues to outperform other sub-pops in all EOC areas.

EOC	Year	State %	District %	Campus %	AA%	His%	W%	SpEd%	EcoD%	ELL%
English I	2017	64	53	45	36	46	50	14	42	10
	2016	65	53	46	36	47	55	16	43	18
English II	2017	66	56	49	36	50	52	17	46	15
	2016	67	60	58	43	59	63	18	55	27
Algebra I	2017	83	70	63	54	66	60	31	66	37
	2016	78	61	45	43	46	48	19	43	36
Biology	2017	86	83	82	77	81	90	50	80	61
	2016	87	85	83	64	83	96	56	82	73
US History	2017	91	80	81	78	81	84	38	79	55
	2016	91	85	86	80	86	89	53	85	48

Student Achievement Strengths

- Algebra I EOC scores showed an 18 point increase in scores (from 45% to 63%)
- Student mentorship program established in the 2015-2016 school year pairing At-risk students with a teacher mentor. Students and teacher mentors were very receptive to this program.
- PLC (Professional Learning Communities) were established during the 2014-2015 school year and continue to increase teacher collaboration and the analysis of student assessment data.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Tier I instructional strategies and reading intervention needs to be provided with fidelity in all core subjects, especially our EOC courses.

Problem Statement 2: Writing continues to be our lowest scoring area of all subjects tested.

Problem Statement 3: Growth in all other EOC tests is needed to maintain student performance in all areas as we showed a decline in our performance especially in the area of writing.

Problem Statement 4: Ongoing and intentional professional development for Sheltered Instruction to better serve our ELL students.

Problem Statement 5: Performance gap within our special programs continues to be an area of concern especially for our ELL and Special Education students.

Problem Statement 6: Potential GT students continued to be under identified and undeserved in the regular and advanced courses.

Problem Statement 7: The rigor level of the PAP courses need to be raised in order to prepare students with their post secondary goals.

School Culture and Climate

School Culture and Climate Summary

Brazosport High School staff and students were surveyed to identify areas of growth and strength for our campus culture and climate. As a whole, the staff and students feel safe at school and students feel that they are aware of the safety procedures of the campus. There is a clear divide in the fact that teachers do not feel that the students respect them whereas the students feel that they do respect the teachers. While some of our students are not involved in extra/co-curricular activities due to responsibilities outside of the school day there are over 500 students that do participate in an extra/co-curricular activity or sport. Many students do struggle with achievement gaps, a lack of support and motivation, and behavioral concerns.

School Culture and Climate Strengths

- 68% of parents gave the school a passing scores (A/B) on the district parent survey.
- According to the survey, they feel that the school is safe, their students educational and emotional needs are being met, and that teachers are doing their jobs.
- The majority of students are satisfied with their school experience. The students feel their workload is fair and assignments are clear
- New students are shown around the campus and taken to their classes
- More than half the students believe their classes are challenging and that their teachers care about them
- Less than 2% of our student population make up the majority of our disciplinary issues with at least 10 referrals a piece. The mentorship program of teachers for the at-risk students and the Anchor Dad program are also a strength.
- There are a low number of disciplinary issues in the hallways during passing periods. 87.5% of our teachers deal with discipline issues in their classrooms rather than submit a referral.
- The campus holds meetings of the administration weekly to discuss specifically the disciplinary issues of the district. Adjustments are made to the disciplinary practices as needed.
- A proactive policy has recently been added to aid students who are at risk (the mentoring program)
- The staff was trained to recognize bullying and there are posters around the school to bring awareness to the issue. There is a hotline number students may call if they are being bullied. Students were provided with important information in regards to bullying and how to report any issues.
- New entry doors have been added. Exterior doors are checked multiple times per day.
- Crime Stoppers is in place and working.
- Cameras were updated.
- ID badge swipers added to campus.
- Monthly fire drills.
- ID policy in place with new IDs issued to staff and students.
- Teachers are actively in the hallways during passing periods.
- All Sports contributed to the Community in various events throughout the academic year: Assisting Lions Club with Fishin Fiesta, SFA Color Run,

Elementary Nights at Basketball Games, Food Drives at Soccer Games, Welcoming kids to 2nd day of School, supported various Communities in Schools events

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Need for a consistent campus wide tardy policy/program **Root Cause:** Inconsistency among teachers to mark and address tardies.

Problem Statement 2: Consistency in teachers being at their doorways to meet and greet students each class period.

Problem Statement 3: Classroom Management techniques for struggling teachers

Problem Statement 4: Parking lot safety and monitoring concerns

Problem Statement 5: Teachers values and priorities vs. student values and priorities gap in relation to disciplinary issues

Problem Statement 6: Consistent classroom management strategies and techniques across the campus

Problem Statement 7: Increase in ISS placements for the 2016-2017 school year (400) compared to the 2015-2016 school year (207)

Problem Statement 8: Fully incorporate the strategies and techniques of Capturing Kid's Hearts.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Information (2016-2017 TAPR)

Total Staff: 97.7

- Teachers: 75.6
- Professional Support: 12.6
- Campus Admin: 5.5

Race/Ethnicity and Gender

- African American: 12.1 (16%)
- Hispanic 6.0 (7.9%)
- White 54.8 (72.4%)
- American Indian: 1.0 (1.3%)
- Two or More Races: 1.7 (2.3%)

Years of Experience

- Beginning: 7.9 (10.5%)
- 1-5 Years: 22.4 (29.7%)
- 6-10 Years: 15.5 (20.5%)
- 11-20 Years: 15.8 (20.9%)
- 20+ Years: 14.0 (18.5%)

Staff Quality, Recruitment, and Retention Strengths

- District level retention incentives and improved benefits available to all employees
- Instructional Coach on staff to provide a support system for all teachers.
- 59.9% of teachers on staff have 6 or more years of teaching experience

- Teachers collaborate weekly to build instructional plans and review student testing data / EOC teachers collaborate daily.
- 100% highly qualified
- Department and District representative(s) invited and present at interviews.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Timeline between interview and notifications should be accelerated and communicated to all parties involved

Problem Statement 2: Improve mentor/mentee and buddy relationships with documented follow up

Problem Statement 3: Recruitment of teaching staff with diverse backgrounds **Root Cause:** Staff is 51.4% White

Problem Statement 4: Training and supports for all teachers in relation to working with students from diverse backgrounds

Problem Statement 5: Continued to work on the retention rate of HQ teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Brazosport High School has made strides toward increasing rigor, implementing TEKS aligned curriculum, planning collaboratively and using data to inform decisions to provide our students with a quality education. The Curriculum, Instruction, and Assessment Campus Needs Assessment team collaboratively reviewed data from all core subjects for grades 9th-12th identifying areas of strength and areas of growth for our campus. Training based on district initiatives were provided to the faculty and staff through the 2017-2018 school year including PLC's, Data dis-aggregation, Writing Across the Curriculum, and Sheltered Instruction. Based on EOC scores, student end of year grading data, and teacher input, training on Tier I interventions and instructional practices were reinforced campus-wide and in the Professional Learning Communities setting. The teachers' exposure to Tier I interventions will continue to be a focus on during the 2018-2019 school year as there is still a disconnect between teacher-led instruction and student-focused instruction. The addition of a Dean of Instruction to the campus has been a wonderful addition in assisting our new teachers to the campus as well as to the continued efforts to build the campus' PLC structure and reinforce the importance of collaboration among teachers by content areas.

Curriculum, Instruction, and Assessment Strengths

- Implementation of TEKS Resource System Curriculum Framework
- Unified curriculum that is both vertically and horizontally aligned.
- Peer Observations/Instructional Rounds implemented in the Spring semester
- Collaborative planning through Professional Learning Communities and district workshops
- Data analysis through Campus Data Analysis Teams and District Data Analysis Teams at the end of each grading period
- Implementation of RTI-mentoring program, tutorials
- Utilization of 5 E and Balanced Literacy Lesson plans
- Teacher/student utilization of district-provided technology tools to assist with instruction
- TEKS and CITW strategies are identified and documented in lesson plans in all core subjects.
- After school tutorials provided for students starting in October 2016.
- EOC Blitz sessions held during and after school to prepare students for EOC tests in March (ELA I and ELA II) and April (Algebra I, Biology, and US History).
- Students stated through the student survey that they learn best through using technology and in working in pairs and/or groups.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: A consistent system and expectations for campus based assessments needs to be developed to ensure that there is consistency among the content areas.

Problem Statement 2: There is a need to provide PLC supports into the master schedule to allow teachers adequate time to plan effectively plan instruction and assessment.

Problem Statement 3: Continued training and supports in co-teaching models and differentiation

Problem Statement 4: Continued use of systematic interventions embedded in schedule, started at the beginning of school and monitored and adjusted for effectiveness

Problem Statement 5: School-wide emphasis on goal-setting and academic progress for students

Problem Statement 6: EOC retesters are not showing progress in retest opportunities despite remediation provided through tutorials and the BISD Intervention courses.

Problem Statement 7: ELL students are under performing in EOC courses

Problem Statement 8: ELPS are evident in some lesson plans.

Parent and Community Engagement

Parent and Community Engagement Summary

The faculty and staff of Brazosport High School feel strongly that the involvement of families and community members is vital to the success of our students in and out of school. Several school events including grade level meetings were held in the Fall semester for 2017-2018 a higher parent attendance rate than the prior school year. Community events held through the school year included Booster Club meetings, the Homecoming Parade, Spring Open house, Anchor Dads, a High School Transition Fair, and Project Graduation meetings. Due to a lack of time and the need to work all hours, our parents do not always attend in large numbers. The campus has worked to adjust the times of meetings to attempt to attract parents to visit our campus. The use of Parent Portal, School Messenger, Facebook, and Twitter have proven to be one of the best ways to keep our parents informed about what is going on with their children in relation to their academics, attendance, and discipline.

Brazosport High School students provide community services through such organizations as Student Council, National Honor Society, Spanish National Honor Society, the PALS program, and our athletic programs.

Parent and Community Engagement Strengths

- School Messenger call out system used monthly to inform parents and/or guardians
- Parent portal access for parents
- Parents are invited to various ceremonies and events that showcase their children's achievements
- Fish Camp for all incoming 9th graders
- Early Exporter Orientation for all students
- Anchor Dads- males serving as role models to our high school students and our elementary students.
- Weekly Newsletter shared with staff
- Attendance Intervention Meetings
- Monthly student-principal lunch meetings to discuss various topics
- One on One parent/student pathway conferences with counselors
- Strong parent group involved in our Project Graduation committees
- Exporter athletic teams involved in athletic clinics at the elementary level
- Club Belay meetings are held bi weekly on campus
- Booster club meetings
- High School CTE Recognition and Awards evening
- Merit Awards
- Senior Awards night
- Winter Graduation

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Need for increased parental involvement

Problem Statement 2: Increase number of parent and student portal accounts

Problem Statement 3: Educate parents and students in the usage of parent/student portals

Problem Statement 4: Hold teachers accountable for timely and consistent input of grades

Problem Statement 5: Organize open house to include meaningful information for all high school parents

Problem Statement 6: Involve student organizations for the purposes of school performances at open house

Problem Statement 7: Increase parent participation in booster clubs

Problem Statement 8: Increase student involvement in campus decision making

Problem Statement 9: Teachers need to take a more proactive role in notifying parents when students are failing to meet school academic and behavioral expectations

Problem Statement 10: Provide more outreach programs to families of At-Risk students and non-English speaking families

School Context and Organization

School Context and Organization Summary

Brazosport High School staff and students feel that Brazosport is a good school but that it could also be a great school. Students have expressed concern that there are some students who do not want to learn and these students are allowed to disrupt the classroom. Students and staff alike believe this behavior holds other students back from obtaining a quality education. Parents who are involved with the school understand the strengths and challenges that we face in today's world, however, some community members have a negative view of our school and this in part is due to our prior “needs improvement” status.

Teachers meet on a regular basis to review data and plan instruction and there have been some efforts to incorporate cross-curricular planning but not to the extent that it has a positive effect on student performance. Administrative leadership and support are vital to ensure that the PLC process is conducted with fidelity. There is a need to build PLC time into the master schedule to provide teachers the opportunity to collaborate. Teachers would then be provided the time to focus on the utilization of student data to drive the instructional focus and identify purposeful student interventions in more depth. Teachers will also be required to utilize common assessments in all core subjects to ensure that accurate student data is available to measure the mastery of all students and direct the planning process of instruction.

School Context and Organization Strengths

- Learning time is assigned by class schedules
- STAAR EOC interventions are provided
- After school tutorials program available
- District level teacher work days/curriculum planning days
- Ongoing district level professional development opportunities to support district initiatives and goals
- RtI committee meets quarterly if not sooner to appropriately address student need and interventions.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Defuse potential discipline problems by hand scheduling of identified students

Problem Statement 2: Reconfigure our pullout program to accommodate more of our targeted students and reduce time spent out of class

Problem Statement 3: Better utilization of instructional time prior to EOC testing

Problem Statement 4: Continued intervention time built into the school day to address our diverse student needs

Problem Statement 5: Perception of the community/parents is that discipline is not under control although the number of discipline referrals were less this year.

Problem Statement 6: Campus Planning Process that involves more staff, students, community members/parents, and the CEIC

Problem Statement 7: Defined PLC process and structure to properly analyze campus instruction, assessment, and planning

Problem Statement 8: Continued exploration of flexible scheduling to meet the needs of our diverse student population and the new graduation requirements implemented by the state

Problem Statement 9: Students do not utilize teacher help. There is a need to structure tutorial time during the afternoon or within the school day.

Technology

Technology Summary

The accessibility to technology at Brazosport continued to increase during the 2017-2018 school year, and with that increased accessibility came increased utilization of technology. Brazosport High School teachers each have a laptop, document camera, and Mimio available in the classroom. In addition to those devices, each teacher received a teacher-designated Chromebook. Each student received a Chromebook for the 2017-2018 with the roll out of the district 1-to-1 initiative. The Wayfind Assessment continues to be utilized as a way to identify faculty technology strengths and needs, and there are many relevant training opportunities for staff before and after school to strengthen the use of the available technology.

Students are lacking exposure and training in digital citizenship and the appropriate uses of technology in the classroom setting, and there is a need for continued integration of technology TEKS and Digital Citizenship across the curriculum. Parents also need continued training to utilize the Parent/Student portal. In addition to these concerns, many teachers are not comfortable with using technology in their classroom. In spite of the staff development offered at the school and district levels. Looking forward to 1-to-1 initiative in the fall there is going to be a need for guidelines covering the following areas of student Chromebook usage: printing, charging at school, transporting the devices to and from school, and spare Chromebook availability for those who forget to bring theirs or intentionally come to class without it to avoid classwork.

Technology Strengths

- Increased access and utilization to technology
- Relevant training opportunities before and after school
- Laptops, Mimios, document cameras provided for all classroom teachers
- Teacher Chrome books in preparation for 1-to-1
- 3 throw boards used throughout the campus
- Teacher technology strengths are assessed by Wayfind Test to be provided this year to determine professional development needs.
- TI Inspire Calculators in math classrooms
- New mounted in focuses in all classrooms
- New Security cameras and software installed throughout the entire campus
- District level professional development on instructional technology- Mimio training
- Teachers using technology to support their course objectives
- Expanded use of Google tools in the classroom
- Additional teacher grant recipients received Chrome books
- Teachers trying new technology like Socratic, Kahoot, Today's Meet
- TI Nspire Calculators in math classrooms

- New bell/PA system installed
- After school professional development offered

Problem Statements Identifying Technology Needs

Problem Statement 1: Continued targeted Professional Development for the implementation of current technology and innovative technology

Problem Statement 2: Targeted Professional Development for the implementation of current technology and innovative technology

Problem Statement 3: Continued integration of technology TEKS into appropriate curriculum

Problem Statement 4: Integration of Digital Citizenship curriculum in a more effective manner

Problem Statement 5: Continue to expand teacher and student usage of technology as an instruction tool

Problem Statement 6: Charging of devices with the new 1:1

Problem Statement 7: Limited wifi access to students and teachers in specific locations on campus

Community Involvement

Community Involvement Summary

We need more strategic community involvement and support to help our students and school realize the value of college and career readiness.

Community Involvement Strengths

- Dow provides funding for our rocketry class, “Systems Go!”.
- Dow talks with our 10th grade Chemistry and IPC classes on job and dual credit opportunities.
- Industry representatives are involved with CTE advisory committees.
- Monetary grants provided by industry.
- BISD communicates with the community through various multi-media outlets.
- Brazosport College works with the high school to provide dual credit opportunities.

Programs

Programs Summary

Brazosport High School has the following programs in place for the 2014-15 school year.

Programs that promote curricular achievement:

- NTCR - Odyssey
- Read 180
- Agile Minds - Algebra 1
- AVID
- RTI

Programs that promote support/help:

- Operation Back Pack
- PBIS
- Anti-Bully
- Crime stoppers
- PALS

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results





Goals












Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.










Performance Objective 1: During the 2018-2019 school year, the students in the "all" student group will show a 15% growth in all subject areas state assessments while the ELL and Special Education subgroups will obtain 60% met standard on all state assessments.

Evaluation Data Source(s) 1: 1% reduction in failure rate, 1% reduction in retention rate.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Design and implement targeted intervention for incoming 9th grade students struggling in the areas of Mathematics and English Language Arts.	Campus Administration, Math and Language Arts Intervention teachers	Student progress and grade reports, state assessment results, PLC Agendas, T-TESS, Aware and Benchmark data				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 4 Funding Sources: Local 24 - State Comp Personnel - 130000.00						
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 2) Improve instruction through the implementation of the Professional Learning Community structure, in core areas, that will work together to address the needs of all student groups, disaggregate data, and plan future instruction focused on student need.	Core Teachers, Team Leaders, Assigned Administrative Team, Instructional Facilitator	PLC minutes, feedback sheets/surveys, lesson plans with supports from TEKS Resource System, data analysis of BOY, MOY, and EOY test data, EOC Test data.				
Problem Statements: School Context and Organization 7 Funding Sources: 199 - General Fund - 5000.00						

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Improve communication between regular education and special education teachers for inclusion students' success through the Professional Learning Community structure and various communication avenues.</p>	<p>Special Education Teachers, Regular Education Teachers, Team Leaders, Inclusion Teachers, Administrative Team</p>	<p>Conference Logs, Monitoring Logs, PLC meetings, feedback/survey from PLC's, Student service logs</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Broaden interventions for at-risk students within the classroom</p>	<p>Special Education, CTE, Regular Education and Inclusion Teachers, Administrative Team, Intervention Specialist,</p>	<p>Additional interventions in place Students being observed using life like simulation to prevent negative life altering decisions. Edgenuity- Credit Recovery lab- B*Success Academy</p>				
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 4 Funding Sources: 199 - General Fund - 8000.00, Local 24 - Title I, Part A "Skipped Campus" - 191050.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Design and implement engaging lessons that incorporate high yield strategies, best practices, and increase student engagement.</p>	<p>Team Leaders, Instructional Facilitator, Administrative Team, Classroom Teacher/PLC's</p>	<p>Increased passing rate by 1%; Lesson plans/Eduphoria, T-TESS Observations/Walkthroughs.</p>				
<p>Problem Statements: Student Achievement 1, 7 Funding Sources: 199 - General Fund - 15000.00</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Students, including 5th year students, needing intervention for state assessment will be provided with test preparation for EOC exams.</p>	<p>Teachers and Interventionist Specialist</p>	<p>Tutorial sign-in sheets with TAKS/EOC objectives taught, TAKS Blitz, Test results, After school tutorials</p>				
<p>Problem Statements: Student Achievement 3 Funding Sources: Local 24 - Title I, Part A "Skipped Campus" - 15000.00, 199 - General Fund - 10000.00</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Students needing additional interventions beyond the classroom will be provided with opportunities to access help in before and after school tutorials.</p>	<p>Teachers, PLC groups, Intervention Specialists, and Administrators.</p>	<p>Data indicating growth and improvement of chosen students.</p>				
<p>Problem Statements: Curriculum, Instruction, and Assessment 4 - School Context and Organization 2, 4 Funding Sources: Local 24 - State Comp - 4944.00, Local 24 - Title I, Part A "Skipped Campus" - 8554.00</p>						

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Intervention teachers will meet to analyze student progress both academically and behaviorally to measure growth.</p>	<p>Administrative Team, Intervention teachers, Dean of Instruction, PLC groups</p>	<p>Student progress and grade reports, state assessment results, PLC Agendas, T-TESS data, Aware and Benchmark data.</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>9) Increase student enrollment in CTE courses and broaden opportunities for students to earn certifications</p>	<p>Administrative team, CTE teachers, CTE Administrator, CTE Director, Counselors</p>	<p>Enrollment in CTE courses will increase by 20%</p>				
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Performance Objective 1 Problem Statements:


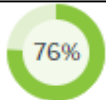



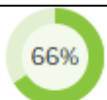
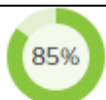
Student Achievement
Problem Statement 1: Tier I instructional strategies and reading intervention needs to be provided with fidelity in all core subjects, especially our EOC courses.
Problem Statement 3: Growth in all other EOC tests in needed to maintain student performance in all areas as we showed a decline in our performance especially in the area of writing.
Problem Statement 7: The rigor level of the PAP courses need to be raised in order to prepare students with their post secondary goals.
Curriculum, Instruction, and Assessment
Problem Statement 4: Continued use of systematic interventions embedded in schedule, started at the beginning of school and monitored and adjusted for effectiveness
School Context and Organization
Problem Statement 2: Reconfigure our pullout program to accommodate more of our targeted students and reduce time spent out of class
Problem Statement 4: Continued intervention time built into the school day to address our diverse student needs
Problem Statement 7: Defined PLC process and structure to properly analyze campus instruction, assessment, and planning














Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 2: In 2018-2019, Brazosport HS will implement strategies to ensure that students, in each student group, specifically in our Economically disadvantaged, English Language Learners (ELL), and Special Education students, perform successfully on End of Course Exams to meet state and federal passing percentages in 2018-2019. (Student Outcome Goal 3)

Evaluation Data Source(s) 2: ELL and Special Education subgroups will obtain 60% met standard on all state assessments. Economically Disadvantaged subgroup will attain 60% met standard on all state assessments.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Ensure instructional strategies are relevant, engaging, and incorporate 21st Century learning skills</p>	<p>Campus Administrative Team, Instructional Leaders, Departmental Leaders</p>	<p>T-TESS data, walk-through data, student grades End of year assessments that verify master of CTE skills</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Design, incorporate, and implement research-based student engagement strategies into Tier 1 instruction to support the learning of identified students, including: Sheltered instruction, Vocabulary building</p>	<p>Team Leaders, Instructional Facilitator, Administrative Team, Classroom Teacher/PLC's</p>	<p>Improved academic performance will result in improved performance on STAAR and TELPAS. Training agendas and sign-in sheets, T-TESS Walkthroughs and Observation, Texas Star Chart, and Wayfind Data</p>				
<p>Problem Statements: Student Achievement 1 Funding Sources: 199 - General Fund - 10000.00</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>3) Administrators will use faculty meetings to train teachers on incorporating researched based strategies such as vocabulary building strategies in lesson planning and the delivery of instruction.</p>	<p>Administrators and coaches</p>	<p>Number of teachers receiving training during faculty meetings Percent of lesson plans incorporating strategies taught at faculty meetings Number of walkthroughs that identify the strategies covered in faculty meetings in use during instruction</p>				

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) All core testing teachers will participate in Sheltered Instruction training through staff development during collaboration time.</p>	<p>Administrators , coaches and department heads.</p>	<p>All core testing teachers will participate in Sheltered Instruction training during the August staff development</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) ESL and Special Education teachers will train Special Education and LEP students on how to monitor their own academic performance.</p>	<p>ESL and Special ed teachers and staff</p>	<p>Number of students trained to monitor their performance using a student monitoring tool Percent of students who monitor their performance using the tool as monitored by Special Ed and ESL teachers</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) Teachers will collaborate to include instructional strategies targeting low performing LEP and special education students in their collaborative planning time.</p>	<p>Administrators, department heads and teachers.</p>	<p>Percent of collaborative meeting agendas documenting strategies shared by Sp Ed and ESL teachers in planning instruction Percent of walkthroughs that document the use of instructional strategies that enrich the learning of Sp Ed and LEP identified students English Language Arts teachers servicing ELL will earn their ESL certification.</p>				
<p>7) Implement CATCH model for coordinated school health, and implement fitnessgram.</p>	<p>PE Dept, AP</p>	<p>Increased student Wellness as indicated by progress on fitnessgram.</p>				
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Tier I instructional strategies and reading intervention needs to be provided with fidelity in all core subjects, especially our EOC courses.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 3: In 2018-2019, Brazosport HS will increase combined enrollment in AP and dual credit classes by 15%, and increase success on AP exams by 25%. Student Outcome Goal 5)

Evaluation Data Source(s) 3: Campus Ratings, graduation, completion rate, college readiness in ELA and mathematics, walkthroughs, reading and math assessments, passing course work, and attendance, master schedule.

Summative Evaluation 3:

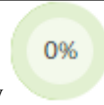
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Utilize AP potential and individual student conferences to increase student group participation in PreAP and AP courses</p>	Counselors, PreAP and AP Teachers, Administrative Team, CTE Leaders, Avid Teachers	Increased number of student group participation in PreAP and AP classes				
<p>Problem Statements: Demographics 2 Funding Sources: 199 - General Fund - 750.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Close the achievement gaps of those students scoring Commended Performance</p>	PreAP and AP Teachers, Counselors, Administrative Team	Achievement gaps closed based on data from EOY test scores- EOC and AP exams				
<p>Problem Statements: Student Achievement 5 Funding Sources: 199 - General Fund - 7500.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Provide AVID for at-risk students in the ninth through twelfth grades with the opportunity to take PSAT, SAT and ACT testing.</p>	AVID Teachers, Counselors, AP Teachers and staff.	Number of students taking the tests				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Teachers will establish and implement the appropriate curriculum rigor level in all grade level PAP courses</p>	Administrative Team Department Leaders Instructional Facilitator Advanced Level Teachers	Lesson Plans 5% increase in Commended scores on State test results				
<p>Problem Statements: Student Achievement 7 Funding Sources: 199 - General Fund - 8000.00</p>						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Under representation of all student populations taking advanced level courses
Student Achievement
Problem Statement 5: Performance gap within our special programs continues to be an area of concern especially for our ELL and Special Education students.
Problem Statement 7: The rigor level of the PAP courses need to be raised in order to prepare students with their post secondary goals.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 4: In 2018-2019, Brazosport High School will meet or beat the state passing percentage on all EOC assessments. (Student Outcome Goal 3)

Evaluation Data Source(s) 4: May STAAR results.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 1) To improve the quality of Tier 1 instruction, teachers will incorporate and utilize researched based high yield strategies and best practices.	CDAT and Leadership Team	Unit Assessments, CBA Assessments, State EOC results.				
Problem Statements: Student Achievement 1 Funding Sources: 199 - General Fund - 8500.00, Local 24 - Title I, Part A "Skipped Campus" - 13500.00						
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Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Tier I instructional strategies and reading intervention needs to be provided with fidelity in all core subjects, especially our EOC courses.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 5: In 2018-2019, Brazosport High School will reach the sustaining stage of each element on the PLC continuum.

Evaluation Data Source(s) 5: Common Assessment Data; State testing Data; Reduction of 1% in both retention and failure rates. (Constraint 1)

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will collaboratively analyze data and plan instruction during PLC meetings.</p>	Core administrators, department heads and teachers	<p>Number of core subject teachers participating data analysis and instructional planning</p> <p>Number of agendas with analysis findings</p> <p>Number of collaboratively developed lesson plan</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Teachers will implement high yield instructional strategies into classroom instruction with fidelity.</p>	Administrators, coaches, department heads and teachers	<p>Number of Walkthroughs that indicate high-yield instructional strategies were implemented</p> <p>Number of core classroom teachers who participated in instructional rounds (peer walkthroughs) to monitor implementation of CITW, and Sheltered Instruction strategies</p> <p>Percent of lesson plans that indicate CITW and Sheltered Instruction strategies are being implemented.</p> <p>Incorporation of TEKS and ELPS in lesson plans.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Teachers will utilize the Balanced Literacy lesson model (English Language Arts only) and the 5 E lesson model (all other content areas) in core content classes respectively and/or an acceptable format by the campus.</p>	Campus administrators, department heads and teachers	<p>Percent of T-TESS Walkthroughs that indicate the appropriate lesson plan model was utilized.</p> <p>Number of core classroom teachers who participated in instructional rounds (peer walkthroughs) to monitor implementation of balanced literacy</p> <p>Percent of lesson plans that indicate balanced literacy strategies are being implemented</p> <p>Incorporation of TEKS and ELPS in lesson plans.</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teacher will be trained to analyze and utilize data to inform instructional planning and student interventions.</p>	Administrative team, Dean of Instruction, Department leaders, and Teachers.	<p>Reduction in Failure rate by 1%</p> <p>Reduction in retention rate by 1%</p> <p>Increase in student performance on EOC scale scores by 5%</p>				

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Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 6: In 2018-2019, the number of industry recognized CTE certifications earned will reach 140. (Student Outcome Goal 5)

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure target dates are established and monitored by Campus CTE Specialist.	CTe Specialist					
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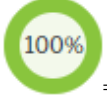



Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 7: In 2018-19, all Closing the Gaps indicators identified for Additional Targeted Support will exceed the cut score. (Constraint 3)

Evaluation Data Source(s) 7: 2019 State Accountability Closing the Performance Gaps Report

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) To improve the quality of Tier 1 instruction, teachers will incorporate and utilize researched based high yield strategies and best practices.</p>	CDAT and Leadership Team	Unit Assessments, CBA Assessments, State EOC results.				
Funding Sources: 199 - General Fund - 8500.00, Local 24 - Title I, Part A "Skipped Campus" - 13500.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Ensure instructional strategies are relevant, engaging, and incorporate 21st Century learning skills</p>	Campus Administrative Team, Instructional Leaders, Departmental Leaders	T-TESS data, walk-through data, student grades End of year assessments that verify master of CTE skills				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Design, incorporate, and implement research-based student engagement strategies into Tier 1 instruction to support the learning of identified students, including: Sheltered instruction, Vocabulary building</p>	Team Leaders, Instructional Facilitator, Administrative Team, Classroom Teacher/PLC's	Improved academic performance will result in improved performance on STAAR and TELPAS. Training agendas and sign-in sheets, T-TESS Walkthroughs and Observation, Texas Star Chart, and Wayfind Data				
Funding Sources: 199 - General Fund - 10000.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Administrators will use faculty meetings to train teachers on incorporating researched based strategies such as vocabulary building strategies in lesson planning and the delivery of instruction.</p>	Administrators and coaches	Number of teachers receiving training during faculty meetings Percent of lesson plans incorporating strategies taught at faculty meetings Number of walkthroughs that identify the strategies covered in faculty meetings in use during instruction				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) All core testing teachers will participate in Sheltered Instruction training through staff development during collaboration time.</p>	Administrators , coaches and department heads.	All core testing teachers will participate in Sheltered Instruction training during the August staff development				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) ESL and Special Education teachers will train Special Education and LEP students on how to monitor their own academic performance.</p>	ESL and Special ed teachers and staff	Number of students trained to monitor their performance using a student monitoring tool Percent of students who monitor their performance using the tool as monitored by Special Ed and ESL teachers				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>7) Teachers will collaborate to include instructional strategies targeting low performing LEP and special education students in their collaborative planning time.</p>	Administrators, department heads and teachers.	Percent of collaborative meeting agendas documenting strategies shared by Sp Ed and ESL teachers in planning instruction Percent of walkthroughs that document the use of instructional strategies that enrich the learning of Sp Ed and LEP identified students English Language Arts teachers servicing ELL will earn their ESL certification.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: In 2018-2019, Brazosport HS will create an environment where 90% of all students feel safe and secure at school.

Evaluation Data Source(s) 1: Survey results indicate 90% of students feel safe and secure at school.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Administer district created student survey to students during the school year and address areas of concern as needed.</p>	CEIC, student representatives	Student Surveys				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Implement ambassador/student greeter program to welcome visitors and people new to our school</p>	PALs, AVID, Leadership Team, Student Counsel	Ambassador/Student Greeters in place, List of Events they service				
<p>Critical Success Factors CSF 6</p> <p>3) Offer assemblies to educate students and staff about sexual harassment, drugs, alcohol, and other detrimental behavior</p>	Principal, Counselors	Survey Results Aligned with the Assemblies				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 7</p> <p>4) Train staff in Positive Behavior Intervention Strategies (PBIS) to create a positive climate for student learning</p>	Campus Administration Team and PBIS Team	Decreased referrals and higher student morale				
	<p>Problem Statements: School Culture and Climate 6 Funding Sources: 199 - General Fund - 5500.00</p>					
<p>Critical Success Factors CSF 6</p> <p>5) Anti-bullying program will be implemented district wide - staff and students will be made aware, posters will be displayed through out the school and faculty and student information will be communicated</p>	Campus Administration Team, counselors, SROs, and teachers	Students' survey of feeling safe and fewer bullying incidents				
	<p>Problem Statements: School Culture and Climate 2, 8 Funding Sources: 199 - General Fund - 2500.00</p>					

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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Consistency in teachers being at their doorways to meet and greet students each class period.
Problem Statement 6: Consistent classroom management strategies and techniques across the campus
Problem Statement 8: Fully incorporate the strategies and techniques of Capturing Kid's Hearts.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 2: In 2018-2019, Brazosport HS administrators and teachers will ensure safety compliance standards and guidelines are met 100% of the time.

Evaluation Data Source(s) 2: Compliance data reports provide evidence of 100% compliance.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Faculty and staff will be trained on up-to-date crisis management procedures.</p>	Campus Administration Team	Safe School Report, training agenda and sign-in sheets				
<p>Critical Success Factors CSF 6</p> <p>2) Faculty, staff, and students will report facility inefficiencies affecting campus security such as broken doors, locks, windows, etc. and repairs will be made in a timely fashion.</p>	Campus Administrative Team	Maintenance Reports				
<p>Critical Success Factors CSF 6</p> <p>3) Annual Safety Audits will be conducted</p>	Fire Marshall, BISD Maintenance, Administrative Team	Safety Audit Results				
<p>Critical Success Factors CSF 6</p> <p>4) Campus will comply with all state and local mandated drills and procedures.</p>	Campus Administrative Team	Compliance Reports				
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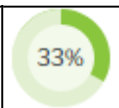




Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 3: In 2018-2019, Brazosport HS administrators will promote positive relationships among faculty, staff, and students.

Evaluation Data Source(s) 3: Student feedback collected indicates 90% of students feel they have positive relationships with faculty, staff and other students. Student attendance improved by 0.5%. Discipline records indication a 10% reduction in office referrals.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Encourage faculty and staff to attend student extra and co-curricular events.</p>	Campus Administrative Team	Staff sign-in sheets for extra/co-curricular activities				
<p>Critical Success Factors CSF 6</p> <p>2) Provide opportunities for two annual social events for faculty and staff on and off campus to build staff moral.</p>	Campus Administrative Team, CEIC	Social Events Attended				
<p>Critical Success Factors CSF 6</p> <p>3) Annual volleyball/basketball game between staff and students to build a culture of community.</p>	Students Council	Games and dates set with teams signed up				
<p>Critical Success Factors CSF 6</p> <p>4) Encourage teachers to sponsor or co-sponsor student clubs/organizations.</p>	Principal	Organizations/clubs sponsored; Trained Sponsors- STUCO				
<p>Problem Statements: Demographics 4</p> <p>Funding Sources: 199 - General Fund - 400.00</p>						
<p>Critical Success Factors CSF 6</p> <p>5) Utilize technology for daily announcements and weekly e-mails to improve communication of campus events</p>	Clerical and CTE teachers	Daily Announcements				
<p>6) Utilize counselors and the Attendance Officer to ensure students graduate.</p>	Counselors, Principal, Attendance Officer	Increase graduation rate by 0.5%				

7) Utilize counselors and the Attendance Officer to ensure students graduate.	Counselors, Principal, Attendance Officer	Increase graduation rate by 0.5%				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

Demographics	
Problem Statement 4: Continue to support volunteers and recruit more support from parents and volunteers in the school	

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 4: In 2018-2019, Brazosport HS will embed the mission, vision, and values in all operational processes and decisions made 100% of the time.

Evaluation Data Source(s) 4: Visibility of core documents in all campus facilities and decisions and are aligned in written processes.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Core documents posted in all work spaces and on all key campus documents	Campus Administrative Team	Comprehensive facility and document review				
Critical Success Factors CSF 6 2) Align written processes with specific motto, mission, vision and values of the campus and district.	Campus Administrative Team	Comprehensive review of identified alignment into system and processes				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 5: Brazosport High School students will increase time on task by reducing tardiness by 25%, increasing attendance rate by 0.5%, reducing ISS and OSS referrals by 10% and increasing EOC participation rate to 95% in 2018-2019.

Evaluation Data Source(s) 5: Attendance and discipline data by grading period and end of year reports

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Administrators will utilize School Messenger to notify parents of testing dates and times, and daily absences.</p>	Administrators	Number of School Messenger reports documenting messages home regarding testing and absences				
<p>Critical Success Factors CSF 6</p> <p>2) Teachers will monitor hallways and greet students at the door</p>	Administrators and teachers	<p>Number of administrator written observations of teachers meeting and greeting students</p> <p>Number of tardy students per TEAMS tardiness reports to measure effectiveness</p> <p>Reduction in hallway incidents by 5%</p>				
<p>Critical Success Factors CSF 6</p> <p>3) All staff will implement PBIS school-wide with fidelity</p>	Administrators PBIS team	<p>Number of referrals by type, teacher and student per SWIS reports to measure impact</p> <p>Number of Celebration Student Recognition</p> <p>Percent attendance by six weeks to measure impact</p> <p>Number of discipline reports per six weeks to measure impact</p>				
<p>Problem Statements: School Culture and Climate 2, 3, 5, 6 - School Context and Organization 5</p> <p>Funding Sources: Local 11 - Basic Educational Service - 250.00</p>						
4) Utilize TEAMS and SWIS data to analyze student discipline data to monitor and develop behavior plans for targeted students.	Principal, Administrative Team, Behavior Specialist, RTI team.	TEAMS and SWIS Data				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Performance Objective 5 Problem Statements:

School Culture and Climate
Problem Statement 2: Consistency in teachers being at their doorways to meet and greet students each class period.
Problem Statement 3: Classroom Management techniques for struggling teachers
Problem Statement 5: Teachers values and priorities vs. student values and priorities gap in relation to disciplinary issues
Problem Statement 6: Consistent classroom management strategies and techniques across the campus
School Context and Organization
Problem Statement 5: Perception of the community/parents is that discipline is not under control although the number of discipline referrals were less this year.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 6: During the 2018-2019 school year, the student attendance rate will meet or exceed 94%.

Evaluation Data Source(s) 6: Student Attendance Data will meet or exceed 94%

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 4 1) Recognize students who have perfect attendance.	Campus Administrators, Attendance	Increase in student attendance rate by 0.5%				
Critical Success Factors CSF 4 2) Develop attendance intervention plans, contact parents, and conference with students who have accumulated 3 or more unexcused absences.	Team of Campus Administrators, Attendance Officer, Attendance Clerk, Counselor, and Teachers	Increase in student attendance rate by 0.5%				
3) Work in conjunction with the Community in Schools liaison to intervene with our at risk student population who are experiencing attendance concerns.	Campus Administrators, Community in Schools Liaison, Attendance Officer	Increase in student attendance rate by 0.5%				
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Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: During the 2018-2019 school year, Brazosport High School will maintain 100% highly effective and trained staff.

Evaluation Data Source(s) 1: Highly Qualified report that provides evidence of 100% HQ.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Hire and retain highly qualified teachers</p>	District HR, Principal, and Administrative Team	Obtaining Highly Qualified Professionals, job fair attendance				
<p>Critical Success Factors CSF 7</p> <p>2) Review teacher certification records to ensure all staff members are highly qualified.</p>	Administrative Team	Certification records, staff records, and HQ report.				
<p>Critical Success Factors CSF 7</p> <p>3) Provide on going professional development opportunities that will positively impact student achievement.</p>	Administrative team, Instructional Facilitator, Central Administration, and teachers	Agendas, Sign In sheets, certificate of attendance, STAAR results.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 4, 5 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: 199 - General Fund - 12400.00, 255 - Title II, Part A - 4732.00</p>						
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>4) Train all staff on the student bullying policy, suicide prevention, social media and ethics, FERPA & PPRA regulations, employee handbook, sexual harassment, child abuse awareness, teen dating violence, crisis management, and student management.</p>	Campus Administrators, Counselor, Campus Instructional Coach, and Teachers	Agendas, sign-in sheets, and certificates of attendance				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 4: Training and supports for all teachers in relation to working with students from diverse backgrounds
Problem Statement 5: Continued to work on the retention rate of HQ teachers
Curriculum, Instruction, and Assessment
Problem Statement 3: Continued training and supports in co-teaching models and differentiation

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: In 2018-2019, Brazosport HS will increase the attendance rate for all employees by 3%. (Constraint 2)

Evaluation Data Source(s) 2: 3% increase in employee attendance rate.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 1) Provide opportunity for staff to collaborate about attendance incentives for attendance rate gains	CEIC, PBIS team	A list of attendance incentives implemented				
Critical Success Factors CSF 3 CSF 6 2) Communicate faculty and staff attendance rates at monthly faculty meetings	Principal	Increased Attendance by faculty and staff				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 3: In 2018-2019, Brazosport HS will increase high quality training for the purpose of improved student performance while maintaining alignment with district and campus professional development plan.

Evaluation Data Source(s) 3: Brazosport High School teachers will complete 5 high quality training activities.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>1) Continue support with the district TIP (Teacher Induction Program) for new to field and new to district teachers, while providing Buddies to teachers new to district and Mentors to teacher new to the field</p>	District Personnel, Administrative Team, Departmental Leaders	Mentor/Buddy List				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Pre AP and AP teachers maintain G. T. Certification by attending yearly up-date training.</p>	District GT Director and Administrative Team	Certificate of Attendance to GT Training				
<p>Critical Success Factors CSF 7</p> <p>3) AP Teachers will attend required initial AP training and refresher up-date every 3 years.</p>	District GT Director and Administrative Team	Certificate of Attendance to AP Institute				
<p>Problem Statements: Student Achievement 7 - Staff Quality, Recruitment, and Retention 5</p> <p>Funding Sources: Local 21 - Gifted and Talented - 750.00</p>						
<p>Critical Success Factors CSF 7</p> <p>4) Provide professional development monthly at staff meetings.</p>	Leadership team Instructional facilitator	Agendas and sign in sheets.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 5</p> <p>Funding Sources: 199 - General Fund - 4000.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>5) Staff members will be provided opportunities to attend professional development to support professional growth.</p>	Administrative Team	Certificate of Attendance, Evidence of received training in displayed in staff member's position.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 5</p> <p>Funding Sources: 199 - General Fund - 5000.00</p>						



Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 7: The rigor level of the PAP courses need to be raised in order to prepare students with their post secondary goals.
Staff Quality, Recruitment, and Retention
Problem Statement 5: Continued to work on the retention rate of HQ teachers

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2018 - 2019, Brazosport HS administrators will ensure that 80% of campus budgets will be allocated towards student achievement efforts.

Evaluation Data Source(s) 1: Percentage of campus department budget allocated toward student achievement efforts.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 CSF 6 1) Research alternative funding avenues through grants, partnerships, gifts, etc.	Campus Administration Team, CEIC, Teachers	Number of Grants, Partnerships, and gifts received				
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Implement research based programs to meet students' needs	Campus Administrative Team, CEIC, Teachers	Needs Assessment and Aligned Research Based Programs				
Critical Success Factors CSF 3 CSF 6 3) Identify opportunities for operational efficiencies	Campus Administration Team, CEIC, Teachers, Clerical	Operational efficiencies created				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 2: In 2018 - 2019, Brazosport HS will increase the integration of technology tools into instructional delivery by 20% or more of the core content lessons.

Evaluation Data Source(s) 2: Improvement in campus accountability ratings, graduation and completion rate, college readiness in ELA and mathematics.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Pilot current and new technologies to select classes</p>	Principal & Designated Staff Members	Walkthroughs, peer to peer teaching/training of technologies Students will use a variety of industry standard technology related equipment for successful transition to industry and CTSO competitions				
<p>Critical Success Factors CSF 7</p> <p>2) Support district training and implementation of a curriculum.</p>	District and campus teams, principals and department leaders	student grades, teacher lesson plans				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Provide on-campus staff development training on classroom technology tools.</p>	Administrative team, Instructional Facilitator Campus Technology representative	Staff Development presentations Walk throughs T-TESS Observations Increase in student engagement Training agendas and sign-in sheets, Texas Star Chart, and Wayfind Data				
<p>Critical Success Factors CSF 6</p> <p>4) Utilize Google Drive to collaborate within departments for lesson planning and curriculum development.</p>	Campus Administrators, Department Chairs, and Teachers	Google Drive documents added to Brazosport HS Intranet-site, including PLC Collaborative documents.				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 1: In 2018-2019, 85% of community stakeholders will express satisfaction with Brazosport HS campus communication and involvement opportunities.

Evaluation Data Source(s) 1: Annual parent and community survey results indicate 85% satisfaction with communication and involvement opportunities.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Use School Messenger to inform parents of up coming events, deadlines, and volunteer opportunities	Secretaries, principals	phones messages sent, parent survey				
Critical Success Factors CSF 5 CSF 6 2) Parent Community Survey in Fall and Spring (September and April)	CEIC	Survey Results				
Critical Success Factors CSF 5 CSF 6 3) Promote communications with the community through social media venues and the marquee on a weekly basis.	Campus Administrators, and Communication Team	Documented updates				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 5 Funding Sources: 199 - General Fund - 500.00						
Critical Success Factors CSF 5 CSF 6 4) Campus Website and social Media sites will be updated and maintained to provide the latest news to the community.	CTE Department Leader, Campus Administrative Team	Comprehensive Website for Brazosport High School Social Media pages- Facebook and Twitter				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
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Problem Statement 1: Need for increased parental involvement

School Context and Organization
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Problem Statement 5: Perception of the community/parents is that discipline is not under control although the number of discipline referrals were less this year.
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Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 2: In 2018-2019, Brazosport HS will acknowledge campus business partnerships and contributions 100% of the time.

Evaluation Data Source(s) 2: Evidence of recognition of business partnerships.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Recipients of donations will send thank you notes to contributors (on school letter head with principal and sponsor signatures)</p>	Club/organization sponsors	thank you notes/letters sent				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Recognize contributors/volunteers on our campus marquee</p>	Principal	Marquee signs				
<p>Problem Statements: Demographics 4 Funding Sources: 199 - General Fund - 250.00</p>						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Continue to support volunteers and recruit more support from parents and volunteers in the school

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 3: In 2018-2019, Brazosport HS will enhance student, parent, and community outreach opportunities.

Evaluation Data Source(s) 3: Two student, parent, and community outreach opportunities.

Summative Evaluation 3:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Utilize resources to assist homeless students.	Principal, CEIC, counselors, staff	student passing rate, student attendance, graduation rate				
Critical Success Factors CSF 5 2) Provide campus communications in Spanish for parents, phone and written communications with parents or guardians for program placement will be through a parent liaison/translator	ESL Teacher, Campus Administration Team	quarterly review of denials of bilingual services, data for academic achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 4: In 2018-2019, Brazosport HS will develop and improve methods to provide exceptional customer service.

Evaluation Data Source(s) 4: Internal and external stakeholder customer service surveys indicate better than 80% satisfaction with customer service.

Summative Evaluation 4:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Collect and assess data from Internal and External stakeholders describing interaction with the campus as positive</p>	District Survey Staff	Identify areas of need from data/survey and Internal survey of employees				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 5: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 5: In 2018-2019, Brazosport HS will develop a comprehensive website for district/campus/ community-related communications.

Evaluation Data Source(s) 5: Website and social media screenshots illustrate improvements to pages related to district/campus/community related communications.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Campus website and social media sites will be updated and maintained to provide the latest news to the community and all stakeholders.</p>	<p>CTE Department Lead, Campus Administrative team</p>	<p>Brazosport High School social media page feedback- Facebook, Twitter, Campus website.</p>				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Design and implement targeted intervention for incoming 9th grade students struggling in the areas of Mathematics and English Language Arts.
1	1	3	Improve communication between regular education and special education teachers for inclusion students' success through the Professional Learning Community structure and various communication avenues.
1	1	4	Broaden interventions for at-risk students within the classroom
1	1	6	Students, including 5th year students, needing intervention for state assessment will be provided with test preparation for EOC exams.
1	1	7	Students needing additional interventions beyond the classroom will be provided with opportunities to access help in before and after school tutorials.
1	1	8	Intervention teachers will meet to analyze student progress both academically and behaviorally to measure growth.
1	2	2	Design, incorporate, and implement research-based student engagement strategies into Tier 1 instruction to support the learning of identified students, including: Sheltered instruction, Vocabulary building
1	2	3	Administrators will use faculty meetings to train teachers on incorporating researched based strategies such as vocabulary building strategies in lesson planning and the delivery of instruction.
1	2	4	All core testing teachers will participate in Sheltered Instruction training through staff development during collaboration time.
1	2	5	ESL and Special Education teachers will train Special Education and LEP students on how to monitor their own academic performance.
1	2	6	Teachers will collaborate to include instructional strategies targeting low performing LEP and special education students in their collaborative planning time.
1	4	1	To improve the quality of Tier 1 instruction, teachers will incorporate and utilize researched based high yield strategies and best practices.
1	5	4	Teacher will be trained to analyze and utilize data to inform instructional planning and student interventions.
1	7	1	To improve the quality of Tier 1 instruction, teachers will incorporate and utilize researched based high yield strategies and best practices.
1	7	3	Design, incorporate, and implement research-based student engagement strategies into Tier 1 instruction to support the learning of identified students, including: Sheltered instruction, Vocabulary building
1	7	4	Administrators will use faculty meetings to train teachers on incorporating researched based strategies such as vocabulary building strategies in lesson planning and the delivery of instruction.

Goal	Objective	Strategy	Description
1	7	5	All core testing teachers will participate in Sheltered Instruction training through staff development during collaboration time.
1	7	6	ESL and Special Education teachers will train Special Education and LEP students on how to monitor their own academic performance.
1	7	7	Teachers will collaborate to include instructional strategies targeting low performing LEP and special education students in their collaborative planning time.
3	3	5	Staff members will be provided opportunities to attend professional development to support professional growth.
4	1	2	Implement research based programs to meet students' needs

State Compensatory

Budget for Brazosport High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6119.00.001.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$120,000.00
	6100 Subtotal:	\$120,000.00

Personnel for Brazosport High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Luna	Intervention Para.	Credit Recovery	.48
Darrin Anderson	Intervention Teacher	Credit Recovery	.75
Kristine Totten	Math Intervention Teacher	Student Intervention	1.0
Paula McDonald	Reading Intervention Teacher	Student Intervention	1.0
Sherita Neal	Intervention Teacher	Credit Recover	.75
Voncia Ducre	Intervention Teacher	Credit Recovery	.87

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

Title I, Part A strategies were removed as Brazosport High School will no longer receive funding.

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Richard Yoes	Principal
Administrator	Fred Brown	Assistant Principal
Classroom Teacher	Steve Slater	SpEd Teacher
Classroom Teacher	April Reck	Fine Arts Teacher
Classroom Teacher	Kayla Josey	Social Studies Teacher
Classroom Teacher	Jenaro Estrada	LOTE Teacher
Business Representative	Chrissie Johnston	English Teacher
Classroom Teacher	Ken Schulte	Science Teacher
Classroom Teacher	Amanda Thiede	CTE Teacher
Classroom Teacher	Mike Ferrell	Parent Rep
Parent	Ashley Linder	Parent Rep
Dean of Instruction	Joda Mendoza	Dean of Instruction
Community Representative	Ronaldo Cantu	Community Representative

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		199.23.6395.00.001.99	\$5,000.00
1	1	4			\$8,000.00
1	1	5			\$15,000.00
1	1	6			\$10,000.00
1	2	2			\$10,000.00
1	3	1			\$750.00
1	3	2			\$7,500.00
1	3	4			\$8,000.00
1	4	1	Substitutes for CDAT Team		\$8,500.00
1	7	1	Substitutes for CDAT Team		\$8,500.00
1	7	3			\$10,000.00
2	1	4			\$5,500.00
2	1	5			\$2,500.00
2	3	4			\$400.00
3	1	3			\$12,400.00
3	3	4			\$4,000.00
3	3	5			\$5,000.00
5	1	3			\$500.00
5	2	2			\$250.00
Sub-Total					\$121,800.00
Budgeted Fund Source Amount					\$103,300.00
+/- Difference					\$-18,500.00
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	7	Tutorials	199.11.6118.00.001.24	\$1,944.00
1	1	7	Tutorials-Testing	199.11.6399.00.001.24	\$3,000.00
Sub-Total					\$4,944.00
Budgeted Fund Source Amount					\$4,944.00
+/- Difference					\$0
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention teachers	199.11.6395.00.001.30	\$130,000.00
Sub-Total					\$130,000.00
Budgeted Fund Source Amount					\$130,000.00
+/- Difference					\$0
Local 24 - Title I, Part A "Skipped Campus"					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Personnel		\$191,050.00
1	1	6	Tutorials-Testing	199.11.6118.00.001.24	\$5,000.00
1	1	6	Sirius WK and Region IV Materials		\$10,000.00
1	1	7	Tutorials Extra Pay		\$8,554.00
1	4	1	Summer School Now and Credit Lab After sch		\$13,500.00
1	7	1	Summer School Now and Credit Lab After sch		\$13,500.00
Sub-Total					\$241,604.00
Budgeted Fund Source Amount					\$228,104.00
+/- Difference					\$-13,500.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	PLC Training		\$4,732.00
Sub-Total					\$4,732.00
Budgeted Fund Source Amount					\$4,732.00
+/- Difference					\$0

	Grand Total \$503,080.00