

# **Brazosport Independent School District**

## **Brazos Success Academy**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Alternative Standard**



# Mission Statement

The mission of Brazosport ISD is to graduate each student to be future ready.

## Vision

Brazosport ISD...Setting the standard for educational excellence.

Brazos Success Academy...Setting the standard for restoring hope and providing a vision of a bright future.

## Core Beliefs

1. Every child deserves the highest quality education.
2. Everyone is accountable for student success.
3. Students find purpose through connections with their schools.
4. Collaborative partnerships are vital to strengthening the learning experience.
5. We value and support the contributions of our staff.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Brazos Success Academy strives to meet the diversified needs of our students. These needs include emotional, social, academic and personal. However, improvements must be made in all academic areas to close student achievement gaps and prepare them for real world application of what they have been taught. Brazos Success Academy serves 204 students in grades 9-12. 59.3% percent of our students are economically disadvantaged. The ethnic breakdown is 61.8% Hispanic, 28.4% White, 5.9% African American, .98% American Indian/Alaska Native, 0% Native Hawaiian/Other Pacific Islander and 2.9% two or more races. There are approximately 7.8% LEP students and 96% At-Risk students attending BSA. The mobility rate is 58.6%. 7.8% of BSA's population is identified as English Language Learners and 6.3% are identified as Special Education students. All teachers are highly qualified and about 62.5% have 20 or more years of experience. Brazos Success Academy has a very diverse population. Comparing PEIMS data over the past several years indicates an increase in our SPED and ELL students.

### Demographics Strengths

- Small class sizes
- Flexible scheduling to meet our variety of student needs
- Online Edgenuity allows us to provide individual instructional accommodations and supports for our SPED/504/ELL students

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** High School completion indicators provide evidence that students from poverty are most at risk to dropout of high school. **Root Cause:** Families from poverty need services that will support children going to school instead of to work.

# Student Achievement

## Student Achievement Summary

2017-2018 Brazos Success Academy received an "Improvement Required" rating based on EOC scores for not meeting standards in Index 1, Student Achievement, and Index 2, Student Progress. The campus did meet standard in Index 3, Closing Performance Gaps, and Index 4, Postsecondary Readiness. We scored 21 out of 35 in Index 1, 6 out of 8 in Index 2, 14 out of 13 in Index 3, and 87 out of 33 in Index 4. Our EOC scores for all students in English 1 was 7%, English 2 was 12%, Algebra 1 was 8%, Biology was 19%, and US History was 37%. The graduation rate was 65.8% for four year grads, 59.3% for five year grads, and 73.7% for six year grads. At the end of the 2017-2018 school year, Brazos Success Academy has demonstrated improvements increasing academic performance as follows: 15% in English 1, 10% in English 2, 14% in Algebra 1, and 14% in Biology. We have had a slight decrease in the performance in US History by 4%.

BSA does a great job of reaching students through their capacity to build relationships. BSA does have some areas of concern that we could address by creating additional opportunities for our students to receive intervention and increased differentiated instructional strategies within the classroom.

Continuation of the implementation of Professional Learning Communities, Common Formative Assessments, student goal setting, and intervention strategies is needed to address deficiencies in the accelerated curriculum of the campus.

## Student Achievement Strengths

- Campus restructured to provide face-to-face instructional interventions for all EOC tested courses
- Increase in EOC scores in English 1, English 2, Algebra 1, and Biology
- Ability for students to earn accelerated credits through Edgenuity

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 0:** The campus was structured for credit recovery, not improved academic performance. **Root Cause:** The campus was not designed to prepare students to pass rigorous state assessments to equip them to return to their home campus to graduate with their cohort.

**Problem Statement 0:** The campus is not structured to effectively intervene with students to address academic, social or emotional needs. **Root Cause:** The campus was not structured to provide tiered interventions to students in need of academic, social or emotional support.

**Problem Statement 1:** The campus was structured for credit recovery, not improved academic performance. **Root Cause:** The campus was not designed to prepare students to pass rigorous state assessments to equip them to return to their home campus to graduate with their cohort.

**Problem Statement 2:** The campus is not structured to effectively intervene with students to address academic, social, and emotional needs. **Root Cause:** The campus was not structured to provide tiered interventions to students in need of academic, social, and emotional supports.

**Problem Statement 3:** Only 11% of Brazos Success Academy graduates in 2016-17 met the CCMR criteria. **Root Cause:** The campus was not structured to provide students with opportunities to meet College, Career and Military Readiness criteria.

# School Culture and Climate

## School Culture and Climate Summary

Brazos Success Academy maintains a positive school climate from year to year. Student recognition focuses on student success and allows our students to feel respected and appreciated. However, we need to consider opportunities for club activities to improve the number of students involved on campus. Positive Behavior Intervention Supports establishes expectations for students in order to ensure a safe and orderly school environment. Incentives are offered to encourage positive behavior and compliance with school-wide expectations.

## School Culture and Climate Strengths

- Students and staff relationships are strong and supportive.
- Students and staff agree that the campus is a safe place.
- Campus environment is supportive of learning and extended learning opportunities.
- 90% or more of students are compliant with our student code of conduct.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students perceive that students do not respect their teachers or each other. **Root Cause:** The campus has not systematized character education to ensure that every student in the district is receiving quality character education consistently and frequently throughout the school year.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Brazos Success Academy has 100% highly qualified staff. High percentage of teachers have over 20 years of experience and serve as role models for other staff. Teachers are trained to facilitate special online curriculum. A great support for all staff is evident through mentors and departments. A continued focus on staff development regarding data dis aggregation, curriculum alignment and rigor, student goal setting, team building, student engagement and teacher collaboration are essential.

## Staff Quality, Recruitment, and Retention Strengths

- Staff is relatively stable with minimal turnover
- Strong culture of collaboration
- Expansive range of teaching experience
- Staff has a nurturing hearts for at-risk students

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Students from poverty and students of color are not demonstrating growth or postsecondary readiness. **Root Cause:** Attracting experienced teachers with a proven record for effectiveness is difficult given the location of the district and the availability of housing.

**Problem Statement 2:** Students from poverty and students of color are not demonstrating growth or postsecondary readiness. **Root Cause:** Teachers need increased instructional and professional support from administrators on campus with high populations of students from poverty or students of color to reduce teacher burnout.

**Problem Statement 3:** High poverty students and students of color are referred for actionable discipline nearly twice as much as other students. **Root Cause:** The campus needs to strategically increase efforts to recruit teachers of all cultures and ethnicities by growing our own teachers beginning with the current high school students and paraprofessionals, and continuing to recruit for diversity and cultural awareness.

**Problem Statement 4:** High poverty students and students of color are referred for actionable discipline nearly twice as much as other students. **Root Cause:** We have a limited number of professional development sessions that address cultural awareness as it relates to behavioral and instructional support for high poverty students and students of color.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

At Brazos Success Academy, we utilize data to positively influence curriculum, instruction, and assessment decisions. The use of data drives student interventions throughout the school year. Staff use the data to assist in building strong relationships with their students. Based on data, students are provided additional supports through face-to-face EOC instruction, targeted online interventions, and campus based instructional supports.

## Curriculum, Instruction, and Assessment Strengths

- PLCs within ELA department
- Ability to accelerate initial credits through online Edgenuity platform
- Utilize Eduphoria to analyze instructional strengths and weakness to provide students with individual targeted instruction

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Instructional strategies are not consistently implemented. **Root Cause:** Fidelity of implementation is not being monitored by teachers and administrators at all levels.

**Problem Statement 2:** In general, students perform below the state on STAAR assessments. **Root Cause:** There was a lack of fidelity of implementation of the curriculum.

# Parent and Community Engagement

## Parent and Community Engagement Summary

At Brazos Success Academy, we have many activities and programs that promote family and community involvement throughout the year such as Progress Monitoring Conferences, End of the Year Celebration, Student/Parent Interview Application Process, and Beginning of the Year Parent Orientation. Parents are encouraged to actively participate in their students' education by volunteering and/or visiting classrooms. Open lines of communication are maintained through the distribution of our social media, campus website, and teacher contacts. Parents and community representatives are members of the CEIC, DEIC, EVAC, and Ambassadors committees.

## Parent and Community Engagement Strengths

- BISD foundation has established strong community partnerships on behalf of the district.
- Great individual campus partnerships have been established with Texas Roadhouse.
- Recognition from Gulf Coast Regional Blood Center for our participation in quarterly blood drives.
- Local businesses like HEB and Kroger readily give support when we ask for donations.
- Work Source Solutions supports the campus with transitional career opportunities.
- Branches of the military services provide recruitment opportunities.
- Brazosport College and University of Houston host campus visits for our students.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents aren't involved in campus decision making. **Root Cause:** Parents need to be actively recruited to serve on campus decision making committees. The locations and times of the meetings need to reflect the needs of the parents (flexible times & locations).

**Problem Statement 2:** Parents lack the skills needed in order to support their child's learning. **Root Cause:** Although we are providing information on how to help their child be successful, we aren't providing learning opportunities where parents can acquire the skills needed to support their child's learning.

# School Context and Organization

## School Context and Organization Summary

At Brazos Success Academy, our goal is to focus on overall academic and social-emotional needs of our students to be successful productive members of the community. The district has provided campuses with adjustments of the teacher workday and student instructional hours to support efforts for collaboration among staff, parents, and students. Our campus staff is fully invested in our students academic and social-emotional development.

## School Context and Organization Strengths

- Additional planning time for EOC courses
- Duty rosters and supervision organized and planned accordingly
- School set up and physical environment well planned
- Everyone gets a chance to be apart of campus leadership committees
- Night school
- Collaborative campus decision making

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** The district has excellent emergency operation procedures in place, but campus and staff need initial and supplemental training to effectively implement the plan. **Root Cause:** The district has not prioritized as a district-wide initiative ensuring that all district personnel are up-to-date in training on the Emergency Operations Procedures.

# Technology

## Technology Summary

At Brazos Success Academy, we have a wide variety of instructional technology, qualified technology support, and administrative support of classroom technology integration. The majority of our teachers and students are adequately equipped with the training and exposure to utilization of technology to enhance the learning experiences through Edgenuity.

## Technology Strengths

- Teachers are supplied with new Chrome-books and laptops to use in their classrooms.
- Classroom technology (Mimio bars, Mimio pads, classroom projectors, & document cameras).
- Professional development is available and on-going.
- Ongoing updates and refresher training for Edgenuity.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Network connectivity both internally and externally has been heavily impacted due to the increase in device usage throughout the district. **Root Cause:** An increase in the number of devices connecting to the network as a result of increased staff and student personal technology, district issued technology, and our Empower Ed 1:1 initiative.

**Problem Statement 2:** Currently, digital learning is not a consistent partner in instructional planning, or a partner in district initiatives at both the district and campus level. **Root Cause:** The lack of full integration of digital learning into CIA has resulted in delays in fully implementing technology into instruction.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

Revised/Approved: September 12, 2018

## Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will Be Future Ready.

**Performance Objective 1:** In 2018-2019 the performance for Brazos Success Academy students on state assessments will achieve 40% approaches grade level and 20% meets grade level in Algebra 1, English 1, English 2, Biology, and US History. (Outcome Goal 3)

**Evaluation Data Source(s) 1:** STAAR End-of-Course Exam Summary Reports.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2  1) Campus staff will review 2017 and 2018 EOC results to determine 4-6 high impact readiness standards to be prioritized.	2.4, 2.6	Principal, counselor, and teachers	Campus will identify 4-6 high impact readiness standards for prioritization of instruction and development				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7  2) District will provide funding for 2 additional teachers and 1 success coach.	2.4, 2.6	Human Resources & Principal	Improve student academic performance & 5% increase in student attendance				
<b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> Local 24 - State Comp Personnel - 170000.00							
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6  3) Principal and/or counselor will conduct interviews with incoming students and their parent(s).	2.5, 2.6	Principal, counselor, & Executive Director of Secondary Activities	35% of students will be on target to graduate with their cohort. Five year graduation rates will increase by 5%.				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Targeted team will attend Professional Learning Communities training to lead campus through the implementation of the PLC process to improve instruction and student academic performance.</p>	2.4, 2.5, 2.6	Executive Director of Secondary Activities, DCSI, and Principal	Six staff members trained in 2018 and four staff in 2019				
<p><b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Local 24 - State Comp - 4400.00, 255 - Title II, Part A - 4732.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Students will receive face to face instruction in the core EOC content areas at a minimum and work on credits toward graduation.</p>	2.4, 2.5, 2.6	Teachers & Students	Students will earn 3 credits per 9 weeks.				
<p><b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Local 24 - State Comp - 4900.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>6) Teachers will administer common formative assessments in EOC tested courses over STAAR readiness standards to monitor student learning and develop reteaching and interventions as appropriate.</p>	2.4, 2.5, 2.6	Principal, Teachers, & Students	A minimum of 3 common formative assessments per 9 week period.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>7) Students will take TEA interim STAAR assessments online.</p>	2.4, 2.6	Principal, Teachers, & Students	Each student will be administered a TEA interim assessment in each EOC content area for which they need to be assessed at a minimum of once per year.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Interim assessment data will be disaggregated to implement instructional strategies to improve academic performance.</p>	2.4, 2.6	Principal & Teachers	Students will demonstrate 15% improvement on the most recent EOC score versus the immediate past EOC score for the same subject.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>9) Teacher, and paraprofessionals will conduct embedded RtI during the instructional day to support students' understanding of targets</p>	2.4, 2.5, 2.6	Principal	40% of English 1, English 2, Algebra 1, Biology, and US History will be scored as Approaches Grade Level or Above.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Local 24 - State Comp Personnel - 1019077.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>10) Teachers will review 2018 EOC results of students to create accelerated intervention plans.</p>	2.4, 2.6	District Administration & Principal	EOC re-tester and initial tester in need will have an accelerated intervention plans.				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>11) Intervention strategies and academic support will be provided to BSA teachers by district staff members.</p>	2.4, 2.6	District Content Coordinators, Success Coach, & Principal	35% of students will be on target to graduate with their cohort. Five year graduation rates will increase by 5%.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>12) Teachers will have designated time to collaboratively plan interventions to meet academic, social and emotional needs of BSA students.</p>	2.5, 2.6	Principal & Teachers	PLC time as evidenced in master schedule (3 times per 9 weeks)				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>13) Teachers will provide weekly interventions based on results from three week common formative assessments.</p>	2.5, 2.6	Principal, Teachers, & Students	60% of students will demonstrate mastery of targeted learning objectives.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>14) Students will be given short formative assessments in EOC tested subjects each week to monitor progress of interventions.</p>	2.4, 2.6	Teachers & Students	60% of students will demonstrate mastery of targeted learning objectives.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>15) Campus administrators will facilitate the recording of each student's performance and enter data for use during PLC discussions.</p>	2.4, 2.6	Campus Administrators & Teachers	60% of students will demonstrate mastery of targeted learning objectives.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>16) Campus staff will analyze and interpret current EOC and credit performance data to measure student growth informing improvements of academic instruction and student learning outcomes.</p>	2.4, 2.6	Campus Staff & District Administration	Campus Met Standard or obtains a letter grade of C or above. Campus met 5 out of 6 performance targets.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>17) Current EOCs and credit performance data will be compared to previous years to determine if campus redesign has improved academic performance.</p>	2.4, 2.6	Campus Staff, Administration DCSI, & District Administration	Campus Met Standard or obtains a letter grade of C or above. Campus met 5 out of 6 performance targets.				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue



**Performance Objective 1 Problem Statements:**















<b>Student Achievement</b>
<b>Problem Statement 1:</b> The campus was structured for credit recovery, not improved academic performance. <b>Root Cause 1:</b> The campus was not designed to prepare students to pass rigorous state assessments to equip them to return to their home campus to graduate with their cohort.
<b>Problem Statement 2:</b> The campus is not structured to effectively intervene with students to address academic, social, and emotional needs. <b>Root Cause 2:</b> The campus was not structured to provide tiered interventions to students in need of academic, social, and emotional supports.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> In general, students perform below the state on STAAR assessments. <b>Root Cause 2:</b> There was a lack of fidelity of implementation of the curriculum.

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

**Performance Objective 2:** In 2018-2019 the performance for Brazos Success Academy students on state assessments will demonstrate 60% student growth in English 2. (Outcome Goal 3)

**Evaluation Data Source(s) 2:** STAAR End-of-Course Exam Summary Reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Campus staff will review 2017 and 2018 EOC results to determine 4-6 high impact readiness standards to be prioritized.</p>	2.4, 2.6	Principal, counselor, and teachers	Campus will identify 4-6 high impact readiness standards for prioritization of instruction and development				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) District will provide funding for 2 additional teachers and 1 success coach.</p>	2.4, 2.6	Human Resources & Principal	Improve student academic performance & 5% increase in student attendance				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) Principal and/or counselor will conduct interviews with incoming students and their parent(s).</p>	2.5, 2.6	Principal, counselor, & Executive Director of Secondary Activities	35% of students will be on target to graduate with their cohort. Five year graduation rates will increase by 5%.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Targeted team will attend Professional Learning Communities training to lead campus through the implementation of the PLC process to improve instruction and student academic performance.</p>	2.4, 2.5, 2.6	Executive Director of Secondary Activities, DCSI, and Principal	Six staff members trained in 2018 and four staff in 2019				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Students will receive face to face instruction in the core EOC content areas at a minimum and work on credits toward graduation.</p>	2.4, 2.5, 2.6	Teachers & Students	Students will earn 3 credits per 9 weeks.				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>6) Teachers will administer common formative assessments in EOC tested courses over STAAR readiness standards to monitor student learning and develop reteaching and interventions as appropriate.</p>	2.4, 2.5, 2.6	Principal, Teachers, & Students	A minimum of 3 common formative assessments per 9 week period.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>7) Students will take TEA interim STAAR assessments online.</p>	2.4, 2.6	Principal, Teachers, & Students	Each student will be administered a TEA interim assessment in each EOC content area for which they need to be assessed at a minimum of once per year.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Interim assessment data will be disaggregated to implement instructional strategies to improve academic performance.</p>	2.4, 2.6	Principal & Teachers	Students will demonstrate 15% improvement on the most recent EOC score versus the immediate past EOC score for the same subject.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>9) Teacher, and paraprofessionals will conduct embedded RtI during the instructional day to support students' understanding of targets</p>	2.4, 2.5, 2.6	Principal	40% of English 1, English 2, Algebra 1, Biology, and US History will be scored as Approaches Grade Level or Above.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>10) Teachers will review 2018 EOC results of students to create accelerated intervention plans.</p>	2.4, 2.6	District Administration & Principal	EOC re-tester and initial tester in need will have an accelerated intervention plans.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>11) Intervention strategies and academic support will be provided to BSA teachers by district staff members.</p>	2.4, 2.6	District Content Coordinators, Success Coach, & Principal	35% of students will be on target to graduate with their cohort. Five year graduation rates will increase by 5%.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>12) Teachers will have designated time to collaboratively plan interventions to meet academic, social and emotional needs of BSA students.</p>	2.5, 2.6	Principal & Teachers	PLC time as evidenced in master schedule (3 times per 9 weeks)				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>13) Teachers will provide weekly interventions based on results from three week common formative assessments.</p>	2.5, 2.6	Principal, Teachers, & Students	60% of students will demonstrate mastery of targeted learning objectives.				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>14) Students will be given short formative assessments in EOC tested subjects each week to monitor progress of interventions.</p>	2.4, 2.6	Teachers & Students	60% of students will demonstrate mastery of targeted learning objectives.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>15) Campus administrators will facilitate the recording of each student's performance and enter data for use during PLC discussions.</p>	2.4, 2.6	Campus Administrators & Teachers	60% of students will demonstrate mastery of targeted learning objectives.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>16) Campus staff will analyze and interpret current EOC and credit performance data to measure student growth informing improvements of academic instruction and student learning outcomes.</p>	2.4, 2.6	Campus Staff & District Administration	Campus Met Standard or obtains a letter grade of C or above. Campus met 5 out of 6 performance targets.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>17) Current EOCs and credit performance data will be compared to previous years to determine if campus redesign has improved academic performance.</p>	2.4, 2.6	Campus Staff, Administration DCSI, & District Administration	Campus Met Standard or obtains a letter grade of C or above. Campus met 5 out of 6 performance targets.				
<p>  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							

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

**Performance Objective 3:** In 2018-2019, 35% of Brazos Success Academy students will be on target to graduate with their cohort. (Constraint 3)

**Evaluation Data Source(s) 3:** Student credit earned reports from the student data system; Graduation rate generated from the region service center data provider, student cohort reports from the student data systems showing total credits earned and grade placements.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Principal and/or counselor will conduct interviews with incoming students and their parent(s).</p>	2.5, 2.6	Principal, counselor, & Executive Director of Secondary Activities	35% of students will be on target to graduate with their cohort. Five year graduation rates will increase by 5%.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Targeted team will attend Professional Learning Communities training to lead campus through the implementation of the PLC process to improve instruction and student academic performance.</p>	2.4, 2.5, 2.6	Executive Director of Secondary Activities, DCSI, and Principal	Six staff members trained in 2018 and four staff in 2019				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Students will receive face to face instruction in the core EOC content areas at a minimum and work on credits toward graduation.</p>	2.4, 2.5, 2.6	Teachers & Students	Students will earn 3 credits per 9 weeks.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>4) Teachers will administer common formative assessments in EOC tested courses over STAAR readiness standards to monitor student learning and develop reteaching and interventions as appropriate.</p>	2.4, 2.5, 2.6	Principal, Teachers, & Students	A minimum of 3 common formative assessments per 9 week period.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Students will take TEA interim STAAR assessments online.</p>	2.4, 2.6	Principal, Teachers, & Students	Each student will be administered a TEA interim assessment in each EOC content area for which they need to be assessed at a minimum of once per year.				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Interim assessment data will be disaggregated to implement instructional strategies to improve academic performance.</p>	2.4, 2.6	Principal & Teachers	Students will demonstrate 15% improvement on the most recent EOC score versus the immediate past EOC score for the same subject.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>7) Teachers will use Edgenuity to accelerate students learning to bring them to grade level before leaving BSA.</p>	2.6	Principal	Students will leave BSA on level or as graduates.				
<p><b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Local 24 - State Comp - 75688.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) Teacher, and paraprofessionals will conduct embedded RtI during the instructional day to support students' understanding of targets</p>	2.4, 2.5, 2.6	Principal	40% of English 1, English 2, Algebra 1, Biology, and US History will be scored as Approaches Grade Level or Above.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) Teachers will review 2018 EOC results of students to create accelerated intervention plans.</p>	2.4, 2.6	District Administration & Principal	EOC re-tester and initial tester in need will have an accelerated intervention plans.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>10) Intervention strategies and academic support will be provided to BSA teachers by district staff members.</p>	2.4, 2.6	District Content Coordinators, Success Coach, & Principal	35% of students will be on target to graduate with their cohort. Five year graduation rates will increase by 5%.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>11) Teachers will have designated time to collaboratively plan interventions to meet academic, social and emotional needs of BSA students.</p>	2.5, 2.6	Principal & Teachers	PLC time as evidenced in master schedule (3 times per 9 weeks)				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>12) Teachers will provide weekly interventions based on results from three week common formative assessments.</p>	2.5, 2.6	Principal, Teachers, & Students	60% of students will demonstrate mastery of targeted learning objectives.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>13) Students will be given short formative assessments in EOC tested subjects each week to monitor progress of interventions.</p>	2.4, 2.6	Teachers & Students	60% of students will demonstrate mastery of targeted learning objectives.				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>14) Campus administrators will facilitate the recording of each student's performance and enter data for use during PLC discussions.</p>	2.4, 2.6	Campus Administrators & Teachers	60% of students will demonstrate mastery of targeted learning objectives.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>15) Campus staff will analyze and interpret current EOC and credit performance data to measure student growth informing improvements of academic instruction and student learning outcomes.</p>	2.4, 2.6	Campus Staff & District Administration	Campus Met Standard or obtains a letter grade of C or above. Campus met 5 out of 6 performance targets.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>16) Current EOCs and credit performance data will be compared to previous years to determine if campus redesign has improved academic performance.</p>	2.4, 2.6	Campus Staff, Administration DCSI, & District Administration	Campus Met Standard or obtains a letter grade of C or above. Campus met 5 out of 6 performance targets.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> High School completion indicators provide evidence that students from poverty are most at risk to dropout of high school. <b>Root Cause 1:</b> Families from poverty need services that will support children going to school instead of to work.

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

**Performance Objective 4:** For the 2019-2020 state accountability, the campus will implement a variety of strategies to build CCMR opportunities into the campus structure and the campus will meet one or more CCMR indicators. (Outcome Goal 5)

**Evaluation Data Source(s) 4:** 2019 CCMR Report.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  1) Explore TSI testing opportunities through the local community college.	2.6	Executive Director of Secondary Academics	TSI testing opportunities for BSA students will be identified and communicated to campus leadership.				
	<b>Problem Statements:</b> Student Achievement 3						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  2) Evaluate the feasibility to implement On Ramps at Brazos Success Academy.	2.6	Executive Director of Secondary Academics	Initial investigations into the possibility of offering On Ramps courses at BSA will be conducted and next steps developed.				
	<b>Problem Statements:</b> Student Achievement 3						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  3) Schedule military recruiter visits for the year.	2.6	Principal	A schedule of recruiter visits will be completed and dates entered on the campus master calendar.				
	<b>Problem Statements:</b> Student Achievement 3						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  4) Administer a career interest inventory to all BSA students and align it with certification and dual credit opportunities.	2.6	Principal and Counselor	The career interest inventory will be administered in mid-September and results disaggregated to identify the top certification interests, and to identify programs at the local community college students can begin.				
	<b>Problem Statements:</b> Student Achievement 3						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  5) Provide all juniors with the opportunity to take the SAT exam.	2.4	Counselor	Participating juniors will be administered the SAT on the designated testing date in February.				
	<b>Problem Statements:</b> Student Achievement 3						



<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  6) Explore the feasibility of providing qualifying students with the opportunity to take appropriate college preparatory courses.	2.4, 2.5, 2.6	Executive Director of Secondary Academics	Initial investigations into the possibility of offering College Preparatory classes at BSA will be conducted and next steps developed.				
	<b>Problem Statements:</b> Student Achievement 3						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  7) Identify dual credit and industry certification programs available to qualifying BSA students.	2.6	Executive Director of Secondary Academics and Principal	Using the results from the career interest inventory, a list of certification programs and dual credit opportunities available to BSA students will be generated.				
	<b>Problem Statements:</b> Student Achievement 3 <b>Funding Sources:</b> 289 - Title IV, Part A - 23933.00						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  8) Conduct exit interviews with graduating students to determine intent to enlist in the military.	2.6	Principal and Counselor	The principal and counselor will generate a list of students who declared their intent to enlist in the military.				
	<b>Problem Statements:</b> Student Achievement 3						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  9) Complete a plan to provide CCMR opportunities to BSA students to be implemented in 2019-2020.	2.6	Executive Director of Secondary Academics and Principal	The completed plan will be provided to the Superintendent's Cabinet for review and approval.				
	<b>Problem Statements:</b> Student Achievement 3						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  10) Enroll BSA students in identified dual credit and industry certification programs available to qualifying students for 2019-2020.	2.6	Counselor	Using the list of available certification and dual credit opportunities, 50% or more BSA students who will continue enrollment in 2019-2020 will be helped to enroll in certification programs or college to earn dual credit.				
	<b>Problem Statements:</b> Student Achievement 3						
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

### Performance Objective 4 Problem Statements:

Student Achievement
<b>Problem Statement 3:</b> Only 11% of Brazos Success Academy graduates in 2016-17 met the CCMR criteria. <b>Root Cause 3:</b> The campus was not structured to provide students with opportunities to meet College, Career and Military Readiness criteria.

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

**Performance Objective 5:** For the 2018-2019 school year, teachers will receive professional development to support Edgenuity and relating to high at-risk students resulting in 70% of 9th graders exiting B\*Inspired caught-up in credits and 85% of Brazos Success students graduating from high school. (Constraint 3)

**Evaluation Data Source(s) 5:** Training certificates, sign-in sheets, copies of training materials, improved student engagement and success with Edgenuity as documented on B-TAS walkthrough forms.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7  1) Teachers will apply Edgenuity professional development with all students throughout the school year.	2.4, 2.5, 2.6	Principal	70% of 9th graders will exit caught-up in credits and 85% of Brazos Success students will graduate from high school.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

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

**Performance Objective 1:** During the 2018-2019 school year the Brazos Success Academy will reduce student discipline referrals by 10%.

**Evaluation Data Source(s) 1:** PEIMS 425 reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7  1) Teachers will implement Capturing Kids Heart and PBIS strategies increase student engagement and reduce classroom disruptions.	2.4, 2.5, 2.6	Principal	Office referrals will decrease by 10%				
<b>Problem Statements:</b> School Culture and Climate 1 <b>Funding Sources:</b> Local 24 - State Comp - 2200.00							
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7  2) Provide campus training and support to meet students' social and emotional needs.	2.4, 2.5, 2.6	Principal, counselor, success coach, and teachers	10% reduction in student discipline referrals and 5% increase in student attendance				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Local 24 - State Comp - 2020.00							
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7  3) Implementation of school wide student management plan.	2.5, 2.6	Principal, counselor, success coach, and teachers	10% Reduction in student discipline & 5% increase in student attendance				
<b>Problem Statements:</b> School Culture and Climate 1 <b>Funding Sources:</b> Local 24 - State Comp - 300.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> High School completion indicators provide evidence that students from poverty are most at risk to dropout of high school. <b>Root Cause 1:</b> Families from poverty need services that will support children going to school instead of to work.
School Culture and Climate

**Problem Statement 1:** Students perceive that students do not respect their teachers or each other. **Root Cause 1:** The campus has not systematized character education to ensure that every student in the district is receiving quality character education consistently and frequently throughout the school year.

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

**Performance Objective 2:** In 2018-2019, Brazos Success teachers will complete all required professional development modules.

**Evaluation Data Source(s) 2:** Safe Schools and EduHero certificates of completion for all teachers.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7  1) Teachers will complete safe schools and EduHero modules on required district professional development.	2.6	Principal	100% of administrators, teachers and support staff complete training.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

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

**Performance Objective 1:** For the 2018-2019 school year, campus administration will implement one activity per month to boost staff morale and increase teacher retention.

**Evaluation Data Source(s) 1:** The Brazos Success Employment Satisfaction Survey indicate a better than 80% satisfaction rate. The staff turnover rate of non-retire/rehire teachers will be under 25%.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7  1) Principal will give teachers positive rewards and affirmations to increase morale and retention rate.	2.5, 2.6	Principal	80% satisfaction rate on survey.				
<b>Problem Statements:</b> School Culture and Climate 1 <b>Funding Sources:</b> Local 24 - State Comp - 500.00							
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7  2) Hospitality Committee will organize once a month staff activities to increase morale and retention rate.	2.5, 2.6	Principal & Hospitality Committee	80% satisfaction rate on survey.				
<b>Problem Statements:</b> School Culture and Climate 1 <b>Funding Sources:</b> Local 24 - State Comp - 800.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 1 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Students perceive that students do not respect their teachers or each other. <b>Root Cause 1:</b> The campus has not systematized character education to ensure that every student in the district is receiving quality character education consistently and frequently throughout the school year.

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

**Performance Objective 2:** Brazos Success Academy teacher attendance will improve from 96.4% to 96.8% in 2018 -2019. (Constraint 2)

**Evaluation Data Source(s) 2:** Quarterly teacher attendance reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 1) Reward staff with great attendance monthly through jeans passes.	2.6	Principal & Administrative Team	.4% increase in staff attendance by end of year				
<b>Problem Statements:</b> Student Achievement 0, 2							
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 2) Reward staff with perfect attendance monthly with snacks and dessert treats.	2.6	Principal & Administrative Team	.4% increase in staff attendance by end of year				
<b>Problem Statements:</b> Student Achievement 0, 2							
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 3) Reward teachers with the highest second period student attendance through ice cream sundaes every Transition Camp day.	2.6	Principal & Administrative Team	.4% increase in staff attendance by end of year				
<b>Problem Statements:</b> Student Achievement 0, 2							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 0:</b> The campus is not structured to effectively intervene with students to address academic, social or emotional needs. <b>Root Cause 0:</b> The campus was not structured to provide tiered interventions to students in need of academic, social or emotional support.
<b>Problem Statement 2:</b> The campus is not structured to effectively intervene with students to address academic, social, and emotional needs. <b>Root Cause 2:</b> The campus was not structured to provide tiered interventions to students in need of academic, social, and emotional supports.

# 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 2018-19, the attendance rate will increase to at or above 75%.

**Evaluation Data Source(s) 1:** District attendance reports.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) All staff will implement student rewards for high attendance.	2.5, 2.6	Principal	The attendance rate will increase to at or above 75%.				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Local 24 - State Comp - 700.00							
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6  2) Administrators will regularly monitor student attendance and utilize district resources to intervene when a student's attendance becomes erratic, or the student fails to attend school for successive days not due to illness.	2.4, 2.5, 2.6	Principal	The attendance rate will increase to at or above 75%.				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Local 24 - State Comp - 400.00							
= Accomplished                           = Continue/Modify                           = No Progress                           = Discontinue							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> High School completion indicators provide evidence that students from poverty are most at risk to dropout of high school. <b>Root Cause 1:</b> Families from poverty need services that will support children going to school instead of to work.



**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, Brazos Success Academy NTC teachers will incorporate technology into their lessons at least 100% of the time.

**Evaluation Data Source(s) 2:** Walkthrough documentation will indicate that technology was used in instruction 100% of the time.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4  1) Teachers will use the online curriculum of Edgenuity to complete student courses.	2.4, 2.5, 2.6	Principal	Students will have increase time on curriculum based on their session logs.				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Local 24 - State Comp - 750.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> High School completion indicators provide evidence that students from poverty are most at risk to dropout of high school. <b>Root Cause 1:</b> Families from poverty need services that will support children going to school instead of to work.

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

**Performance Objective 1:** In 2018-2019, the Brazos Success Academy will actively engage in several activities to increase parent participation and support of their child's graduation progress, and to educate the community about the program with a goal of 10% or better parent participation.

**Evaluation Data Source(s) 1:** Sign-in sheets from open house and parent conferences. Teacher call logs.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 1) BSA will hold parent conferences 2 times per year to communicate student performance.	2.4, 2.6	Principal, counselor, & teachers	10% or better parent participation.				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) BSA will conduct an open house in the fall and spring.	2.6	Principal, counselor, & teachers	10% or better parent participation.				
<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Local 24 - State Comp - 300.00							
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 3) Teachers will conduct parent conferences to review and/or discuss personal graduation plans (PGPs) (Targeted Element 3, Strategy 3)	2.6	Principal	10% or better parent participation				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

**Parent and Community Engagement**

**Problem Statement 1:** Parents aren't involved in campus decision making. **Root Cause 1:** Parents need to be actively recruited to serve on campus decision making committees. The locations and times of the meetings need to reflect the needs of the parents (flexible times & locations).

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	4	1	Explore TSI testing opportunities through the local community college.
1	4	2	Evaluate the feasibility to implement On Ramps at Brazos Success Academy.
1	4	3	Schedule military recruiter visits for the year.
1	4	4	Administer a career interest inventory to all BSA students and align it with certification and dual credit opportunities.
1	4	5	Provide all juniors with the opportunity to take the SAT exam.
1	4	6	Explore the feasibility of providing qualifying students with the opportunity to take appropriate college preparatory courses.
1	4	7	Identify dual credit and industry certification programs available to qualifying BSA students.
1	4	8	Conduct exit interviews with graduating students to determine intent to enlist in the military.
1	4	9	Complete a plan to provide CCMR opportunities to BSA students to be implemented in 2019-2020.
1	4	10	Enroll BSA students in identified dual credit and industry certification programs available to qualifying students for 2019-2020.
1	5	1	Teachers will apply Edgenuity professional development with all students throughout the school year.
5	1	3	Teachers will conduct parent conferences to review and/or discuss personal graduation plans (PGPs) (Targeted Element 3, Strategy 3)

# State Compensatory

## Personnel for Brazos Success Academy:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bishop, Regina	Teacher	Brazos Success Academy	1
Center, Kristine	Teacher	Brazos Success Academy	1
Charles, Willane	Teacher	Brazos Success Academy	1
Edwards, Betty	Paraprofessional	Brazos Success Academy	1
Edwards, Carolyn	Secretary	Brazos Success Academy	1
Engleking, Julie	Counselor	Brazos Success Academy	1
Gibson, Lisa	Teacher	Brazos Success Academy	1
Godoy-Diguette, Cryss	PRS Teacher	Brazos Success Academy	1
Hernandez, Jeanne	Registrar	Brazos Success Academy	1
Jamison, Scott	Teacher	Brazos Success Academy	1
John, Binu	Assistant Principal	Brazos Success Academy	1
Jones, Nikki	Teacher	Brazos Success Academy	1
Kearney, Kate	Teacher	Brazos Success Academy	1
Merritt, Brooke	Principal	Brazos Success Academy	1
Rivera, Cassandra	Paraprofessional	Brazos Success Academy	1
Shirley, Laura	Teacher	Brazos Success Academy	1
Sidney, Darnell	PEIMS Clerk	Brazos Success Academy	1

# Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Brooke Merritt	Principal
Administrator	Binu John	Assistant Principal
Administrator	Julie Engleking	Counselor
Classroom Teacher	Laura Shirley	ELA Teacher
Classroom Teacher	Scott Jamison	ELA Teacher
Classroom Teacher	Cryss Godoy	PRS Teacher
Paraprofessional	Carolyn Edwards	Principal's Secretary
District-level Professional	Monty Burger	Chief Operations & Technology Officer
Parent	Tiffany Harris	Parent
Community Representative	Sheila Austin	Community Member
Community Representative	Diane Woods	Community Member
Business Representative	Casandra Espinoza	Business Member
Business Representative	Alexis Moore	Business Member

# Campus Funding Summary

Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Employee Travel to PLC Conference	199.13.6411.36.006.26	\$3,000.00
1	1	4	Administrator Travel to PLC Conference	199.23.6411.36.006.26	\$1,000.00
1	1	4	Transportation Cost to PLC Conference	199.23.6494.01.006.26	\$400.00
1	1	5	Classroom Instructional Supplies	199.11.6395.36.006.26	\$4,500.00
1	1	5	Technology Supplies	199.23.6395.82.006.26	\$400.00
1	3	7	Edgenuity Licenses & CTE Courses	199.11.6399.36.006.26	\$75,460.00
1	3	7	Technology Supplies	199.23.6395.82.006.26	\$228.00
2	1	1	Student PBIS Incentives for Earning Credits & Attendance	199.11.6395.07.006.26	\$2,000.00
2	1	1	Instructional Field Trip	199.11.6494.01.006.26	\$200.00
2	1	2	ESC Services	199.13.6239.00.006.26	\$200.00
2	1	2	Counselor Organization Dues	199.31.6495.00.006.26	\$150.00
2	1	2	Counselor Travel to Conferences	199.31.6411.00.006.26	\$500.00
2	1	2	Principal Organization Dues	199.23.6495.00.006.26	\$670.00
2	1	2	Principal Travel to Conferences	199.23.6411.36.006.26	\$500.00
2	1	3	Discipline Referrals	199.23.6395.00.006.26	\$300.00
3	1	1	Teacher Appreciation Recognitions	199.23.6395.00.006.26	\$500.00
3	1	2	Teacher Appreciation Week Luncheon	199.23.6496.00.006.26	\$800.00
4	1	1	College visit transportation	199.13.6494.01.006.26	\$200.00
4	1	1	Student Incentives	199.23.6395.00.006.26	\$500.00
4	1	2	Student Incentives	199.23.6395.00.006.26	\$400.00
4	2	1	Campus Consumable Technology Supplies	199.11.6395.84.006.26	\$500.00
4	2	1	Technology Consumable Supplies	199.23.6395.84.006.26	\$250.00
5	1	2	Refreshments for parents	199.23.6395.00.006.26	\$300.00
<b>Sub-Total</b>					<b>\$92,958.00</b>

<b>Budgeted Fund Source Amount</b>					\$92,958.00
<b>+/- Difference</b>					\$0
<b>Local 24 - State Comp Personnel</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	2 Teachers & 1 Success Coach Salary		\$170,000.00
1	1	9	Teacher Salaries		\$1,019,077.00
<b>Sub-Total</b>					\$1,189,077.00
<b>Budgeted Fund Source Amount</b>					\$1,189,077.00
<b>+/- Difference</b>					\$0
<b>255 - Title II, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	Registration and travel expense to attend the PLC Conference	255.13.6411.14.006.26	\$4,732.00
<b>Sub-Total</b>					\$4,732.00
<b>Budgeted Fund Source Amount</b>					\$4,732.00
<b>+/- Difference</b>					\$0
<b>289 - Title IV, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	7	laptops & cart; software licenses & testing licenses	289.11.6399.82.889.24	\$23,933.00
<b>Sub-Total</b>					\$23,933.00
<b>Budgeted Fund Source Amount</b>					\$23,933.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$1,310,700.00