

Brownsville Independent School District
Brownsville Learning Academy High School
2017-2018 Campus Improvement Plan

Accountability Rating: Improvement Required



Mission Statement

Our Mission Statement

Our mission is to ensure that all students meet the requirements for graduation, prepared to succeed in institutions of higher education and/or in the career of their choice. As advocates for all students attending BLA, all stakeholders will foster relationships that support an atmosphere of mutual respect and responsibility.

Vision

Our Vision for BLA

The Brownsville Learning Academy is an alternative education high school that provides individualized instruction while providing counseling services that support all students in completing their secondary education. We partner with Career and Technical Education (CTE) in order to empower all students to successfully transition into post-secondary and career opportunities to become positive, contributing members of society. This will ensure that all students have access to job training while completing their high school diploma and attain high-level academic skills as well as equipping them to be lifelong learners.

Core Beliefs

Philosophy at BLA

The Academy features a competency – based learning system in the school of choice. For those students who want to complete a technical/vocational program while completing their high school requirements, BLA is the right choice for you.

The BLA logo

This shield itself stands for honor, truth, and wisdom. Red represents passion for learning. White represents faith to accomplish goals. Blue signifies the trust in oneself to see things through.



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Comprehensive Needs Assessment

Needs Assessment Overview

Brownsville Learning Academy (BLA) is located in The Brownsville Independent School District in Brownsville, Texas. The BLA campus is located at 1800 Cummings Place, Brownsville, Texas 78520, Phone: (956) 548-8630, Fax: (956) 548-8218, Principal: Teresa de Saro, E-mail:tdesaro@bisd.us, and opened: 2005. BLA is funded almost entirely by the State Compensatory Education Department of BISD.

The Student population varies at BLA due to the nature of the program whereby students that are below grade level can accelerate academically via the computer assisted curricula (Compass, PathBlazer, A+) and CTC modules. Upon completion of the high school requirements, our students go through the regular graduation ceremony. The student population at the Brownsville Learning Academy is at any given time around 300 students and serves students in grades 9 through 12. Our campus profile is approximately 99 % Hispanic and 1% other and 100 % are identified as Economically Disadvantaged and At-Risk. A significant number of the students at BLA are classified as Limited English Proficient and a majority of our students are bilingual in English/Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance, and some students at BLA are under the Homeless Youth Project.

It is imperative that we identify and immediately enrollment children classified as homeless children and unaccompanied youth via the McKinney-Vento Act.

Migrant students will receive all grade appropriate school supplies and non-instructional supplemental support from the District on an as-needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunities for meeting the academic challenges of all students.

The College Career and Technology Connections program at BLA is for drop-out recovery of students from 18-26 years of age. Our high school students participate in the college readiness activities such as visiting UTRGV and TSC just as other high school students do. Brownsville Learning Academy students are recipients of an eclectic, well-balanced, curriculum. Computer assisted curricula offer courses in every subject area necessary for regaining of credit, as well as needed state electives that count towards graduation. Our students are afforded the opportunity to take CTE classes such as welding at one of the comprehensive high schools. Students at our school also have access to new graduation plans as per TEA. EOC's and TAKS are offered to the students as per their academic need. We administer the Texas Success Initiative (TSI) to pave the way for our graduates to enter high ed. For those who struggle, we offer the TSI Class in Math and in English which allow them to enter higher ed. without passing the exam.

The current staff of the Brownsville Learning Academy is comprised of 20 teachers, 1 principal, 1 dean of instruction, and 1 assistant principal, 1 counselor, 1 testing coordinator and other support staff. The ethnicity of the Brownsville Learning Academy staff is 99.5 % Hispanic. The teaching staff is also 33% male and 67% female.

Demographics

Demographics Summary

Student population varies at BLA due to the nature of the program. Students who are between three years below grade level can accelerate academically via the computer assisted curricula, assorted software, CTC on-line modules, direct teach or with a combination of strategies can get caught up. High School students who enroll at BLA will become BLA graduates. The student population at the Brownsville Learning Academy is at any given time between 250 and 350 students and serves students in grades 9 through 12. Our campus profile is approximately 99 % Hispanic and 1% other and 100 % are identified as Economically Disadvantaged and identified as At-Risk. A significant number of the students at BLA are classified as Limited English Proficient and a majority are bilingual in English/Spanish.

Demographics Strengths

1. Highly qualified teachers in core areas
2. Computer availability in both labs and in the classrooms.
3. Stable faculty with minimal turnover
4. Small class sizes with integration of technology to better address the unique needs of the at-risk and overage students

Demographics Needs

- >Need to increase attendance for at-risk students enrolled at BLA HS
- >Need additional district and community supports to address unique student needs (especially those who are already adults)
- >Need to provide additional incentives to improve attendance and reward performance

Student Achievement

Student Achievement Summary

Student population varies at BLA due to the nature of the program whereby students that are three years below grade level accelerate academically via the computer assisted curricula (Compass Odyssey program, A+, Mind Play, etc.) and CTC modules.

Our campus goal is to increase student attendance and achievement, by challenging all students with high expectations and recognizing those students who come to school with small incentives. Our goal is to provide support services as needed to our students who are having difficulty meeting the attendance and academic goals. Because BLA is classified as an Alternative School through TEA, the test scores can be lower than the traditional high schools; however, BLA did not meet the Alternative School Standard. Because our scores were so low, we are required to include a section in our Campus Improvement Plan (CIP) called Texas Accountability Intervention System (TAIS). TAIS focuses on the most critical areas required to improve for the overall student performance on the state exams. Current research shows that student achievement is directly linked to student attendance.

Student EOC Data from BISD Preliminary Reports for BLA HS

Assessment	All students	At-risk	Econ. Dis.	ELL	SPED
English I	10%	11%	11%	2%*	
English II	11%	11%	11%	0%*	
Algebra I	32%	32%	32%	28%*	
US History	58%	56%	56%	41%*	
Biology	30%	28%	30%	20%*	

*masked numbers

Student Achievement Strengths

1. Credit Acceleration through Extended Year
2. Flexible pathways to Credit Recovery
3. Credit Acceleration through Cohort at the beginning of the school year

4. Summer School credit recovery
5. Part-time Dyslexia Teacher
6. Targeted instruction that addresses the diverse needs of the student population

Student Achievement Needs

- >Need to increase passing rates on the state assessment at all levels and in all subjects
- >Need additional high school level library resources
- >Need full time librarian to support literacy development
- >Need supplemental instructional paraprofessional to support literacy activities across the curricular areas
- >Need PEG Writing and other software to support literacy
- >Need to provide extended day/year learning time for successful IGC completion
- >Need hardware and instructional software including A+, Think Thru Math, PEG, and other software to support the modular technology-based instructional model being implemented
- >Need additional professional development on effective instructional interventions (including RtI interventions) to better support struggling learners

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Academic performance in all subjects was significantly below 60% passing rates (and campus missed AEA targets for Index 1 and 4). **Root Cause:** Insufficient direct instructional learning time scheduled and need for more instructional supports for students to be successful.

Problem Statement 2: Dropout rates were above (and graduation rates are below) expected rates for AEA Index 4 performance standards. **Root Cause:** Prior year scheduling and graduation options were not all as supportive as needed to attain lower dropout and higher graduation rates.

School Culture and Climate

School Culture and Climate Summary

The campus conducts surveys, which include students, teachers, parents and community members to determine the needs of the campus. Since as of Fall 2016, BLA is a stand-alone high school campus, seniors graduate from this campus.

Every effort is made to ensure a safe and orderly environment that is conducive to student learning. A vital concern is improvement of school culture specifically to foster academic success by providing strong support services to students that are at-risk of not completing high school in four years. We have extended year and, at the beginning of the school year, we introduce a cohort program for those students who need to finish up a few credits for promotion.

School Culture and Climate Strengths

1. Celebration of Red Ribbon Week
2. Participation in History Fair and Science Fair
3. Opening opportunity for our students to attend CTE classes and participate with students from around the district
4. Mutual respect amongst all stakeholders is readily seen in the interactions between students, teachers, staff and visitors
5. Strong support services
6. Cleanliness of campus
7. Students and teachers feel welcom and safe at school based on CNA survey responses

School Culture and Climate Needs

- >Need for small incentives awarded to those students who are doing well in their classes and those who come to school regulary
- >Need support of Community in Schools staff to support student's unique needs
- >Need for additional supports for students who are independent adults

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Department Chairs and Primary appraisers work together to analyze their departments and address the needs of each. The Committee is aware that any hire has to be highly qualified, dedicated and committed to working with "at-risk" students. The percentage of teachers who remain at BLA is high and continues to improve. When positions become available, the campus consults with HR to find highly qualified candidates to fill vacant positions. In recognition of our large number of ELL students, Bilingually certified faculty are available. Teachers are expected to get trained in sheltered instruction so they can work more effectively with our students. We have also opened up a Library for which allows our students more access to print and serves as a focus for cross-content literacy activities.

Staff Quality, Recruitment, and Retention Strengths

1. Experienced ELA teachers whose specialty is reading/writing to support students who read far below grade level
2. Highly qualified teachers in all subject areas
4. Teacher retention is high
5. Collegiality is evident in the interactions of faculty and staff
6. Teachers are satisfied working at BLA HS

Staff Quality, Recruitment, and Retention Needs

- >Need for Teachers to attend several trainings provided by the District and campus to specifically target acquisition of effective teaching modalities
- >Need additional counselor to allow for more student/counselor time to address the many needs of BLA HS students

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data is disaggregated by departments and analyzed to determine the needs of the campus. BLA implements District initiatives, by providing a correlation of the state TEKS to the CTC modules, A+, and Compass Learning. Teachers meet periodically to align CTC and A+ modules as well as Compass to the TEKS. Our highly qualified teachers supplement these modules with relevant resource material to increase rigor and relevance and to ensure student success on state assessments. TLI cognitive strategies are used in classrooms: think/turn/talk; making connections, creating mental images, making inferences and predictions; asking and answering questions and determine importance and summarizing.

Curriculum, Instruction, and Assessment Strengths

1. Teachers use technology for instruction, interventions and monitoring of progress: A+, CTC, Compass Learning, Mind Play, Think Through Math, PEG Writing, Istation, Ellevation, Eduphoria, Aware
2. Full Library and materials available to support literacy activities
3. Teacher made resources for modules and supplementary materials provided by book manufacturers during book adoptions
4. CTC software and other software updates are maintained
5. The use of TLI strategies such as: think/turn/talk, making connections, creating mental images, making inferences and predictions, asking and answering questions, determining importance and summarizing
6. The C & I specialists' services are used for instructional support and planning

Curriculum, Instruction, and Assessment Needs

- >Need additional training on effective instructional delivery and rigor of content
- >Need support from the Curriculum department specialists and lead teachers to visit the classrooms to provide suggestions and support
- >Need additional resources to address the large percentage of ELL students who need additional help with reading and comprehension
- >Need additional professional development opportunities for all teachers on research based strategies to ensure more effective/efficient monitoring of literacy development in all content areas

- >Need data review support specific to the BLA HS instructional model including how to use Eduphoria and Tango to drill down on individual student needs
- >Need direct instruction teachers to develop literacy strategies across the curriculum by attending curriculum PLC meetings

Family and Community Involvement

Family and Community Involvement Summary

The Parental Involvement Program participation increased by providing multiple opportunities to parents to attend meetings that will cover a multitude of topics: Graduation Requirements, PRS, state assessment requirements, college and career opportunities, gang and gang violence, etc. We will use School Messenger to contact our families and remind them of the meetings. Increase Attendance for at-risk student enrolled at BLA by constant monitoring and judicious use of the Parent Liaison, Home Visitors, Security, and School Messenger.

A Parent Volunteer helps to engage our parents in our school community. We have updated our web page and are setting up individual web pages for our teachers to provide more current information on BLA, our students and our successes. Also, we now have training on the use of School Messenger so we can send out messages to our students, parents and staff.

We have posted charts in each classroom for our students. This allows all parents and students to view student progress through the modules and encourages students to work diligently toward completion.

Family and Community Involvement Strengths

Our Home Visitors and Parental Involvement Liaison are our strengths. We have a Communities in Schools person this year and this helps to promote a stronger relationship between our families and our school.

Family and Community Involvement Needs

>Need to increase parental involvement by providing opportunities to attend monthly meetings at various times.

>Need meetings to encompass a variety of topics: Title I services, parental guidelines and regulations, gang and gang violence, drop out prevention and graduation requirements and opportunities for students to obtain post-high school education

School Context and Organization

School Context and Organization Summary

The Principal works closely along with Dean and Assistant Principal to cover key content areas. Department Chairs, too, strengthen the communication between administration and core areas. All are involved in the decision-making process along with Counselor and the Testing Coordinator.

BLA HS holds faculty meetings twice a month (there is also a student representative and community representative) and administrative meetings (including campus administrators, counselors, Testing Coordinator) at least weekly. This promotes improved communication and airs campus concerns on a timely basis.

School Context and Organization Strengths

1. Certified teachers in content areas
2. Librarian on staff
3. Close collaboration and communication among faculty and staff through formal and informal processes

School Context and Organization Needs

>Need a full-time campus TST to better support the campus that relies heavily on computer-based modular instruction

>Need more access to CTE and job-related opportunities for students to better prepare them to move into the workforce or higher education

Technology

Technology Summary

The faculty and staff work together to determine the needs of the campus by communicating with fellow staff members and reviewing data sources.

Due to limited funds, the staff routinely look for usable technology from other locations and visit the warehouse to look for projectors, computers, etc. which can be used in our classrooms.

Technology Strengths

1. Creation of 2 computer labs in addition to classroom technology
2. Up to date software for credit recovery and acceleration
3. Compass Odyssey Learning, A+ Modules, IStation, Mind Play, Living with Science and other instructional software
4. LION Reading Program and Ellevation for monitoring student progress
5. School Messenger for contacting adult students and parents

Technology Needs

>Need to purchase computers and printers to fully implement a computer assisted instructional program

>Need to continue to purchase updates for all instructional modules

>Need to purchase projectors for each classroom

>Need to provide more professional development for our faculty and staff in technology integration in the classroom to increase student achievement in areas of EOC, credit recovery and acceleration

>Need to provide IP phones to increase parental contacts and provide increased safety for classrooms

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

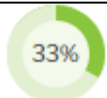
Goals




Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens



Performance Objective 1: BISD student performance for all students, all grades, all subjects will exceed 2017 EOC percent Approaches Grade Level and EOC Meets Grade Level performance by 5 percentage points.






Evaluation Data Source(s) 1: Benchmarks, EOC, Dropout Rate, Graduation Rate, and Completion Rate

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Administration, Counselor, and Department Chairs will closely monitor the implementation of remediation strategies in core-area subjects for low-performing at-risk students and reluctant learners in order to decrease the retention rate and improve student achievement.</p> <p>CNA pg. 9</p> <p>Population: All BLA HS At-Risk Students</p> <p>Timeline: August 2017-June 2018</p>		<p>Principal Dean of Instruction Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education</p>	<p>Formative: Eschool Plus, attendance report, lesson plans, classroom observations, student progress reports, benchmark scores, last report card, transcript material being placed in public folders for teacher access and review</p> <p>Summative: Passing Rates on EOC and Retention Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$12,743.00, 199 Local funds - \$2,661.00</p>							

<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Administration will manage the instructional programs, provide instructional leadership to ensure student success, and oversee the implementation of district and campus policy and procedures.</p> <p>CNA Page no. 8,10</p> <p>Population: All HS Students, At-Risk Students</p> <p>Timeline: August 2017-June 2018</p>	<p>Principal Dean of Instruction Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education</p>	<p>Formative: Student Progress Reports, Benchmark scores</p> <p>Summative: EOC</p>				
<p>Funding Sources: 162 State Compensatory - \$12,419.00, 199 Local funds - \$1,665.00</p>						
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Instructional resources, including A+, CTC modules, Think Through Math, Compass Odyssey, Living with Science, Sirius, Mind Play, and others will be provided to students in the foundation curriculum to improve academic achievement and attendance. In addition, PEG Writing and adaptive curriculum will be made available for students to improve academic performance.</p> <p>CNA Pg. 9, 12-13</p> <p>Population: All BLA HS At-Risk Students</p> <p>Timeline: August 2017-June 2018</p>	<p>Principal Dean of Instruction Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores</p> <p>Summative: EOC, Attendance Rate, Retention Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$3,795.00, 199 Local funds - \$1,234.00</p>						

<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Provide campus professional development opportunities for all teachers on research based strategies to ensure monitoring and appropriate learning opportunities in literacy and the foundation curriculum.</p> <p>CNA Pg. 11</p> <p>Population: All BLA HS Teachers</p> <p>Timeline: August 2017-June 2018</p>	<p>Principal Dean of Instruction Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education</p>	<p>Formative: PDS Session Evaluation Report, Student Progress Reports, Benchmark scores, Lesson plans, classroom observations</p> <p>Summative: EOC Test Results</p>				
<p>Funding Sources: 199 Local funds - \$1,078.00</p>						
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Time will be allotted for teachers to align curriculum with TEKS (using instructional technology) across the grade levels, do classroom observations on campus, and off, to enhance and enrich their instructional delivery and increase quality academic writing. This would also promote and provide necessary technology to students. Time will be allotted to participate in district PLC meetings.</p> <p>CNA Pg. 9, 11, 12-13</p> <p>Population: All BLA HS At-risk Students</p> <p>Timeline: August 2017-June 2018</p>	<p>Principal Dean of Instruction Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education</p>	<p>Formative: Walkthroughs, Curriculum Alignment Document, Lesson Plans</p> <p>Summative: EOC Test Results</p>				
<p>Funding Sources: 162 State Compensatory - \$30,324.00, 199 Local funds - \$3,484.00</p>						


<p>6) Students will have access to a library on campus with a full-time librarian to integrate additional literacy resources for instruction to improve academic performance. Student will travel to promote college awareness.</p> <p>CNA Pg. 9 and 11</p> <p>Population: all BLA HS Students</p> <p>Timeline: August 2017 to June 2018</p>	<p>Principal Dean of Instruction Assistant Principal Librarian Department Chairs</p>	<p>Formative: Student Progress Reports, Benchmark scores, Library schedule</p> <p>Summative: EOC passing rates, EOY Literacy data</p>				
<p>Funding Sources: 199 Local funds - \$2,427.00</p>						
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						


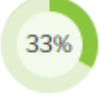

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens


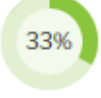
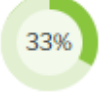
Performance Objective 2: Brownsville Learning Academy through targeted academic effort/delivery of instruction will support the district in reducing the dropout rate to less than 1%, increase the High School Completion Rate to 95% and the Graduation Rate to 80%.

Evaluation Data Source(s) 2: EOC, Benchmark Data

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Alternative or non-traditional schooling and delivery model options (e.g., blended learning, virtual learning, competency based credit opportunities with direct instruction) provide alternative avenues to credit earning and graduation, with programs paying special attention to the students individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation.</p> <p>CNA Pg. 9 and 12-13</p> <p>Population: All HS Students, At-risk Students</p>		<p>Principal Dean of Instruction Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education</p>	<p>Formative: Walkthroughs, Curriculum Alignment Document, Lesson Plans</p> <p>Summative: EOC Test Results, IGC completion rates, reduced drop out and increased graduation rates</p>	 <p>33%</p>			

<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) BLA will provide Extended day tutorials for IGC as well as additional tiered instruction for students.</p> <p>CNA Pgs. 9, 12-13</p> <p>Population: At-risk Students meeting IGC criteria</p> <p>Timeline: August 2017 to June 2018</p>	<p>Principal Dean of Instruction Assistant Principal Counselor Department Chairs</p>	<p>Formative: Walkthroughs, IGC session attendance and project completion rate</p> <p>Summative: IGC completion/ graduation results</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>3) BLA HS teachers will review student credit completion forms to assist students in continuing to make timely progress towards graduation.</p> <p>CNA pp. 9, 12-13</p> <p>Population: All HS Students, At-risk Students</p> <p>Timeline: August to June</p>	<p>Principal Dean of Instruction Assistant Principal Counselor Department Chairs</p>	<p>Formative: Credit Completion Form progress rates</p> <p>Summative: EOC Test Results, IGC completion rates, reduced drop out and increased graduation rates</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Campus Principal, Dean, and Assistant Principal will actively monitor the computer labs and classrooms where software programs are used as the primary</p> <p>CNA pp. 9 and 16</p> <p>Population: At-Risk Students</p> <p>Timeline: August 2017 to June 2018</p>	<p>Principal Dean Assistant Principal Teachers Support Teachers</p>	<p>Formative: Utilization reports from the computer use</p> <p>Summative: Improved test scores and passing rates of all students</p>				
<p>Funding Sources: 162 State Compensatory - \$7,225.00</p>						

<p>Critical Success Factors CSF 1</p> <p>5) Students who meet IGC criteria in the Fall of 2017 will be recommended to attempt IGC project completion by Fall 2017.</p> <p>CNA pp. 7 and 9</p> <p>Population: At-Risk seniors</p> <p>Timeline: August 2017 to June 2018</p>		<p>Principal Dean Assistant Principal Teachers</p>	<p>Increase Graduation Rates by 10%</p>				
<p>6) Extended year/summer classes will be provided to improve graduation rates.</p> <p>CNA pp. 7 and 9</p> <p>Population: At-Risk seniors</p> <p>Timeline: August 2017 to June 2018</p>		<p>Principal Dean Assistant Principal</p>	<p>Increase Graduation Rates by 10%</p>				
<p>7) Credit by Exams without prior instruction (CBE) will be made available for BLA students for Spanish I and II to increase credit accruals towards graduation.</p> <p>CNA pp 7 and 9</p> <p>Population: BLA High School At-risk Students</p> <p>Timeline: Fall 2017 and Spring 2018 CBE test windows</p>		<p>Principal Dean Assistant Principal Counselor</p>	<p>Increase Graduation Rates by 10%</p>				



 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 3: BLA will utilize the support and resources provided by the Board of Trustees to ensure the widest possible exposure of at-risk students to job opportunities, career and technology classes and college opportunities. Parents will be invited to participate.

Evaluation Data Source(s) 3: Technology report, increase number of students in CTE courses, increase number of parents who attend meetings for their students

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Microsoft Office software will be provided to assist in the instructional lab. Students use A+, Think Thru Math, PEG, and other software. There are computers and computer labs available to all students.</p> <p>CNA pp. 9, 12-13, and 16</p> <p>Population: At-Risk Students</p> <p>Timeline: August 2017 to June 2018</p>	3, 5, 8, 9, 10	Administration Teachers Support Teachers	<p>Formative: Software usage reports, student progress reports, benchmark results</p> <p>Summative: EOC, Dropout rate, graduation rate, completion rate</p>				
<p>2) Promote awareness to students and parents of pregnancy related services available within BISD in order to keep students in school and meet graduation requirements.</p> <p>CNA p. 7</p> <p>Population: All HS At-Risk Students</p> <p>Timeline: August 2017-June 2018</p>		Principal Dean of Instruction Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education	<p>Formative: Student Progress Reports, Attendance Reports, and number of students who receive PRS services</p> <p>Summative: Dropout Rate, Graduation Rate, and Completion Rate</p>				

<p>3) A variety of CTE classes, i.e. welding, medical billing, and human services) will be offered to students provide more opportunities to graduate with CTE credits.</p> <p>CNA pp. 7, 9, and 13-14</p> <p>Population: At-Risk seniors</p> <p>Timeline: August 2017 to June 2018</p>							
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= Accomplished



= Continue/Modify



= No Progress








= Discontinue

Goal 2: BLA students will demonstrate exemplary performance in the TEKS-based fine arts program, co-curricular, athletic programs, and extra curricular activities.

Performance Objective 1: Increase student participation in Science and History Fair competitions.

Evaluation Data Source(s) 1: Student participation documentation.

Summative Evaluation 1:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Biology and US History students will be encouraged to prepare projects and compete in the district Science Fair and History Fair.		Principal Dean Department Chairs	Formative: Campus fair competition results Summative: Fair competition results				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



Goal 3: Through enhanced drop out efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.






Performance Objective 1: Brownsville Learning Academy will support the district in reducing the dropout rate to less than 1% and increase the High School Completion rate to 95% and the Graduation Rate to 80%

Evaluation Data Source(s) 1: Graduation Rate, Completion Rate, Dropout Rate

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) The campus counselor(s) will monitor student progress in order to decrease the dropout rate and increase the completion and graduation rate.</p> <p>CNA pp.7 and 9</p> <p>Population: BLA At-Risk Students</p> <p>Timeline: August 2017-June 2018</p>		Principal Dean of Instruction Assistant Principal	<p>Formative: Counselor logs, Weekly Dropout Logs, and Student Progress reports, Benchmark Scores</p> <p>Summative: Graduation Rate, Completion Rate, Dropout Rate</p>				
					Funding Sources: 162 State Compensatory - \$828.00, 199 Local funds - \$3,186.00		
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) The campus head counselor will attend trainings and drop out prevention meetings centered around working with graduation cohorts and dropout prevention in order to ensure students graduate within four years. Counselor will also support extended year to prevent drop outs.</p> <p>CNA Page no. 9</p> <p>Population: All HS Students, At-Risk Students</p> <p>Timeline: August 2017-June 2018</p>		Principal Dean of Instruction Assistant Principal	<p>Formative: ERO Session Evaluation Report and Student Progress Reports; Activity Card Use, Participation in Clubs</p> <p>Summative: STAAR, EOC, Graduation Rate, Completion Rate, and Dropout Rate</p>				
					Funding Sources: 162 State Compensatory - \$1,035.00		

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Accelerated instruction in the foundation curriculum will be provided, in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: BLA High School AR Students</p> <p>Timeline: September 15, 2017 - June 5, 2018 (At minimum 2 x week)</p>		Principal Dean of Instruction Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education	Formative: eSchoolPLUS, Classroom Observations, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports; Student Participation in Programs				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Communities in Schools (CIS) person is available to help homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk students achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>CNA p. 7</p> <p>Population: High School AR Students</p> <p>Timeline: July 1, 2017 - June 30, 2018 (As needed)</p>		Principal Dean of Instruction Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education Nurse Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports				
Funding Sources: 199 Local funds - \$219.00							



<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Professional development opportunities will be provided to BLA staff to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, graduation rate, completion rate, and dropout rate, graduation cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>CNA p. 7</p> <p>Population: High School AR students</p> <p>Timeline: August 1, 2017 - June 5, 2018 (As needed)</p>	<p>Principal Dean of Instruction Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education Administrator for State Compensatory Education Administrator for Special Programs Curriculum & Instruction Specialists</p>	<p>PDS Session Evaluation Report and Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						


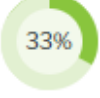
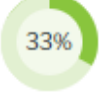


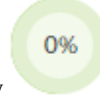

Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: BLA will maintain an attendance rate of 96% for High School students

Evaluation Data Source(s) 1: Attendance Rate

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) The at-risk counselors at BLA will monitor and coordinate intervention programs for students classified as at-risk.</p> <p>CNA Page 7</p> <p>Population: All BLA HS at-risk students</p> <p>Timeline: August 2017-June 2018</p>	1, 10	Principal Dean of Instruction Assistant Principal Counselor Testing Coordinator Department Chairs Administrator for State Compensatory Education	<p>Formative: Daily Average, daily attendance report, student progress reports, benchmark scores</p> <p>Summative: STAAR, EOC, Graduation rate, completion rate, drop-out rate</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Recognize and award incentives to students who meet attendance goals and who get at least 4 credits per semester to promote increased attendance.</p> <p>CNA p. 7</p> <p>Population: All At-Risk Students</p> <p>Timeline: August 2017-June 2018</p>	10	Principal PEIMS Supervisor Department Chairs Administrator for State Compensatory Education	<p>Formative: Student Progress Report, attendance reports</p> <p>Summative: Attendance Rate, EOC , Graduation rate, completion rate, drop-out rate</p>				
<p>Funding Sources: 162 State Compensatory - \$8,038.00, 199 Local funds - \$1,782.00</p>							

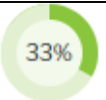
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Implement the School Messenger notification system procedures for effective monitoring of student attendance, to keep parents informed and maximize public knowledge of our instructional goals.</p> <p>CNA pp. 7 and 14</p> <p>Population: All At-Risk Students</p> <p>Timeline: August 2017-June 2018</p>	2, 6	Principal Assistant Principal Attendance clerks	Formative: Student Progress and Attendance Reports Summative: Attendance Rate				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>4) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC and campus presentations to ensure all students are afforded due process and are aware of their rights.</p> <p>CNA p. 10</p> <p>Population: All At-Risk Students</p> <p>Timeline: August 2017-June 2018</p>		Campus administration Counselors Parent Liaison Teachers Data Entry/Registrar	Formative: SCC Acknowledgement Forms Summative: Agendas and Sign-in forms				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) The custodians will ensure the instructional setting is conducive to learning by ensuring the classrooms and general areas are safe and clean.</p> <p>CNA Page no. 11</p> <p>Population: All HS Students, At-Risk Students</p> <p>Timeline: August 2017-June 2018</p>	1, 10	Custodians Administration Administrator for State Compensatory Education	Formative: Evaluation of common areas and classroom Summative: Observations				
<p>Funding Sources: 162 State Compensatory - \$7,590.00, 199 Local funds - \$823.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							






Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: BLA will continue to encourage students to come to school and to stay in school. There will be perfect attendance recognition; teachers will provide acknowledgement in the classrooms for students who consistently come to school and make progress.

Evaluation Data Source(s) 2: Monitor attendance data every 3 weeks.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities, celebrations for meeting attendance goals, and a formal written plan for monitoring/ management is included in campus improvement plan.</p> <p>CNA p. 7 and 10</p> <p>Population: HS at-risk students</p> <p>Timeline: August 2017-June 2018</p>	1, 2, 3, 4, 10	Campus administrators Teachers Counselors Parent Liaison Attendance Clerk	<p>Formative: Daily average, daily attendance report, student progress reports, Advisory cards</p> <p>Summative: Attendance rate</p>				


<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>2) Promote student attendance by utilizing community businesses/ agencies/ organizations and speakers to disseminate information about jobs, public services, learning opportunities or other services that support academic achievement. Encourage students to get involved in clubs and campus activities by providing increased opportunities.</p> <p>CNA pp. 7, 10, and 14</p> <p>Population: At-Risk Students and Community Members</p> <p>Timeline: August 2017-June 2018</p>	<p>1, 2, 5, 8, 10</p>	<p>Administration Parent Liaison Counselor</p>	<p>Formative: Agendas, rosters and sign-in sheets, District MOU Agreements</p> <p>Summative: Telephone log, Attendance rate</p>				
<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 5: BLA will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Through utilizing staff and additional opportunities for the students, BLA will maintain a safe and disciplined environment to decrease discipline referrals and send fewer discretionary placements of students to BAC.

Evaluation Data Source(s) 1: Walk-throughs, discipline reports, BAC placements

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) BLA will develop and maintain an Emergency Operations Plan. Plan must cover multiple hazards and must be reviewed and updated annually by the Campus Safety and Security designee.</p> <p>The following drills must be practiced periodically: Lock-down drills, shelter-in-place, reverse evacuation, drop & cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and the environment.</p> <p>Pop. all students, administration, campus faculty and staff</p> <p>Timeline: August 2017 June 2018</p>	1, 5, 8, 10	Administration Counselors Teachers BLA Security	<p>Formative: sign-in sheets, visual inspections</p> <p>Summative: Evaluations and audits</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) Meet with BLA Parent Liaison twice a year to address activities and supplemental services for all eligible students from all sub-population groups.</p> <p>CNA pp. 7 and 14</p> <p>Populations: all students and parents</p> <p>Timeline: August 2017 June 2018</p>	<p>Parental Involvement Coordinator and Staff Principal Administrators Parent Liaisons</p>	<p>Formative: Agenda, Sign-in Sheets, Parent Sign in sheets</p> <p>Summative: STAAR Scores, completion/graduation rates</p>				
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= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 6: The Board of Trustees in collaboration with District staff, administration, parents, and community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2016-2017 to 2017-2018.

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Attendance Rates, Student Attendance Rates, State Assessment Scores

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Schedule Parental Involvement meetings. Communication will be through flyers given to students for their parents, through School Messenger and the web site as well as announcements in the classrooms. Refreshments will be provided to parents and students who attend. A Needs Survey will be conducted once per year.</p> <p>CNA p. 14</p> <p>Population: Parents and interested students.</p> <p>Timeline: August 2017 - June 2018</p>		<p>Administration Teachers Support Staff Parent Liaison</p>	<p>Formative: Agendas, rosters and sign-in Sheets</p> <p>Summative: Faculty response to parent issues resulting from survey</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>2) BLA Parent Liaison along with Administration will conduct an annual Title I meeting to inform parents of the many services provided through Title I.</p> <p>CNA p. 14</p> <p>Population: All parents</p> <p>Timeline: August 2017 - June 2018</p>	<p>Administration Teachers Support Staff Parent Liaison</p>	<p>Formative: Fliers, School Messenger record, agendas, minutes, evaluations</p> <p>Summative: End of Year Survey, Graduation Rate, Certificate Completion</p>				
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Parent Liaison will provide ample parental education opportunities through parent conferences and parent training sessions:</p> <p>Dropout prevention Drug awareness Graduation requirements Importance of Attendance College opportunities FAFSA</p> <p>CNA p. 14</p> <p>Population: All Parents and interested students</p> <p>Timeline: August 2017 - June 2018</p>	<p>Administrators Teachers Support Staff Parent Liaison</p>	<p>Formative: Fliers, School Messenger record, Evaluations, Title I Parental Involvement Checklist - Compliance</p> <p>Summative: End of the Year Survey, Drop-out Rate, Completion Rate, Graduation Rate, Test Results</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>4) BLA will conduct a Title I Parent Survey to evaluate the effectiveness of the campus parental involvement program.</p> <p>CNA p. 14</p> <p>Population: All parents</p> <p>Timeline: June 2017 - August 2018</p>	<p>Administration Teachers Support Staff Parent Liaison</p>	<p>Formative: Completed surveys, Title I Parental Involvement Compliance Check-List, Drop-out Rate, Completion Rate, Certificate completion, Test scores</p> <p>Summative: End of the Year Survey results, Graduation Rate, Test Scores</p>				











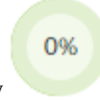

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post-secondary education.

Performance Objective 1: 90% of our migrant students will experience academic and personal success.

Evaluation Data Source(s) 1: Report cards, credits completed and graduation numbers

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Every 6 weeks the academic counselors will meet with the migrant BLA students. CNA, page 7 Timeline: August 2017 - June 2018	3, 4	Administration Counselors	Formative: sign in sheets, student progress reports, benchmarks, lesson plans, and observations. Summative: STAAR scores, EOC scores, completion/graduation rates				
Funding Sources: 212 Title I-C (Migrant) - \$990.00							
2) Meet with BLA Parent Liaison twice a year to address activities and supplemental services for all eligible students from all sub population groups. Timeline: August 2017 - June 2018	1, 6, 9	Parental Involvement Coordinator and staff Administration Principal	Formative: agendas, sign in sheets, parent sign in sheets Summative: STAAR/EOC scores, completion/graduation rates				
3) In order to increase awareness of migrant student needs, BLA campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: campus administration, faculty and staff Timeline: August 2017 - June 2018	1, 2, 3, 4, 10	Administration Teachers Campus Clerks Counselors	Formative: invitation, agenda, sign in sheets, student progress reports, benchmarks. Summative: STAAR scores, EOC scores, completion/graduation rates				

<p>4) The District Migrant Counselor will provide supplemental support services to migrant students in the following areas: graduation plans, development of individual student action plans, coordination of leadership opportunities, monitoring of course completion for PFS students, monitoring of late entry/early withdrawals, credit accrual opportunities, provide timely information and assistance to migrant students and parents regarding on-time graduation and post-secondary education, conduct district initiatives for migrant students, coordinate interstate and intrastate (TMIP) activities, coordination with UT Austin Migrant Graduation Enhancement Program, assist with OSY Initiative, assist with monitoring with migrant staff.</p> <p>Population: Migrant students and migrant parents</p> <p>Timeline: August 2017 - June 2018</p>	1, 2, 8, 10	Administration Counselors Teachers Campus Clerks	<p>Formative: Agenda, sign in sheets, student progress reports, benchmarks</p> <p>Summative: STAAR/EOC scores, completion/graduation rates</p>				
<p>5) HS Migrant students will have credit accrual opportunities through state-approved on line courses and/or credit by exam to ensure an on-time graduation.</p> <p>Population: HS Migrant students</p> <p>timeline: August 2017-June 2018</p>	1, 3, 4, 10	Administration Counselors Teachers Campus clerks	<p>Formative: Agenda, sign in sheets, student progress reports, benchmarks.</p> <p>Summative: STAAR/EOC scores, completion/graduation rates.</p>				
<p>6) Migrant students will have access to paths to scholarships program in order to learn from guidance provided in writing a scholarship essay to meet multiple purposes; scholarships, college applications and the writing for success workshop sponsored by Region 1.</p> <p>Population: HS Migrant Students</p> <p>timeline: June 2017 - August 2018</p>	3, 4, 8, 9	Administration Counselors Teachers Campus Clerks	<p>Formative: agenda, sign in sheets, student progress reports, benchmarks.</p> <p>Summative: STAAR/EOC scores and completion/graduation rates</p>				
<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 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to advance student achievement and technology literacy to encourage and support creative, innovative, life-long learners.

Performance Objective 1: BLA will integrate technology into the 4 core areas up to 50% of instructional time to encourage and support creative, innovative and life-long learning.

Evaluation Data Source(s) 1: Technology report, EOC results.

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Microsoft office software will be provided to increase integration of technology in instruction and build technology application skills of students.</p> <p>CNA page 16</p> <p>Population: At-risk students</p> <p>Timeline: June 2017 - August 2018</p>	3, 5, 8, 9, 10	Administration Teachers	<p>Formative: Software usage reports, student report cards, benchmark results</p> <p>Summative: STAAR/EOC scores, graduation/completion rates</p>				
<p>2) The technology department will consistently monitor the computer labs and classrooms where computers are used to be sure the software is appropriately installed ready for teacher and student use.</p> <p>Where appropriate, teachers will have spyware installed on their computers to monitor student use.</p> <p>Population - at risk students</p> <p>Timeline: June 2017 - August 2018</p>	1, 3, 4, 5, 8, 10	Administration Teachers	<p>Formative: Technology Department utilization report</p> <p>Summative: Improved test scores and passing rates of all students.</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students.

Performance Objective 1: BLA will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement.

Evaluation Data Source(s) 1: Newsletter includes Energy Plan reminders.

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) 1) BLA will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: December 2017- June 2018		Campus Administration, Faculty,a and Staff Facilities and maintenance staff	Complete implementation of the district energy savings plan which will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage	➔			
2) 2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Population: All department and campus facilities Timeline: December 2017- June 2018		Campus Administration, Faculty,a and Staff Facilities and maintenance staff	Survey results from BLA will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data	➔			
							

Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.

Performance Objective 1: The campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for campus, internal and external audit reports.

Summative Evaluation 1:




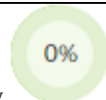

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) 1) The campus will support programs in effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: December 2017- June 2018		Campus Administration, Faculty, a and Staff Facilities and maintenance staff	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure CIP report				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.

Performance Objective 2: Improve moral and satisfaction by implementing teacher recognition and incentive activities.

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) 1) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: high poverty/ high minority/ low performing campuses students Timeline: December 2017- June 2018		Administration	Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 11: Our campus will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts.

Performance Objective 1: BLA will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) 1) The campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: BISD Stakeholders Timeline: December 2017- June 2018		Campus Administration and Faculty and Staff	Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles				
2) 2) BLA will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Timeline: December 2017- June 2018		Campus Administration and Faculty and Staff	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases				
3) 3)The campus will update websites at least monthly including showcasing student and community activities. Timeline: December 2017- June 2017		Campus Administration and Faculty and Staff	Campus websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 11: Our campus will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts.

Performance Objective 2: The District will pursue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) 1) The school will provide information through various media on the unique opportunities BLA provides for all students. Timeline: December 2017- June 2018		Campus Staff and Faculty	Media coverage/presentations on the unique opportunities BLA provides for all students. Formative: list of media distribution of information and questions asked at presentations/public venues	➔			
2) 2) SBDM committee will provide multiple options to be considered by the Administration to submit to the showcase the campus accomplishments. Timeline: December 2017- June 2018		SBDM committee Administration	Formative: draft calendars Summative: Calendars	➔			
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Administration, Counselor, and Department Chairs will closely monitor the implementation of remediation strategies in core-area subjects for low-performing at-risk students and reluctant learners in order to decrease the retention rate and improve student achievement. CNA pg. 9 Population: All BLA HS At-Risk Students Timeline: August 2017-June 2018
1	1	2	Administration will manage the instructional programs, provide instructional leadership to ensure student success, and oversee the implementation of district and campus policy and procedures. CNA Page no. 8,10 Population: All HS Students, At-Risk Students Timeline: August 2017-June 2018
1	1	3	Instructional resources, including A+, CTC modules, Think Through Math, Compass Odyssey, Living with Science, Sirius, Mind Play, and others will be provided to students in the foundation curriculum to improve academic achievement and attendance. In addition, PEG Writing and adaptive curriculum will be made available for students to improve academic performance. CNA Pg. 9, 12-13 Population: All BLA HS At-Risk Students Timeline: August 2017-June 2018
1	1	4	Provide campus professional development opportunities for all teachers on research based strategies to ensure monitoring and appropriate learning opportunities in literacy and the foundation curriculum. CNA Pg. 11 Population: All BLA HS Teachers Timeline: August 2017-June 2018
1	1	5	Time will be allotted for teachers to align curriculum with TEKS (using instructional technology) across the grade levels, do classroom observations on campus, and off, to enhance and enrich their instructional delivery and increase quality academic writing. This would also promote and provide necessary technology to students. Time will be allotted to participate in district PLC meetings. CNA Pg. 9, 11, 12-13 Population: All BLA HS At-risk Students Timeline: August 2017-June 2018
1	2	1	Alternative or non-traditional schooling and delivery model options (e.g., blended learning, virtual learning, competency based credit opportunities with direct instruction) provide alternative avenues to credit earning and graduation, with programs paying special attention to the students individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation. CNA Pg. 9 and 12-13 Population: All HS Students, At-risk Students
3	1	3	Accelerated instruction in the foundation curriculum will be provided, in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: BLA High School AR Students Timeline: September 15, 2017 - June 5, 2018 (At minimum 2 x week)

State Compensatory

Budget for Brownsville Learning Academy High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-006-Y-26-000-Y	6116 Extra Duty Stipend - Locally Defined	\$10,928.00
162-31-6118-00-006-Y-26-000-Y	6116 Extra Duty Stipend - Locally Defined	\$1,815.00
162-13-6118-00-006-Y-26-000-Y	6118 Extra Duty Stipend - Locally Defined	\$0.00
162-11-6119-86-006-Y-26-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$873,396.00
162-23-6119-00-006-Y-26-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$190,808.00
162-31-6119-00-006-Y-26-032-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$89,870.00
162-11-6129-06-006-Y-26-000-Y	6129 Salaries or Wages for Support Personnel	\$11,623.00
162-23-6129-01-006-Y-26-044-Y	6129 Salaries or Wages for Support Personnel	\$10,126.00
162-23-6129-08-006-Y-26-000-Y	6129 Salaries or Wages for Support Personnel	\$41,294.00
162-51-6129-47-006-Y-26-000-Y	6129 Salaries or Wages for Support Personnel	\$64,388.00
162-52-6129-01-006-Y-26-044-Y	6129 Salaries or Wages for Support Personnel	\$19,703.00
162-61-6129-08-006-Y-26-000-Y	6129 Salaries or Wages for Support Personnel	\$11,045.00
6100 Subtotal:		\$1,324,996.00
6200 Professional and Contracted Services		
162-11-6249-62-006-Y-26-000-Y	6249 Contracted Maintenance & Repair	\$4,725.00
162-11-6249-62-006-Y-26-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-23-6269-13-006-Y-26-000-Y	6269 Rentals - Operating Leases	\$5,800.00
162-11-6299-00-006-Y-24-PEG-Y	6299 Miscellaneous Contracted Services	\$0.00
162-11-6299-00-006-Y-26-000-Y	6299 Miscellaneous Contracted Services	\$0.00
162-32-6299-00-006-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$25,000.00
6200 Subtotal:		\$38,025.00

6300 Supplies and Services		
162-51-6315-00-006-Y-26-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$6,900.00
162-11-6395-62-006-Y-26-000-Y	6395 Supplies, DP Operations - Locally Defined	\$495.00
162-11-6395-62-006-Y-30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$385.00
162-12-6395-62-006-Y-26-000-Y	6395 Supplies, DP Operations - Locally Defined	\$0.00
162-11-6396-00-006-Y-26-000-Y	6396 Supplies and Materials - Locally Defined	\$2,329.00
162-23-6398-65-006-Y-26-000-Y	6398 Computer Supplies/Software - Locally Defined	\$483.00
162-31-6399-00-006-Y-26-000-Y	6399 General Supplies	\$138.00
162-31-6399-65-006-Y-26-000-Y	6399 General Supplies	\$690.00
162-61-6399-00-006-Y-30-WTF-Y	6399 General Supplies	\$103.00
162-11-6399-00-006-Y-26-000-Y	6399 General Supplies	\$13,800.00
162-11-6399-16-006-Y-26-000-Y	6399 General Supplies	\$345.00
162-11-6399-62-006-Y-26-000-Y	6399 General Supplies	\$3,450.00
162-12-6399-006-Y-26-000-Y	6399 General Supplies	\$966.00
162-23-6399-00-006-Y-26-000-Y	6399 General Supplies	\$1,720.00
162-23-6399-16-006-Y-26-000-Y	6399 General Supplies	\$690.00
6300 Subtotal:		\$32,494.00
6400 Other Operating Costs		
162-13-6411-00-006-Y-26-000-Y	6411 Employee Travel	\$345.00
162-13-6411-23-006-Y-26-000-Y	6411 Employee Travel	\$1,380.00
162-23-6411-23-006-Y-26-000-Y	6411 Employee Travel	\$2,070.00
162-31-6411-23-006-Y-26-000-Y	6411 Employee Travel	\$1,035.00
162-11-6498-00-006-Y-26-000-Y	6498 Athletic/PE Supplies - Locally Defined	\$3,795.00
162-23-6499-53-006-Y-26-000-Y	6499 Miscellaneous Operating Costs	\$1,380.00
6400 Subtotal:		\$10,005.00

6600 Capital Outlay Accounts		
162-11-6649-62-006-Y-26-000-Y	6649 Capital Assets - Locally Defined	\$9,905.00
162-11-6649-62-006-Y-30-TEC-Y	6649 Capital Assets - Locally Defined	\$5,565.00
162-23-6649-65-006-Y-26-000-Y	6649 Capital Assets - Locally Defined	\$1,380.00
6600 Subtotal:		\$16,850.00

Personnel for Brownsville Learning Academy High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Armando Hernandez	Cafeteria	Food Services	1
Catalina Brown	Teacher	State Compensatory	1
David Castro	Parent Liaison	State Compensatory	1
Domingo Ramirez	Head Custodian	State Compensatory	1
Eduardo Araujo	Teacher	State Compensatory	1
Elizabeth Garcia	Teacher	State Compensatory	1
Elsa Crixell	Teacher	State Compensatory	1
Francisco Rodriguez	Teacher	State Compensatory	1
Hector Zamarripa	Assistant Principal	State Compensatory	1
Humberto Soto	Teacher	State Compensatory	1
Leann Shea	Teacher	State Compensatory	1
Mara Bruce Lima	Teacher	State Compensatory	1
Maria R. Gonzalez	Teacher	State Compensatory	1
Maribel San Miguel	Teacher	State Compensatory	1
Mark Chapa	At-Risk Counselor	State Compensatory	1
Myrna Garza	Records/Attendance	State Compensatory	1
Nathan Huerta	Teacher	State Compensatory	1
Noe Garcia, Jr.	Teacher	State Compensatory	1
Norma Saucedo	Data Entry	State Compensatory	1
Patricia Young	Teacher	State Compensatory	1
Pedro Macias	Nurse	Health Services	1
Rosa Pena	CIS		
Ruby Lee Huerta	Teacher	State Compensatory	1
Samuel Anzaluda	Security	State Compensatory	1

Sarah Crixell	Teacher	State Compensatory	1
Susana Zapata	Dean	State Compensatory	1
Teresa de Saro	Principal	State Compensatory	1
Veronica Hernandez	Teacher	State Compensatory	1
Virginia Scott	Secretary		1
Viridiana Solano	Teacher	State Compensatory	1

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Teresa De Saro	Principal
Meeting Facilitator	Susana Zapata	Dean of Instruction
Meeting Facilitator	Hector Zamarripa	Assistant Principal
Paraprofessional	Virginia Scott	Community Member
Non-classroom Professional	Mark Chapa	Counselor
Classroom Teacher	Elsa Crixell	Classroom English Teacher
Classroom Teacher	Eduardo Araujo	Classroom Math Teacher
Classroom Teacher	Catalina Brown	Classroom Science Teacher
Classroom Teacher	Sarah Crixell	Social Studies Teacher
Non-classroom Professional	Pedro Macias	Nurse
Business Representative	Juan Medillin	Business Community Member
Business Representative	Emilio Crixell	Business Community Representative
Parent	Eunice Fuentes	Parent Representative
District-level Professional	Dr. Roni Louise Rentfro	District Administrator

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	199-31-6399-00-006-Y-99-000-Y	\$2,250.00
1	1	1	Student Snacks	199-11-6499-53-006-Y-11-000-Y	\$411.00
1	1	2	Food/Snacks for Staff	199-13-6499-53-006-Y-99-000-Y	\$430.00
1	1	2	General Supplies	199-23-6399-00-006-Y-99-000-Y	\$1,235.00
1	1	3	Misc. Operating Costs	199-11-6498-00-006-Y-11-000-Y	\$823.00
1	1	3	Food	199-11-6499-53-006-Y-11-000-Y	\$411.00
1	1	4	Teacher Travel	199-13-6411-23-006-Y-99-000-Y	\$1,078.00
1	1	5	Ink Cartridges	199-11-6399-62-006-Y-11-000-Y	\$1,234.00
1	1	5	General Supplies	199-11-6399-00-006-Y-11-000-Y	\$2,250.00
1	1	6	Library General Supplies	199-12-6399-00-006-Y-99-000-Y	\$411.00
1	1	6	Travel and Subsistence Student	199-11-6412-00-006-Y-11-000-Y	\$819.00
1	1	6	Transportation	199-11-6494-00-006-Y-11-000-Y	\$1,097.00
1	1	6	Transportation	199-11-6494-00-006-Y-11-032-Y	\$100.00
3	1	1	Testing Materials	199-31-6339-00-006-Y-99-077-Y	\$2,500.00
3	1	1	Software	199-31-6395-65-006-Y-99-000-Y	\$67.00
3	1	1	General Supplies	199-31-6399-00-006-Y-99-000-Y	\$219.00
3	1	1	Counselor Travel	199-31-6411-23-006-Y-99-032-Y	\$400.00
3	1	4	General Supplies	199-33-6399-00-006-Y-99-000-Y	\$219.00
4	1	2	Awards, Medals	199-13-6498-00-006-Y-99-000-Y	\$393.00
4	1	2	Food	199-13-6499-53-006-Y-99-000-Y	\$430.00
4	1	2	Employee Tavel	199-61-6411-00-006-Y-99-000-Y	\$411.00
4	1	2	Food	199-61-6499-53-006-Y-99-000-Y	\$548.00
4	1	5	General Supplies	199-51-6399-00-006-Y-99-000-Y	\$823.00
Sub-Total					\$18,559.00

					Budgeted Fund Source Amount	\$18,559.00
					+/- Difference	\$0
162 State Compensatory						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	Counselors/supplies	162-31-6118-00-006-Y-26-000-Y	\$1,815.00	
1	1	1	Extra Duty Pay	162-11-6118-00-006-Y-26-000-Y	\$10,928.00	
1	1	2	Student progress reports, benchmark scores and other reports as needed	162-23-6399-16-006-Y-26-000-Y	\$690.00	
1	1	2	Rental	162-23-6269-13-006-Y-26-000-Y	\$5,800.00	
1	1	2	Computers/Printers/Fax Machines	162-23-6649-65-006-Y-26-000-Y	\$1,380.00	
1	1	2	General Supplies-Administrative, Printers, fax machines	162-23-6399-00-006-Y-26-000-Y	\$1,720.00	
1	1	2	Food	162-23-6499-53-006-Y-26-000-Y	\$1,380.00	
1	1	2	General Supplies-Office Printers	162-23-6398-65-006-Y-26-000-Y	\$483.00	
1	1	2	Software	162-12-6395-62-006-Y-26-000-Y	\$0.00	
1	1	2	General Supplies	162-12-6399-00-006-Y-26-000-Y	\$966.00	
1	1	3	Misc. Operating Costs	162-11-6498-00-006-Y26-000-Y	\$3,795.00	
1	1	5	Pencils, paper and other general supplies/resources as needed	162-11-6399-00-006-Y-26-000-Y	\$13,800.00	
1	1	5	Copy Paper	162-11-6396-00-006-Y-26-000-Y	\$2,329.00	
1	1	5	Printing Services	162-11-6399-16-006-Y-26-000-Y	\$345.00	
1	1	5	IT Equipment-Ink Cartridges	162-11-6399-62-006-Y-26-000-Y	\$3,450.00	
1	1	5	Capital Outlay	162-11-6649-62-006-Y-26-000-Y	\$9,905.00	
1	1	5	Software	162-11-6395-62-006-Y-26-000-Y	\$495.00	
1	2	2	Extended day extra-duty pay		\$0.00	
1	2	4	A+ Software	162-11-6249-62-006-Y-26-APL-Y	\$2,500.00	
1	2	4	Compass Learning/Tech-Labs-SciTex Living with Science	162-11-6249-62-006-Y-26-000-Y	\$4,725.00	
3	1	1	General Supplies	162-31-6399-00-006-Y-26-000-Y	\$138.00	
3	1	1	General Supplies-Printers	162-31-6398-65-006-Y-26-000-Y	\$690.00	
3	1	2	Employee Travel Counselors	162-31-6411-23-006-Y26-000-Y	\$1,035.00	

4	1	2	Travel	162-13-6411-00-006-Y-26-000-Y	\$345.00
4	1	2	Travel	162-13-6411-23-006-Y26-000-Y	\$1,380.00
4	1	2	Parent Liaison Travel	162-61-6411-00-006-Y26-000-Y	\$345.00
4	1	2	Food	162-61-6499-53-006-Y30-WTF-Y	\$103.00
4	1	2	Administration-Travel-Out of District	162-23-6411-23-006-Y-26-000-Y	\$2,070.00
4	1	2	Awards, Medals	162-11-6498-00-006-Y-26-000-Y	\$3,795.00
4	1	5	Supplies and materials for janitorial use	162-51-6315-00-006-Y-26-000-Y	\$6,900.00
4	1	5	Capital Assets	162-51-6649-00-006-Y-26-000-Y	\$690.00
Sub-Total					\$83,997.00
Budgeted Fund Source Amount					\$1,447,410.00
+/- Difference					\$1,363,413.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	General Supplies	212-11-6399-00-006-Y-24-0F2-7	\$245.00
7	1	1	General Supplies	212-11-6399-00-006-Y-24-0F2-Y	\$245.00
7	1	1	Education Service Center Services	212-11-6239-00-006-Y-24-0F2-7	\$500.00
Sub-Total					\$990.00
Budgeted Fund Source Amount					\$990.00
+/- Difference					\$0
Grand Total					\$103,546.00

Addendums



BISD TAIS Targeted Elements Improvement Plan 2017-2018
TAIS Documentation for Brownsville Learning Academy HS
Quarter: One Updated: September 14, 2017

<u>Activity Checklist</u>	<u>Notes/Clarifications</u>	<u>Date completed</u>
Campus Leadership Team created	Principal: Teresa de Saro Dean: Susana Zapata Counselor: Mark Chapa Asst. Principal: Hector Zamarripa Teachers: Sarah Crixell, Elsa Crixell, Eduardo Araujo	August 28 2017
Data Analysis (including assessment, attendance, discipline, and other data)	Briefly describe the data sources used: Accountability reports, System Safeguards, BISD BLA preliminary data, attendance data, graduation and drop out data for prior year	Through September 2017
Needs Assessment: Problem statements selected	NOTE: Only select 2 or 3 problems to be closely monitor all year long on a detailed and quarterly basis using data.	September 14 th
Needs Assessment: Root cause analysis for each problem selected	NOTE: Follow the Root Cause Analysis protocols provided by TCDSS: “10, 5, 5” then “Circles of Influence” T chart, “5 Whys” and consensus on Root Cause for Problem.	September 14 th
One Annual Goal established for each problem	REMINDER: Make sure each goal is a SMART goal (Specific, Measurable, Attainable, Results-based, and Time-bound)	September 14 th
Overall strategy determined for each problem	NOTE: Describe how the Annual goal with the root cause and prioritized problem statement will be addressed by the selected strategies.	September 14 th
Quarter goals established	REMINDER: Make sure each goal is a SMART goal (Specific, Measurable, Attainable, Results-based, and Time-bound)	September 14 th
CSF/ESEA Turnaround selected Interventions selected	Check off for each activity based on Intervention in CIP NOTE: Select 1 to 4 interventions for each problem for each quarter—this may come from one or more of your CIP strategies broken down into interventions for each quarter.	September 14 th
Monitoring tools/data sources determined	Note: Need one form of data to use to determine success of each intervention for each quarter	September 14 th
Initial plan uploaded	Deadline of September 15, 2017 (due to TEA 9/29)	By TEA request
Quarter 1 monitoring (Aug-Oct)	Completed by November 10, 2017	
Quarter 2 Monitoring (Nov-Jan)	Completed by February 10, 2018	
Quarter 3 Monitoring (Feb-Mar)	Completed by April 10, 2018	
Quarter 4 Monitoring (Apr-Jun)	Completed by June 10, 2018	
End-of-year Evaluation	Completed by Principal checkout/clearance deadline	

NOTE: all interventions should be part of the Campus Improvement Plan, especially if any categorical funds will be used to implement the intervention. Some interventions may be combined into one activity in the Campus Improvement Plan but separate in the Targeted Improvement Plan so that parts of the CIP activity can be more closely monitored through-out the year.



BISD TAIS Targeted Elements Improvement Plan 2017-2018
TAIS Documentation for Brownsville Learning Academy HS
Quarter: One Updated: September 14, 2017

Data Analysis Process and Summary of Findings

<i>Briefly describe how your Campus Leadership Team or SBDM Committee conducted your Data Analysis.</i>	<i>Beginning in August 2017, the faculty and staff began reviewing the campus data to determine areas of need to use to update the Campus Improvement Plan and begin work on addressing the Improvement Required accountability rating. The campus separated the middle school and high school data because as of June 2017, the IR campus only serves grades 9-12.</i>
<i>Which student groups are in the greatest need of academic improvement (based on Index 1, 2, and 3 data and System Safeguards)?</i>	<i>All students need to improve performance because they performed between 26 and 33 percentage points below the System Safeguard goals of 60% passing. (see data table below)</i>
<i>Which student group(s) showed the least growth (Index 2)?</i>	All student groups need to improve but the least growth was seen for ELL students.
<i>Which student group(s) had the greatest gaps and in which content areas (Index 3 and System Safeguards)?</i>	The ELL student group had significant gaps to the “all” student population (see data table below). Economically disadvantaged and at-risk student sub-populations had small or no gaps compared to “all” student performance.
<i>Did your campus contribute to low performance levels for BIL/ELL for PBMAS? How?</i>	Yes, PBMAS final data is still pending but low academic performance for ELL students and CTE students is expected to be contributing to lower performance levels.
<i>Did your campus contribute to low performance levels for CTE for PBMAS? How?</i>	Yes
<i>Did your campus contribute to low performance levels for Title I or Migrant for PBMAS? How?</i>	Yes
<i>Did your campus contribute to low performance levels for Special Education for PBMAS? How?</i>	Not significantly, only one Special Education student attended last year.

Student EOC Data from BISD Preliminary Reports for BLA HS

Assessment	All students	At-risk	Econ. Dis.	ELL	SPED
English I	10%	11%	11%	2%*	
English II	11%	11%	11%	0%*	
Algebra I	32%	32%	32%	28%*	
US History	58%	56%	56%	41%*	
Biology	30%	28%	30%	20%*	

*masked numbers



BISD TAIS Targeted Elements Improvement Plan 2017-2018
TAIS Documentation for Brownsville Learning Academy HS
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<i>Problem Statement #1</i>	<i>Root cause #1</i>	<i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i>
<i>Academic performance in all subjects was significantly below the passing rate expectation of 60% and missed Index 1 and Index 4 (meets grade level performance).</i>	<i>There was insufficient direct instructional learning time and instructional supports for students to be successful.</i>	<i>Provide extended learning time both during and extended day/week, use reading assessments to group students, direct instruction for EOC tested courses.</i>
<i>Annual Goal #1</i>	<i>CIP Activity numbers:</i>	<i>CSFs/ESEA Turnaround Principles:</i>
<i>Increase academic performance for all students by 5 percentage points on all state assessments for approaches and meets grade level performance.</i>	<i>Goal 1, Performance Objective 1, Strategies 1-6 and Goal 3, Performance Objective 1, Strategy 5</i>	<i>Improving Academic</i>
<i>Annual Goal met? / What worked and why? /What did not work and why? Due June 15th</i>		
Do not complete this section until the end of the school year.		
Quarter 1 Goal (August to October) Monitoring updates completed by November 10th		
Improve student performance by 30% on fluency progress reports in ELA I and II.		
<i>Q1: Intervention 1 and CIP reference (Interventions may be all or part of a CIP activity)</i>	<i>Monitoring information (formative assessment measure that includes who will do the monitoring)</i>	<i>Intervention results (formative results to determine evidence of success or status of the intervention)</i>
ELA prep classes will be offered during the regular schedule with students grouped based on LION data.	LION data and ELA Prep class schedules will be monitored by teachers and administrators.	
<i>Q1: Intervention 2</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Lowest reading levels will do fluency with Niehaus and all students will be using PEG Writing to address writing skills across content areas.	Students with lowest performance fluency data will be monitored by teachers and administration and PEG writing progress will be monitored using essay scores monitored by teachers.	
<i>Q1: Intervention 3</i>	<i>Monitoring information</i>	<i>Intervention results</i>
All student Rtl plans will be reviewed and updated.	Teachers and administrators will monitor the Rtl plans for students	



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	in direct instruction classes for math and ELA.	
Q1: Intervention 4	Monitoring information	Intervention results
Provide targeted professional development based on campus identified needs.	PDS reports and evaluations of provided professional development by Dean and Administration	
Quarter 1 Goal met? / Changes for next quarter?		
To be completed at end of quarter 1		
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th		
Credits earned for the Fall 2017 will increase over Fall semester 2016.		
Q2: Intervention 1	Monitoring information	Intervention results
Lowest reading levels will do fluency with Niehaus.	Students with lowest performance fluency data will be monitored by teachers and administration.	
Q2: Intervention 2	Monitoring information	Intervention results
All students will be using PEG Writing to address writing skills across content areas.	PEG writing progress will be monitored using essay scores monitored by teachers.	
Q2: Intervention 3	Monitoring information	Intervention results
Students not making progress in the modules will be counseled by teachers and counselor and provide extended day/week tutorials (accelerated instruction).	Teachers and counselor monitor the student credit completion forms and tutorial attendance.	
Q2: Intervention 4	Monitoring information	Intervention results
Quarter 2 Goal met? / Changes for next quarter?		
To be completed at end of quarter 2		
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th		
Improve student performance by 30% on fluency progress reports in ELA I and II.		
Q3: Intervention 1	Monitoring information	Intervention results
All students will be using PEG Writing to address writing skills across content areas.	PEG writing progress will be monitored using essay scores monitored by teachers.	
Q3: Intervention 2	Monitoring information	Intervention results
ELA prep classes will be offered during the regular schedule with students re-grouped based on LION data from the beginning of the Spring semester.	LION data and ELA Prep class schedules will be monitored by teachers and administrators.	



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Q3: Intervention 3	Monitoring information	Intervention results
Students not making progress in the modules will be counseled by teachers and counselor and provide extended day/week tutorials.	Teachers and counselor monitor the student credit completion forms and tutorial attendance.	
Q3: Intervention 4	Monitoring information	Intervention results
Quarter 3 Goal met? / Changes for next quarter?		
To be completed at end of quarter 3		
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th		
Credits earned for the Spring 2017 will increase over Spring semester 2016.		
Q4: Intervention 1	Monitoring information	Intervention results
Direct teach instruction classes will implement the accelerated scope and sequence "40 day" plans.	Campus instructional checkpoint data will be monitored by teachers and administration for progress.	
Q4: Intervention 2	Monitoring information	Intervention results
Campus survey of instructional strategies and interventions to determine "what works."	Survey data will be reviewed by the SBDM to determine most successful strategies and interventions.	
Q4: Intervention 3	Monitoring information	Intervention results
Q4: Intervention 4	Monitoring information	Intervention results
Quarter 4 Goal met? / Changes for next year?		
To be completed at end of quarter 4		



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<i>Problem Statement #2</i>	<i>Root cause #2</i>	<i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i>
<i>Dropout rates were above (and graduation rates are below) expected rates for AEA Index 4 performance standards.</i>	<i>Dropout rates were above (and graduation rates are below) expected rates for AEA Index 4 performance standards.</i>	<i>The increase in monitoring of student progress and more use of IGC opportunities should guide more students to graduate and not drop out.</i>
<i>Annual Goal #2</i>	<i>CIP Activity numbers:</i>	<i>CSFs/ESEA Turnaround Principles:</i>
<i>Decrease the dropout rate and increase the 5-year graduation rate compared to 2016 rates.</i>	<i>Goal 1, Performance Objective 2, Strategies 1-6</i>	<i>Make sure your CSF's for each strategy are included in your campus improvement plan.</i>
<i>Annual Goal met? / What worked and why? /What did not work and why? Due June 15th</i>		
<i>Do not complete this section until the end of the school year.</i>		
<i>Quarter 1 Goal (August to October) Monitoring updates completed by November 10th</i>		
<i>100% of students will be placed in appropriate classes based on learning needs.</i>		
<i>Q1: Intervention 1 and CIP reference (Interventions may be all or part of a CIP activity)</i>	<i>Monitoring information (formative assessment measure that includes who will do the monitoring)</i>	<i>Intervention results (formative results to determine evidence of success or status of the intervention)</i>
Students will be provided with schedules based not only on course needs but also affective needs.	Students schedules and schedule changes.	
<i>Q1: Intervention 2</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Master schedule revised from block scheduling to more traditional class periods to open more support class sections and schedule flexibility.	Master schedule and modifications to schedules	
<i>Q1: Intervention 3</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Prep class schedule options permitting rescheduling between teacher sections throughout the quarter.	Revised class rosters for prep classes.	



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Q1: Intervention 4	Monitoring information	Intervention results
Quarter 1 Goal met? / Changes for next quarter?		
To be completed at end of quarter		
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th		
IGC successful graduation rate will be at least 80% for the Fall semester.		
Q2: Intervention 1	Monitoring information	Intervention results
Prep class schedule options permitting rescheduling between teacher sections throughout the quarter.	Revised class rosters for prep classes.	
Q2: Intervention 2	Monitoring information	Intervention results
IGC Project progress will be monitored weekly to successfully meet the November deadline.	IGC project progress records	
Q2: Intervention 3	Monitoring information	Intervention results
Q2: Intervention 4	Monitoring information	Intervention results
Quarter 2 Goal met? / Changes for next quarter?		
To be completed at end of quarter		
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th		
100% of students will be placed in appropriate classes based on learning needs.		
Q3: Intervention 1	Monitoring information	Intervention results
Prep class schedule options permitting rescheduling between teacher sections throughout the quarter.	Revised class rosters for prep classes.	
Q3: Intervention 2	Monitoring information	Intervention results
Initiate IGC projects with students eligible for the Spring semester.	IGC project progress records	



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Q3: Intervention 3	Monitoring information	Intervention results
Provide extended day/week time for students completing IGC projects for the Spring semester.	IGC project progress records	
Q3: Intervention 4	Monitoring information	Intervention results
Quarter 3 Goal met? / Changes for next quarter?		
To be completed at end of quarter		
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th		
IGC successful graduation rate will be at least 80%.		
Q4: Intervention 1	Monitoring information	Intervention results
Prep class schedule options permitting rescheduling between teacher sections throughout the quarter.	Revised class rosters for prep classes.	
Q4: Intervention 2	Monitoring information	Intervention results
Provide extended day/week time for students completing IGC projects.	IGC project progress records	
Q4: Intervention 3	Monitoring information	Intervention results
Provide summer school and EOC preparation for retesting at BLA HS.	EOC prep and Summer School schedule and completion report	
Q4: Intervention 4	Monitoring information	Intervention results
Campus survey of instructional strategies and interventions to determine "what works."	Survey data will be reviewed by the SBDM to determine most successful strategies and interventions.	
Quarter 4 Goal met? / Changes for next year?		
To be completed at end of quarter		