

**Brownsville Independent School District**  
**Porter Early College High School**  
**2018-2019 Campus Improvement Plan**



# **Mission Statement**

**Porter Early College High School's mission is to prepare students to be lifelong learners and responsible, productive citizens in a global society.**

# **Vision**

**Porter Early College High School is committed to achieving a high level of excellence for all students and advocating student, parent, and community involvement to support and promote a post-secondary education for students.**

# Value Statement

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation.

That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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# Comprehensive Needs Assessment

## Student Academic Achievement

### Student Academic Achievement Summary

Our ECHS designation enables students to attend college courses and the campus offers a wide variety of certifications, AP courses, and dual enrollment courses through Texas Southmost College and TSTC. Scores on college entrance exams, AP courses and dual enrollment courses rose this year and the expectation is that they will continue to improve with the emphasis this designation and the excitement this opportunity generates in the community. Incoming 9th grade students' scores from Reading and Math determine whether they require linked classes in English and Math or advanced classes.

Content teachers in English I, US History and Math conducted regular formative assessments and met weekly or more often to discuss data and teaching strategies. Biology used their own formative assessments and English II met and tested less regularly as a group. Students attended tutorials during the week and on weekends, but many students who really needed help did not attend.

### EOC/STAAR 2 YEAR RESULTS

(DATA IS BASED UPON PRIMARY TESTERS ONLY)

	2016-2017	2017-2018	CHANGE
English I – Reading & Writing	49.0	53.8	+4.8
Biology	83.1	81.5	-1.6
Algebra I	89.0	89.5	+0.5
English II – Reading & Writing	47.5	54.8	+7.3
US History	86.7	85.7	-1.0

### Student Academic Achievement Strengths

Porter ECHS has shown improvement over the past three years according to TEA TAPR reports published each year. Dual Enrollment opportunities have improved every year.

1. Increase student mastery of TEKS to promote student success on state assessments (EOC/STAAR) by providing extended day (before/after school and Saturdays) opportunities for all students, specially LEP populations and SE populations.

2. Increase Career and College Readiness awareness and opportunities by increasing DE opportunities and support for college counseling, Apply Texas help, FSFA assistance, scholarship completion (Advise Texas, AmeriCorp, & Upward Bound) to facilitate entrance to post secondary institutions.
3. Provide supplemental instructional materials, resources, ink, computers, and software for teachers to increase academic performance in all state assessments for All Students in ELA, Math, Science and Social Studies.
4. Computer software and software renewals are critical needs for student achievement.
5. Overviews and presentations for parents need to occur at every opportunity including parent conferences with individual students to ensure conceptual knowledge of expectations and deadlines are met. Supplies and refreshments at major parent meetings are needed.
6. Students need to be encouraged by everyone to attend class, be prompt, complete assignments, and focus on the future. Incentives and awards need to be provided for attendance and academic improvement and achievement.
7. Promote literacy at all levels by incorporating school wide initiatives such as DEAR (drop everything and read), writing across the curriculum, and extended library hours.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** ELA I and II passing rates were at 54% for "All" students for 2017-2018. **Root Cause:** Differentiated lessons to address the diverse needs of students continue to cause lower passing rates

# Comprehensive Needs Assessment Data Documentation

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



# 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).**

**Performance Objective 1:** Porter ECHS student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

**Evaluation Data Source(s) 1:** STAAR/EOC performance reports

## Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Utilize research-based instructional resources and targeted interventions to ensure that all students, especially ELL and SE, are prepared to meet the demands of rigorous TEKS in the foundation curriculum and assessments (local, state, national). STAAR resource materials, computer assisted instructional programs (Achieve 3000, APlus, APEX), student self response systems (Navigators), instructional materials, library books and consumables along with RTI 3 Tier Model. Strategies will be provided to students to improve academic achievement. Population: TI MI ELL AR DYS All students Timeline: July 2018 through June 2019</p>	2.4	Principals, Deans, Specialist, Department Chairs & HS Teachers, Administrator for State Compensatory Education	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development</p> <p>Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions, TAIS reports, lesson plans</p> <p>Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores</p>				
Funding Sources: 211 Title I-A - 82008.00, 162 State Compensatory - 27500.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Teachers will utilize research-based strategies and best practices, vital curriculum, current TEKS, and college readiness such as</p> <p>TEKS, ELPS, CCRS STAAR EOC Kagan Strategies Gretchen Bernabi Sheltered English Instruction Word-walls Thinking map Writing Across the Curriculum Comprehension Strategies Classroom Management PreAP/AP Strategies GT Training Dual Enrollment Trail of Breadcrumbs Data Desegregation Compass Learning Odyssey Fluency Vocabulary Development Martha Morales TNT Literacy 101 Strategies to help all students in the classroom by attending district, regional, and state professional development for ELA, Math, Science, and Social Studies or hiring consultants to improve instruction and increase student success in state assessments.</p> <p>Populations: TI MI ELL SE AR GT DYS CTE All students</p> <p>Timeline: July 2018 to June 2019</p> <p>CNA: 14</p>	2.4	Principals, Deans, Specialist, Master Teachers, Mentor Teachers, Department Chairs & HS Teachers	<p>BISD Instructional Feedback Walk Throughs, District Monitoring Instrument Sign-in sheets and Workshop agendas</p> <p>The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development</p>				
<p>Funding Sources: 211 Title I-A - 15500.00, 162 State Compensatory - 21020.00</p>							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings (curriculum writing and lesson planning), research-anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress in state assessments (EOC and TELPAS). Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2018 - June 2019</p> <p>CNA 9-10</p>	2.6	Principals, Deans, Specialist, Department Chairs & HS Teachers	District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas, and TLI Class visitations/ coaching. The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development				
Funding Sources: 211 Title I-A - 15000.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Develop, support and implement a strong Core Enrichment Program for Porter HS students through competitions, such as but not limited to: AMC, UIL, HS Science Fairs, Regional, State &amp; International Science &amp; Engineering fairs, Texas and Science Olympiad and Brainsville, Science Fairs, History Fairs, TSA, Chess, Quizbowl, and Masterminds to enhance their academic achievement. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2018 -June 2019</p> <p>CNA 9-10</p>	2.5	Principals, Deans, Specialist, Department Chairs & HS Teachers	Student participation data at school, district, regional, state, and national events The campus will have a 10% increase in the number of students participating in these events.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) In order to enhance writing and comprehension skills students will participate weekly in Writing Across Curriculum, Literacy Groups, Vocabulary development and routines in all content areas. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2018 June 2019</p> <p>CNA 9-10</p>	2.4	Principals, Deans, Specialist, Department Chairs & HS Teachers	District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, and Lesson Plans  The campus will have 100% of the teachers participating in this initiative.  Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, TAIS report Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) Utilize instructional technology by modeling within the context of instruction in curriculum by using a variety of technology equipment (computer labs, Interactive tables, Sensors/Interface Technology, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timelines: July 2018 through June 2019</p>	2.4	Principals, Deans, Department Chairs, District Lead Teachers and Specialist Teachers, Technology Service Staff	Evidence of Implementation: BISD Instructional Feedback Form, 100% of walk-throughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agenda, CBLT Evidence of Impact: The district will have a 10% increase in the number of students meeting the phase II passing standard. Formative: Classroom observation, PDS Session Evaluations, STAAR scores, TELPAS				
Funding Sources: 211 Title I-A - 20000.00, 162 State Compensatory - 28200.00							
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>7) In an effort to promote physically and emotionally healthy students, the campus will implement the PAPA (Parenting and Paternity Awareness) curriculum, CATCH (Coordinated Approach to Child Health) program, and a Campus Health Advisory Committee that will evaluate the implementation of the district initiatives as well as the policies such as those on Dating Violence and sexual abuse of children. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2018 to June 2019 CNA 9-10</p>	2.5	Principals, Deans, Specialist, Department Chairs & HS Teachers	BISD Instructional Feedback Form, 100% of walkthroughs will indicate application of the skills acquired during the professional development The campus will have 100% effective implementation. Formative: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative: Fitness Gram results				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>8) Highly qualified teachers hired to alleviate crowding in classrooms to increase scores in state assessments. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2018 to June 2019 CNA 9-10 and 13-14</p>	2.4	TI-A Teachers, State Comp Teachers, Library paraprofessionals, Migrant Teacher and Clerk					

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>9) Implement tutorials and remediation strategies in core-area subjects for low-performing students by the 2nd month of school in order to decrease the retention rate and improve student achievement. Implement cohort express for students out of cohort. Promote attendance for extended day tutorials by providing incentives. Purchase custodial supplies to maintain a safe and secure building.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2018 to June 2019 CNA 9-10, 14</p>	2.4, 2.6	Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs					
<p>Funding Sources: 211 Title I-A - 45000.00, 162 State Compensatory - 65166.00</p>							
<p>10) Provide annual Response to Intervention (RtI) Training for campus staff (new and refresher) to implement intervention through the RtI 3 Tier Model in order to support student academic growth and success. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2018 - June 2019</p>	2.5	Principals, Deans, Specialist, Department Chairs & HS Teachers	<p>District Benchmarks, Campus Based Assessments, Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas. The campus will decrease number of referrals to Special Education Program by 10%.</p> <p>Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>11) Teacher, campus administration and counselors will promote and increase the number of students achieving scores of 3 or higher on AP Exams by increasing teacher participation in the following vertical teaming and enrichment activities: Pre-AP &amp; AP Institute Workshop and on-going training in GT, Pre-AP, and AP curricula and promote AP tutorials.</p> <p>Time Line: July 2018 - June 2019 CNA 10</p>	2.4	Teachers; Dept. Chairs; Campus Administration; and Advanced Academics	<p>Increased Post Secondary Opportunities for Students</p> <p>Formative: Number of students taking AP exams Summative: AP Score Report and Dual Enrollment Score Report</p>				
<p>Funding Sources: 211 Title I-A - 20000.00</p>							

<p><b>Critical Success Factors</b> CSF 6</p> <p>12) Promote a school culture of lifelong learners, independent and innovative thinkers to become responsible and productive environment that has a positive effect on student learning and college readiness by providing workshops for students and parents.</p> <p>Time Line: July 2018 - June 2019</p>	<p>2.4, 3.2</p>	<p>Principals, Deans, Specialist, Department Chairs &amp; HS Teachers</p>	<p>CNA Results regarding school culture</p>				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 4</p> <p>13) Flexible scheduling to meet student needs will be implemented. English I, English II and ELA EOC remediation classes will be linked to improve student success. Algebra I courses will be linked with College Transition Course for targeted students to ensure 100% state assessment mastery and TSI preparation.</p> <p>Time Line: July 2018 - June 2019</p>	<p>2.4</p>	<p>Principals, Deans, Specialist, Department Chairs &amp; HS Teachers</p>	<p>Improves EOC mastery and TSI passing rates</p>				
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**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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 2:** Porter Career and Technical Education student participation will increase by 5 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates

**Evaluation Data Source(s) 2:** PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Population: CTE students Timeline: August 2018 - July 2019		CTE HS Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals Special Education Teachers	Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology.				
2) 2) Career and Technical Education Teachers will continue to attend ongoing professional development so that students may learn the latest technology skills and be able to compete in college and the workforce. Population: CTE students Timeline: August 2017 - July 2018		CTE Administrative Career Placement Officers HS Administrators HS CTE Teachers	Teachers will return to their classrooms and be able to share the newest technologies with their students. Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.)				

= 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 3:** Porter will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

**Evaluation Data Source(s) 3:** TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement a comprehensive Texas Success Initiative (TSI) remediation plan with the expectation that all BISD students will graduate college ready. Plan includes the implementation of the following: APEX Edgenuity TSI Lab TSI Tutorials	2.4	ECHS Director ECHS Counselor AVID Teacher Dean of Instruction	Formative: TSI test taking and passing data by grade level Summative: Increased 5% percentage points of students passing each and all TSI components at each grade level over previous year				
2) Increase the number of students who are prepared to enter and succeed in post-secondary education, campus administration and counselors will ensure that students and their parents have the information they need to prepare academically, socially and financially for college by collaborating with ADVISE TEXAS, Upward Bound, & AmeriCorp.	2.5, 2.6	Teachers; Counselors; and Campus Administration	Increased Post Secondary Opportunities for Students Post Secondary Student Enrollment				
Funding Sources: 211 Title I-A - 10000.00, 162 State Compensatory - 1200.00							
							



**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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 4:** 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments

**Evaluation Data Source(s) 4:** PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

**Summative Evaluation 4:**

**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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 5:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation

**Evaluation Data Source(s) 5:** Regional and state competition participation numbers

**Summative Evaluation 5:**





**Goal 2: 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. (Board Goal 2)**

**Performance Objective 1:** Porter ECHS will implement a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

**Evaluation Data Source(s) 1:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June





<p>1) 1) Porter ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.  Population: All campus facilities  Timeline: December 2017- June 2018  Need: SBDM Approval</p>		<p>Campus Administration  Facilities and maintenance staff</p>	<p>Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.  Formative: Monthly comparison of energy usage  Summative: Annual comparison of energy usage</p>				
<p>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 campus.  Population: All campus facilities  Timeline: December 2017- June 2018  Need: SBDM Approval</p>		<p>Campus Administration  Facilities and maintenance staff</p>	<p>Survey results from campuses and departments will indicate prioritization of the renovation plans.  Formative: Survey  Summative: Evaluation/analysis of survey data</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 3: Porter ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)**

**Performance Objective 1:** Porter ECHS 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:** Compensation plan including improved funding for teachers.

**Summative Evaluation 1:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Porter ECHS will support the campus in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Porter ECHS Stakeholders Timeline: December 2018- June 2019 Need: SBDM Approval		Campus Administration SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports				
<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 3:** Porter ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 2:** Porter ECHS will commit to a balanced budget which includes improved compensation for 100% of teachers

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will be given the opportunity to attend professional development and be compensated through the Project RISE funding source. Population: Porter ECHS Stakeholders Timeline: December 2018- June 2019 Need: SBDM Approval		Campus Administration	Compensation will motivate teachers to participate in professional development.  Formative: Professional leave forms, Attendance  Summative: Listing of all professional development attended by the end of the school year.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

**Goal 3:** Porter ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 3:** The district and campuses will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Source(s) 3:** Campus needs assessment surveys, district/campus climate

**Summative Evaluation 3:**

**Goal 4: All Porter ECHS programs 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. (Board Goal 4)**

**Performance Objective 1:** All Porter ECHS program areas will provide the BISD Public Information Office with features articles, recognition of students, 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Porter ECHS will promote the history and origins along with current accomplishments of the campus weekly through the website and media venues. Population: Porter ECHS Stakeholders Timeline: December 2018- June 2019 Need: Decreasing enrollment/ SBDM Approval		PIO District Administration Campus Administration	Updates on media sources will be completed routinely. Formative: schedule of weekly updates. Summative: Listing of all the activities posted by the end of the year.				
2) 2) Campus will designate a PIO contact to provide updates on current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Porter ECHS Stakeholders Timeline: December 2018- June 2019 Need: Need: Decreasing enrollment/ SBDM Approval		PIO District Administrators Campus Administration	Regular updates on media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information to be showcased. Summative: annual compilation of showcases				



**Goal 4:** All Porter ECHS programs 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. (Board Goal 4)

**Performance Objective 2:** The District will continue 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:** School calendar showing earlier start date.

**Summative Evaluation 2:**





**Goal 5: Porter ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)**

**Performance Objective 1:** Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

**Evaluation Data Source(s) 1:** BAC placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) 1) In order to prevent discipline incidents and/or referrals to BAC, all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.</p> <p>Population: All Students/parents; campus personnel</p> <p>Timeline: August 2018 through June 2019</p>		Campus Administration	Campus SCOC Receipt form, Signed SCC Acknowledgement Forms, posting of SCOC on District and campus websites.				

<p>2) 2) Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day. Population: All Students</p> <p>Timeline: August 2018 to June 2019</p>		<p>Principal, Assistant Principals, Security Monitor</p>	<p>Formative: Increased coordination between security and administration Summative: Reduction in vandalism</p>				
<p>3) 3) Review 360 Software will be utilized to create databases and reports of student discipline and school safety procedures. Population: All Students</p> <p>Timeline: August 2018 to June 2019</p>		<p>Principal, Assistant Principals, Security Monitor</p>	<p>Formative: Review 360 Reports Summative: Reduction in discipline referrals. EOY Reports</p>				
<p>4) 4) Training &amp; Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, bullying and violence prevention. Population: All Students</p> <p>Timeline: August 2018 to June 2019</p>		<p>Counselors, Administration</p>	<p>Formative: Sign in sheets Summative: Discipline Referral Count</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:** Porter ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 2:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

**Evaluation Data Source(s) 2:** ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

**Summative Evaluation 2:**

**Goal 5:** Porter ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 3:** Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis

**Evaluation Data Source(s) 3:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

**Summative Evaluation 3:**

**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. (TEA Ch. 4, Obj. 1)**



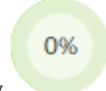

**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>1) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program Timeline: August 2018 -June 2019 CNA 19-20</p>		<p>Administration Parent Liaisons</p>	<p>Formative: Completed Parental Involvement Policies Campuses Campus Websites Fliers Meeting Agendas Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Agendas and Sign Ins Summative: Training Session Evaluations and Increased Parental participation to positively impact attendance, discipline, EOC scores, and graduation rates.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>2) Enhance the campus parental involvement program to increase the percentage of parental involvement at the campus by providing consultants/trainings in: Will provide refreshments for parents. Parenting Classes Nutrition Classes College and Career Student Information EOC Training Graduation Requirement Trainings. ESL Classes Curbside Coffee Migrant Informational Meetings Timeline: August 2018- June 2019 CNA 19-20</p>		<p>Parent Liaison Administration Principal Dean of Instruction</p>	<p>Increased parental participation in school activities and awareness of student responsibilities and opportunities for success. Formative:Agenda, Sign-In sheets, Summative: Evaluations positively impact attendance rates, discipline, EOC Scores, and graduation rates.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>3) Increase the community partnership with the campus inviting business community members and organizations to present at weekly Timeline: August 2018- May 2019 CNA 19-20</p>		<p>Parent Liaison Administration Principal Dean of Instruction Parents All students All teachers</p>	<p>Formative: Agenda, Sign-In sheets for parent, community, and SBDM meetings. Summative: Evaluations in order to increase student attendance, decrease failure rates, increase EOC Scores, graduation rates, and real work experiences.</p>				
<p>Funding Sources: 211 Title I-A - 2000.00</p>							

<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Teachers, attendance clerks and parent/attendance liaisons will consistently monitor and communicate student's daily absences and tardiness to parents to promote a rapid system of communication that will improve the daily attendance rate by maintaining a telephone log. Student incentives will be provided for perfect attendance as way to increase attendance rate. Increase parent homes visits to improve attendance and communication.</p> <p>Timeline: August 2018-May 2019 CNA 19-20</p>	3.2	Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration District Attendance Office	Formative: Increased Class Attendance Rate, Weekly Campus Attendance Rate Phone Master Daily Log Summative: PEIMS Campus Summary Report, ADA Annual Report in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates.				
Funding Sources: 211 Title I-A - 300.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>5) Verify phone numbers &amp; addresses of all students during the first week of the Fall and Spring semesters in order to maintain accurate student data for parent communication.</p> <p>Timeline: August 2018-May 2019 CNA 19-20</p>		Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration	Formative: Accurate contact information in Eschool Plus Reports PEIMS Campus Summary Report Summative: School Messenger Report and Parental Contact logs in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates.				
<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 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)**

**Performance Objective 1:** Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations

**Evaluation Data Source(s) 1:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

**Summative Evaluation 1:**

**Goal 7:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

**Performance Objective 2:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

**Evaluation Data Source(s) 2:** Professional development records for CTE, numbers of students in under-served pathways, survey data

**Summative Evaluation 2:**

**Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)**

**Performance Objective 1:** All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

**Evaluation Data Source(s) 1:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

**Summative Evaluation 1:**

**Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)**

**Performance Objective 1:** Porter ECHS will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%,

increase the At-Risk Student Attendance Rate by 10%, increase the High School Completion Rate to 95%, and increase the High School Graduation Rate to 91.3%.

**Evaluation Data Source(s) 1:** STAAR/EOC, At-Risk Student Attendance Rate, Retention Rate, Recidivism Rate, High School Completion Rate, and High School Graduation Rate

**Summative Evaluation 1:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: AR, TI, MI, LEP Timeline: September 2018 - June 2019 (At minimum 2 x week) CNA 9-10</p>		Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs Administrator for State Compensatory Education	Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) 2) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: AR, TI,MI, LEP Timeline: July 1, 2018 - June 2019 (Daily) CNA 9-10</p>		Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) 3) Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: AR, TI, MI, LEP Timeline: August 2018 - June 2019 (Daily) CNA 9-10</p>		<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) 4) The High School At-Risk Counselor will monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: High School AR Students Timeline: August 2018 - June 2019 (Daily) CNA 9-10</p>		<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rat</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>5) 5) The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rate. Population: AR, TI, MI, LEP Timeline: August 2018 - June 2019 (Daily) CNA 9-10</p>		<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rat</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>6) 6) The Probation officer will to work with students who are on probation to improve probated student achievement, and attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate. Population:High School AR Students Timeline: August 2018- June 2019 (Daily)</p>		<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate, Recidivism Rate</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>7) 7) The Communities in School (CIS) Site Coordinators will work to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate by providing identified at-risk students case management and instructional services. Population: High School AR Students Timeline: August 2018 - June 2019 (Daily) CNA 9-10</p>		<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) 8) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: High School AR Students Timeline: August 2018 - June 2019</p> <p>CNA9-10 and 21</p>		<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: eSchoolPLUS Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>9) 9) In order to increase student success support services for students identified as homeless will be provided to students who are identified by the Homeless Youth Project. Campus will refer any possible identified student to the District Homeless Youth Program after registration. Population: AR, TI, MI, LEP Timeline: August 2018 - June 2019 (Daily) CNA 9-10</p>		<p>Administration Homeless Liaison Registrar CIS Case Worker At-Risk Counselor</p>	<p>Formative: Campus Homeless Intervention Logs, student progress reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) 10) Continue LUCHA project to target literary development and math success through the use of native language support and sheltered instructional strategies; Conduct transcript analysis and implement online modules; Conduct parent/student information sessions on graduation requirements and career pathways options. This will provide an accelerated pathway for recent immigrants with high literacy levels to meet graduation requirements in less than 4 years and have a direct impact on the dropout rate and graduation rate of LEP students. Population: LEP Timeline: August 2018 - June 2019 (Daily) CNA 9-10</p>		<p>Bilingual Department Administrator Bilingual/ESL Counselor Bilingual/ESL Teacher Curriculum and Instruction Administrator</p>	<p>Formative: Eschool Plus, Student Sign In Logs, Lucha Credit Counts Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>11) 11) Implement a food pantry and closet at campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs Population: AR, TI, MI, LEP Timeline: August 2017 - June 2018 (Daily) CNA 9-10 and 11-12</p>		<p>Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>12) 12) Promote health awareness programs to all students including student parent in need pregnancy related services available within BISD in order to keep students in school and meet graduation requirements. Population: AR, TI, MI, LEP Timeline: August 2018 - June 2019 (Daily) CNA 9-10</p>		<p>Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	<p>Formative: Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>13) 13) The campus will instate a Summer Bridge Program to decrease retention rates, bridge educational gaps, and ensure a successful transition from middle school to high school. Population: AR, TI, MI, LEP Timeline: August 2019</p>		<p>Principal Admin Counselors Teachers hired Dean of Instruction</p>	<p>Formative: eSchoolPlus Reports, Teacher Lesson Plans, Classroom Observations Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate</p>				



<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>14) Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention and dropout rate. Population: AR, TI, DYS Timeline: Daily</p>		Principal Admin Counselors Teachers Dean of Instruction SBDM Committee	Formative: Lesson Plans, Classroom Observation, student progress reports, benchmark scores Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>15) The At-Risk Team will sponsor outreach events to ensure all students enroll in school in a timely manner such as Walk for the Future.  September 2018</p>	2.6	State Compensatory Education Department Administration Dean of Instruction Drop Out Prevention Specialist At-Risk Counselor Probation Officer	Formative: Student Enrollment rates Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Funding Sources: 162 State Compensatory - 400.00							
<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 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

**Performance Objective 2:** Reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

**Evaluation Data Source(s) 2:** STAAR/EOC reports disaggregated for At-Risk students

**Summative Evaluation 2:**

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

**Performance Objective 3:** All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

**Performance Objective 4:** Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

**Evaluation Data Source(s) 4:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

**Summative Evaluation 4:**

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	13	Flexible scheduling to meet student needs will be implemented. English I, English II and ELA EOC remediation classes will be linked to improve student success. Algebra I courses will be linked with College Transition Course for targeted students to ensure 100% state assessment mastery and TSI preparation. Time Line: July 2018 - June 2019

# Campus Funding Summary

<b>199 Local funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$140,000.00
<b>+/- Difference</b>					<b>\$140,000.00</b>
<b>162 State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper		\$7,500.00
1	1	1	General Supplies		\$20,000.00
1	1	2	Employee Travel - Professional Development		\$5,000.00
1	1	2	General Supplies		\$4,520.00
1	1	2	Professional Extra Duty		\$4,000.00
1	1	2	Substitutes		\$4,500.00
1	1	2	Employee Travel - Professional Development Counselors		\$3,000.00
1	1	6	Supplies & materials Technology		\$20,000.00
1	1	6	APlus		\$2,500.00
1	1	6	Software _ Microsoft		\$1,700.00
1	1	6	Capital Assets		\$4,000.00
1	1	9	EOC Tutotials		\$45,166.00
1	1	9	Tutorials		\$20,000.00
1	3	2	Supplies		\$1,200.00
9	1	15	Supplies		\$200.00
9	1	15	Misc. Operating costs		\$200.00
<b>Sub-Total</b>					\$143,486.00
<b>Budgeted Fund Source Amount</b>					\$143,086.00

					<b>+/- Difference</b>	<b>\$-400.00</b>
<b>211 Title I-A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	1	1	Instructional Computer Programs		\$20,000.00	
1	1	1	General Supplies		\$35,008.00	
1	1	1	Duplicating Paper		\$4,000.00	
1	1	1	Ink		\$23,000.00	
1	1	2	Employee Travel - Professional Development		\$15,500.00	
1	1	3			\$15,000.00	
1	1	6	Technology		\$20,000.00	
1	1	9	Extra Duty Pay		\$20,000.00	
1	1	9	Tutorial Supplies		\$25,000.00	
1	1	11	AP Testing Fees		\$20,000.00	
1	3	2	Misc. Contracted Advise Texas		\$10,000.00	
6	1	2	Other Operating Cost - Refreshments		\$1,500.00	
6	1	2	General Supplies		\$500.00	
6	1	4	Employee Travel		\$300.00	
					<b>Sub-Total</b>	<b>\$209,808.00</b>
					<b>Budgeted Fund Source Amount</b>	<b>\$248,529.00</b>
					<b>+/- Difference</b>	<b>\$38,721.00</b>
					<b>Grand Total</b>	<b>\$353,294.00</b>