

Brownsville Independent School District
Brownsville Academic Center
2018-2019 Campus Improvement Plan



Mission Statement

The mission of the Brownsville Academic Center (BAC) is to provide each student with a meaningful educational experience in a well-disciplined environment that provides consistency, structure, intense academics and supportive related services in an effort for each student to grow intellectually, socially, emotionally, and psychologically and be able to transition to home campus as a more successful student and individual.

Vision

All students assigned to the BAC will successfully complete their individual program and transition to their home campus in accordance to the alternative campus' requirements.

Value Statement

Our primary goal is to serve our students' academic needs in an environment which stresses the importance of self-discipline and respect. We are a student-focused and team-supported alternative campus dedicated to providing a positive learning environment which incorporates the BAC Respect Model as a daily guide to help reinforce the values of respect and self-discipline.

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Comprehensive Needs Assessment

Revised/Approved: June 08, 2018

Needs Assessment Overview

The student enrollment at the Brownsville Academic Center is comprised of students that were removed from their home campus as a result of mandatory and/or discretionary removal that warrant a 30 to 45-day placement. Most students bring with them disciplinary issues, poor grades, low self-esteem, family issues and/or peer pressures. It is the responsibility of the Brownsville Academic Center to ensure that each student is provided with the necessary instruction, counseling, social skills instruction and corrective strategies to improve behaviors and assist students in becoming life-long learners and productive citizens within the community. Teachers have received extensive training in classroom management and social skills instruction. The success of the students at our campus is attributed to the *Whole Person Concept* (academic and behavioral instruction) and is often influenced by parental support and effective home and school collaborative efforts. Parents are invited to participate in student-parent counseling sessions, as needed, to develop communication and parental understanding of the student's needs and parental expectations. Parents are also encouraged to participate in parent meetings implemented in an effort to train parents on various strategies to improve the home environment and strategies to assist them with their children's problems. The design of our facility provides for effective supervision of students while transitioning to their designated locations. One of our goals is to make sure that our students understand the importance of respect and discipline during and after they return to their home campuses. It is our ultimate objective that our students attain leadership skills that help them internalize the "Enter to Learn, Leave to Lead" philosophy modeled at the Brownsville Academic Center.

BAC, previously named TLC, is the oldest and largest Disciplinary Alternative Education Program (DAEP) school in Brownsville, Texas, which harbors a vast number of diverse student communities created by the blend of cultures rich in heritage and tradition. The campus, which is located on the 3308 Robindale Rd. Brownsville, TX 78526 in the Northeast side of the city, has experienced a variety of academic and facility changes since its construction in 2012. BAC school colors are Red, White & Blue; our Center's previous Mascot was represented by a 'Educational Trooper' Rhino; our Motto is "Enter to Learn...Leave to Lead". The school serves approximately 206 students out of 264 in grades 6-12 (this number does not take into account the unlimited mandatory placements), primarily Hispanic, and all are considered At-Risk. BAC services 7 high schools, 11 middle schools, and 1 alternative school. Our campus profile usually consists of 72{+-}% male and 28{+-}% female middle school cadets and 74{+-}% male and 26{+-}% female high school cadets. Our population also includes: 100% At-Risk. The Drop out rates for the 2016-2017 school year is 1% for all students. This current school year (2017-2018), we have a teaching and resource staff of 51 personnel with diverse skills who provide support for the high concentration of At-Risk students. Our personnel include: 3 administrators, 2 counselors, 15 regular education teachers, 4 special education teachers, 11 drill instructors, 1 senior drill instructor, 1 LUCHA teacher, 1 social worker, 1 nurse, 1 parent liaison, 1 inclusion aide, 3 teacher aides, 2 behavioral intervention (BI) aides, 2 clerks, and 3 custodians.. In order to produce responsible, well-rounded cadets, BAC faculty and staff strive to provide opportunities for students to develop academically and socially, think independently, and communicate effectively making student achievement our primary focus.

Teachers are extremely dedicated professionals who continuously reflect upon the educational changes and deliberately plan staff development based on student achievement data and teacher/student/parent feedback in order to improve lessons and lesson designs. All certified professional staff members are

continuously seeking attendance to conferences and professional trainings in the areas of Behavior Intervention, IDEA, Technology, 504, State of Texas Assessment Programs, and other related areas that directly impact our students. The curriculum for all courses offered at BAC is based on the Texas Essential Knowledge and Skills guidelines set forth by the Texas Education Agency.

Departments meet to discuss and develop time-lines that dictate subject area pace, integration of EOC Standards, teaching strategies, and various lesson activities to meet the needs of each student group. In addition, department and strand members disaggregate EOC, District and Campus benchmark test data, analyze test items, recommend campus activities that address specific student population needs, and determine staff development needs. Regaining credit opportunities are offered through the STARS program, which is individualized and uses American Preparatory Institute (API) competency based curriculum modules to regain credit or utilize the other option as the A+ Program. BAC continuously strives to provide an environment that is conducive to teaching and learning. Students receive the BISD Student Parent Handbook as well as the BAC Cadet Manual which outlines the district and campus policies regarding attendance/grades/discipline, designed to promote student achievement. Campus six weeks tests are scheduled for the end of each six weeks and district benchmarks are scheduled to be administered during the second and fourth six weeks. Throughout the school year, mid & end points are administered by core subject areas per six weeks, prior to the EOC/STAAR testing. The primary focus of these tests is to review the respective EOC Standards and to provide individualized assistance. All teachers have interwoven writing activities designed to increase student writing abilities into their weekly lessons, thus providing a much needed and appreciated support system for language arts teachers (fluency checks). A built in common planning period has been implemented by teams to promote vertical alignment and collaboration.

Needs Overview

- Provide more credit recovery opportunities to keep students from dropping out
- Provide more ongoing training for teachers in all areas of curriculum
- Address the needs of student populations focusing on the academic success of IDEA, 504, ELL, and Migrant students
- Train teachers on the disaggregation of student achievement data using Aware and/or TANGO
- Identify students who progress in local/district benchmarks to show growth from previous scores and provide interventions for their success
- Professional Development on rigor and depth of instruction for all teachers
- Purchase license for Compass Learning
- Purchase software for academic rigor, depth of instruction to support and enhance student learning
- Purchase updated instructional resources/materials/equipment for core content area teachers
- Provide consistent teacher aide instructional support for teachers to maximize student learning
- Opportunities for teachers to attend district professional development to enhance current teaching practices
- Provide additional, classroom support to promote and encourage teacher attendance and morale
- Improve master schedule to allow more flexibility
- Increase budget for programs that educate on topics such as character / responsibility / drug abuse / violence
- Increase At-Risk student attendance by actively monitoring (ie. teacher phone logs)
- Provide attendance incentives for all students and faculty and staff
- Provide a variety of topics at parent meetings
- Annual district parental/community meeting

Demographics

Demographics Summary

Brownsville Academic Center (BAC) views demographics data on a daily basis. The student population served at BAC is approximately 179 students during a peak enrollment and serves students in the sixth through twelfth grades. According to the CNA Data Review, our campus profile usually consists of 72{+-}% male and 28{+-}% female middle school cadets and 74{+-}% male and 26{+-}% female high school cadets. Our population also includes: 100% At-Risk. The Drop out rates for the 2017-2018 school year is 1% for all students. Of the many focuses of data, our attendance population is monitored daily; we view our daily attendance average to see if we have met our attendance goals. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure absences are excused. If students are consistently absent, we make sure to conference with parents or send the Parent liaison for a home visit. Since our students are identified as At-Risk, administrators, counselors, and teachers begin consistent progress monitoring to make sure students are academically successful. Procedures for overseeing demographic concerns include verifying daily attendance, allotting time for teacher and parent conferences, and purchasing additional resources.

This 2018-2019 Campus Improvement Plan, for the Brownsville Academic Center, was developed with the input of the Site-Based Decision-Making (SBDM) Committee as well as members of the entire faculty. While there are several goals and many strategies, the primary focus of this plan is to increase the overall achievement of all students attending this alternative campus.

As deemed appropriate and with our students' best interest in mind, this plan may be modified throughout the year as needed to change strategies and /or activities in such a way that campus goals may be met. Any changes will be reviewed on a frequent basis with the SBDM committee.

Brownsville Academic Center (B.A.C.) serves as the district's Disciplinary Alternative Education Program (DAEP) with a previous school year (2017-2018) high enrollment of 179 students out of 264 (this number does not take into account the unlimited mandatory placements), primarily Hispanic, and all are considered At-Risk. BAC services 7 high schools, 11 middle schools, and 2 alternative school.

This current school year (2018-2019), we have a teaching and resource staff of 53 personnel with diverse skills who provide support for the high concentration of At-Risk students. Our personnel include: 2 administrators, 2 counselors, 16 regular education teachers, 4 special education teachers, 1 LUCHA teacher, 1 dyslexia teacher, 11 drill instructors, 1 senior drill instructor, 1 social worker, 1 nurse, 1 parent liaison, 1 inclusion aide, 3 teacher aides, 2 behavioral intervention (BI) aides, 2 clerks, 1 security officer and 3 custodians.

Demographics Strengths

- Highly qualified teachers with a campus average of 16+ years of teaching experience
- Highly qualified counseling staff with 28+ years of experience
- Highly skilled resource staff
- At Risk Program

Demographic Needs

- Provide more credit recovery opportunities to keep students from dropping out
- Address the needs of all student populations with a focus on the academic success of IDEA, 504, ELL, and Migrant students
- Increased academic support through research-based interventions for students struggling academically
- Increased English Language Learners proficiency through support strategies all across core content areas
- Increased Professional Development opportunities for teachers on curriculum alignment, best practices that support literacy across all core content areas, academic rigor and depth of content

Student Academic Achievement

Student Academic Achievement Summary

The disaggregation of students' assessment data (EOC/STAAR) is an essential component to the academic success of students attending the Brownsville Academic Center. Data are disaggregated, consistently, to identify the areas requiring improvement such as meeting states student expectation and TEKS mastery. Administrators, counselors and teachers look at students' EOC/STAAR scores and break down the test objectives to identify strengths and weaknesses. Additional student data used to measure student achievement comes from the TELPAS for our ELL population. Once weaknesses are identified and in order to target these for all student populations, teachers plan instruction, accordingly, during their bi-weekly, team meetings.

Due to the constant movement of our student population, the students' home campuses receive each individual student's achievement data (EOC/STAAR scores). Therefore, this information is available through students' home campuses, for those students who, at one point, attended the Brownsville Academic Center.

The following information pertains to the 2014 to 2016 scores from the BISD TAPR Reports and Texas Performance Reporting System. The 2018 scores are from preliminary district reports.

STAAR Assessments / Content Area	2014	2015	2016	2017	TX 2017	2018 (Pending)
Grade 6 Reading	69%	70%	64%	61%	67%	TBA
Grade 6 Mathematics	72%	69%	68%	71%	75%	TBA
Grade 7 Reading	65%	70%	66%	68%	72%	TBA
Grade 7 Mathematics	59%	66%	67%	65%	68%	TBA
Grade 7 Writing	68%	68%	67%	69%	68%	TBA
Grade 8 Reading	82%	71%	84%	83%	76%	TBA
Grade 8 Mathematics	79%	62%	82%	86%	74%	TBA
Grade 8 Science	60%	59%	73%	70%	74%	TBA
Grade 8 Social Studies	51%	57%	62%	59%	62%	TBA

<i>STAAR EOC Assessments</i>	<i>Content Area</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>TX 2017</i>	<i>2018 (Pending)</i>
End of Course	ELA I	58%	57%	61%	55%	60%	TBA
End of Course	ELA II	58%	58%	63%	57%	62%	TBA
End of Course	Algebra I	79%	85%	85%	85%	82%	TBA
End of Course	Biology	81%	91%	87%	86%	85%	TBA
End of Course	US History	89%	89%	91%	93%	92%	TBA

Student Academic Achievement Strengths

- Teachers ability to read data reports
- Weekly teacher, team meetings to disaggregate data by core content areas and to plan instruction
- Provide EOC/STAAR preparation classes in all tested areas focusing on reading strategies
- Constant communication and collaboration among teachers and counselors
- Technology integration to enhance student learning
- Analyze Enrollment Report
- Focus on EOC scores for all subpopulations (primary and re-testers)
- Social Worker provides our students with school supplies and personal items to ensure their academic success
- All students are required to read 3-5 books for completion of their placement
- Disaggregation of PEIMS Student Data
- Student CNA Report results

Student Achievement Needs

- Train teachers on the disaggregation of student achievement data using Aware and/or TANGO
- Identify students who are making progress in local and district benchmarks to show growth from previous testing scores and provide interventions for their success
- Teachers provided with more Professional Development opportunities on curriculum alignment, best practices supporting literacy across all core content areas, academic rigor and depth of content to ensure the success of all student populations
- Focused collaboration between teachers and counselors to disaggregate student assessment data by sub-populations to determine specific needs
- Aid from district curriculum specialists and bilingual specialists for ELL students targeting reading and English proficiency

- Increase academic opportunities with supplemental audio/software resources and supplies for ELL students (i.e., Duolingo & Soft Schools)
- Increase software programs for academic rigor in all core content areas (Apex)
- Implement intervention strategies through sheltered instruction (SIOP), SRA reading program to address student success for IDEA, 504, ELL, and Migrant students.

School Processes & Programs

School Processes & Programs Summary

To meet the instructional needs of our campus, Brownsville Academic Center implements the district curriculum initiatives and assessments as required by the Texas Essential Knowledge and Skill (TEKS) which prepares the students for the state assessments, while they are enrolled at our campus. Teachers plan lessons consistent with the district curriculum frameworks. Campus administration provides teachers with instructional resources and professional development opportunities to enhance student learning. Planning for instruction and intervention is done through bi-weekly (team) meetings and, at times, as a whole campus through vertical/horizontal alignment meetings.

Only highly qualified and certified teachers are recruited at BAC in order to maximize positive learning opportunities for students as required by law. The state mandated T-TESS is used to evaluate each teacher performance, whose records are kept by the school administration.

Due to the nature of the students assigned to Brownsville Academic Center, administration analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have procedures in place so that there is not much interference or distractions from classroom instruction.

School Processes & Programs Strengths

- Resources for all subjects are provided by state and district
- Knowledge of curriculum components and TEKS
- Bi-weekly team meetings are held on a consistent basis
- Highly qualified/certified teachers in all content areas
- Stipends for teachers
- Campus-wide discipline management procedures are monitored and implemented consistently
- Accessibility to T-TESS assessment instrument
- Consistent communication among faculty and staff
- Discipline Management Program/Zero Tolerance Initiative Program(Z-TIP)
- Highly qualified/trained drill instructor personnel

School Processes & Programs Needs

- Professional Development on rigor and depth of instruction for all teachers
- Purchase license for Compass Learning
- Purchase software for academic rigor, depth of instruction to support and enhance student learning
- Purchase updated instructional resources/materials/equipment for core content area teachers

- Provide consistent teacher aide instructional support for teachers to maximize student learning
- Opportunities for teachers to attend district professional development to enhance current teaching practices
- Provide additional, classroom support, employee incentives and recognize stakeholders to promote and encourage teacher attendance and morale
- Improve master schedule to allow more flexibility
- Provide teacher with Boys/Girls Town training and discipline procedures during staff trainings
- Promote campus-wide upkeep of the school facilities
- Provided parental liason needs to improve new district goals

Perceptions

Perceptions Summary

Our campus administration/teachers/resource staff, provide a safe/disciplined learning environment in order to maintain a facility conducive to a positive school culture and climate through constant analysis at our bi-weekly faculty meetings. It is our ultimate objective to teach individual responsibility to foster leadership/character building skills in our students to help them internalize "Enter to Learn....Leave to Lead" philosophy modeled at BAC. Brownsville Academic Center is committed to its students' education and therefore encourages the involvement of parents and community members to share in this endeavor. Parents are strongly encouraged to get involved in volunteering opportunities that will assist in their children's education by attending monthly meetings. During our campus' first parent meeting, our parent liaison provides parents with a parental involvement survey, in an effort to improve family and community involvement. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee and school principal. The survey results will be analyzed to determine decisions for the school year. Campus climate issues are then reviewed and discussed through consistent dialogue by campus staff to address specific barriers concerning students removed from their home campuses. In an effort to increase the ratio of parental involvement, BAC will host a yearly district parental/community member volunteer meeting, in addition to the monthly meetings during 2017-2018 school year.

Perceptions Strengths

- Mutual respect among all stakeholders
- Campus-wide Discipline Management Program
- Collaboration with Probation Officer and other external agencies (Counselor/Mesquite Treatment Center Support Services)
- Partnership with Drill Instructors
- School Climate Committee
- Cleanliness of Campus
- Monthly parental meetings (activities/programs orchestrated by Parent Liaison)
- Parent/student/staff surveys
- Required parent conferences for BAC students' exit

Perceptions Needs

- Increase budget for programs that educate on topics such as character / responsibility / drug abuse / violence / health
- Increase At-Risk student attendance by actively monitoring (ie. teacher phone logs) and provide incentives for all students
- Provide a variety of topics at parent meetings
- Annual district parental/community meeting
- Provide parents with discipline procedures during in-take orientation

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: BAC student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Meets Grade Level and EOC/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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide EOC/STAAR preparation classes focusing on reading strategies, writing process, language use and making complex inferences to ensure all students are successful in the state mandated assessments with the use of needed instructional supplies and technology.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 6, 8, 9</p>	ELA and Reading Teachers, Principal, Assistant Principal and Administrator for State Compensatory Education, Counselors	Formative: Classroom Observations/ Walkthroughs, Classroom Test Results, Benchmark Assessments, Student Progress Reports, and Lesson Plans. Summative: STAAR/EOC Scores				
Funding Sources: 162 State Compensatory - 23383.00						

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Implement intervention strategies through sheltered instruction (SIOP), SRA reading program to address student success for English Language Learners (ELLs) and special education students.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 6, 8, 9 10 ,11</p>	<p>ELA and Reading Teachers, Administration, Counselors</p>	<p>Formative: Classroom Observations/ Walkthroughs, Classroom Test Scores, Benchmark Assessments, Student Progress Reports, and Lesson Plans.</p> <p>Summative: STAAR/EOC Scores</p>				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Improve and provide instructional support to all students to include credit accrual to advanced students by implementing Brain-Pop, A+ Plus, and Compass Learning. Students will be reclassified by January if credit accrual is met.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 6, 8, 9, 10, 11</p>	<p>ELA and Reading Teachers, Administration, Administrator for State Compensatory Education, Counselors</p>	<p>Formative: Classroom Observations/ Walkthroughs, Classroom Test Scores, Benchmark Assessments, Student Progress Reports, Lesson Plans, and Compass Student Reports.</p> <p>Summative: STAAR/EOC Scores</p>				
<p>Funding Sources: 162 State Compensatory - 7225.00</p>						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Improved instruction and enrichment activities in the foundation curriculum will be provided during the day, week, or six-weeks in order to improve middle and high school At-Risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: At-Risk Timeline: December 2018-March 2019</p> <p>CNA: Pg. 4, 6, 8, 10, 11, 12</p>	<p>Administration, Teachers, Data Management Clerk, Counselors, Administrator for State Compensatory Education, Drill Instructors</p>	<p>Formative: Lesson Plans, Classroom Observations, eSchoolPlus At-Risk Progress Report, Benchmark Scores, and Student Progress Reports.</p> <p>Summative: STAAR/EOC Scores</p>				
<p>Funding Sources: 162 State Compensatory - 6919.00</p>						

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Implement an integrated, condensed, challenging standard Math curriculum with the use of needed instructional supplies and technology that will help all students to acquire their high-school credits in a faster pace, and at the same time, being able to increase their conceptual knowledge at their appropriate grade level according to the district campus improvement plan strategies and actions.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg.</p>	<p>Math Teachers, Math Specialists, Administration, Counselor, Administrator for State Compensatory Education</p>	<p>Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Benchmark Assessments, Compass Learning Student Reports</p> <p>Summative: STAAR/EOC Scores</p>				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Math teachers will implement A+ Plus, Brain Pop and Compass Learning software for credit recovery with the purpose of acceleration of credits to impact credit accrual in all students.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 10</p>	<p>Math Teachers, Math Specialists, Special Ed. Teachers, Administration</p>	<p>Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Compass Learning Student Reports.</p> <p>Summative: STAAR/EOC Scores</p>				

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>7) Implement with all students a standard Social Studies based curriculum, with the use of needed instructional supplies and technology, that will be achieved by:</p> <ul style="list-style-type: none"> -Compass Learning (6th-12th) -Sheltered Instruction (Focus on Reading Strategies) -Vocabulary Enrichment -A+ -Textbook Integration -ESL Strategies -Reading & Writing strategies (prediction, inference, summarizing, paraphrasing & researching) -Benchmark Assessment & Unit Assessment <p>Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6, 8, 9, 10, 11</p>	<p>Social Studies Teachers, Social Studies Curriculum Specialists, Administration, Counselor, Administrator for State Compensatory Education</p>	<p>Formative: Classroom Observations, Walk-throughs, Classroom Test Results, Benchmark assessments, A+Plus Student Reports, Compass Learning Student Reports</p> <p>Summative: STAAR/EOC Scores</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 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: 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) 2: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 2:

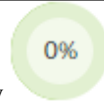
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>1) All migrant students will complete written assignments in grammatically correct form and in complete sentences.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 6, 8, 9</p>	<p>ELA and Reading Teachers, Administration, and Teacher Aides</p>	<p>Formative: Lesson Plans, Benchmarks</p> <p>Summative: STAAR/EOC Scores</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>2) Migrant students in 9th -11th TAKS/STAAR EOC results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during the regular school year and summer school.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 6</p>	<p>Core Area Teachers, Counselors, Administration</p>	<p>Formative: Lesson Plans, Benchmarks</p> <p>Summative: STAAR/EOC Scores</p>				



= Accomplished



= Continue/Modify



= No Progress





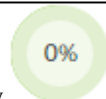

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Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: Certified and Classified personnel will provide daily instruction to include strategies for ELL and SPED populations, discipline management techniques, counseling, and health-related services in order to ensure the academic success of our at-risk students.

Evaluation Data Source(s) 3: EOC/STAAR Results, Attendance Rate, Student Progress Report, Sign-In Sheets, Parental Involvement Compliance Checklist, Employee Evaluations, EOY Survey, PEIMS and Discipline Data.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Classroom rules, regulations, and procedures shall be enforced throughout the school year. Classroom environment conducive to teaching and learning. Promote awareness of the B.A.C. rules, regulations and procedures including exit criteria to students and parents during the In-Take Orientations with the B.A.C. drill instructors, counselors, support staff, and administrators to ensure student academic success.</p> <p>July 2018 - June 2019 pg. 4, 11, 12</p>	Teachers, Counselors, Administration, Drill Instructors, Nurse, Security, Paraprofessionals, Support Personnel	Formative: Lesson Plans, Walk-through Forms, Grades, Health Forms, Discipline Referrals, and Counseling Forms Summative: Parental Involvement Attendance Sheets, Attendance Rates, Discipline Referrals, Nurse Reports, STAAR/EOC Scores				
Funding Sources: 162 State Compensatory - 0.00, 199 Local funds - 0.00						
<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 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: BAC facilities will implement energy savings plans; maintain and upgrade current facilities, as deemed appropriate, in order to provide a healthy and positive learning environment for students.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) B.A.C. will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Timeline: August 2018 to June 2019 pg. 11	Campus Administration Facilities and maintenance staff	Complete implementation of the B.A.C. 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				





 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: The District 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: BAC 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 district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) BAC will support programs in the effective and efficient use of 100% of available budgeted funds based on the campus needs assessments.</p> <p>Timeline: August 2018- June 2019</p>	Campus Administration DEIC/SBDM Committees Custodians	Campus funding reports will indicate all funds were expended based on prioritized needs. Formative: Monthly Expenditure Reports compared (CIP) Summative: EOY Expenditure Reports				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Give priority to teachers instructional needs by content areas.</p> <p>Timeline: December 2018- June 2019</p>	Campus Administration Administrative Assistant Content Specialists Counselors Department Heads SBDM	Budget plan will reflect teachers' needs based on content areas and needs of students. Formative: Monthly Expenditure Report Summative: Annual Expenditure Report				
Funding Sources: No Funds Required - 0.00						
<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 3: The District 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: BAC 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) 2: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 6</p> <p>1) BAC will support campus SBDM committee in creating and participating in employee incentives/recognitions to improve employee, campus, and district morale/climate.</p> <p>Population: all BAC faculty/staff Timeline: July 2018-June 2019 pg. 4, 6, 8, 10, 11</p>	Campus SBDM committee Climate Committee BAC Administration/Faculty and Staff	<p>Formative Result: Campus CNA survey and district/campus climate survey data related to support and retention</p> <p>Summative Impact: PEIMS and TAPR report showing increased years of experienced and decreased turn over rates</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


Goal 4: All BISD programs and campuses 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 BAC 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1)) B.A.C. will promote the history and origins along with current accomplishments of the campus weekly through the website and media venues. Timeline: December 2018- June 2019 pg. 11	Campus Administration Technology Support Teacher	Weekly news articles will indicate a new campus each week. Formative: Weekly Newsletter/Website Updated Summative: EOY Article featuring highlights of the B.A.C. throughout the school year				
2)) B.A.C. will update campus website at least monthly including showcasing student and community activities. Timeline: December 2018- June 2019 pg. 11	Campus Administration Technology Support Teachers	Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes. Formative: Updated website (monthly) Summative: Updated website (every month, consistently)				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

Performance Objective 1: Refine and implement all safety plans across the Campus to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 1: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 1:

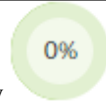
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Promote an awareness of the BAC rules, regulations and procedures including exit criteria to students and parents during the in-take presentations with the BAC drill instructor, counselor, and administrator to ensure student success. Rules, regulations, and procedures shall be enforced throughout the school year.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 11, 12</p>	Teachers, Counselors, Drill Instructors, Nurse, Administration	<p>Formative: Discipline Referrals, Student Progress Reports, Number of Students assigned to I-BAC</p> <p>Summative: PEIMS Discipline Records</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>2) Maintain upkeep of school grounds and classrooms to ensure that students have a good learning environment and learn to respect the environment.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 101</p>	Teachers, Administration, Custodial Staff, Administrator for State Compensatory Education	<p>Formative: Campus Observation, Teacher Surveys, and Safety Reports</p> <p>Summative: PEIMS Discipline Records, STAAR/EOC</p>				
		Funding Sources: 162 State Compensatory - 3062.00				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue





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

Performance Objective 2: The students at the BAC will be provided with an increased awareness of the importance of a healthy living to include safety, health, nutrition, substance abuse and violence prevention.

Evaluation Data Source(s) 2: Lesson Plans, Counseling Sessions, and Physical Training

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) All students at BAC will build cardiovascular endurance and stamina to successfully engage in the Physical Education Program and be in compliance with the Physical Education Curriculum to be evaluated using the Fitness Gram.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 12</p>	Physical Education Teacher, Physical Education Specialists, Administration, Counselor, Drill Instructors	<p>Formative: Classroom Observations, Walk-throughs</p> <p>Summative: Physical Training Results</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) With the use of instructional supplies and technology, we will maintain the campus Physical Education program to ensure all students reach required moderate to vigorous physical activity to comply with Senate Bill 19.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 12</p>	Physical Education Teacher, Physical Education Specialists, Administration, Counselor, Drill Instructors	<p>Formative: Classroom Observations, Walk-throughs</p> <p>Summative: Physical Training Results</p>				



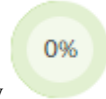

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Evaluate and recommend upgrade for equipment/resources/software to ensure current and grade appropriate instruction and student safety for all students.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 12</p>	<p>Physical Education Teacher, Physical Education Specialists, Administration, Counselor, Drill Instructors</p>	<p>Formative: Classroom Observations, Walk-throughs</p> <p>Summative: Physical Training Results</p>					
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 6</p> <p>4) Campus nurse will assist with the overall health and safety of students to promote lifestyles free of harmful substances.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 12</p>	<p>Administration, Nurse, Administrator for State Compensatory Education</p>	<p>Formative: Nurse Sign-in Log</p> <p>Summative: Physical Training Results</p> <p>Reduced discipline issues related to drug abuse</p>					
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>5) All cadets will be provided with Cadet Training Manuals, supporting printed materials, military style uniforms, and awards to ensure self-discipline, reduce distractions, reduce gang- related affiliations, and instill a sense of community while providing safety for all At-Risk students and staff.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 12</p>		<p>Drill Instructors, Administrators, Counselors, and Administrator for State Compensatory Education</p>	<p>Formative: Equipment Issue Reports, Cadet Point Sheets, Visual Observations.</p> <p>Summative: PEIMS Discipline Records</p>				<p>Funding Sources: 162 State Compensatory - 3000.00</p>
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 3: 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) 3: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide Discipline Management Program (DMP)/Zero Tolerance Initiative Program (Z-Tip)/Social Skills training for all staff to ensure effective and consistent classroom management and maintain good discipline to ensure students' rights and due process are preserved</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 11</p>	Administration Drill Instructors Teachers IBAC Teacher Department Heads SBDM	Formative: Professional Development Sign-In Sheets, ERO Sessions, ERO Evaluations, Student Progress Reports, Classroom Observations Summative: PEIMS Discipline Records				
<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: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 4: Discipline referrals for removals or placements to the JJAEP will decrease by 2%.

Evaluation Data Source(s) 4: JJAEP placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, Referrals report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to JJAEP placements

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Provide Girls/Boys Town/Discipline Management/Social Skills training for all staff to ensure effective and consistent classroom management and maintain good discipline to ensure students' rights and due process are preserved. Have outside agencies, such as Mesquite Treatment Center, hold meetings with students to discuss discipline, drug abuse, and other related topics.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 11</p>	Administration	<p>Formative: Professional Development Sign-In Sheets, ERO Sessions, ERO Evaluations, Student Progress Reports, Classroom Observations</p> <p>Summative: PEIMS Discipline Records</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 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 2017-2018 to 2018-2019.

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>1) School staff will improve parent/student communication and provide parents with skills to improve the home setting by providing them with a variety of trainings from community agencies and District Personnel.</p> <p>Population: At-Risk and Parents Timeline: August 2018-June 2019 CNA: Pg. 4, 12</p>	Principal, Assistant Principal, Parent Liaison, Social Worker, Counselors, Teachers	<p>Formative: Fliers, Training Agendas, Training Sign-In Sheets, Open House</p> <p>Summative: Parental Involvement Attendance Sheets</p> <p>School Messenger Report Attendance Rate Discipline Referrals STAAR/EOC Scores</p>				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>2) School staff will utilize questionnaires, surveys, telephone contact, and parent conferences to promote teacher/parent communication.</p> <p>Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 12</p>	Principal, Assistant Principal, Parent Liaison, Social Worker, Counselors, Teachers	<p>Formative: Fliers, Agendas, Surveys, Questionnaires, Parent Contact Logs, Open House</p> <p>Summative: Parental Involvement Attendance Sheets School Messenger Report Survey Results</p>				

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>3) Parent Liaisons will make home visits to monitor student attendance and to make a parent connection.</p> <p>Population: At-Risk Timeline: August 2018-June 2019 (Daily) CNA: Pg. 11</p>	<p>Principal, Assistant Principal, Parent Liaison, Clerical Staff, Administrator for State Compensatory Education</p>	<p>Formative: Parent Liaison Home Visit Logs Job Description</p> <p>Summative: Parental Involvement Attendance Sheets</p> <p>Increased Parent Participation Student Attendance Rate Discipline Referrals</p>				
Funding Sources: 162 State Compensatory - 800.00						
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>4) The Parental Involvement Team will disseminate and complete Title I Parental Involvement Policy during the first parent meeting of the year and the first SBDM meeting of the year.</p> <p>Population: At-Risk Timeline: August 2018-September 2019 CNA: Pg. 11</p>	<p>Parents, Administration, Parent Liaison, Social Worker, SBDM Committee</p>	<p>Formative: Fliers, Sign-In Sheets, Agendas</p> <p>Summative: Attendance Rate Meeting Minutes Parent Participation STAAR/EOC Scores</p>				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>5) Recognize the educational stakeholders such as parent volunteers and business/organizations for supporting campus activities in order to increase participation.</p> <p>Population: At-Risk Timeline: May 2019 CNA: Pg. 11</p>	<p>Principal, Assistant Principal, Parent Liaison, Social Worker</p>	<p>Formative: Recognition Meeting Agendas, Parent Awards Authority to Volunteer Form</p> <p>Summative: May 2017 Ceremony Increased Parent and Community Participation</p>				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) School staff will disseminate the School-Parent-Student Compact indicating the responsibilities to ensure student achievement.</p> <p>Population: At-Risk Timeline: August 2018-June 2019 (Ongoing and Daily)</p> <p>CNA: Pg. 4, 12</p>	Parent Liaison, Administration, Social Worker, Clerical Staff	Formative: Signed Compacts, Counselor In-takes, Sign-in Sheets Summative: Title I-A Parental Involvement Compliance Binder Attendance Rate Discipline Referrals STAAR/EOC Scores				
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 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Implement intervention strategies through sheltered instruction (SIOP), SRA reading program to address student success for English Language Learners (ELLs) and special education students.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 6, 8, 9</p>	Teachers, Administration, Counselors	<p>Formative: Classroom Observations/ Walkthroughs, Classroom Test Scores, Benchmark Assessments, Student Progress Reports, and Lesson Plans.</p> <p>Summative: STAAR/EOC Scores</p>				

<p style="text-align: center;">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will be provided with the necessary professional developments/training specifically designed for strategies for effective instruction with depth and rigor to ensure student academic success in the classroom and on STAAR/EOC assessments. Teachers will participate in Professional Development activities on the following topics as pertain to their subject:</p> <ul style="list-style-type: none"> -New End-of-Course testing standards and strategies -AWARE online system -Tango -ESL strategies -Lab Safety -EOC -Project Share -Edu-Smart -Science Maintenance Training -Compass -Reading Strategies -Open Ended Questions -Technology Integration -A+ Plus -Student motivation strategies <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 6, 8, 10</p>	<p>Teachers Specialist Administration Administrator for State Compensatory Education</p>	<p>Formative: Student Progress Reports, Lesson Plans, Walk-throughs, Classroom Test Results, Compass Learning Student Reports, PDS Session Evaluations, Sign-in Sheets, Agendas</p> <p>Summative: STAAR/EOC Scores, PDS Transcripts, EOC/STAAR, PBMAS, Staff Training and Materials.</p>				
<p>Funding Sources: 162 State Compensatory - 2500.00</p>						

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Administration will manage the instructional programs, provide instructional leadership to ensure student success and oversee the implementation of district and campus policies and procedures.</p> <p>Population: At-Risk Timeline: August 2018-June 2019 (Daily)</p> <p>CNA: Pg. 4, 6, 8, 10</p>	Administration Administrator for State Compensatory Education	Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmarks Scores				
	<p>Funding Sources: 162 State Compensatory - 7430.00</p>					

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  = Continue/Modify
  = No Progress
  = Discontinue



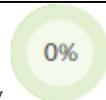

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: BAC will show a 5% increase in all four key areas:

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, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Improvement in the cable network, wireless infrastructure and instructional work stations as we move closer to virtual teaching classrooms for our students.</p> <p>POPULATION: Bilingual, ELL, Mig, Sp. Ed., Dyslexia, At Risk</p> <p>TIMELINE: August 2018-May 2019 Pg. 4, 11</p>	Principal, Dean, Assistant Principals, SBDM committee, Department Heads	Six Weeks Avgs Semester Avgs Consistent Program of Study Formative: *Observations Summative: *Cable installation				
<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: 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 2: Technology will be implemented a minimum of 35% of the instructional week to increase the effectiveness of student learning, instructional staff development, and administrative duties.

Evaluation Data Source(s) 2: STARR/EOC Scores, Increase Student Attendance by 10%

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Increase student success of EOC/STAAR assessment by utilizing mobile/multi-media technologies in the classroom to present academic objectives.</p> <p>Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 9</p>	Teachers, Administration	<p>Formative: Walk-throughs, T-TESS Pre-Conference, Formal Observations</p> <p>Summative: STAAR/EOC Scores, T-TESS Post-Conference</p>				
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Integrate technology into classroom lesson presentations using software/media program such as Compass, A+, Renaissance, and Brain Pop to actively engage class and provide student response tracking/management for academic success.</p> <p>Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 9, 10</p>	Teachers, Administration, Administrator for State Compensatory Education	<p>Formative: Lesson Plans, Student Progress Report</p> <p>Summative: STAAR/EOC Scores</p>				

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Enhance the delivery of academic instruction in the classroom for all students through the use of computer based instruction and adaptive assisted devices</p> <p>Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 9, 10</p>	<p>Teachers, Administration, Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmarks Scores</p> <p>Summative: STAAR/EOC Scores</p>				
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 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

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: Increase BAC overall attendance rate to 96.8% with a target of 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Train and monitor teachers to examine attendance reports daily and contact parents and campus staff of all absent students. Maintain sign-in sheets in all office personnel's offices to account for all students who may be reporting there instead of their classrooms during attendance.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 12</p>	Teachers, Data Management Clerk, Parent Liaison, Administration, Probation Officer	Formative: Attendance Reports, Phone Logs, Sign-In Sheets Summative: Attendance Rate				

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) An attendance committee will be assembled to develop awards for attendance based on a weekly and a six weeks basis. Perfect attendance for their stay at the BAC will also be recognized.</p> <p>Population: At-Risk Timeline: August 2019-June 2019</p> <p>CNA: Pg. 4, 12</p>	<p>Attendance Committee, Teachers, Parent Liaison, Data Management Clerk, Administration, and Administrator for State Compensatory Education</p>	<p>Formative: Attendance Reports, Student Progress Report</p> <p>Summative: Attendance Rate</p>				
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 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

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: Drop-out and Graduation rate reports.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>1) Through the use of technology, professional development, and supporting materials, staff will assist students with issues interfering with learning (self-discipline, emotional distress, family problems, and/or alcohol/drug use)</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 12</p>	<p>Teachers, Counselors, Social Workers, Nurse, Parent Liaisons, Administration, and Administrator for State Compensatory Education</p>	<p>Formative: Weekly Dropout Reports, Counselor Logs, At-Risk Progress Reports</p> <p>Summative: STAAR Dropout rate, Retention rate</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>2) Collaborate with outside agencies to ensure students are receiving all applicable services to improve student achievement.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 12</p>	<p>Social worker, Administration and Administrator for State Compensatory Education</p>	<p>Formative: Monthly Reports, Annual Evaluations</p> <p>Summative: STAAR, Dropout Rate, Retention Rat</p>				

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Teachers will be provided with professional development specifically designed for strategies for effective instruction with depth and rigor to ensure student success on STAAR/EOC assessments.</p> <p>Population: At-Risk Timeline: August 2018-June 2019</p> <p>CNA: Pg. 4, 6, 8, 10</p>	<p>Teachers, Administration, Administrator for State Compensatory Education</p>	<p>Formative: Professional Development Sign in sheets, ERO Sessions, ERO Evaluations, Classroom Observations, Lesson Plans, Student Progress Reports, Benchmark Scores.</p> <p>Summative: STAAR, Dropout Rate, Retention Rate</p>				
<p>Funding Sources: 162 State Compensatory - 500.00</p>						

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

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: BAC will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%

Evaluation Data Source(s) 3: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) At-Risk students enrolled in all secondary courses, with the use of needed instructional supplies and technology, will conduct visual demonstrations for laboratory investigations as part of their instructional time. Middle School students enrolled in all science courses will conduct visual demonstrations for laboratory investigations as part of their instructional time.</p> <p>Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 8</p>	Science Teacher, Science Specialists, Administration, Counselor, Administrator for State Compensatory Education	Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Benchmark Assessments, Compass Learning Student Reports, Credit Accrual Summative: STAAR/EOC Scores				

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Implement effective intervention strategies for each student not demonstrating grade level science competencies: -Individual enrichment activities -Vocabulary activities -Sheltered activities -Computer based interactive study guides (Compass) -STAAR-EOC -Teacher feedback on student daily work</p> <p>Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 8, 10</p>	<p>Science Teachers, Science Specialists, Special Ed. Teachers, Administration</p>	<p>Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Compass Learning Student Reports.</p> <p>Summative: STAAR/EOC Scores</p>				
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Implement and create intervention plans for At-Risk students not demonstrating grade level Social Studies competencies: -EOC/STAAR released exams -Computer based study guides (Compass) -District Benchmarks -Individual Enrichment activities -A+ Plus</p> <p>Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6, 8, 10</p>	<p>Social Studies Teachers, Social Studies Specialists, Special Ed. Teachers, Administration</p>	<p>Formative: Classroom Observations, Walk-throughs, Classroom Test Results, Compass Learning Student Reports.</p> <p>Summative: STAAR/EOC Scores</p>				





 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

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: BAC implements 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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>1) To promote physically and emotionally healthy students, the district will utilize the</p> <ul style="list-style-type: none"> -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. <p>Population: All students Timeline: July 2018 to June 2019</p>	<p>Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers</p>	<p>Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide EOC/STAAR preparation classes focusing on reading strategies, writing process, language use and making complex inferences to ensure all students are successful in the state mandated assessments with the use of needed instructional supplies and technology. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6, 8, 9
1	1	2	Implement intervention strategies through sheltered instruction (SIOP), SRA reading program to address student success for English Language Learners (ELLs) and special education students. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6, 8, 9 10 ,11
1	1	3	Improve and provide instructional support to all students to include credit accrual to advanced students by implementing Brain-Pop, A+ Plus, and Compass Learning. Students will be reclassified by January if credit accrual is met. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6, 8, 9, 10, 11
1	1	4	Improved instruction and enrichment activities in the foundation curriculum will be provided during the day, week, or six-weeks in order to improve middle and high school At-Risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: At-Risk Timeline: December 2018-March 2019 CNA: Pg. 4, 6, 8, 10, 11, 12
1	1	5	Implement an integrated, condensed, challenging standard Math curriculum with the use of needed instructional supplies and technology that will help all students to acquire their high-school credits in a faster pace, and at the same time, being able to increase their conceptual knowledge at their appropriate grade level according to the district campus improvement plan strategies and actions. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg.
1	1	6	Math teachers will implement A+ Plus, Brain Pop and Compass Learning software for credit recovery with the purpose of acceleration of credits to impact credit accrual in all students. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 10
1	1	7	Implement with all students a standard Social Studies based curriculum, with the use of needed instructional supplies and technology, that will be achieved by: -Compass Learning (6th-12th) -Sheltered Instruction (Focus on Reading Strategies) - Vocabulary Enrichment -A+ -Textbook Integration -ESL Strategies -Reading & Writing strategies (prediction, inference, summarizing, paraphrasing & researching) -Benchmark Assessment & Unit Assessment Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6, 8, 9, 10, 11
1	2	1	All migrant students will complete written assignments in grammatically correct form and in complete sentences. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6, 8, 9
1	2	2	Migrant students in 9th -11th TAKS/STAAR EOC results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during the regular school year and summer school. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6

Goal	Objective	Strategy	Description
1	3	1	Classroom rules, regulations, and procedures shall be enforced throughout the school year. Classroom environment conducive to teaching and learning. Promote awareness of the B.A.C. rules, regulations and procedures including exit criteria to students and parents during the In-Take Orientations with the B.A.C. drill instructors, counselors, support staff, and administrators to ensure student academic success. July 2018 - June 2019 pg. 4, 11, 12
3	1	1	BAC will support programs in the effective and efficient use of 100% of available budgeted funds based on the campus needs assessments. Timeline: August 2018- June 2019
3	1	2	Give priority to teachers instructional needs by content areas. Timeline: December 2018- June 2019
3	2	1	BAC will support campus SBDM committee in creating and participating in employee incentives/recognitions to improve employee, campus, and district morale/climate. Population: all BAC faculty/staff Timeline: July 2018-June 2019 pg. 4, 6, 8, 10, 11
5	1	1	Promote an awareness of the BAC rules, regulations and procedures including exit criteria to students and parents during the in-take presentations with the BAC drill instructor, counselor, and administrator to ensure student success. Rules, regulations, and procedures shall be enforced throughout the school year. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 11, 12
5	1	2	Maintain upkeep of school grounds and classrooms to ensure that students have a good learning environment and learn to respect the environment. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 101
5	2	1	All students at BAC will build cardiovascular endurance and stamina to successfully engage in the Physical Education Program and be in compliance with the Physical Education Curriculum to be evaluated using the Fitness Gram. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 12
5	2	2	With the use of instructional supplies and technology, we will maintain the campus Physical Education program to ensure all students reach required moderate to vigorous physical activity to comply with Senate Bill 19. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 12
5	2	3	Evaluate and recommend upgrade for equipment/ resources/software to ensure current and grade appropriate instruction and student safety for all students. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 12
5	2	4	Campus nurse will assist with the overall health and safety of students to promote lifestyles free of harmful substances. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 12
5	2	5	All cadets will be provided with Cadet Training Manuals, supporting printed materials, military style uniforms, and awards to ensure self-discipline, reduce distractions, reduce gang- related affiliations, and instill a sense of community while providing safety for all At-Risk students and staff. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 12
5	3	1	Provide Discipline Management Program (DMP)/ZeroTolerance Initiative Program (Z-Tip)/Social Skills training for all staff to ensure effective and consistent classroom management and maintain good discipline to ensure students' rights and due process are preserved Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 11

Goal	Objective	Strategy	Description
5	4	1	Provide Girls/Boys Town/Discipline Management/Social Skills training for all staff to ensure effective and consistent classroom management and maintain good discipline to ensure students' rights and due process are preserved. Have outside agencies, such as Mesquite Treatment Center, hold meetings with students to discuss discipline, drug abuse, and other related topics. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 11
6	1	1	School staff will improve parent/student communication and provide parents with skills to improve the home setting by providing them with a variety of trainings from community agencies and District Personnel. Population: At-Risk and Parents Timeline: August 2018-June 2019 CNA: Pg. 4, 12
6	1	2	School staff will utilize questionnaires, surveys, telephone contact, and parent conferences to promote teacher/parent communication. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 12
6	1	3	Parent Liaisons will make home visits to monitor student attendance and to make a parent connection. Population: At-Risk Timeline: August 2018-June 2019 (Daily) CNA: Pg. 11
6	1	4	The Parental Involvement Team will disseminate and complete Title I Parental Involvement Policy during the first parent meeting of the year and the first SBDM meeting of the year. Population: At-Risk Timeline: August 2018-September 2019 CNA: Pg. 11
6	1	5	Recognize the educational stakeholders such as parent volunteers and business/organizations for supporting campus activities in order to increase participation. Population: At-Risk Timeline: May 2019 CNA: Pg. 11
6	1	6	School staff will disseminate the School-Parent-Student Compact indicating the responsibilities to ensure student achievement. Population: At-Risk Timeline: August 2018-June 2019 (Ongoing and Daily) CNA: Pg. 4, 12
7	1	1	Implement intervention strategies through sheltered instruction (SIOP), SRA reading program to address student success for English Language Learners (ELLs) and special education students. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6, 8, 9
7	1	2	Teachers will be provided with the necessary professional developments/training specifically designed for strategies for effective instruction with depth and rigor to ensure student academic success in the classroom and on STAAR/EOC assessments. Teachers will participate in Professional Development activities on the following topics as pertain to their subject: -New End-of-Course testing standards and strategies -AWARE online system -Tango -ESL strategies -Lab Safety -EOC -Project Share -Edu-Smart -Science Maintenance Training -Compass -Reading Strategies -Open Ended Questions -Technology Integration -A+ Plus -Student motivation strategies Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6, 8, 10
7	1	3	Administration will manage the instructional programs, provide instructional leadership to ensure student success and oversee the implementation of district and campus policies and procedures. Population: At-Risk Timeline: August 2018-June 2019 (Daily) CNA: Pg. 4, 6, 8, 10
8	1	1	Improvement in the cable network, wireless infrastructure and instructional work stations as we move closer to virtual teaching classrooms for our students. POPULATION: Bilingual, ELL, Mig, Sp. Ed., Dyslexia, At Risk TIMELINE: August 2018-May 2019 Pg. 4, 11

Goal	Objective	Strategy	Description
8	2	1	Increase student success of EOC/STAAR assessment by utilizing mobile/multi-media technologies in the classroom to present academic objectives. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 9
8	2	2	Integrate technology into classroom lesson presentations using software/media program such as Compass, A+, Renaissance, and Brain Pop to actively engage class and provide student response tracking/management for academic success. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 9, 10
8	2	3	Enhance the delivery of academic instruction in the classroom for all students through the use of computer based instruction and adaptive assisted devices Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 9, 10
9	1	1	Train and monitor teachers to examine attendance reports daily and contact parents and campus staff of all absent students. Maintain sign-in sheets in all office personnel's offices to account for all students who may be reporting there instead of their classrooms during attendance. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 12
9	1	2	An attendance committee will be assembled to develop awards for attendance based on a weekly and a six weeks basis. Perfect attendance for their stay at the BAC will also be recognized. Population: At-Risk Timeline: August 2019-June 2019 CNA: Pg. 4, 12
9	2	1	Through the use of technology, professional development, and supporting materials, staff will assist students with issues interfering with learning (self-discipline, emotional distress, family problems, and/or alcohol/drug use) Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 12
9	2	2	Collaborate with outside agencies to ensure students are receiving all applicable services to improve student achievement. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 12
9	2	3	Teachers will be provided with professional development specifically designed for strategies for effective instruction with depth and rigor to ensure student success on STAAR/EOC assessments. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6, 8, 10
9	3	1	At-Risk students enrolled in all secondary courses, with the use of needed instructional supplies and technology, will conduct visual demonstrations for laboratory investigations as part of their instructional time. Middle School students enrolled in all science courses will conduct visual demonstrations for laboratory investigations as part of their instructional time. Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 8
9	3	2	Implement effective intervention strategies for each student not demonstrating grade level science competencies: -Individual enrichment activities -Vocabulary activities -Sheltered activities -Computer based interactive study guides (Compass) -STAAR-EOC -Teacher feedback on student daily work Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 8, 10
9	3	3	Implement and create intervention plans for At-Risk students not demonstrating grade level Social Studies competencies: -EOC/STAAR released exams -Computer based study guides (Compass) -District Benchmarks -Individual Enrichment activities -A+ Plus Population: At-Risk Timeline: August 2018-June 2019 CNA: Pg. 4, 6, 8, 10

Goal	Objective	Strategy	Description
9	4	1	To promote physically and emotionally healthy students, the district will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: July 2018 to June 2019

State Compensatory

Budget for Brownsville Academic Center:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-00-033-Y-28-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,000.00
162-11-6122-06-033-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$7,000.00
162-11-6118-00033-Y-28-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$6,919.00
162-11-6119-01-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$655,799.00
162-11-6119-86-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$112,033.00
162-11-6119-97-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$61,135.00
162-23-6119-00-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$104,322.00
162-31-6119-00-033-Y-28-032-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$143,351.96
162-33-6119-00-033-Y-28-033-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,287.36
162-61-6119-86-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$11,353.79
162-23-6129-08-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$44,976.64
162-51-6129-43-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$71,032.00
162-61-6129-00-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$22,784.00
162-61-6129-06-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$355,075.96
6100 Subtotal:		\$1,660,069.71
6200 Professional and Contracted Services		
162-11-6249-62-033-Y-28-000-Y	6249 Contracted Maintenance & Repair	\$7,225.00
162-23-6299-00-033-Y-28-000-Y	6299 Miscellaneous Contracted Services	\$495.00
6200 Subtotal:		\$7,720.00
6300 Supplies and Services		

162-51-6315-00-033-Y-28-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$2,500.00
162-11-6396-00-033-Y-28-000-Y	6396 Supplies and Materials - Locally Defined	\$562.00
162-23-6396-00-033-Y-28-000-Y	6396 Supplies and Materials - Locally Defined	\$562.00
162-23-6399-00-033-Y-28-000-Y	6399 General Supplies	\$1,500.00
162-23-6399-65-033-Y-28-000-Y	6399 General Supplies	\$1,135.00
162-33-6399-00-033-Y-28-000-Y	6399 General Supplies	\$300.00
162-11-6399-00-033-Y-28-000-Y	6399 General Supplies	\$8,000.00
162-11-6399-16-033-Y-28-000-Y	6399 General Supplies	\$500.00
162-11-6399-44-033-Y-28-000-Y	6399 General Supplies	\$3,000.00
162-11-6399-62-033-Y-28-000-Y	6399 General Supplies	\$5,421.00
162-13-6399-00-033-Y-28-000-Y	6399 General Supplies	\$500.00
6300 Subtotal:		\$23,980.00
6400 Other Operating Costs		
162-13-6411-23-033-Y-28-000-Y	6411 Employee Travel	\$2,000.00
162-23-6411-23-033-Y-28-000-Y	6411 Employee Travel	\$2,000.00
162-61-6411-00-033-Y-28-000-Y	6411 Employee Travel	\$800.00
162-13-6499-53-033-Y-28-000-Y	6499 Miscellaneous Operating Costs	\$500.00
6400 Subtotal:		\$5,300.00

Personnel for Brownsville Academic Center:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfaro, John S.	Drill Instructor	BAC	1
Briones, Javier	Drill Instructor	BAC	1
Campos, Edwardo	Teacher	BAC	1
Castro, Eleazar	Teacher	BAC	1
Chavez, Carlos A	Teacher	BAC	1
Cordova, Antonio	Teacher	BAC	1
Diaz, Sergio	Drill Instructor	BAC	1
Duran, Elizabeth D.	Teacher Aide	BAC	1
Fernando Villarreal Jr.	Teacher	BAC	1
Garcia, Jorge L.	Drill Instructor	BAC	1
Garcia, Rose M.	Teacher	BAC	1
Garza, Martha G.	Drill Instructor	BAC	1
Gomez, Sandra	Assistant Principal	BAC	1
Gonzalez, Ignacio	Drill Instructor	BAC	1
Gracia, Maria	Drill Instructor	BAC	1
Gutierrez, Elida M.	Secretary V	BAC	1
Hernandez, Gabariel	Security	BAC	1
Hernandez, Hector	Principal	BAC	1
Hernandez, Luz M.	Teacher	BAC	1
Ibarra, Saul	Teacher Aide	BAC	1
Martinez, Yasmin	Drill Instructor	BAC	1
Medina, Diana M.	Counselor	BAC	1
Medrano, Hortencia C.	Wocial Worker	BAC	1
Morena, Micaela	Head Custodian	BAC	1

Moreno, Eliza	Teacher	BAC	1
Morrison, Gyssa E.	Teacher	BAC	1
Navarro, Marina	Data Management Clerk	BAC	1
Ochoa, Edgar	Senior Drill Instructor	BAC	1
Pinion, Rebecca N.	Teacher	BAC	1
Ramirez, Mario A.	Nurse	BAC	1
Ramos, Lorenzo	Drill Instructor	BAC	1
Reyes, Hector	Teacher	BAC	1
Rodriguez, Brenda I	Teacher	BAC	1
Rubio, Ana Delia	Parent Liaison	BAC	1
Ruiz, Maria E.	Teacher	BAC	1
Saavedra, Karla M.	Teacher	BAC	1
Salinas, Eliseo	Drill Instructor	BAC	1
Serna, Enriqueta Aranda	Custodian	Bac	1
Tacla, Jaime	Custodian	BAC	1
Taliancich, Graciela	Teacher	BAC	1
Trueba, Maria-Antonia	Counselor	BAC	1
Villarreal, Elizabeth	Teacher Aide	BAC	1
Zamora, Manuel A.	Teacher	BAC	1

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Meeting facilitator	Sandra Gomez	Dean
Classroom Teacher	Carlos Chavez	Science Dept
Classroom Teacher	Luz Hernandez	English Dept.
Classroom Teacher	Charles West	Special Education Department
Classroom Teacher	Eleazar Castro	Social Studies Department
Parent	Martha Chavez	Parent
Classroom Teacher	Graciela Taliancich	Physical Education
Administrator	Hector Hernandez	Administrator
District-level Professional	Dr. Greg Garcia	Grant Specialist
Community Representative	Dr. Tony Zavaleta	TSC Trustee
Community Representative	Scott Graham	U.S. Navy (Civilian)
Business Representative	Rene Cardenas	Cardenas Motors
Business Representative	Benjamin Mendoza	Tae-Kwon-Do Instructor
Classroom Teacher	Rebeca Pinion	ELAR Teacher
Non-classroom Professional	Mark Kaull	Assistant Principal
Non-classroom Professional	Maria-Antonia Trueba	Counselor
Classroom Teacher	Elisa Moreno	Science Teacher
Parent	Kayla Chavez	Parent

Campus Funding Summary

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional supplies	162-11-6399-00-033-Y-28-000-Y	\$8,000.00
1	1	1	Computer Supplies/Ink	162-11-6399-62-033-Y-28-000-Y	\$5,421.00
1	1	1	Paper	162-11-6396-00-033-Y-28-000-Y	\$562.00
1	1	1	Copy Machine	162-11-6269-13-033-Y-28-000-Y	\$8,900.00
1	1	1	General Supplies - Printed Instructional Services	162-11-6399-16-033-Y-28-000-Y	\$500.00
1	1	3	A+ Software/COMPASS	162-11-6249-00-033-Y-28-000-Y	\$4,725.00
1	1	3	A+ Software/COMPASS	162-11-6249-62-033-Y-28-000-Y	\$2,500.00
1	1	4	Extra Duty Pay	162-11-6118-00-033-Y-28-EOC-Y	\$6,919.00
1	3	1			\$0.00
5	1	2	Maintenance Supplies	162-51-6315-00-033-Y-28-000-Y	\$2,500.00
5	1	2	Copy Papar	162-23-6396-00-033-Y-28-000-Y	\$562.00
5	2	4	General Supplies	162-33-6399-00-033-Y-28-000-Y	\$300.00
5	2	5	Students Uniforms	162-11-6399-44-033-Y-28-000-Y	\$3,000.00
6	1	3	Employee Travel - SCE-FTE Funding, Mileage	162-61-6411-00-033-Y-28-000-Y	\$800.00
7	1	2	BISD Professional Development, Curriculum Department, Region I	162-13-6411-23-033-Y-28-000-Y	\$2,000.00
7	1	2		162-13-6499-53-033-Y-28-000-Y	\$500.00
7	1	3	Employee Travel-Administration	162-23-6411-23-033-Y-28-000-Y	\$2,000.00
7	1	3	Computer Supplies (Ink)-Administration	162-23-6399-65-033-Y-28-000-Y	\$1,135.00
7	1	3	General Supplies-Administration	162-23-6399-00-033-Y-28-000-Y	\$1,500.00
7	1	3	Rentals	162-23-6269-13-033-Y-24-000-Y	\$2,300.00
7	1	3	Contracted Services	162-23-6299-00-033-Y-28-000-Y	\$495.00
9	2	3	General Supplies	162-13-6399-00-033-Y-28-000-Y	\$500.00
Sub-Total					\$55,119.00
Budgeted Fund Source Amount					\$56,919.00

	+/- Difference	\$1,800.00
	Grand Total	\$55,119.00