

**Brownsville Independent School District**  
**Porter Early College High School**  
**2019-2020 Campus Improvement Plan**



# **Mission Statement**

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

## **Vision**

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

# Value Statement

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

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

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

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

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

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

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

# Table of Contents

Comprehensive Needs Assessment .....	6
Needs Assessment Overview .....	6
Demographics .....	7
Student Academic Achievement .....	8
School Processes & Programs .....	10
Perceptions .....	12
Priority Problem Statements .....	13
Comprehensive Needs Assessment Data Documentation .....	14
Goals .....	17
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). .....	17
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) .....	32
Goal 3: Porter ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6) .....	34
Goal 4: All Porter ECHS programs will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) .....	38
Goal 5: Porter ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8) .....	40
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) .....	46
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) .....	49
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) .....	50
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) .....	51
Comprehensive Support Strategies .....	57
District Funding Summary .....	58

# Comprehensive Needs Assessment

## Needs Assessment Overview

Gladys Porter Early College High School is located on 3500 International Blvd near downtown Brownsville, Texas and the United States/Mexico border. The main campus building, constructed in 1974, was originally comprised of 64 classrooms, a cafeteria, library, and gymnasium. Since 2012, the Porter Campus has added a state-of-the-art artificial turf sports field. Presently, the campus houses 120 classrooms and 12 fully equipped computer labs with over 25 computers in each lab. Additionally, there are fully furnished computer labs for: migrant students, Lucha students (recent immigrants), and a college prep lab. Porter Early College High School employs approximately 147 Professional staff members including seven administrators, eight counselors and approximately 50 support personnel ranging from para-professionals to custodial staff.

Porter ECHS has an enrollment of approximately 1950 students enrolled in grades 9 through 12. In this population, 99.9 % of the student population is identified Hispanic, 99.9 % is identified as Economically Disadvantaged, and 29.4% are classified as Limited English Proficient, 84.2 are At-Risk, and 12.6% are identified as Special Education. Many Porter students are first generation Mexican immigrants and a majority of these students are bilingual in English and Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as SNAP food benefits, TANF, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance. Porter High School is identified as a Title I school including funding for migrant student, academic tutorial classes and Summer Bridge Programs that assist and encourage students to perform at their full potential.

Porter Early College High School's most recent campus initiatives include the following:

- PTECH
- Project RISE Continuum of Self Refinement
- Writing Across the Curriculum
- ESL/SIOP Strategies
- Cooperative Learning (Kagan)
- Content Area PLC

# Demographics

## Demographics Summary

Gladys Porter Early College High School is located on 3500 International Blvd near downtown Brownsville, Texas and the United States/Mexico border. The main campus building, constructed in 1974, was originally comprised of 64 classrooms, a cafeteria, library, and gymnasium. Since 2012, the Porter Campus has added a state-of-the art artificial turf sports field. Presently, the campus houses 120 classrooms and 12 fully equipped computer labs with over 25 computers in each lab. Additionally, there are fully furnished computer labs for: migrant students, Lucha students (recent immigrants), and a college prep lab. Porter Early College High School employs approximately 147 Professional staff members including seven administrators, eight counselors and approximately 50 support personnel ranging from para-professionals to custodial staff.

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## Demographics Strengths

High School completion rates

Parents/stakeholder involvement

Fine Arts Program

CTE Program Enrollment Projections

Needs:

1. Increase and maintain graduation rates to meet district goals High number of ELL and Sp. Ed. Population
2. Increase participation in Dual Enrollment HS Program by hiring teachers who are qualified
3. Increase participation in Advance Placement Program by providing more professional development opportunities to teachers through APSI summer institutes, AP Summer Conferences and Writing Project Seminars Decrease dropout rate
4. Increase support for ECHS cohort students

# Student Academic Achievement

## Student Academic Achievement Summary

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

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

### EOC/STAAR 2 YEAR RESULTS

(DATA IS BASED UPON PRIMARY TESTERS ONLY)

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

## Student Academic Achievement Strengths

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

1. Increase student mastery of TEKS to promote student success on state assessments (EOC/STAAR) by providing extended day (before/after school and Saturdays) opportunities for all students, specially LEP populations and SE populations.
2. Increase Career and College Readiness awareness and opportunities by increasing DE opportunities and support for college counseling, Apply Texas help, FSFA assistance, scholarship completion (Advise Texas, AmeriCorp, & Upward Bound) to facilitate entrance to post secondary institutions.
3. Provide supplemental instructional materials, resources, ink, computers, and software for teachers to increase academic performance in all state assessments for All Students in ELA, Math, Science and Social Studies.
4. Computer software and software renewals are critical needs for student achievement.



5. Overviews and presentations for parents need to occur at every opportunity including parent conferences with individual students to ensure conceptual knowledge of expectations and deadlines are met. Supplies and refreshments at major parent meetings are needed.
6. Students need to be encouraged by everyone to attend class, be prompt, complete assignments, and focus on the future. Incentives and awards need to be provided for attendance and academic improvement and achievement.
7. Promote literacy at all levels by incorporating school wide initiatives such as DEAR (drop everything and read), writing across the curriculum, and extended library hours.

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

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

# School Processes & Programs

## School Processes & Programs Summary

Porter Early College High School is committed to providing students with the instruction that best serves their needs. Programs/Services offered include: Pre-AP/AP courses, Dual Enrollment courses, CTE courses, Saturday Academies, Extended Day tutorials, TSI testing, scholarship opportunities, AP Testing, among other things. Teachers follow the BISD Curriculum and supplement with state adopted textbooks and other resources. Students participate in assessments as provided by the campus, district, and state. PECHS participation in Project RISE through Region One TIF 5 grant provides a Performance Based Compensation System to recruit, retain, and reward effective and qualified campus staff. Performance-based compensation rewards highly effective educators for their positive impact on student growth and outcomes. Communication with parents is made possible through social media, parent notices, website, and phone calls.

## School Processes & Programs Strengths

### Strengths

Implementation of CIF, TLI and SIOP strategies into the curriculum and instruction with continuous professional development opportunities throughout the school year. Professional development opportunities are provided throughout the school year for AP, GT, DE, EOC and College Readiness to support "all students" academic success Accelerated instruction and focused tutorials are conducted throughout the school year with paid compensation to teachers through state compensatory, federal programs, bilingual, advance academis and special programs department(s) provided funds.

### Needs

1. All core area teachers will need to be certified.
2. Content area teachers need to be SIOP trained.
3. College advisor from Advise TX is needed.
4. Substitutes will be needed for testing and when teachers need to attend trainings.
5. AVID trainings and resources will be provided to teachers and students.
6. Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials.
7. Increase the numbers of student participating in extra- and co- curricular activities

8. Budget monies to allow for AP Exam fees.

9. Effective implementation of RtI process for behavior and academic concerns in the areas of Math and ELAR

10. Create and maintain a budget for curriculum writing projects in order to align campus assessment and instruction with both district and state requirements (CCMR)

# Perceptions

## Perceptions Summary

The designation of Early College High School and PTECH changes the climate of the school by elevating the expectation of the entire staff, which filters to the students. Multiple ways of sharing information are used to make certain all teachers and staff members understand the goals set for the campus and the means of meeting those goals.

## Perceptions Strengths

The following Strengths have been identified for Porter Early College High School:

Faculty, staff, students and parents feel comfortable and safe coming to campus.

Parental Involvement program has increased in numbers and has been identified as one of our major strengths.

Designation as an Early College High School

Drop out specialist support to increase the graduation rate and prevent students from dropping out

STAMP Program

GEAR UP Grant

Project RISE Grant

P-TECH Campus

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- State-developed online interim assessments

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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



# Goals

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

**Performance Objective 1:** Porter ECHS student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

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

**Summative Evaluation 1:**

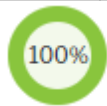

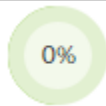

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) Utilize research-based instructional resources and targeted interventions to ensure that all students, especially ELL and SE, are prepared to meet the demands of rigorous TEKS in the foundation curriculum and assessments (local, state, national). STAAR resource materials, AVID materials, computer assisted instructional programs (Achieve 3000, APlus, APEX), student self response systems (Navigators), instructional materials, library books and consumables along with RTI 3 Tier Model. Strategies will be provided to students to improve academic achievement.</p> <p>Population: All students Timeline: July 2019 through June 2020 Student Academic Achievement #7</p>	2.4	Principals, Deans, Specialist, Department Chairs & HS Teachers, Administrator for State Compensatory Education	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development</p> <p>Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions, TAIS reports, lesson plans</p> <p>Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores</p>				
<b>Funding Sources:</b> 211 Title I-A - 61000.00, 162 State Compensatory - 25020.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Teachers, Counselors, and Administration will utilize research-based strategies and best practices, vital curriculum, current TEKS, and college readiness such as</p> <p>TEKS, ELPS, CCRS STAAR EOC Kagan Strategies Gretchen Bernabi Sheltered English Instruction Word-walls Thinking map Writing Across the Curriculum Comprehension Strategies Classroom Management PreAP/AP Strategies GT Training Dual Enrollment Trail of Breadcrumbs Data Desegregation Solution Tree PLC Fluency Vocabulary Development Martha Morales TNT Literacy 101 Strategies to help all students in the classroom by attending district, regional, and state professional development for ELA, Math, Science, and Social Studies or hiring consultants to improve instruction and increase student success in state assessments. Attend AP Summer Institutes</p> <p>Populations: TI MI ELL SE AR GT DYS CTE All students</p> <p>Timeline: July 2019 to June 2020</p> <p>CNA: School Processes and Programs</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principals, Deans, Specialist, Master Teachers, Mentor Teachers, Department Chairs & HS Teachers	<p>BISD Instructional Feedback Walk Throughs, District Monitoring Instrument Sign-in sheets and Workshop agendas</p> <p>The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 18500.00, 162 State Compensatory - 16000.00, XXX Grant Funds - 211500.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings (curriculum writing and lesson planning), research-anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress in state assessments (EOC and TELPAS). Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2019 - June 2020</p> <p>CNA 9-10</p>	2.6	Principals, Deans, Specialist, Department Chairs & HS Teachers	District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas, and TLI Class visitations/ coaching. The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development				
<p>4) Develop, support and implement a strong Core Enrichment Program for Porter HS students through competitions, such as but not limited to: AMC, UIL, HS Science Fairs, Regional, State &amp; International Science &amp; Engineering fairs, Texas and Science Olympiad and Brainsville, Science Fairs, History Fairs, TSA, Chess, Quizbowl, and Masterminds to enhance their academic achievement. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2019 -June 2020 CNA 9-10</p>	2.5	Principals, Deans, Specialist, Department Chairs & HS Teachers	Student participation data at school, district, regional, state, and national events The campus will have a 10% increase in the number of students participating in these events.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>5) In order to enhance writing and comprehension skills students will participate weekly in Writing Across Curriculum, Literacy Groups, Graphic Organizers, Summarization Activities, Vocabulary development and routines in all content areas. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2018 June 2019 CNA 9-10</p>	2.4	Principals, Deans, Specialist, Department Chairs & HS Teachers	<p>District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, and Lesson Plans</p> <p>The campus will have 100% of the teachers participating in this initiative.</p> <p>Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, TAIS report Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores</p>				
<p>6) Utilize instructional technology by modeling within the context of instruction in curriculum by using a variety of technology equipment (computer labs, Interactive tables, Sensors/Interface Technology, computers, printers, document cameras, tablets, Mobi Views, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations. CNA - SAA #3&amp;4 Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timelines: July 2018 through June 2019</p>	2.4	Principals, Deans, Department Chairs, District Lead Teachers and Specialist Teachers, Technology Service Staff	<p>Evidence of Implementation: BISD Instructional Feedback Form, 100% of walk-throughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agenda, CBLT Evidence of Impact: The district will have a 10% increase in the number of students meeting the phase II passing standard. Formative: Classroom observation, PDS Session Evaluations, STAAR scores, TELPAS</p>				
<b>Funding Sources:</b> 211 Title I-A - 14320.00, 162 State Compensatory - 27150.00							
<p>7) In an effort to promote physically and emotionally healthy students, the campus will implement the PAPA (Parenting and Paternity Awareness) curriculum, CATCH (Coordinated Approach to Child Health) program, and a Campus Health Advisory Committee that will evaluate the implementation of the district initiatives as well as the policies such as those on Dating Violence and sexual abuse of children. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2018 to June 2019 CNA 9-10</p>	2.5	Principals, Deans, Specialist, Department Chairs & HS Teachers	<p>BISD Instructional Feedback Form, 100% of walkthroughs will indicate application of the skills acquired during the professional development The campus will have 100% effective implementation. Formative: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative: Fitness Gram results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Highly qualified teachers hired to alleviate crowding in classrooms to increase scores in state assessments.  Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2018 to June 2019 CNA 9-10 and 13-14	2.4	TI-A Teachers, State Comp Teachers, Library paraprofessionals, Migrant Teacher and Clerk					
9) Implement tutorials and remediation strategies in core-area subjects for low-performing students by the 2nd month of school in order to decrease the retention rate and improve student achievement. Implement cohort express for students out of cohort. Promote attendance for extended day tutorials by providing incentives. Purchase custodial supplies to maintain a safe and secure building.  Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2018 to June 2019 CNA SAA	2.4, 2.6	Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs					
<b>Funding Sources:</b> 211 Title I-A - 50000.00, 162 State Compensatory - 65166.00							
10) Provide annual Response to Intervention (RtI) Training for campus staff (new and refresher) to implement intervention through the RtI 3 Tier Model in order to support student academic growth and success. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2019 - June 2020	2.5	Principals, Deans, Specialist, Department Chairs & HS Teachers	District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas. The campus will decrease number of referrals to Special Education Program by 10%.  Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
11) Teacher, campus administration and counselors will promote and increase the number of students achieving scores of 3 or higher on AP Exams by increasing teacher participation in the following vertical teaming and enrichment activities: Pre-AP & AP Institute Workshop and on-going training in GT, Pre-AP, and AP curricula and promote AP tutorials.  Time Line: July 2018 - June 2019 CNA SAA	2.4	Teachers; Dept. Chairs; Campus Administration; and Advanced Academics	Increased Post Secondary Opportunities for Students  Formative: Number of students taking AP exams Summative: AP Score Report and Dual Enrollment Score Report				
<b>Funding Sources:</b> 211 Title I-A - 20000.00							
12) Promote a school culture of lifelong learners, independent and innovative thinkers to become responsible and productive environment that has a positive effect on student learning and college readiness by providing workshops for students and parents.  Time Line: July 2018 - June 2019	2.4, 3.2	Principals, Deans, Specialist, Department Chairs & HS Teachers	CNA Results regarding school culture				
13) Flexible scheduling to meet student needs will be implemented. English I, English II and ELA EOC remediation classes will be linked to improve student success. Algebra I courses will be linked with College Transition Course for targeted students to ensure 100% state assessment mastery and TSI preparation.  Time Line: July 2019 - June 2020	2.4	Principals, Deans, Specialist, Department Chairs & HS Teachers	Improves EOC mastery and TSI passing rates				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Population: CTE students Timeline: August 2018 - July 2019		CTE HS Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals Special Education Teachers	Formative: students will be engaged in learning as evidenced by walkthroughs. Summit: increased numbers of students receiving endorsements, certifications and licenses, CCMR				
2) Career and Technical Education Teachers will continue to attend ongoing professional development so that students may learn the latest technology skills and be able to compete in college and the workforce. Population: CTE students Timeline: August 2018 - July 2019		CTE Administrative Career Placement Officers HS Administrators HS CTE Teachers	Formative: instructional Framework Observation Feedback forms. Summative: increased numbers of student receiving endorsements, certification and licenses, CCMR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) CTE students will utilize academic planners for college and career readiness through a scheduled advisory period throughout the school day. Academic planners will be used to build soft skills for college and career readiness. Population: CTE students, students Timeline: August 2018 - May 2019		Career Placement Officer Dean of Instruction CTE Department Chair Assistant Principal	Formative: lesson Plans feedback forms, instructional feedback reports.  Summative: increased numbers of students receiving endorsements, certification and licenses, CCMR				







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

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

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>1) Implement a comprehensive Texas Success Initiative (TSI) remediation plan with the expectation that all BISD students will graduate college ready. Plan includes the implementation of the following: APEX Edgenuity TSI Lab TSI Tutorials Population: All students Timeline: August 2019 - July 2020</p>	2.4	ECHS Director ECHS Counselor AVID Teacher Dean of Instruction	Formative: TSI test taking and passing data by grade level Summative: Increased 5% percentage points of students passing each and all TSI components at each grade level over previous year				
<p>2) Increase the number of students who are prepared to enter and succeed in post-secondary education, campus administration and counselors will ensure that students and their parents have the information they need to prepare academically, socially and financially for college by collaborating with ADVISE TEXAS, Upward Bound, &amp; AmeriCorp.</p>	2.5, 2.6	Teachers; Counselors; and Campus Administration	Increased Post Secondary Opportunities for Students Post Secondary Student Enrollment				
<p><b>Funding Sources:</b> 211 Title I-A - 10000.00, 162 State Compensatory - 1200.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) The AVID Elective course will be offered to ECHS Cohort students, which will allow them to receive the additional academic, social, and emotional support that will help them succeed in their most rigorous courses. AVID Secondary will have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. Population: ECHS students & teachers Timeline: August 2019- June 2020	2.4	ECHS Director Counselors Administration Dean of Instruction ECHS Teachers	Increased number of students enrolled in advanced level courses. Increased number of students who apply for colleges				
<b>Funding Sources:</b> 211 Title I-A - 8600.00							
4) Support PTECH implementation and program growth.		Principal Assistant Principals CPO	PTECH Timeline & Reports submitted PTECH designation				
<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 4:** 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments

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

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All migrant students will receive grade appropriate school supplies, hygiene products and clothing on an as needed basis in order to provide them with the necessary tools to complete homework and classwork assignments thus extending them the same opportunities for meeting the academic challenges of all students. PFS Migrant students will receive supplemental support services before other migrant students. Population: All migrant students Timeline: Aug 2019-June 2020		Migrant Funded Teacher Migrant Funded Clerk Migrant Counselor Assist Principal Principal	Formative: distribution forms, PFS Learning Academy Reports, Composite of Services Reports Summative: fewer PFS students are identified due to increased performance, On-time promotion and on-time graduation rates increased.				
<b>Funding Sources:</b> 212 Title I-C (Migrant) - 2970.00							
<b>TEA Priorities</b> Build a foundation of reading and math 2) Migrant 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams. Population: 9th grade migrant students Timeline: August 2019-May 2020		Principal Migrant Funded Teacher	Formative: six week grades and PFS monitoring tool Summative: increased Algebra I and EOC passing rates				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) All migrant students will be provided with training and support in the use of academic tools and resources to increase success in reading and mathematics.</p> <p>Population: All migrant students Timeline: August 2019 - May 2020</p>		Migrant Funded Teacher	Formative: training sign-in sheets Summative: increased reading and math state assessment scores for migrant students.				
	<b>Funding Sources:</b> 212 Title I-C (Migrant) - 200.00						
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Porter ECHS campus migrant clerk will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year.</p> <p>Population: PFS and Migrant students Timeline: August 2019 - May 2020</p>		Principal Assistant Principal Migrant Funded Teacher	Formative: attendance rosters into Migrant lab, phone logs, 3 week progress reports, and six weeks grades Summative: EOY state assessments				
	<b>Funding Sources:</b> 212 Title I-C (Migrant) - 100.00						
							

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

**Performance Objective 5:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2018-2019 participation

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

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b>            Connect high school to career and college            1) Teachers will promote student participation in the following programs to provide students with opportunity to extend their learning beyond the classroom (campus, district, regional, state and national level):            Robotics            Science Fair            History Fair            American Mathematics Competition (AMC)            UIL Academics            Chess            Destination Imagination            Population:            9-12 grade students and teachers            Timeline:            July 2019 - June 2020</p>		<p>Dean of Instruction            Program            Sponsors</p>	<p>Formative: training agendas, flyers, student sign-in sheets and evaluation reports            Summative: increase participation numbers of campus/district/regional/state entries</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) CTE will continue to encourage its students to participate in Career and Technical Student Organization (CTOs) so that leadership, communication and soft skills may be developed. Population: CTE students Timeline: August 2019 - July 2020		Career Placement Officer CTE Administrator	Formative: documentation for students competing at the regional, state and national levels Summative: increased participation and success in CTE related competitions, increase accolades for students in respective competitive areas				
3) Fine Arts students will develop critical thinking and multi-tasking skills, creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events and public performances. Population: All Fine Arts Students Timeline: August 2019 - June 2020		Principal FA Assistant Principal FA Directors	Formative: performance ratings, attendance, audience / student reaction Summative: EOY performance recognition, student program enrollment increases				
4) Increase enrollment in Fine Arts programs by conducting recruitment concerts and visits Population: All Fine Arts Students Timeline: August 2018 - June 2020		Principal FA Assistant Principal FA Directors	Formative: PEIMS enrollment numbers, class rosters Summative: improved enrollment form prior year				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and condition skills, and sportsmanship skills can be mastered by the student in athletics. Population: All Athletic students Timeline: August 2019 - June 2020		Principal Athletic Coordinator Dean of Instruction	Formative: Campus master schedules, PE/Coach class rosters, choice slips Summative: PEIMS enrollment reports, athletic coordinator reports				

## Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

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

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Porter ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All campus facilities Timeline: August 2018- June 2019		Campus Administration Facilities and maintenance staff	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Custodial supplies will also be bought for the maintenance of facilities. Population: All campus facilities Timeline: August 2018- June 2019		Campus Administration Facilities and maintenance staff	Survey results from campus will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
<b>Funding Sources:</b> 211 Title I-A - 4971.00							
3) Lopez Early College High School will develop and maintain green areas/landscaped areas to help beautify facilities with the support of community, parents and students Population: All students and staff Timeline: August 2019 - June 2020		Principal Assistant Principals Maintenance Supervisor	Formative: beautification/garden event showcases and perception campuses areas are clean and green Summative: improved campus survey data about facilities				



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

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

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

**Evaluation Data Source(s) 1:** Fiscal reports for district, internal and external audit reports and FIRST ratings.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Porter ECHS will support the campus in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Porter ECHS Stakeholders Timeline: December 2018- June 2019		Campus Administration SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Campus will provide supplemental support through additional personnel to meet the needs of Title I-A students in order to ensure that academic progress is attained and academic gaps are closed: 4 Math, 2 Library Aides, 2 Nurses, 1 teacher aide and 1 clerical assistant Population: Teachers Timeline: August 2018 - June 2019		Principal Dean of Instruction	Formative: position control report compared to CIP strategies Summative: EOY position control report, time and effort certification forms				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Campus will support programs and teachers in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: All campus personnel and stakeholders Timeline: July 2018 - August 2019		Principal Dean of Instruction SBDM Committee	Formative: monthly expenditure reports, CIP evaluations Summative: EOY expenditure reports, PDS evaluations and certifications, CIP summative report				
4) Campus administration will conduct annual training for all programs on the required documentation for program expenditures for transportation, professional extra duty pay, and purchase orders for resources and programs as per district policies and guidelines. Population: All program teachers and coaches Timeline: September 2018 January 2019		Campus Principal Dean of Instruction	Formative: sign-in sheets, agenda, certification (s), extra duty timesheets Summative: EOY student activities final report submission and bi-tech reports				
5) Campus book keeper will conduct an annual training for all coaches and program sponsors to review district policies and procedures for student activities funds and fundraising activities. Population: All coaches and program sponsors Timeline: September 2018		Campus Principal Dean of Instruction Campus Book Keeper	Formative: sign-in sheets, agenda, certification(s) and student activities constitutions Summative: EOY student activities final report submission				



= Accomplished



= Continue/Modify



= No Progress




= Discontinue

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

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

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

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will be given the opportunity to attend professional development and be compensated through the Project RISE funding source. Population: Porter ECHS Stakeholders Timeline: December 2018- June 2019 Need: SBDM Approval		Campus Administration	Compensation will motivate teachers to participate in professional development.  Formative: Professional leave forms, Attendance  Summative: Listing of all professional development attended by the end of the school year.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Strategies to attract highly-quality, certified teachers to our school include: paid stipend based on their area of certification (Math, Science, ESL, Social Studies and Special Education) free professional development and free health insurance. Population: All teachers Timeline: August 2018 - June 2019		Principal Dean of Instruction	Formative: position control report, staff assignments Summative: PDS evaluations, EOY position control FTE report				
							

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

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

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      1) Campus administration along with the SBDM committee will create and participate in employee incentives and recognition to improve employee and district and campus morale and climate                      Population:                      Campus faculty and staff                      Timeline:                      July 2018 - June 2019</p>		Principal Dean of Instruction	Formative: CNA survey and campus climate survey data related to support and retention Summative: PEIMS and TAPR report showing increased years of experience and decreased turn over rates				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


## Goal 4: All Porter ECHS programs will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

**Performance Objective 1:** All Porter ECHS program areas will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events

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

### Summative Evaluation 1:

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



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue

**Goal 4:** All Porter ECHS programs will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

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

**Evaluation Data Source(s) 2:** School calendar showing earlier start date.

**Summative Evaluation 2:**

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

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

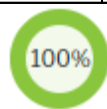
**Evaluation Data Source(s) 1:** BAC placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) In order to prevent discipline incidents and/or referrals to BAC, all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.</p> <p>Population: All Students/parents; campus personnel</p> <p>Timeline: August 2018 through June 2019</p>		Campus Administration Behavior Coordinators	Campus SCOC Receipt form, Signed SCC Acknowledgement Forms, posting of SCOC on District and campus websites.				
<p>2) Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day.</p> <p>Population: All Students</p> <p>Timeline: August 2018 to June 2019</p>		Principal, Assistant Principals, Security Monitor	<p>Formative: Increased coordination between security and administration</p> <p>Summative: Reduction in vandalism</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Training &amp; Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, bullying and violence prevention.</p> <p>Population: All Students</p> <p>Timeline: August 2018 to June 2019</p>		Counselors, Administration	<p>Formative: Sign in sheets</p> <p>Summative: Discipline Referral Count</p>				
<p>4) Campus will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campus will use the district database software programs to document and monitor RtI plans</p> <p>Population: All students</p> <p>Timeline: August 2018 - June 2019</p>		Campus RtI Administrator Campus Counselor	<p>Formative: RtI documentation, Review 360 reports, Counselor meeting logs</p> <p>Summative: eSchool report data, decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to their home campus from BAC.</p>				
<p>5) Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and deescalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.</p> <p>Population: All students</p> <p>Timeline: August 2018 - June 2019</p>		Administration Campus Behavior Coordinator Counselor	<p>Formative: student sign-in sheets, counselor's log, audits, evaluation sheets, training sign-in sheets</p> <p>Summative: discipline PEIMS report data reflecting a reduction in placements to a DAEP per campus</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will receive training on the use of district software (Review 360, eSchool, SuccessED) and discipline management and safe environments at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans Population: All teachers Timeline: August 2018 - March 2019		Campus RtI Administrator Campus RtI committee Counselor	Formative: eSchool discipline reports and RtI plans Summative: reduced number/percentage of population of students referrals to ISS and/or OSS compared to previous school year.				
2) Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior students with close monitoring of the ISS/OSS placements for special populations Population: All students Timeline: August 2018 - June 2019		Special Education Administrator RtI Administrator Campus Behavior Coordinator	Formative: ISS/OSS placements of special education and other targeted groups will decrease by 5% at the district level Summative: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease				

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

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


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

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Professional development and training will be provided to address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP) - Safety Procedures. Population: All students, All campus personnel Timeline: August 2019 - May 2020</p>		<p>Principal Assistant Principals Campus Behavior Coordinator Counselors Dean of Instruction</p>	<p>Decrease in the number of student discipline incidents compared to prior school year. Formative: presentations, sign-in sheets Summative: Discipline referral report</p>				
<p>2) Instructional Strategies Provide classroom instructional strategies through professional development and campus training to keep students engaged in order to reduce discipline issues in the classroom and increase academic performance. Population: All Students Timeline: August 2018 - May 2019</p>		<p>Principal Dean of Instruction Assistant Principals</p>	<p>Decrease in the number of student discipline incidents compared to prior school year. Formative: walk-throughs with constructive feedback, session evaluations, six week(s) academic and discipline reports Summative: EOY discipline referral reports, EOY academic progress reports</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan Population: All students Timeline: August 2018 - June 2019		Campus Administration	100% completed campus Emergency Operations Plan. Formative: safety meeting sign-in sheets Summative: campus EOY plan and EOY safety reports				
4) Campus will conduct Active Shooter or other hazardous lock down drills at least twice per semester Population: All students Timeline: August 2018- May 2019		Campus Administration	Formative: practice drill reports, Summative: EOY drill report with required drills conducted				



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

**Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)**


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

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program Timeline: August 2018 -June 2019 CNA 19-20	3.1	Administration Parent Liaisons	Formative: Completed Parental Involvement Policies Campuses Campus Websites Fliers Meeting Agendas Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Agendas and Sign Ins Summative: Training Session Evaluations and Increased Parental participation to positively impact attendance, discipline, EOC scores, and graduation rates.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Enhance the campus parental involvement program to increase the percentage of parental involvement at the campus by providing consultants/trainings in: Will provide refreshments for parents. Parenting Classes Nutrition Classes College and Career Student Information EOC Training Graduation Requirement Trainings. ESL Classes Curbside Coffee Migrant Informational Meetings Timeline: August 2018- June 2019 CNA 19-20	2.4, 3.1	Parent Liaison Administration Principal Dean of Instruction	Increased parental participation in school activities and awareness of student responsibilities and opportunities for success. Formative: Agenda, Sign-In sheets, Summative: Evaluations positively impact attendance rates, discipline, EOC Scores, and graduation rates.				
	<b>Funding Sources:</b> 211 Title I-A - 4000.00						
3) Increase the community partnership with the campus inviting business community members and organizations to present at weekly Timeline: August 2018- May 2019 CNA 19-20		Parent Liaison Administration Principal Dean of Instruction Parents All students All teachers	Formative: Agenda, Sign-In sheets for parent, community, and SBDM meetings. Summative: Evaluations in order to increase student attendance, decrease failure rates, increase EOC Scores, graduation rates, and real work experiences.				
4) Teachers, attendance clerks and parent/attendance liaisons will consistently monitor and communicate student's daily absences and tardiness to parents to promote a rapid system of communication that will improve the daily attendance rate by maintaining a telephone log. Student incentives will be provided for perfect attendance as way to increase attendance rate. Increase parent homes visits to improve attendance and communication. Timeline: August 2018-May 2019 CNA 19-20	3.2	Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration District Attendance Office	Formative: Increased Class Attendance Rate, Weekly Campus Attendance Rate Phone Master Daily Log Summative: PEIMS Campus Summary Report, ADA Annual Report in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates.				
	<b>Funding Sources:</b> 211 Title I-A - 300.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Verify phone numbers & addresses of all students during the first week of the Fall and Spring semesters in order to maintain accurate student data for parent communication.  Timeline: August 2018-May 2019 CNA 19-20		Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration	Formative: Accurate contact information in Eschool Plus Reports PEIMS Campus Summary Report Summative: School Messenger Report and Parental Contact logs in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates.				
6) Campus migrant clerk will conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress and on-time graduation requirements. Population: All migrant parents Timeline: Nov 2018 & March 2019		Migrant Campus Clerk Migrant Teacher	Formative: Meeting sign-in sheets and agendas Summative: Year end evaluations				
<b>Funding Sources:</b> 212 Title I-C (Migrant) - 100.00							
							



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

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

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

**Summative Evaluation 1:**

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

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

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

**Summative Evaluation 2:**

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

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

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

**Summative Evaluation 1:**

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

**Performance Objective 1:** Porter ECHS will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%, increase the At-Risk Student Attendance Rate by 10%, increase the High School Completion Rate to 95%, and increase the High School Graduation Rate to 91.3%.

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





### Summative Evaluation 1:

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

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

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

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
14) Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention and dropout rate. Population: AR, TI, DYS Timeline: Daily		Principal Admin Counselors Teachers Dean of Instruction SBDM Committee	Formative: Lesson Plans, Classroom Observation, student progress reports, benchmark scores Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
15) The At-Risk Team will sponsor outreach events to ensure all students enroll in school in a timely manner such as Walk for the Future.  September 2018	2.6	State Compensatory Education Department Administration Dean of Instruction Drop Out Prevention Specialist At-Risk Counselor Probation Officer	Formative: Student Enrollment rates Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
<b>Funding Sources:</b> 162 State Compensatory - 400.00							
 = 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:** STAAR/EOC reports disaggregated for At-Risk students

**Summative Evaluation 2:**

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

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

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

**Summative Evaluation 3:**

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

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

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

**Summative Evaluation 4:**



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	13	Flexible scheduling to meet student needs will be implemented. English I, English II and ELA EOC remediation classes will be linked to improve student success. Algebra I courses will be linked with College Transition Course for targeted students to ensure 100% state assessment mastery and TSI preparation. Time Line: July 2019 - June 2020

# District Funding Summary

<b>199 Local funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$140,000.00
<b>+/- Difference</b>					<b>\$140,000.00</b>
<b>162 State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper		\$6,000.00
1	1	1	General Supplies		\$1,020.00
1	1	1	Ink		\$18,000.00
1	1	2	Employee Travel - Professional Development		\$4,000.00
1	1	2	General Supplies		\$1,000.00
1	1	2	Professional Extra Duty		\$4,000.00
1	1	2	Substitutes		\$5,000.00
1	1	2	Employee Travel - Professional Development Counselors		\$2,000.00
1	1	6	Supplies & materials Technology		\$22,000.00
1	1	6	Software _ Microsoft		\$1,150.00
1	1	6	Supplies & Materials Technology		\$4,000.00
1	1	9	EOC Tutotials		\$45,166.00
1	1	9	Tutorials		\$20,000.00
1	3	2	Supplies		\$1,200.00
9	1	15	Supplies		\$200.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	15	Misc. Operating costs		\$200.00
<b>Sub-Total</b>					\$134,936.00
<b>Budgeted Fund Source Amount</b>					\$139,552.00
<b>+/- Difference</b>					\$4,616.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Computer Programs		\$20,000.00
1	1	1	General Supplies		\$20,000.00
1	1	1	Duplicating Paper		\$4,000.00
1	1	1	Ink		\$17,000.00
1	1	2	Employee Travel - Professional Development		\$15,000.00
1	1	2	Employee Travel Administration		\$3,500.00
1	1	6	Technology		\$14,320.00
1	1	9	Extra Duty Pay		\$20,000.00
1	1	9	Tutorial Supplies		\$25,000.00
1	1	9	Tutorial Custodial Supplies	211-51-6315-00-002-Y-30-0F2-Y	\$5,000.00
1	1	11	AP Testing Fees		\$20,000.00
1	3	2	Misc. Contracted Advise Texas		\$10,000.00
1	3	3			\$8,600.00
2	1	2	211-51-6315-00-2-Y-30-0F2-Y		\$4,971.00
6	1	2	Other Operating Cost - Refreshments		\$1,500.00
6	1	2	General Supplies		\$500.00
6	1	2	Consulting		\$2,000.00
6	1	4	Employee Travel		\$300.00
<b>Sub-Total</b>					\$191,691.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$222,843.00
<b>+/- Difference</b>					\$31,152.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$2,970.00
1	4	3	transportation		\$200.00
1	4	4	Extra Duty Pay		\$100.00
6	1	6			\$100.00
<b>Sub-Total</b>					\$3,370.00
<b>Budgeted Fund Source Amount</b>					\$3,200.00
<b>+/- Difference</b>					\$-170.00
XXX Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Project RISE Training Stipends		\$186,500.00
1	1	2	Project RISE Training Substitutes		\$25,000.00
<b>Sub-Total</b>					\$211,500.00
<b>Budgeted Fund Source Amount</b>					\$774,000.00
<b>+/- Difference</b>					\$562,500.00
<b>Grand Total</b>					\$541,497.00