

Brownsville Independent School District

Brownsville Academic Center

2016-2017 Campus Improvement Plan

Accountability Rating: Not Rated



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

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.

Demographics

Demographics Summary

This 2016-2017 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.

The Brownsville Academic Center (B.A.C.) serves as the district's Disciplinary Alternative Education Program (DAEP) with a previous school year (2015-2016) highest enrollment of 263 students, primarily Hispanic, all considered At-Risk. The DAEP services 7 high schools, 11 middle schools, and 1 alternative school.

This current school year (2016-2017), we have a teaching and resource staff of 57 personnel with diverse skills who provide support for the high concentration of At-Risk students. Our personnel include: 2 administrators, 2 counselors, 15 regular education teachers, 7 special education teachers, 11 drill instructors, 1 senior drill instructor, 1 LUCHA teacher, 1 social worker, 1 nurse, 1 parent liaison, 3 resource aides, 3 teacher aides, 4 behavioral intervention (BI) aides, 2 clerks, and 3 custodians.

Additionally, the B.A.C. provides a facility for the district's **Training To Transition (TTT)** Special Services Program which services 27 special needs students supported by 4 teachers and 8 paraprofessionals.

Demographics Strengths

- Highly qualified teachers most with 8+ years of teaching experience
- Highly qualified counseling staff with 25+ years of experience
- Highly skilled resource staff

Demographics Needs

- 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
- Increased Professional Development opportunities for teachers on technology integration in classroom instruction
- Increased technology resources to enhance student learning
- Increased support for ELL population across all core content areas
- Increased Training/Staff Development for resource staff on research-based strategies to help improve learning outcomes for students struggling, academically

Student Achievement

Student 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 state 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 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.

Student 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

Student Achievement Needs

- 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
- 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., Rosetta Stone)
- Increase software programs for academic rigor in all core content areas
- Implement intervention strategies through sheltered instruction (SIOP), SRA reading program to address student success for ELLs and Sp. Ed. students

School Culture and Climate

School Culture and Climate Summary

Our school culture and climate is analyzed by campus administration, teachers, and resource staff, to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Weekly faculty meetings are held to discuss matters related to providing a positive school culture and climate. A major component of our meetings is teaching individual responsibility to foster character building to students who are at risk of making life-altering decisions. Through our monthly parent meetings, parents are strongly encouraged to get involved in volunteering opportunities that will assist their children's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues specific to the students "removed from their home campus."

School Culture and Climate Strengths

- Mutual respect among all stakeholders
- Boys Town Discipline Model
- Counselor Support Services
- Collaboration with Probation Officer and other external agencies
- Partnership with Drill Instructors
- School Climate Committee
- Cleanliness of Campus

School Culture and Climate Needs

- Increase monies allocated for Boys Town Staff Development
- Increase software budget for programs that educate on topics such as character / responsibility / drug abuse / violence
- Increase attendance for At-Risk students enrolled at our campus by consistently monitoring their attendance
- Provide attendance incentives for all students
- Provide a variety of topics at parent meetings

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers are divided into 3 categories: 1) Middle School; 2) High School; and 3) STARS. At the middle school level (6th-8th), our campus has one teacher assigned per subject. At the high school level (9th-12th), one teacher is assigned per subject except for Science (2). We have 3 STARS teachers who provide opportunities to both middle and high school students. Only highly qualified and certified teachers, as required by law, are hired at the Brownsville Academic Center. The state mandated T-TESS is used to evaluate teacher performance. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor (teacher), so that they are successful during their first school year.

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified teachers in all content areas
- Stipends for teachers
- Consistent classroom and discipline management procedures
- Opportunity to interview and evaluate new applicants, holistically
- Accessibility to T-TESS assessment instrument
- Teacher retention is consistent

Staff Quality, Recruitment, and Retention Needs

- Provide consistent Drill Instructor support to prevent teachers' loss of instructional time
- Provide consistent teacher aide instructional support for teachers to maximize student learning
- T-TESS on time feedback (pre-conference, observation, and post-conference) as required by law
- More opportunities for teachers to attend district professional development to enhance current teaching practices

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Brownsville Academic Center implements district curriculum initiatives and assessments as required by the state of Texas. The B.A.C. bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) and prepares students for state assessments, while they are enrolled at our campus. Teachers plan lessons consistently through district curriculum frameworks. Campus administration provides teachers with instructional resources and professional development opportunities to enhance student learning. New teachers are guided and mentored by veteran teachers. Planning for instruction and intervention is done through weekly, team meetings and, at times, as a whole through vertical / horizontal alignment and collaboration so that teachers learn from one another.

Curriculum, Instruction, and Assessment Strengths

- Consistent team meetings (weekly)
- Additional modules to meet additional TEKS
- State and district provided resources for all subjects
- Knowledge of curriculum components and TEKS

Curriculum, Instruction, and Assessment 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 Rosetta Stone software to provide support for ELL population
- Purchase instructional resources/materials/equipment for core content area teachers.

Family and Community Involvement

Family and Community Involvement Summary

The Brownsville Academic Center is committed to its students' education and therefore encourages the involvement of parents and community members to share in this endeavor. 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. Survey results will be analyzed to determine decisions for the school year. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee and school principal. In an effort to increase the ratio of parental involvement, parent and community member volunteer opportunities are available throughout the 2016-2017 school year.

Family and Community Involvement Strengths

- Monthly parent meetings (Parent Liaison)
- Parent surveys
- Variety of activities for parent and community member involvement
- Required parent conferences for B.A.C. students' exit

Family and Community Involvement Needs

- Increase awareness of the Home Access Center (H.A.C.) for parents
- Increase types/kinds of parent activities to improve ratio of parental involvement
- Improve calling and emailing to parents for information on monthly meetings

School Context and Organization

School Context and Organization Summary

Due to the nature of the students assigned to the 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 systems in place so that there is not much interference or distractions from classroom instruction. Furthermore, highly qualified teachers are placed in core content areas to maximize positive learning opportunities for students.

School Context and Organization Strengths

- Monitor systems in place (Established Procedures)
- Certified and highly qualified teachers in all content areas
- Consistent communication among faculty and staff
- Boys Town Discipline Program
- Master schedule

School Context and Organization Needs

- Provide additional, classroom support to promote and encourage teacher attendance and morale (Drill Instructors consistently visible in every classroom wing, throughout each day)
- Improve master schedule to allow more flexibility

Technology

Technology Summary

In order to keep up with the ever expanding educational technology components, the Brownsville Academic Center needs more capital outlay items. These items include: desktop computers, laptops, printers, scanners, digital cameras, ELMOs, LCD projectors, Smart Boards, iPads, and Mobi tablets. Teachers and students are moving to teaching and learning using a variety of technology tools together with learning all of the vocabulary and concepts as required by the Technology TEKS. Technology will be integrated into all core content areas to maintain the most current and effective teaching strategies available.

Technology Strengths

- Three computer labs
- Computers in all classrooms
- Knowledge of curriculum components and TEKS
- Supplemental resources
- Curriculum aligned with TEKS and state assessments
- Collaboration among administrators and teachers
- Computer access for students in all classrooms

Technology Needs

Increase technology: In order to achieve a minimum of 80% mastery in all standardized tests, the Brownsville Academic Center recognizes that technology will support classroom instruction and curriculum. Differentiated instruction, to include technology, will help the staff achieve campus goals. For example, SmartBoards will be utilized by teachers and students to enhance lesson preparation and increase student participation; Mobi tablets and LCD projectors will be utilized in conjunction with SmartBoards to enhance lesson presentations and increase visibility to all students and increase participation.

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
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- PDAS and/or 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.

Performance Objective 1: A minimum of 80% of students will achieve a level II Recommended Performance on STAAR/EOC ELA Assessments. A minimum of 20% of students will achieve a Level III Advance Performance.

Summative Evaluation: STAAR/EOC Scores, Benchmark Scores, Classroom Observations, Credit Accrual, Online Program Test Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">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 2016-June 2017</p> <p>CNA: Pg. 8</p>	2, 9	<p>ELA and Reading Teachers, Principal, Assistant Principal and Administrator for State Compensatory Education</p>	<p>Formative: Classroom Observations/ Walkthroughs, Classroom Test Results, Benchmark Assessments, Student Progress Reports, and Lesson Plans.</p> <p>Sumative: STAAR/EOC Scores</p>				
<p>Funding Sources: State Compensatory - \$4050.00, State Compensatory - \$3000.00, State Compensatory - \$3700.00, State Compensatory - \$8373.00</p>							
<p style="text-align: center;">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 2016-June 2017</p> <p>CNA: Pg. 8</p>	2, 9	<p>ELA and Reading Teachers, Administration</p>	<p>Formative: Classroom Observations/ Walkthroughs, Classroom Test Scores, Benchmark Assessments, Student Progress Reports, and Lesson Plans.</p> <p>Sumative: STAAR/EOC Scores</p>				


<p align="center">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 2016-June 2017</p> <p>CNA: Pg. 7</p>	2, 9	ELA and Reading Teachers, Administration, Administrator for State Compensatory Education	Formative: Classroom Observations/ Walkthroughs, Classroom Test Scores, Benchmark Assessments, Student Progress Reports, Lesson Plans, and Compass Student Reports. Sumative: STAAR/EOC Scores				
Funding Sources: State Compensatory - \$2500.00, State Compensatory - \$12000.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Teachers will participate in Professional Development activities on the following topics: -New End-of-Course testing standards and strategies -AWARE online system -Student motivation strategies</p> <p>Population: At-Risk Timeline: August 2016-June 2017</p> <p>CNA: Pg. 8</p>	2, 4, 9	ELA and Reading Teachers, Administration, Administrator for State Compensatory Education	Formative: Student Progress Reports, Lesson Plans, ERO Session Evaluations Summative: STAAR/EOC Scores				
Funding Sources: State Compensatory - \$1250.00							
<p>5) 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 2016-March 2017</p> <p>CNA: Pg. 7</p>	2, 3, 9	Administration, Teachers, Data Management Clerk, Counselors, Administrator for State Compensatory Education	Formative: Lesson Plans, Classroom Observations, eSchoolPlus At-Risk Progress Report, Benchmark Scores, and Student Progress Reports. Summative: STAAR/EOC Scores				
Funding Sources: State Compensatory - \$16560.00, State Compensatory - \$441.00, State Compensatory - \$9969.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: A minimum of 80% of students will achieve a Level II Recommended Performance on STAAR/EOC MATHEMATICS Assessments. A minimum of 20% of students will achieve a Level III Advanced Performance.

Summative Evaluation: STAAR/EOC Scores, Benchmark Scores, Classroom Observations, Credit Accrual, Online Program Test Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) 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 2016-June 2017</p> <p>CNA: Pg. 9</p>	2, 10	Math Teachers, Math Specialists, Administration, Counselor, Administrator for State Compensatory Education	<p>Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Benchmark Assessments, Compass Learning Student Reports</p> <p>Summative: STAAR/EOC Scores</p>				
Funding Sources: State Compensatory - \$4050.00, State Compensatory - \$3000.00							
<p>2) 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 2016-June 2017</p> <p>CNA: Pg. 13</p>	2, 9	Math Teachers, Math Specialists, Special Ed. Teachers, Administration	<p>Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Compass Learning Student Reports.</p> <p>Summative: STAAR/EOC Scores</p>				






<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Math teachers will be provided with the necessary professional developments/training in order to follow and support the PBMAS / strategies and actions stated on the district improvement plan.</p> <p>Population: At-Risk Timeline: August 2016-June 2017</p> <p>CNA: Pg. 9</p>	2, 4, 9	Math Teachers, Math Specialist, Administration, Administrator for State Compensatory Education	Formative: Lesson Plans, Walk-throughs, ERO Session Evaluations Summative: ERO Transcripts, EOC/STAAR Scores, PBMAS Report				
	Funding Sources: State Compensatory - \$1250.00						
							

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.

Performance Objective 3: A minimum of 80% of students will achieve a Level II Recommended Performance on STAAR/EOC SCIENCE Assessments. A minimum of 20% of students will achieve a Level III Advanced Performance.

Summative Evaluation: STAAR/EOC Scores, Benchmark Scores, Classroom Observations, Credit Accrual, Online Program Test Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>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 2016-June 2017 CNA: Pg. 9</p>	2, 9	Science Teacher, Science Specialists, Administration, Counselor, Administrator for State Compensatory Education	<p>Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Benchmark Assessments, Compass Learning Student Reports, Credit Accrual</p> <p>Summative: STAAR/EOC Scores</p>				
Funding Sources: State Compensatory - \$4050.00, State Compensatory - \$3000.00							
<p>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 (Implementation of RTI model accordingly)</p> <ul style="list-style-type: none"> -Individual enrichment activities -Vocabulary activities -Sheltered activities -Computer based interactive study guides (COMPAS) -STAAR-EOC -Teacher feedback on student daily work <p>Population: At-Risk Timeline: August 2016-June 2017 CNA: Pg. 9 & 13</p>	2, 9	Science Teachers, Science Specialists, Special Ed. Teachers, Administration	<p>Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Compass Learning Student Reports.</p> <p>Summative: STAAR/EOC Scores</p>				






<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Professional Development will be provided to ensure student success:</p> <ul style="list-style-type: none"> -Technology integration -ESL strategies -Lab Safety -EOC -Project Share -Edu-Smart -Science Maintenance Training -Student Motivation Strategies <p>Population: At-Risk Timeline: August 2016-June 2017 CNA: Pg. 13</p>	2, 9	Science Teachers, Science Specialist, Administration, Administrator for State Compensatory Education	Formative: Sign-in Sheets, Agendas Summative: ERO Transcripts, EOC/STAAR, PBMAS				
<p>Funding Sources: State Compensatory - \$1250.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 4: A minimum of 80% of students will achieve a Level II Recommended Performance on STAAR/EOC SOCIAL STUDIES Assessments. A minimum of 20% of students will achieve a Level III Advanced Performance.

Summative Evaluation: STAAR/EOC Scores, Benchmark Scores, Classroom Observations, Credit Accrual, Online Program Test Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) 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 2016-June 2017 CNA: Pg. 9 & 13</p>	2, 9	Social Studies Teachers, Social Studies Curriculum Specialists, Administration, Counselor, Administrator for State Compensatory Education	<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>				
<p>Funding Sources: State Compensatory - \$4050.00, State Compensatory - \$3000.00</p>							






<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Implement and create an intervention plan for each At-Risk student not demonstrating grade level Social Studies competencies:</p> <ul style="list-style-type: none"> -EOC/STAAR released exams -Computer based study guides (Compass) -District Benchmarks -Individual Enrichment activities -A+ Plus <p>Population: At-Risk Timeline: August 2016-June 2017 CNA: Pg. 13</p>	2, 9	Social Studies Teachers, Social Studies Specialists, Special Ed. Teachers, Administration	<p>Formative: Classroom Observations, Walk-throughs, Classroom Test Results, Compass Learning Student Reports.</p> <p>Summative: STAAR/EOC Scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Staff Development will be provided in areas of need to improve student achievement for all at risk students:</p> <ul style="list-style-type: none"> -Compass -ESL Strategies -Reading Strategies -Open Ended Questions -Technology Integration -A+ Plus -Student motivation strategies <p>Population: At-Risk Timeline: August 2016-June 2017 CNA: Pg. 13</p>	2, 9	Social Studies Teachers, Social Studies Specialist, Administration, Administrator for State Compensatory Education	<p>Formative: Sign-in Sheets, Agenda</p> <p>Summative: ERO Transcripts, Staff Training and Materials</p>				
<p>Funding Sources: State Compensatory - \$1250.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 5: 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.

Summative Evaluation: Lesson Plans, Counseling Sessions, and Physical Training






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>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 2016-June 2017</p>	2, 9	Physical Education Teacher, Physical Education Specialists, Administration, Counselor, Drill Instructors	<p>Formative: Classroom Observations, Walk-throughs</p> <p>Summative: Physical Training Results</p>				
<p>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 2016-June 2017</p>	2, 9	Physical Education Teacher, Physical Education Specialists, Administration, Counselor, Drill Instructors	<p>Formative: Classroom Observations, Walk-throughs</p> <p>Summative: Physical Training Results</p>				
Funding Sources: State Compensatory - \$3646.00, State Compensatory - \$3000.00, State Compensatory - \$890.00							
<p>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 2016-June 2017</p>	2, 9	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">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 2016-June 2017</p>	2, 9	Administration, Nurse, Administrator for State Compensatory Education	Formative: Nurse Sign-in Log				
	Funding Sources: State Compensatory - \$300.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: Assist in the reduction of dropout populations at the middle and high school levels.

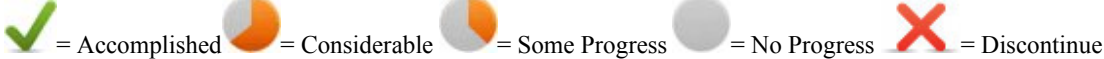
Summative Evaluation: STAAR Dropout rate, Retention rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>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 2016-June 2017</p>	2, 9, 10	Teachers, Counselors, Social Workers, Nurse, Parent Liaisons, Administration, and Administrator for State Compensatory Education	<p>Formative: Weekly Dropout Reports, Counselor logs, At-Risk Progress Reports</p> <p>Summative: STAAR Dropout rate, Retention rate</p>				
Funding Sources: State Compensatory - \$2300.00, State Compensatory - \$150.00							
<p>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 2016-June 2017</p>	2, 10	Social worker, Administration and Administrator for State Compensatory Education	<p>Formative: Monthly Reports, Annual Evaluations</p> <p>Summative: STAAR, Dropout Rate, Retention Rate</p>				
<p>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 2016-June 2017</p>	2, 4, 9, 10	Teachers, Administration, Administrator for State Compensatory Education	<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>				
Funding Sources: State Compensatory - \$500.00, State Compensatory - \$500.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: A daily attendance of 96% for middle and high school students will be maintained.

Summative Evaluation: Attendance Rate; Daily Attendance Reports






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>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 2016-June 2017</p>	1, 2	Teachers, Data Management Clerk, Parent Liaison, and Administration	<p>Formative: Attendance Reports, Phone Logs</p> <p>Summative: Attendance Rate</p>				
<p>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 2016-June 2017</p>	1, 2	Attendance Committee, Teachers, Parent Liasion, Data Mangement Clerk, Administration, and Administrator for State Compensatory Education	<p>Formative: Attendance Reports, Student Progress Report</p> <p>Summative: Attendance Rate</p>				
Funding Sources: State Compensatory - \$500.00							
							

Goal 4: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: In order to maintain an environment conducive to student learning, the BAC will provide a safe and disciplined setting.

Summative Evaluation: PEIMS Discipline Records, STAAR/EOC participation and scores


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">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 2016-June 2017</p>	2, 6	Teachers, Counselors, Drill Instructors, Administration	<p>Formative: Discipline Referrals, Student Progress Reports, Number of Students assigned to I-BAC</p> <p>Summative: PEIMS Discipline Records</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide 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</p> <p>Population: At-Risk Timeline: August 2016-June 2017</p>	2, 4	Administration	<p>Formative: Professional Development Sign in Sheets, ERO Sessions, ERO Evaluations, Student Progress Reports, Classroom Observations</p> <p>Summative: PEIMS Discipline Records</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) The BAC 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 2016-June 2017</p>	2, 4	Teachers and Administration	<p>Formative: Professional Development Sign-in Sheets, ERO Sessions, Evaluations, Student Progress Reports, Classroom Observations</p> <p>Summative: PEIMS Discipline Records, STAAR/EOC</p>				

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>4) 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 2016-June 2017</p>	2	Drill Instructors, Administrators, Counselors, and Administrator for State Compensatory Education	Formative: Equipment Issue Reports, Cadet Point Sheets, Visual Observations. Summative: PEIMS Discipline Records				
Funding Sources: State Compensatory - \$1000.00, State Compensatory - \$800.00							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) 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 2016-June 2017</p>	2	Teachers, Administration, Custodial Staff, Administrator for State Compensatory Education	Formative: Campus Observation, Teacher Surveys, and Safety Reports Summative: PEIMS Discipline Records, STAAR/EOC				
Funding Sources: State Compensatory - \$3000.00							
<p align="center">Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) 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 2016-June 2017 (Daily)</p>	2, 10	Administration and Administrator for State Compensatory Education	Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmarks Scores Summative: STAAR/EOC Results				
Funding Sources: State Compensatory - \$4000.00, State Compensatory - \$1400.00, State Compensatory - \$2000.00, State Compensatory - \$2273.00, State Compensatory - \$3000.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: GT students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: GT students will be assisted in achieving an increase level II Recommended Performance on STAAR/EOC ELA Assessments.

Summative Evaluation: STAAR/EOC Scores






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) Monitor enrollment for GT courses.</p> <p>Population: At-Risk Timeline: August 2016-June 2017 (Daily)</p>	10	Administration, Counselors, and Core Area Teachers.	<p>Formative: PEIMS Reports and Student Course Schedules</p> <p>Summative: STAAR/EOC Scores</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) The Core Area Departments will meet to align the scope and sequence and improve the overall delivery of specific content instruction for GT students.</p> <p>Population: At-Risk Timeline: August 2016-June 2017 (Daily)</p>	2, 9	Administration, Counselors, and Core Area Teachers.	<p>Formative: Lesson Plans, Aligned Curriculum, Six-Weeks Grades, and Walk-throughs.</p> <p>Summarive: STAAR/EOC Scores</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) All core area teachers will attend Professional Development trainings to increase their knowledge base in their specific content area as well as develop their knowledge of the specifications, format, item analysis, and categories of the EOC/STAAR.</p> <p>Population: At-Risk Timeline: August 2016-June 2017 (Daily)</p>	2, 4, 9	Administration and Department Chairs or Department Designee.	<p>Formative: STAAR/EO Results, Benchmark Results, Six-Weeks and Semester Averages.</p> <p>Summative: STAAR/EOC Scores</p>				
							

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

Performance Objective 1: The BAC will have 12% increase of parent involvement in campus/district parent involvement activities.

Summative Evaluation: Title I-A Parental Involvement Compliance Checklist, EOC/STAAR Results, Attendance Rate, Student Progress Report, Sign-In Sheets, Evaluations, End of Year Survey, and Discipline Data






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">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 2016-June 2017 CNA: Pg. 14</p>	4, 6, 10	Principal, Assistant Principal, Parent Liaison, Social Worker	<p>Formative: Fliers, Training Agendas, Training Sign-In Sheets</p> <p>Summative: Parental Involvement Attendance Sheets</p> <p>School Messenger Report Attendance Rate Discipline Referrals STAAR/EOC Scores</p>				
<p align="center">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 2016-June 2017 CNA: Pg. 14</p>	4, 6, 10	Principal, Assistant Principal, Parent Liaison, Social Worker	<p>Formative: Fliers, Agendas, Surveys, Questionnaires, Parent Contact Logs</p> <p>Summative: Parental Involvement Attendance Sheets School Messenger Report Survey Results</p>				

<p align="center">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 2016-June 2017 (Daily) CNA: Pg. 14</p>	6, 10	Principal, Assistant Principal, Parent Liaison, Clerical Staff, Administrator for State Compensatory Education	<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: State Compensatory - \$1000.00							
<p align="center">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 2016-September 2016</p>	6, 10	Parents, Administration, Parent Liaison, Social Worker, SBDM Committee	<p>Formative: Fliers, Sign-In Sheets, Agendas</p> <p>Summative: Attendance Rate Meeting Minutes Parent Participation STAAR/EOC Scores</p>				
<p align="center">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 2017 CNA: Pg. 14</p>	6, 10	Principal, Assistant Principal, Parent Liaison, Social Worker	<p>Formative: Recognition Meeting Agendas, Parent Awards Authority to Volunteer Form</p> <p>Summative: May Ceremony Increased Parent and Community Participation</p>				
<p align="center">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 2016-June 2017 (Ongoing and Daily)</p>	2, 6	Parent Liason, Administration, Social Worker, Clerical Staff	<p>Formative: Signed Compacts, Counselor In-takes, Sign-in Sheets</p> <p>Summative: Title I-A Parental Involvement Compliance Binder Attendance Rate Discipline Referrals STAAR/EOC Scores</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

Performance Objective 1: Migrant students will increase their passing percentage on all STAAR/EOC tests by 5%.

Summative Evaluation: STAAR/EOC Scoers

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>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 2016-June 2017</p>	2, 3, 8, 9	ELA and Reading Teachers, Administration, and Teacher Aides	<p>Formative: Lesson Plans</p> <p>Summative: STAAR/EOC Scores</p>				
<p>Critical Success Factors CSF 1 CSF 2 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 2016-June 2017</p>	8, 9	Core Area Teachers, Counselors, Administration	<p>Formative: Lesson Plans</p> <p>Summative: STAAR/EOC Scores</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, life-long learning.

Performance Objective 1: Technology will be implemented a minimum of 30% of the instructional week to increase the effectiveness of student learning, instructional staff development, and administrative duties.

Summative Evaluation: STARR/EOC Scores, Increase Student Attendance by 10%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<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 2016-June 2017 CNA: Pg. 19</p>	2, 9	Teachers, Administration	<p>Formative: Walk-throughs, Formal Observations</p> <p>Summative: STAAR/EOC Scores</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 2016-June 2017 CNA: Pg. 13 & 19</p>	2, 9	Teachers, Administration, Administrator for State Compensatory Education	<p>Formative: Lesson Plans, Student Progress Report</p> <p>Summative: STAAR/EOC Scores</p>				
Funding Sources: State Compensatory - \$5000.00, State Compensatory - \$13450.00							
<p>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 2016-June 2017 CNA: Pg. 19</p>	2, 9	Teachers, Administration, Administrator for State Compensatory Education	<p>Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmarks Scores</p> <p>Summative: STAAR/EOC Scores</p>				
Funding Sources: State Compensatory - \$15814.00							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

State System Safeguard 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 2016-June 2017 CNA: Pg. 8

State Compensatory

Budget for Brownsville Academic Center:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-97-033-Y-28-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,000.00
162-31-6117-31-033-Y-30-000-Y	6117 Homebound - Locally Defined	\$2,000.00
162-33-6117-00-033-Y-24-033-Y	6117 Homebound - Locally Defined	\$4,000.00
162-11-6119-00-033-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$14,055.00
162-11-6119-01-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$593,693.00
162-11-6119-86-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$109,520.00
162-11-6119-97-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,863.00
162-23-6119-00-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$170,120.00
162-31-6119-00-033-Y-28-032-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$139,351.00
162-33-6119-00-033-Y-28-033-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,972.00
162-61-6119-86-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,489.00
162-11-6121-00-033-Y-28-000-Y	6121 Extra Duty Pay/Overtime - Support Personnel	\$6,136.00
162-11-6129-06-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$333,629.00
162-12-6129-06-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$15,633.00
162-23-6129-08-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$98,199.00
162-51-6129-43-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$69,218.00
162-52-6129-01-033-Y-28-044-Y	6129 Salaries or Wages for Support Personnel	\$41,844.00
162-61-6129-00-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$22,260.00
6100 Subtotal:		\$1,797,982.00
6200 Professional and Contracted Services		
162-11-6249-00-033-Y-28-000-Y	6249 Contracted Maintenance & Repair	\$7,000.00

162-11-6269-13-033-Y-28-000-Y	6269 Rentals - Operating Leases	\$8,900.00
162-23-6269-13-033-Y-24-000-Y	6269 Rentals - Operating Leases	\$2,300.00
162-23-6299-00-033-Y-28-000-Y	6299 Miscellaneous Contracted Services	\$830.00
162-32-6299-00-033-Y-24-JPO-Y	6299 Miscellaneous Contracted Services	\$20,000.00
6200 Subtotal:		\$39,030.00
6300 Supplies and Services		
162-51-6315-00-033-Y-28-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$3,500.00
162-11-6396-00-033-Y-28-000-Y	6396 Supplies and Materials - Locally Defined	\$2,000.00
162-23-6397-00-033-Y-28-000-Y	6397 Other Equipment - Locally Defined	\$2,500.00
162-11-6398-62-033-Y-28-000-Y	6398 Computer Supplies/Software - Locally Defined	\$9,000.00
162-23-6398-00-033-Y-28-000-Y	6398 Computer Supplies/Software - Locally Defined	\$1,000.00
162-23-6398-65-033-Y-28-000-Y	6398 Computer Supplies/Software - Locally Defined	\$500.00
162-23-6399-00-033-Y-28-000-Y	6399 General Supplies	\$4,000.00
162-23-6399-16-033-Y-28-000-Y	6399 General Supplies	\$500.00
162-23-6399-45-033-Y-28-000-Y	6399 General Supplies	\$1,000.00
162-23-6399-65-033-Y-28-000-Y	6399 General Supplies	\$800.00
162-33-6399-00-033-Y-28-000-Y	6399 General Supplies	\$300.00
162-61-6399-00-033-Y-30-WTF-Y	6399 General Supplies	\$150.00
162-11-6399-00-033-Y-28-000-Y	6399 General Supplies	\$14,000.00
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	\$8,000.00
162-11-6399-51-033-Y-28-000-Y	6399 General Supplies	\$500.00
162-11-6399-62-033-Y-28-000-Y	6399 General Supplies	\$3,000.00
6300 Subtotal:		\$51,250.00
6400 Other Operating Costs		
162-13-6411-23-033-Y-28-000-Y	6411 Employee Travel	\$2,500.00

162-23-6411-23-033-Y-28-000-Y	6411 Employee Travel	\$3,000.00
162-61-6411-00-033-Y-28-000-Y	6411 Employee Travel	\$1,000.00
162-11-6498-00-033-Y-28-000-Y	6498 Athletic/PE Supplies - Locally Defined	\$700.00
6400 Subtotal:		\$7,200.00
6600 Capital Outlay Accounts		
162-11-6649-62-033-Y-28-000-Y	6649 Capital Assets - Locally Defined	\$12,545.00
162-23-6649-65-033-Y-28-000-Y	6649 Capital Assets - Locally Defined	\$6,000.00
6600 Subtotal:		\$18,545.00

Personnel for Brownsville Academic Center:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Delia Rubio	Parent Liaison	BAC	1
Antonio Cordova	Teacher	BAC	1
Brenda Cordova	Security	BAC	1
Brenda I. Rodriguez	Teacher	BAC	1
Carlos A. Chavez	Teacher	BAC	1
Diana M. Medina	Counselor	BAC	1
Dr. Juan Chavez	Interim Principal	BAC	1
Edgar Ochoa	Drill Instructor	BAC	1
Edgar Reyna	Security	BAC	1
Eleazar Castro	Teacher	BAC	1
Elida M. Gutierrez	Secretary V	BAC	1
Elisa Moreno	Teacher	BAC	1
Eliseo Salinas	Drill Instructor	BAC	1
Elizabeth D. Duran	Teacher Aide	BAC	1
Elizabeth Villarreal	Teacher Aide	BAC	1
Fernando Villarreal Jr.	Teacher	BAC	1
Gilbert N. Saucedo	Senior Drill Instructor	BAC	1
Graciela Taliancich	Teacher	BAC	1
Gyssa E. Morrison	Teacher	BAC	1
Hector Reyes	Teacher	BAC	1
Hortencia C. Medrano	Social Worker	BAC	1
Hugo Matambu	Custodian	BAC	1
Ignacio Gonzalez	Drill Instructor	BAC	1
Jaime Tacla	Custodian	BAC	1

Javier Briones	Drill Instructor	BAC	1
Jorge L. Garcia	Drill Instructor	BAC	1
Karla M. Saavedra	Teacher	BAC	1
Lorenzo Ramos	Drill Instructor	BAC	1
Luz M. Hernandez	Teacher	BAC	1
Manuel A. Zamora	Teacher	BAC	1
Manuel Marroquin III	Assistant Principal	BAC	1
Maria E. Ruiz	Teacher	BAC	1
Maria Gracia	Drill Instructor	BAC	1
Maria T. Martinez	Drill Instructor	BAC	1
Maria-Antonia Trueba	Counselor	BAC	1
Marina Navarro	Data Management Clerk	BAC	1
Mario A. Ramirez	Nurse	BAC	1
Martha G. Garza	Drill Instructor	BAC	1
Micaela Morena	Head Custodian	BAC	1
Rebecca N. Pinion	Teacher	BAC	1
Rose M. Garcia	Teacher	BAC	1
Saul Ibarra	Teacher Aide	BAC	1
Sergio Diaz	Drill Instructor	BAC	1
Yasmin Martinez	Drill Instructor	BAC	1

Title I

1: Comprehensive Needs Assessment

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Measures to include teachers in the decision regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
9. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

6: Strategies to increase parental involvement

Parents will be trained by community agencies and District Personnel in a variety of topics to assist in increasing positive communications with student and parent and provide skills to improve the home setting.

10: Coordination and integration of federal, state and local services and programs

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Brownsville Academic Center utilized State Compensatory Education funds to provide direct instructional services via categorical funded personnel, instructional materials, computer-based instruction, and other resources to identified at-risk students.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Carlos A. Chavez	
Classroom Teacher	Martha L. Gonzalez	
Classroom Teacher	Luz M. Hernandez	
Classroom Teacher	Leticia Martinez	

Campus Funding Summary

State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional supplies	162-11-6399-00-033-Y-28-000-Y	\$4,050.00
1	1	1	Computer Supplies/Ink	162-11-6399-62-033-Y-28-000-Y	\$3,000.00
1	1	1	Paper	162-11-6396-00-033-Y-28-000-Y	\$3,700.00
1	1	1	Copy Machine	162-11-6269-13-033-Y-28-000-Y	\$8,373.00
1	1	3	A+ Software	162-11-6249-00-033-Y-28-APL-Y	\$2,500.00
1	1	3	COMPASS Software Professional Development	162-13-6291-00-033-Y-28-000-Y	\$12,000.00
1	1	4	BISD Professional Development, Curriculum Department, Region I	162-13-6411-23-033-Y-28-000-Y	\$1,250.00
1	1	5	Extra Duty Pay	162-11-6118-00-033-Y-28-0K2-Y	\$16,560.00
1	1	5	Duplicating Paper	162-11-6396-00-033-Y-28-0K2-Y	\$441.00
1	1	5	Transportation	162-11-6494-00-033-Y-28-0K2-Y	\$9,969.00
1	2	1	Math TEKS, Math Holt McDougal Resources, Glencoe Resources, Compass, A+Plus, instructional supplies, technology	162-11-6399-00-033-Y-28-000-Y	\$4,050.00
1	2	1	Computer Supplies/Ink	162-11-6399-62-033-Y-28-000-Y	\$3,000.00
1	2	3	BISD Professional Development, Curriculum Department, Region I	162-13-6411-23-033-Y-28-000-Y	\$1,250.00
1	3	1	Science TEKS, Science Holt McDougal Resources, Compass, A+Plus, instructional supplies, technology	162-11-6399-00-033-Y-28-000-Y	\$4,050.00
1	3	1	Computer Supplies /Ink	162-11-6399-62-033-Y-28-000-Y	\$3,000.00
1	3	3	Employee Travel-BISD Professional Development, Curriculum Department, Region I-	162-13-6411-23-033-Y-28-000-Y	\$1,250.00
1	4	1	Social Studies TEKS, Social Studies Holt McDougal Resources, Glencoe Resources, Compass, A+Plus, instructional supplies, technology	162-11-6399-00-033-Y-28-000-Y	\$4,050.00
1	4	1	Computer Supplies/Ink	162-11-6399-62-033-Y-28-000-Y	\$3,000.00
1	4	3	Employee Travel-BISD Professional Development, Curriculum Department, Region I	162-13-6411-23-033-Y-28-000-Y	\$1,250.00

1	5	2	Instructional Supplies - Phys Ed TEKS, Phys Ed Equipment, instructional supplies, technology	162-11-6399-00-033-Y-28-000-Y	\$3,646.00
1	5	2	Computer Supplies /Ink	162-11-6399-62-033-Y-28-000-Y	\$3,000.00
1	5	2	PE Supplies	162-11-6399-51-033-Y-28-000-Y	\$890.00
1	5	4	General Supplies	162-33-6399-00-033-Y-28-000-Y	\$300.00
2	1	1	Computers	162-31-6649-65-033-Y-28-000-Y	\$2,300.00
2	1	1	Software	162-31-6395-62-033-Y-28-000-Y	\$150.00
2	1	3	General Supplies	162-13-6399-00-033-Y-28-000-Y	\$500.00
2	1	3	Employee Travel	162-31-6411-23-033-Y-28-000-Y	\$500.00
3	1	2	Awards	162-11-6498-00-033-Y-28-000-Y	\$500.00
4	1	4	Student Uniforms	162-11-6399-44-033-Y-28-000-Y	\$1,000.00
4	1	4	Printed cadet manuals and supporting materials	162-23-6399-16-033-Y-28-000-Y	\$800.00
4	1	5	Maintenance Supplies	162-51-6315-00-033-Y-28-000-Y	\$3,000.00
4	1	6	Employee Travel-Administration	162-23-6411-23-033-Y-28-000-Y	\$4,000.00
4	1	6	Computer Supplies (Ink)-Administration	162-23-6399-62-033-Y-28-000-Y	\$1,400.00
4	1	6	General Supplies-Administration	162-23-6399-00-033-Y-28-000-Y	\$2,000.00
4	1	6	Rentals	162-23-6269-13-033-Y-28-000-Y	\$2,273.00
4	1	6	Computers	162-23-6649-65-033-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	\$1,000.00
8	1	2	Software	162-11-6249-00-033-Y-28-000-Y	\$5,000.00
8	1	2	Software	162-11-6395-62-033-Y-28-000-Y	\$13,450.00
8	1	3	Capital Outlay	162-11-6649-62-033-Y-28-000-Y	\$15,814.00
Sub-Total					\$151,266.00
Grand Total					\$151,266.00