

Brownsville Independent School District
Brownsville Academic Center
2017-2018 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

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 2017-2018 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 (2016-2017) highest enrollment of 206 students, primarily Hispanic, all considered At-Risk. The DAEP services 7 high schools, 11 middle schools, and 1 alternative school.

This current school year (2017-2018), we have a teaching and resource staff of 51 personnel with diverse skills who provide support for the high concentration of At-Risk students. Our personnel include: 3 administrators, 2 counselors, 15 regular education teachers, 4 special education teachers, 11 drill instructors, 1 senior drill instructor, 1 LUCHA teacher, 1 social worker, 1 nurse, 1 parent liaison, 1 inclusion aide, 3 teacher aides, 2 behavioral intervention (BI) aides, 2 clerks, and 3 custodians.

Demographics Strengths

- Highly qualified teachers most with 10+ years of teaching experience
- Highly qualified counseling staff with 27+ years of experience
- Highly skilled resource staff

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 bi-weekly, team meetings.

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

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 to ensure the success of all student populations
- Focused collaboration between teachers and counselors to disaggregate student assessment data by sub-populations to determine specific needs
- Aid from district curriculum specialists and bilingual specialists for ELL students targeting reading and English proficiency
- Increase academic opportunities with supplemental audio/software resources and supplies for ELL students (i.e., 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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students' performance is hindered by their lack of English literacy and only being with us for 30- or 45-day terms. **Root Cause:** Students need extra focused instruction using various teaching strategies and technology tools.

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
- Girls/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

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

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

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 will be available throughout the 2017-2018 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

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

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

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

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 MET GRADE LEVEL on STAAR/EOC ELA/Reading Assessments. A minimum of 20% of students will achieve MASTER GRADE LEVEL.

Evaluation Data Source(s) 1: STAAR/EOC Scores, Benchmark Scores, Classroom Observations, Credit Accrual, Online Program Test Results

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>System Safeguard Strategy</p> <p>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 2017-June 2018</p> <p>CNA: Pg. 8</p>	<p>ELA and Reading Teachers, Principal, Assistant Principal and Administrator for State Compensatory Education, Counselors</p>	<p>Formative: Classroom Observations/ Walkthroughs, Classroom Test Results, Benchmark Assessments, Student Progress Reports, and Lesson Plans.</p> <p>Summative: STAAR/EOC Scores</p>				
<p>Funding Sources: 162 State Compensatory - \$23,800.00</p>						

<p 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 2017-June 2018</p> <p>CNA: Pg. 8</p>	<p>ELA and Reading Teachers, Administration, Counselors</p>	<p>Formative: Classroom Observations/ Walkthroughs, Classroom Test Scores, Benchmark Assessments, Student Progress Reports, and Lesson Plans.</p> <p>Summative: STAAR/EOC Scores</p>				
<p>Funding Sources: 263 Title III-A Bilingual - \$308.00</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 2017-June 2018</p> <p>CNA: Pg. 8</p>	<p>ELA and Reading Teachers, Administration, Administrator for State Compensatory Education, Counselors</p>	<p>Formative: Classroom Observations/ Walkthroughs, Classroom Test Scores, Benchmark Assessments, Student Progress Reports, Lesson Plans, and Compass Student Reports.</p> <p>Summative: STAAR/EOC Scores</p>				
<p>Funding Sources: 162 State Compensatory - \$7,225.00</p>						
<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 -Tango</p> <p>Population: At-Risk Timeline: August 2017-June 2018</p> <p>CNA: Pg. 8</p>	<p>ELA and Reading Teachers, Administration, Administrator for State Compensatory Education</p>	<p>Formative: Student Progress Reports, Lesson Plans, ERO Session Evaluations</p> <p>Summative: STAAR/EOC Scores</p>				
<p>Funding Sources: 162 State Compensatory - \$3,500.00</p>						

<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 2017-March 2018</p> <p>CNA: Pg. 8</p>	<p>Administration, Teachers, Data Management Clerk, Counselors, Administrator for State Compensatory Education, Drill Instructors</p>	<p>Formative: Lesson Plans, Classroom Observations, eSchoolPlus At-Risk Progress Report, Benchmark Scores, and Student Progress Reports.</p> <p>Summative: STAAR/EOC Scores</p>				
<p>Funding Sources: 162 State Compensatory - \$3,560.00</p>						
<p>  = Accomplished  = Continue/Modify  = 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 MET GRADE LEVEL on STAAR/EOC MATHEMATICS Assessments. A minimum of 20% of students will achieve MASTER GRADE LEVEL.

Evaluation Data Source(s) 2: STAAR/EOC Scores, Benchmark Scores, Classroom Observations, Credit Accrual, Online Program Test Results

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 2017-June 2018</p> <p>CNA: Pg. 13</p>	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>				
<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 2017-June 2018</p> <p>CNA: Pg. 13</p>	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>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 2017-June 2018</p> <p>CNA: Pg. 8</p>	<p>Math Teachers, Math Specialist, Administration, Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, Walk-throughs, ERO Session Evaluations</p> <p>Summative: ERO Transcripts, EOC/STAAR Scores, PBMAS Report</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue








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

Performance Objective 3: A minimum of 80% of students will achieve MET GRADE LEVEL on STAAR/EOC SCIENCE Assessments. A minimum of 20% of students will achieve MASTER GRADE LEVEL.

Evaluation Data Source(s) 3: STAAR/EOC Scores, Benchmark Scores, Classroom Observations, Credit Accrual, Online Program Test Results

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 2017-June 2018 CNA: Pg. 8, 16</p>	<p>Science Teacher, Science Specialists, Administration, Counselor, Administrator for State Compensatory Education</p>	<p>Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Benchmark Assessments, Compass Learning Student Reports, Credit Accrual</p> <p>Summative: STAAR/EOC Scores</p>				
<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: -Individual enrichment activities -Vocabulary activities -Sheltered activities -Computer based interactive study guides (Compass) -STAAR-EOC -Teacher feedback on student daily work</p> <p>Population: At-Risk Timeline: August 2017-June 2018 CNA: Pg. 8, 13</p>	<p>Science Teachers, Science Specialists, Special Ed. Teachers, Administration</p>	<p>Formative: Classroom Observations, Walkthroughs, Classroom Test Results, Compass Learning Student Reports.</p> <p>Summative: STAAR/EOC Scores</p>				


<p>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 2017-June 2018 CNA: Pg. 8, 13, 16</p>	<p>Science Teachers, Science Specialist, Administration, Administrator for State Compensatory Education</p>	<p>Formative: Sign-in Sheets, Agendas</p> <p>Summative: ERO Transcripts, EOC/STAAR, PBMAS</p>				
<p>  = Accomplished  = Continue/Modify  = 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 MET GRADE LEVEL on STAAR/EOC SOCIAL STUDIES Assessments. A minimum of 20% of students will achieve MASTER GRADE LEVEL.

Evaluation Data Source(s) 4: STAAR/EOC Scores, Benchmark Scores, Classroom Observations, Credit Accrual, Online Program Test Results

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 2017-June 2018 CNA: Pg. 8, 13, 16</p>	<p>Social Studies Teachers, Social Studies Curriculum Specialists, Administration, Counselor, Administrator for State Compensatory Education</p>	<p>Formative: Classroom Observations, Walk-throughs, Classroom Test Results, Benchmark assessments, A+Plus Student Reports, Compass Learning Student Reports</p> <p>Summative: STAAR/EOC Scores</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Implement and create intervention plans for At-Risk students not demonstrating grade level Social Studies competencies: -EOC/STAAR released exams -Computer based study guides (Compass) -District Benchmarks -Individual Enrichment activities -A+ Plus</p> <p>Population: At-Risk Timeline: August 2017-June 2018 CNA: Pg. 8, 13, 16</p>	<p>Social Studies Teachers, Social Studies Specialists, Special Ed. Teachers, Administration</p>	<p>Formative: Classroom Observations, Walk-throughs, Classroom Test Results, Compass Learning Student Reports.</p> <p>Summative: STAAR/EOC Scores</p>				
<p>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: -Compass -ESL Strategies -Reading Strategies -Open Ended Questions -Technology Integration -A+ Plus -Tango -Student motivation strategies</p> <p>Population: At-Risk Timeline: August 2017-June 2018 CNA: Pg. 8, 13, 16</p>	<p>Social Studies Teachers, Social Studies Specialist, Administration, Administrator for State Compensatory Education</p>	<p>Formative: Sign-in Sheets, Agenda</p> <p>Summative: ERO Transcripts, Staff Training and Materials</p>				
<p>  = Accomplished  = Continue/Modify  = 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.

Evaluation Data Source(s) 5: Lesson Plans, Counseling Sessions, and Physical Training

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 2017-June 2018</p> <p>CNA: Pg. 13</p>	Physical Education Teacher, Physical Education Specialists, Administration, Counselor, Drill Instructors	<p>Formative: Classroom Observations, Walk-throughs</p> <p>Summative: Physical Training Results</p>				
<p>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 2017-June 2018</p> <p>CNA: Pg. 16</p>	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: 162 State Compensatory - \$500.00						

<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 2017-June 2018</p> <p>CNA: Pg. 13, 16</p>	<p>Physical Education Teacher, Physical Education Specialists, Administration, Counselor, Drill Instructors</p>	<p>Formative: Classroom Observations, Walk-throughs</p> <p>Summative: Physical Training Results</p>				
<p>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 2017-June 2018</p> <p>CNA: Pg. 14, 15</p>	<p>Administration, Nurse, Administrator for State Compensatory Education</p>	<p>Formative: Nurse Sign-in Log</p> <p>Summative: Physical Training Results</p> <p>Reduced discipline issues related to drug abuse</p>				
<p>Funding Sources: 162 State Compensatory - \$300.00</p>						
<p>  = Accomplished  = Continue/Modify  = 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 6: GT students will be encouraged and challenged to meet their full educational potential.

Evaluation Data Source(s) 6: Lesson Plans: Check for differentiated curriculum appropriate for the identified GT students; Classroom Observations


Summative Evaluation 6: Some progress made toward meeting Performance Objective









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

Performance Objective 1: Students afforded on-campus participation in Science co-curricular activities (Mock Mini Science Fair) in an effort to enhance their learning opportunities.

Evaluation Data Source(s) 1: Sign in sheets for judges (internal only), coordinator (internal only), sponsors, student entry forms (for internal purposes only).

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 2017-June 2018 (Daily)</p>	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 2017-June 2018 (Daily)</p> <p>CNA: Pg. 13</p>	<p>Administration, Counselors, and Core Area Teachers.</p>	<p>Formative: Lesson Plans, Aligned Curriculum, Six-Weeks Grades, and Walk-throughs.</p> <p>Summative: 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 2017-June 2018 (Daily)</p> <p>CNA: Pg. 8, 12</p>	<p>Administration and Department Chairs or Department Designee.</p>	<p>Formative: STAAR/EO Results, Benchmark Results, Six-Weeks and Semester Averages.</p> <p>Summative: STAAR/EOC Scores</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Students afforded on-campus participation in History co-curricular activities (Mock Mini History Fair) in an effort to enhance their learning opportunities.

Evaluation Data Source(s) 2: Sign in sheets for judges (internal only), coordinator (internal only), sponsors, student entry forms (for internal purposes only).


Summative Evaluation 2: Some progress made toward meeting Performance Objective









Goal 3: 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.

Evaluation Data Source(s) 1: STAAR Dropout rate, Retention rate

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 2017-June 2018</p> <p>CNA: Pg. 10, 15</p>	<p>Teachers, Counselors, Social Workers, Nurse, Parent Liaisons, Administration, and Administrator for State Compensatory Education</p>	<p>Formative: Weekly Dropout Reports, Counselor Logs, At-Risk Progress Reports</p> <p>Summative: STAAR Dropout rate, Retention rate</p>				









<p>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 2017-June 2018</p> <p>CNA: Pg. 10, 14</p>	<p>Social worker, Administration and Administrator for State Compensatory Education</p>	<p>Formative: Monthly Reports, Annual Evaluations</p> <p>Summative: STAAR, Dropout Rate, Retention 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 2017-June 2018</p> <p>CNA: Pg. 8, 13</p>	<p>Teachers, Administration, Administrator for State Compensatory Education</p>	<p>Formative: Professional Development Sign in sheets, ERO Sessions, ERO Evaluations, Classroom Observations, Lesson Plans, Student Progress Reports, Benchmark Scores.</p> <p>Summative: STAAR, Dropout Rate, Retention Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$500.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: By improving attendance, 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.

Evaluation Data Source(s) 1: Attendance Rate; Daily Attendance Reports

Summative Evaluation 1: Some progress made toward meeting Performance Objective



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 2017-June 2018</p> <p>CNA: Pg. 8</p>	Teachers, Data Management Clerk, Parent Liaison, Administration, Probation Officer	<p>Formative: Attendance Reports, Phone Logs, Sign-In Sheets</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 2017-June 2018</p> <p>CNA: Pg. 10</p>	Attendance Committee, Teachers, Parent Liaison, Data Management Clerk, Administration, and Administrator for State Compensatory Education	<p>Formative: Attendance Reports, Student Progress Report</p> <p>Summative: Attendance Rate</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						




Goal 5: 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.

Evaluation Data Source(s) 1: PEIMS Discipline Records, STAAR/EOC participation and scores

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>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 2017-June 2018</p> <p>CNA: Pg. 10, 14</p>	Teachers, Counselors, Drill Instructors, Nurse, Administration	<p>Formative: Discipline Referrals, Student Progress Reports, Number of Students assigned to I-BAC</p> <p>Summative: PEIMS Discipline Records</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide Girls/Boys Town/Discipline Management/Social Skills training for all staff to ensure effective and consistent classroom management and maintain good discipline to ensure students' rights and due process are preserved</p> <p>Population: At-Risk Timeline: August 2017-June 2018</p> <p>CNA: Pg. 10</p>	Administration	<p>Formative: Professional Development Sign-In Sheets, ERO Sessions, ERO Evaluations, Student Progress Reports, Classroom Observations</p> <p>Summative: PEIMS Discipline Records</p>				

<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 2017-June 2018</p> <p>CNA: Pg. 8, 13</p>	<p>Teachers and Administration</p>	<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 2017-June 2018</p> <p>CNA: Pg. 10</p>	<p>Drill Instructors, Administrators, Counselors, and Administrator for State Compensatory Education</p>	<p>Formative: Equipment Issue Reports, Cadet Point Sheets, Visual Observations.</p> <p>Summative: PEIMS Discipline Records</p>				
<p>Funding Sources: 162 State Compensatory - \$3,000.00</p>						
<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 2017-June 2018</p> <p>CNA: Pg. 10</p>	<p>Teachers, Administration, Custodial Staff, Administrator for State Compensatory Education</p>	<p>Formative: Campus Observation, Teacher Surveys, and Safety Reports</p> <p>Summative: PEIMS Discipline Records, STAAR/EOC</p>				
<p>Funding Sources: 162 State Compensatory - \$4,625.00</p>						

<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 2017-June 2018 (Daily)</p> <p>CNA: Pg. 8, 10, 12, 13, 15, 16</p>	<p>Administration and Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmarks Scores</p> <p>Summative: STAAR/EOC Results</p>				
<p>Funding Sources: 162 State Compensatory - \$7,930.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </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 13% increase of parent involvement in campus/district parent involvement activities.

Evaluation Data Source(s) 1: 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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) School staff will improve parent/student communication and provide parents with skills to improve the home setting by providing them with a variety of trainings from community agencies and District Personnel.</p> <p>Population: At-Risk and Parents Timeline: August 2017-June 2018 CNA: Pg. 14</p>	Principal, Assistant Principal, Parent Liaison, Social Worker, Counselors, Teachers	<p>Formative: Fliers, Training Agendas, Training Sign-In Sheets, Open House</p> <p>Summative: Parental Involvement Attendance Sheets</p> <p>School Messenger Report Attendance Rate Discipline Referrals STAAR/EOC Scores</p>				
<p>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 2017-June 2018 CNA: Pg. 14</p>	Principal, Assistant Principal, Parent Liaison, Social Worker, Counselors, Teachers	<p>Formative: Fliers, Agendas, Surveys, Questionnaires, Parent Contact Logs, Open House</p> <p>Summative: Parental Involvement Attendance Sheets School Messenger Report Survey Results</p>				

<p align="center">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 2017-June 2018 (Daily) CNA: Pg. 14</p>	<p>Principal, Assistant Principal, Parent Liaison, Clerical Staff, Administrator for State Compensatory Education</p>	<p>Formative: Parent Liaison Home Visit Logs Job Description</p> <p>Summative: Parental Involvement Attendance Sheets</p> <p>Increased Parent Participation Student Attendance Rate Discipline Referrals</p>				
<p>Funding Sources: 162 State Compensatory - \$1,000.00</p>						
<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 2017-September 2018 CNA: Pg. 14</p>	<p>Parents, Administration, Parent Liaison, Social Worker, SBDM Committee</p>	<p>Formative: Fliers, Sign-In Sheets, Agendas</p> <p>Summative: Attendance Rate Meeting Minutes Parent Participation STAAR/EOC Scores</p>				
<p align="center">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 2018 CNA: Pg. 14</p>	<p>Principal, Assistant Principal, Parent Liaison, Social Worker</p>	<p>Formative: Recognition Meeting Agendas, Parent Awards Authority to Volunteer Form</p> <p>Summative: May 2017 Ceremony Increased Parent and Community Participation</p>				

<p>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 2017-June 2018 (Ongoing and Daily)</p> <p>CNA: Pg. 14</p>	<p>Parent Liaison, Administration, Social Worker, Clerical Staff</p>	<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>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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%.

Evaluation Data Source(s) 1: STAAR/EOC Scores

Summative Evaluation 1: Some progress made toward meeting Performance Objective



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 2017-June 2018</p> <p>CNA: Pg. 8</p>	<p>ELA and Reading Teachers, Administration, and Teacher Aides</p>	<p>Formative: Lesson Plans, Benchmarks</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 2017-June 2018</p> <p>CNA: Pg. 8</p>	<p>Core Area Teachers, Counselors, Administration</p>	<p>Formative: Lesson Plans, Benchmarks</p> <p>Summative: STAAR/EOC Scores</p>				
<p> = Accomplished = Continue/Modify = 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 35% of the instructional week to increase the effectiveness of student learning, instructional staff development, and administrative duties.

Evaluation Data Source(s) 1: STARR/EOC Scores, Increase Student Attendance by 10%

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 2017-June 2018 CNA: Pg. 16</p>	Teachers, Administration	<p>Formative: Walk-throughs, T-TESS Pre-Conference, Formal Observations</p> <p>Summative: STAAR/EOC Scores, T-TESS Post-Conference</p>				
<p>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 2017-June 2018 CNA: Pg. 13, 16</p>	Teachers, Administration, Administrator for State Compensatory Education	<p>Formative: Lesson Plans, Student Progress Report</p> <p>Summative: STAAR/EOC Scores</p>				








<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 2017-June 2018 CNA: Pg. 13, 16</p>	<p>Teachers, Administration, Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans, Classroom Observations, Student Progress Reports, Benchmarks Scores</p> <p>Summative: STAAR/EOC Scores</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 9: Campus certified and classified personnel will assist in the education of at-risk students to ensure their overall, academic success.

Performance Objective 1: Certified and classified personnel will provide daily instruction to include strategies for ELL and SPED populations, discipline management techniques, counseling, and health-related services in order to ensure the academic success of our at-risk students.

Evaluation Data Source(s) 1: Parental Involvement Compliance Checklist, EOC/STAAR Results, Attendance Rate, Student Progress Report, Sign-In Sheets, Employee Evaluations, End of Year Survey, PEIMS and Discipline Data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Classroom rules, regulations, and procedures shall be enforced throughout the school year. Classroom environment conducive to teaching and learning. Promote an awareness of the BAC rules, regulations and procedures including exit criteria to students and parents during the in-take orientations with the BAC drill instructors, counselors, support staff, and administrators to ensure student academic success.</p>	Teachers, Counselors, Administration, Drill Instructors, Nurse, Security, Paraprofessional, Support Personnel	<p>Formative: Lesson plans, walk-through forms, grades, health forms, discipline referrals, and counseling forms.</p> <p>Summative: Parental Involvement Attendance Sheets Attendance Rate Discipline Referrals Nurse Reports STAAR/EOC Scores</p>				
Funding Sources: 162 State Compensatory - \$1,786,049.00, 263 Title III-A Bilingual - \$28,076.00, 199 Local funds - \$226,000.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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 2017-June 2018 CNA: Pg. 8

State Compensatory

Budget for Brownsville Academic Center:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-01-033-Y-28-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,000.00
162-11-6112-86-033-Y-28-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
162-11-6112-97-033-Y-28-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,000.00
162-11-6118-00-033-Y-28-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$3,560.00
162-11-6119-00-033-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$14,374.00
162-11-6119-01-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$608,448.00
162-11-6119-86-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$111,776.00
162-11-6119-97-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$61,135.00
162-23-6119-00-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$161,697.00
162-31-6119-00-033-Y-28-032-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$142,415.00
162-33-6119-00-033-Y-28-033-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,287.00
162-61-6119-86-033-Y-28-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,769.00
162-11-6122-06-033-Y-28-000-Y	6122 Salaries or Wages for Substitute Support Personnel	\$16,570.00
162-11-6129-06-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$332,854.00
162-23-6129-08-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$44,977.00
162-51-6129-43-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$71,305.00
162-52-6129-01-033-Y-28-044-Y	6129 Salaries or Wages for Support Personnel	\$51,658.00
162-61-6129-00-033-Y-28-000-Y	6129 Salaries or Wages for Support Personnel	\$22,784.00
6100 Subtotal:		\$1,769,609.00
6200 Professional and Contracted Services		
162-11-6249-00-033-Y-28-000-Y	6249 Contracted Maintenance & Repair	\$4,725.00

162-11-6249-62-033-Y-28-000-Y	6249 Contracted Maintenance & Repair	\$2,500.00
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	\$495.00
162-32-6299-00-033-Y-24-JPO-Y	6299 Miscellaneous Contracted Services	\$20,000.00
6200 Subtotal:		\$38,920.00
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	\$1,125.00
162-23-6396-00-033-Y-28-000-Y	6396 Supplies and Materials - Locally Defined	\$1,125.00
162-11-6399-44-033-Y-28-000-Y	6399 General Supplies	\$3,000.00
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	\$3,275.00
162-13-6399-00-033-Y-28-000-Y	6399 General Supplies	\$500.00
162-23-6399-00-033-Y-28-000-Y	6399 General Supplies	\$2,000.00
162-23-6399-65-033-Y-28-000-Y	6399 General Supplies	\$1,135.00
162-33-6399-00-033-Y-28-000-Y	6399 General Supplies	\$300.00
162-11-6399-00-033-Y-28-000-Y	6399 General Supplies	\$10,000.00
162-11-6399-16-033-Y-28-000-Y	6399 General Supplies	\$500.00
6300 Subtotal:		\$26,960.00
6400 Other Operating Costs		
162-13-6411-23-033-Y-28-000-Y	6411 Employee Travel	\$3,000.00
162-23-6411-23-033-Y-28-000-Y	6411 Employee Travel	\$2,000.00
162-61-6411-00-033-Y-28-000-Y	6411 Employee Travel	\$1,000.00
162-13-6499-53-033-Y-28-000-Y	6499 Miscellaneous Operating Costs	\$500.00
6400 Subtotal:		\$6,500.00

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 I. Rodriguez	Teacher	BAC	1
Carlos A. Chavez	Teacher	BAC	1
Diana M. Medina	Counselor	BAC	1
Dr. Juan Chavez	Assistant Principal	BAC	1
Edgar Ochoa	Senior Drill Instructor	BAC	1
Edwardo Campos	Teacher	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
Enriqueta Aranda Serna	Custodian	BAC	1
Fernando Villarreal Jr.	Teacher	BAC	1
Gabriel Hernandez	Security	BAC	1
Graciela Taliancich	Teacher	BAC	1
Gyssa E. Morrison	Teacher	BAC	1
Hector Hernandez	Principal	BAC	1
Hector Reyes	Teacher	BAC	1
Hortencia C. Medrano	Social Worker	BAC	1
Ignacio Gonzalez	Drill Instructor	BAC	1
Jaime Tacla	Custodian	BAC	1

Javier Briones	Drill Instructor	BAC	1
John S. Alfaro	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

Schoolwide Program Plan

Based on the data analysis and needs identified for literacy, the Brownsville Academic Center (B.A.C.) is committed to a school-wide implementation of a balanced literacy framework. In a strong effort to ensure the success of all students, the B.A.C. has established academic teams for middle and high school students. These academic teams meet weekly to collaborate in the areas of language arts, including monitoring of literacy instruction and deepening understandings of the TEKS. Furthermore, teachers in the other core areas also meet weekly within their academic teams. Both middle and high school academic teams develop team-level ongoing formative assessments (i.e., pre/post-tests, benchmarks) to evaluate student progress. During the academic meetings, teachers will discuss: coaching, peer observation, data dialogues to analyze weekly data, creation of common assessments (based on data analysis), and understand the main literacy ideas and key vocabulary for each unit of study.

Based on the data analysis and needs identified for mathematics, the B.A.C. is working to strengthen mathematics instruction by implementing a mathematics workshop model that emphasizes problem-solving through daily focus lessons, small group mathematics instruction, independent practice along with intervention and extension opportunities. Teachers are also building in a time for reflection where students can share strategies used for solving multi-step problems.

Meeting the needs of underserved and at-risk populations:

- Our middle and high school counselors facilitate lessons in goal-setting and self-regulation at least monthly in all classrooms and regular group meetings for students who need additional social-emotional support.
- The school social worker coordinates with external agencies and community services to identify and address family needs that support students' availability for learning, including healthcare and nutrition. Clothing to meet the B.A.C. requirements are available at our school to further address immediate student and family needs.

Ten Schoolwide Components

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, administrators, 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 literary 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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Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Carlos Chavez	Science Department
Classroom Teacher	Luz Hernandez	English Department
Classroom Teacher	Charles West	Special Education Department
Classroom Teacher	Eleazar Castro	Social Studies Department
Parent	Martha Chavez	Parental Involvement
Classroom Teacher	Graciela Taliancich	Physical Education
Classroom Teacher	Brenda Rodriguez	Mathematics
Administrator	Hector Hernandez	Principal
Administrator	Juan Chavez	Assistant Principal

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	1	Athletic/General Supplies	199-36-6399-44-033-Y-99-0T0-Y	\$1,000.00
9	1	1	Juvenile Justice Student Tuition (JJAEP)	199-95-6223-00-034-Y-28-000-Y	\$225,000.00
Sub-Total					\$226,000.00
Budgeted Fund Source Amount					\$226,000.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional supplies	162-11-6399-00-033-Y-28-000-Y	\$10,000.00
1	1	1	Computer Supplies/Ink	162-11-6399-62-033-Y-28-000-Y	\$3,275.00
1	1	1	Paper	162-11-6396-00-033-Y-28-000-Y	\$1,125.00
1	1	1	Copy Machine	162-11-6269-13-033-Y-28-000-Y	\$8,900.00
1	1	1	General Supplies - Printed Instructional Services	162-11-6399-16-033-Y-28-000-Y	\$500.00
1	1	3	A+ Software/COMPASS	162-11-6249-62-033-Y-28-000-Y	\$7,225.00
1	1	4	BISD Professional Development, Curriculum Department, Region I	162-13-6411-23-033-Y-28-000-Y	\$3,000.00
1	1	4	Miscellaneous Operating Costs	162-13-6499-53-033-Y-28-000-Y	\$500.00
1	1	5	Extra Duty Pay	162-11-6118-00-033-Y-28-EOC-Y	\$3,560.00
1	5	2	PE Supplies	162-11-6399-51-033-Y-28-000-Y	\$500.00
1	5	4	General Supplies	162-33-6399-00-033-Y-28-000-Y	\$300.00
3	1	3	General Supplies	162-13-6399-00-033-Y-28-000-Y	\$500.00
5	1	4	Student Uniforms	162-11-6399-44-033-Y-28-000-Y	\$3,000.00
5	1	5	Maintenance Supplies	162-51-6315-00-033-Y-28-000-Y	\$3,500.00
5	1	5	Copy Paper	162-23-6396-00-033-Y-28-000-Y	\$1,125.00
5	1	6	Employee Travel-Administration	162-23-6411-23-033-Y-28-000-Y	\$2,000.00
5	1	6	Computer Supplies (Ink)-Administration	162-23-6399-65-033-Y-28-000-Y	\$1,135.00

5	1	6	General Supplies-Administration	162-23-6399-00-033-Y-28-000-Y	\$2,000.00
5	1	6	Rentals	162-23-6269-13-033-Y-24-000-Y	\$2,300.00
5	1	6	Contracted Services	162-23-6299-00-033-Y-28-000-Y	\$495.00
6	1	3	Employee Travel - SCE-FTE Funding, Mileage	162-61-6411-00-033-Y-28-000-Y	\$1,000.00
9	1	1	Support Personnel (Substitute Teachers)	162-11-6112-01-033-Y-28-000-Y	\$6,000.00
9	1	1	Support Personnel (Substitute Teachers)	162-11-6112-97-033-Y-28-000-Y	\$3,000.00
9	1	1	Support Personnel (Substitute Teachers)	162-11-6112-86-033-Y-28-000-Y	\$2,000.00
9	1	1	Professional Salaries/Wages	162-11-6119-01-033-Y-28-000-Y	\$608,448.00
9	1	1	Professional Salaries/Wages	162-11-6119-97-033-Y-28-000-Y	\$61,135.00
9	1	1	Professional Salaries/Wages	162-11-6119-86-033-Y-28-000-Y	\$111,776.00
9	1	1	Professional Salaries/Wages	162-11-6119-00-033-Y-30-054-Y	\$14,374.00
9	1	1	Substitute for Support Personnel (Drill Instructors)	162-11-6122-06-033-Y-28-000-Y	\$16,570.00
9	1	1	Salary/Wages for Support Personnel	162-11-6129-06-033-Y-28-000-Y	\$332,854.00
9	1	1	Professional Salaries/Wages (Administration)	162-23-6119-00-033-Y-28-000-Y	\$161,697.00
9	1	1	Salary/Wages for Support Personnel (Administration)	162-23-6129-08-033-Y-28-000-Y	\$44,977.00
9	1	1	Professional Salaries/Wages (Counselors)	162-31-6119-00-033-Y-28-032-Y	\$142,415.00
9	1	1	Miscellaneous Contracted Services (JPO)	162-32-6299-00-033-Y-24-JPO-Y	\$20,000.00
9	1	1	Professional Salaries/Wages (Nurse)	162-33-6119-00-033-Y-28-033-Y	\$58,287.00
9	1	1	Salary/Wages for Support Personnel (Custodial Staff)	162-51-6129-43-033-Y-28-000-Y	\$71,305.00
9	1	1	Salary/Wages for Support Personnel (Security)	162-52-6129-01-033-Y-28-044-Y	\$51,658.00
9	1	1	Professional Salaries/Wages	162-61-6119-86-033-Y-28-000-Y	\$56,769.00
9	1	1	Salary/Wages for Support Personnel (Parent Liaison)	162-61-6129-00-033-Y-28-000-Y	\$22,784.00
Sub-Total					\$1,841,989.00
Budgeted Fund Source Amount					\$1,841,989.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$723,334.00
					+/- Difference	\$723,334.00
263 Title III-A Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	2	General Supplies (for ELL population)	263-11-6399-00-033-Y-25-000-Y		\$308.00
9	1	1	Professional Salary/Wages (LUCHA Teacher)	263-11-6119-05-033-Y-25-000-Y		\$28,076.00
					Sub-Total	\$28,384.00
					Budgeted Fund Source Amount	\$28,384.00
					+/- Difference	\$0
					Grand Total	\$2,096,373.00