

**Brownsville Independent School District**  
**Brownsville Learning Academy**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Alternative Standard**



# Mission Statement

At the Brownsville Learning Academy, our mission is to ensure that all students meet requirements for graduation prepared to succeed in institutions of higher education and/or the career of their choice. As advocates for all students attending BLA, all stakeholders will foster relationships that support an atmosphere of respect and responsibility.

## Vision

BLA's vision is to assist the district in improving graduation and completion rates by providing an opportunity for students to pursue post-secondary education or a career of their choice.

## Core Beliefs

The Brownsville Learning Academy is centered around the three A's Academics, Attendance, and Attitude.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Brownsville Learning Academy (BLA) is located in The Brownsville Independent School District in Brownsville, Texas. The BLA campus is an outdoor portable building complex located at 4350 Morrison Road. BLA is funded almost entirely by the State Compensatory Education Department of BISD.

The Student population varies at BLA due to the nature of the program whereby students that are below grade level can accelerate academically via the computer assisted curricula (Compass, PathBlazer, A+) and CTC modules. Once middle school students finish 8th grade, they have the option of attending one of the comprehensive high schools or staying at BLA and moving into our high school. Upon completion of the high school requirements, our students go through the regular graduation ceremony. The student population at the Brownsville Learning Academy is at any given time between 200 and 400 students and serves students in grades 6 through 12. Our campus profile is approximately 99 % Hispanic and 1% other and 100 % are identified as Economically Disadvantaged and At-Risk. A significant number of the students at BLA are classified as Limited English Proficient and a majority of our students are bilingual in English/Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance, and some students at BLA are under the Homeless Youth Project.

It is imperative that we identify and immediate enrollment children classified as homeless children and unaccompanied youth via the McKinney-Vento Act. A food pantry and clothes closet will be implemented at BLA to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.

All Migrant students will receive grade appropriate school supplies and non-instructional supplemental support on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunities for meeting the academic challenges of all students.

The College Career and Technology Connections program at BLA is for drop-out recovery of students from 18-26 years of age with 10-12

credits earned. Our high school students participate in the college readiness activities such as visiting UTRGV and TSC just as other high school students do. Brownsville Learning Academy students are recipients of an eclectic, well-balanced, curriculum. Computer assisted curricula offer courses in every subject area necessary for regaining of credit, as well as needed state electives that count towards graduation. Our students are afforded the opportunity to take CTE classes such as welding at one of the comprehensive high schools. Students at our school also have access to new graduation plans as per TEA. State of Texas Assessments of Academic Readiness (STAAR)/EOC and TAKS are offered to the students as per their academic need. We administer the Texas Success Initiative (TSI) to pave the way for our graduates to enter high ed. For those who struggle, we offer the TSI Class in Math and in English which allow them to enter higher ed. without passing the exam.

The current staff of the Brownsville Learning Academy is comprised of 27 teachers, 3 campus administrators, 2 counselors, 1 testing coordinator and other support staff. The ethnicity of the Brownsville Learning Academy staff is 99.5 % Hispanic. The teaching staff is also 33% male and 67% female.

# Demographics

## Demographics Summary

Student population varies at BLA due to the nature of the program. Students who are between one to three years below grade level can accelerate academically via the computer assisted curricula, assorted software, CTC on-line modules, direct teach or with a combination of strategies can get caught up. High School students who enroll at BLA will become BLA graduates. The student population at the Brownsville Learning Academy is at any given time between 350 and 425 students and serves students in grades 6 through 12. We have approximately 125 students in Middle School and 300 students in High School. Our campus profile is approximately 99 % Hispanic and 1% other and 100 % are identified as Economically Disadvantaged and identified as At-Risk. A significant number of the students at BLA are classified as Limited English Proficient and a majority are bilingual in English/Spanish. In addition, several of our students come from homes which participate in state and federal assisted programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance, some students at BLA are under the Homeless Youth Project.

BLA staff reviews a variety of reports to determine the best academic setting for every at-risk student enrolling at BLA. The at-risk counselors review student transcripts, state assessment history and current schedule to determine individual area of need. Teachers track student's attendance, credit completion and also review testing data for areas of growth. Data was disaggregated during our Data Review Sessions by core content area teachers who identified the strengths and weaknesses of our students on the campus.

## Demographics Strengths

1. Highly qualified teachers in core areas
2. Computer availability in both labs and in the classrooms.
3. Minimal teacher mobility
4. Able to accelerate students based on credit completion (option)
5. Increase in number of student graduates
6. Small class size

## Demographics Needs

Increase attendance for at risk student enrolled at BLA by constant monitoring, use of Parent Liaison, Attendance Clerk and home visits. In addition, parents can be notified through School Messenger program. Teachers and campus support staff will be reminded of what action steps need to be taken if an at-risk student is not meeting attendance requirements. Importance of attendance will also be mentioned in morning's announcements. Perfect attendance will be recognized at celebrations on the campus such as special lunches, BLA caps, certificates and teacher acknowledgement.

An attempt to increase attendance amongst at-risk population will be made by providing incentives to students who have perfect attendance or meet the attendance goal required by the District. The incentives are tracked through an Advisory Card which is given to each student on a weekly basis. Each of the student's teacher gives him points based on how dedicated the student is in the classroom. Those with a high number of points receive an incentive the following week.

Parental Involvement Program participation will be increased by providing multiple opportunities to parents to attend meetings that will cover a multitude of topics: Graduation requirements, PRS, state assessment requirements, gang and gang violence, college readiness and college opportunities, etc.

Staff development opportunities will be offered to all teachers to increase rigor in the classrooms, as funds allow. Teachers will attend training to improve effective intervention and instructional strategies.

## Student Achievement

### Student Achievement Summary

Student population varies at BLA due to the nature of the program whereby students that are one to two years below grade level accelerate academically via the computer assisted curricula (Compass Odyssey program, A+, Mind Play, etc.) and CTC modules. The student population at the Brownsville Learning Academy is, at any given time, between 125 middle school students and 300 high school students and serves students in grades 6 through 12. Our campus profile is approximately 99% Hispanic and 1% other and 100% are identified as Economically Disadvantaged and identified as At-Risk. This population has proven to need access to a library with all the materials that can be provided there, i.e. books, reference tools such as dictionaries and atlases, etc. A significant number of the students at BLA are classified as Limited English Proficient (ELL) and a majority of students are bilingual in English/Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance, some students at BLA are under the Homeless Youth Project.

Our campus goal is to increase student attendance and achievement, by challenging all students with high expectations and recognizing those students who come to school with small incentives. Our goal is to provide support services as needed to our students who are having difficulty meeting the attendance and academic goals. Current research shows that student achievement is directly linked to student attendance. Data was disaggregated by departments and analyzed to determine the needs of the campus.

Student summary:

End of Course All Students Summary

English I: 46%

English II: 51%

Algebra: 71%

Biology: 90%

U. S. History: 67%



## 6th - 8th Grade All Students STAAR Summary:

Reading: 6th - 22%, 7th - 14%, 8th - 38%

Math: 6th - 36%, 7th - 9%, 8th - 22%

Writing: 7th - 13%

Science: 8th - 16%

Social Studies: 8th - 3%

### **Student Achievement Strengths**

1. Credit Acceleration through Extended Year
2. Credit Recovery
3. Credit Acceleration through Cohort at the beginning of the school year

### **Student Achievement Needs**

Increase passing rates on the state assessment at all levels and in all subjects. One of the tools to help strengthen students academically is a library. We established a library in 2016 for the first time. To ensure an increase in the passing rates of state assessments BLA may provide in-school, pull-out sessions. In addition, we find that many of our students are not proficient in the areas of note-taking because they have small vocabularies and spell poorly. We have instituted a write-across-the-curriculum program with our students. Students write for the first 10 minutes in each of their classes -- we provide them with an individual composition book for this purpose. The students indicate that they need additional help in this area -- one of the many tools which can help them is the smart pen. We have found supplementary materials which have been included by manufacturers with their book adoptions. We have distributed these "extra" materials to the classrooms to help students find additional practice materials and different ways the material can be presented to them. **We may also provide relevant staff development training to teachers to enhance their ability to understand and use curricula, assessment and effective instructional strategies for all at-risk students. Provide opportunity for curriculum writing for core area teachers, as funding permits.**

Increase the success of our LEP population by training teachers in sheltered instruction techniques. Our students will have opportunities to listen to relevant audio taped literature and may attend extended year.

Staff development opportunities will be given to all teachers to increase rigor in the classrooms. Teachers may attend training to improve effective intervention and instructional strategies to ensure student success on state assessments. All teachers have access to Compass learning modules which have proven very successful in promoting passing state tests.

After reviewing attendance data for after-school tutorials, we found it is more effective to embed these tutorial during the school day. To promote that, we have changed our master schedule from an 8-period day to a 4-period day. This promotes extra teaching time, lowers the number of subjects our students must focus on and allows additional time in each period for re-teaching and supervised practice.

## School Culture and Climate

### School Culture and Climate Summary

The campus conducts surveys, which include students, teachers, parents and community members to determine the needs of the campus. One of the needs was for a library. This year, 2016, we established a library here on campus with open access for our students and staff. Campus personnel meet to discuss the school culture and climate. Since BLA is now a stand alone campus, our seniors graduate with us. To promote school pride and to improve school culture, each teacher oversees a particular event for the student: these include Student Council, Hispanic Heritage Month Celebration, Spanish Club, Math Club, etc. Also, we have introduced Activity Cards which are good for a week. Students receive small incentives to successfully completing their work and for attending class each day.

Every effort is made to ensure a safe and orderly environment that is conducive to student learning. A vital concern is improvement of school culture specifically to foster academic success by providing strong support services to students that are at-risk of not completing high school in four years. We have extended year and, at the beginning of the school year, we introduce a cohort program for those students who need to finish up a few credits for promotion.

### School Culture and Climate Strengths

1. Student Council
2. Student select and vote for Teacher of the Month.
3. Celebration of Red Ribbon Week
4. Initiation of a Library
5. Activity Cards for improved attendance and success in completing school work
6. Participation in History Fair and Science Fair
7. Initiation of National Honor Society
8. Introduction of AP Spanish so students can gain college credits
9. Opening opportunity for our students to attend CTE classes on other campuses, i.e. welding
10. IGC - allows our students who cannot pass one final EOC to graduate through this project
11. TSI class - allows our students who are unable to pass the TSI exam to take these courses and be given credit for TSI which allows them to enter higher education
12. Participation in National Poetry Month

13. Acknowledgement of student birthdays with a card, a small candy and a helium balloon delivered to the student's class
14. Mutual respect amongst all stakeholders
15. Strong support services
16. Cleanliness of campus
17. Students and teachers feel safe at school
18. Students and teachers feel welcome at the campus

### **School Culture and Climate Needs**

Parental Involvement Program participation will be increased by providing multiple opportunities to parents to attend meetings that will cover a multitude of topics: Graduation Requirements, PRS, state assessment requirements, college and career opportunities, gang and gang violence, etc. We will reward students by giving them extra points on their Activity Cards for parent participation. We will use School Messenger to contact our families and remind them of the meetings.

Increase Attendance for at-risk student enrolled at BLA by constant monitoring and judicious use of the Parent Liaison, Home Visitors, Security, and School Messenger. In addition, we will have public celebration and luncheons for those students with good attendance. There will be small incentives awarded to those students who are doing well in their classes and those who come to school. Teachers and campus support staff will be trained on what action steps need to be taken if an at-risk student is not meeting attendance requirements. An attempt to increase attendance among at-risk population will be made by providing incentives to students who have perfect attendance or who meet the attendance goal required by the District.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Department Chairs and Primary appraisers work together to analyze their departments and address the needs of each. The Committee is aware that any hire has to be highly qualified, dedicated and committed to working with "at-risk" students. Percentage of teachers who remain at BLA is high and continues to improve. When positions become available, the campus consults with HR to find highly qualified candidates to fill vacant positions. In recognition of our large number of ELL students, we brought in a highly trained LUCHA teacher from Bilingual. We also strongly encourage our teachers to get trained in sheltered instruction so they can work more effectively with our students. We have also opened up a Library for the first time which allows our students more access to print. We brought out all the support materials we are not currently using from our Book Room. These have been divided by teacher's subject area and are placed in the classrooms for student practice, additional use or extra credit grades.

### **Staff Quality, Recruitment, and Retention Strengths**

1. We brought in 2 teachers whose specialty is reading in recognition of our students who read far below grade level.
2. We brought in a TST who can utilize older computers from the comprehensive campuses for use in computer labs. This allows our teachers to provide additional teaching opportunities for our students through the use of software.
3. Highly qualified teachers in all subject areas
4. Teacher retention is high
5. Collegiality
6. Teachers are satisfied working at BLA
7. Students are content coming to school at BLA

### **Staff Quality, Recruitment, and Retention Needs**

Teachers will be given ample opportunities to attend several trainings provided by the District and campus to specifically target acquisition of effective teaching modalities. We need covered walk-ways to protect teachers and students from the weather. To best support campus efforts and meet identified needs at the District and campus level, activities, resources, and implementation timelines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2016-2017 Campus Improvement Plan.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Data is disaggregated by departments and analyzed to determine the needs of the campus. BLA implements District initiatives, by providing a correlation of the state TEKS to the CTC modules, A+, and Compass Learning. Teachers meet periodically to align CTC and A+ modules as well as Compass to the TEKS. Our highly qualified teachers supplement these modules with relevant resource material to increase rigor and relevance and to ensure student success on state assessments. TLI cognitive strategies are used in classrooms: think/turn/talk; making connections, creating mental images, making inferences and predictions; asking and answering questions and determine importance and summarizing.

### **Curriculum, Instruction, and Assessment Strengths**

1. The use of CTC updates
2. Use of Library and materials housed there
3. Teacher made resources for modules
4. Use of supplementary materials provided by book manufacturers during book adoptions
5. Teachers use technology: Mind Play, Think Through Math, PEG, Istation, Ellevation, Eduphoria, Aware
6. The use of TLI strategies such as: think/turn/talk, making connections, creating mental images, making inferences and predictions, asking and answering questions, determining importance and summarizing
7. The use of Compass Odyssey computer modules
8. The use of A+ modules
9. The support of C & I specialists on the campus

### **Curriculum, Instruction, and Assessment Needs**

Teacher training on rigor and delivery will be done by allowing and providing teachers relevant trainings on effective instructional delivery and rigor of content. In addition, the specialists from C & I will frequently visit the classrooms to provide suggestions and support. Large percentage of ELL students who need additional help with reading and comprehension. More writing practice is needed also. Teachers and specialists often bring supplementary materials which are useful with some of our reluctant learners.

Include competitive academic opportunities for students throughout the year to increase academic vocabulary. We provide erasable sentence strips for teachers to put the word-for-the-day (which they hear over the announcements) and the math problem for-the-day to encourage students. Teachers have also been provided with composition books where vocabulary words can be recorded and these words can be used in sentences and the math problems can be done. Word walls in individual classrooms are strongly encouraged.

Teachers will conduct Data Review Sessions with Eduphoria and Tango to drill down on individual student needs. ARE also helps us locate our diverse student population so we retrieve their current test data.

Need supplies, software, another copy machine and additional computers to support core content area subjects

Teachers will improve inference literacy strategies across the curriculum by attending Staff Development meetings.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

A Parent Volunteer helps to engage our parents in our school community. We have updated our web page and are setting up individual web pages for our teachers to provide more current information on BLA, our students and our successes. Also, we now have training on the use of School Messenger so we can send out messages to our students, parents and staff.

We have posted charts in each classroom for our students. This allows all parents and students to view student progress through the modules and encourages students to work diligently toward completion.

We have faculty meetings twice a month (there is also a student representative and community representative) and administrative meetings (including campus administrators, counselors, Testing Coordinator) at least weekly. This promotes improved communication and airs campus concerns on a timely basis.

### **Family and Community Involvement Strengths**

Our Home Visitors and Parental Involvement Liaison are our strengths. We have a Communities in Schools person this year and this helps to promote a stronger relationship between our families and our school.

### **Family and Community Involvement Needs**

Increase parental involvement by providing opportunities to attend monthly meetings at various times. These monthly meetings will encompass a variety of topics: Title I services, parental guidelines and regulations, gang and gang violence, drop out prevention and graduation requirements and opportunities for students to obtain post-high school education (4.1.1).

Campus Parent Liaison will notify parents of meetings when they attend/visit BLA office and flyers will be handed out in parking lot. (4.1.5) The web page will post notices of meeting dates and times and School Messenger will be used to notify the parents.

Campus Parent Liaison will coordinate with campus secretary for supplies/refreshments for meetings. (4.1.5)

## School Context and Organization

### School Context and Organization Summary

The Principal works closely along with each Assistant Principal to cover key content areas. Department Chairs, too, strengthen the communication between administration and core areas. All are involved in the decision-making process along with Counselors and the Testing Coordinator.

To increase teacher involvement, each teacher has been assigned one of the following assignments: 1. Red Ribbon Week festivities

2. School calendar listing all our activities and posted in the Main Office

3. A visual countdown calendar (a peacock for MS and a dinosaur for HS) for the EOC and STAAR tests

4. A pictorial wall with posters of our graduating seniors displayed

5. A Shout Out Display - allows teachers to compliment each other; their pictures are displayed

6. Students Vote for Teacher of the Month - she gets a parking spot, a wreath for her door and her picture displayed

7. Web page for each teacher to improve communication with students and their families

8. Student Council Sponsor

9. Senior Class Sponsor

10. Activity Card Sponsor

11. Creation of a Library

12. Creation of a National Honor Society Chapter

13. Spanish Club

14. Perfect Attendance Celebration

15. National Poetry Month

Highly qualified and certified teachers were placed in each content area to ensure the needs of at risk students are met. A LUCHA teacher and secondary reading teachers have been added to aid students in these areas.

### **School Context and Organization Strengths**

1. Certified teachers in content areas
2. Implementation of TLI cognitive strategies such as think/turn/talk, making connections, creating mental images, making inferences and predictions, asking and answering questions, determining importance and summarizing.
3. Creation of a Library
4. Strong classroom management
5. Master schedule (teacher, Department Chairs, Counselor, and administrative have input) reduced to 4 periods a day from 8; increases time and focus on core area subjects
6. Support structure: Principal, Asst. Principals and Department Chairs work closely within each core area to align the curriculum
7. Creation of Student Council to build leadership in our students and to allow them input into decisions which affect them
8. All teachers have at least 1 extra assignment which provides additional enrichment for students, i.e. National Hispanic Heritage Month, Science/History Fair, etc.
9. Utilization of support materials in core areas to increase student's opportunity to practice the TEKS

### **School Context and Organization Needs**

Academic achievement and excellence along with good attendance will be rewarded through the Activity Cards and celebratory luncheons as well as recognition over the intercom, coupons for cook-outs, coupons for popcorn, movie Fridays, certificates and public acknowledgement on the web page. We need additional funds for incentives for students. Additional funds to take students on field trips to the Island (turtle ranch), art museum, plays, etc.

## **Technology**

### **Technology Summary**

The Department Chairs, Counselors, Testing Coordinator and TST's work together to determine the needs of the campus by communicating with fellow staff members and reviewing data sources indicated below. We routinely visit the warehouse to look for projectors, computers, etc. which can be used in our classrooms. TST finds parts from other computers and rebuilds those units which have been "retired" from the comprehensive high schools. We have built 3 additional computer labs with these "found" materials.

### **Technology Strengths**

1. Creation of 3 additional computer labs
2. Up to date software for credit recovery and acceleration
3. Experienced TST who is mechanically gifted
4. Thinking Through Math
5. Living with Science
6. Compass Odyssey Learning
7. A+ Modules
8. IStation
9. School Messenger
10. Mind Play
11. Lion Reading Program
12. Ellevation
13. Rosetta Stone
14. Updated CTC modules
15. District writing program

### **Technology Needs**

Purchase computers and printers to fully implement a computer assisted instructional program. Continue to purchase updated CTC

modules. Purchase projectors for each classroom.

Obtain connection to television so students have access to educational programming in English.

Submit work orders to install more internet drops, provide more access points, install ceiling mounts for projectors currently in inventory and provide electrical capability to sustain computer usage in classrooms and in computer labs.

Provide more professional development for our faculty and staff in technology integration in the classroom.

Purchase and install IP phones in each portable to increase parental contacts and provide increased safety for teachers.

Updated computer software in content areas to increase student achievement in areas of STAAR/EOC, credit recovery and acceleration.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- 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

- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- 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
- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- 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:** Brownsville Learning Academy will support the district in reducing the dropout rate to less than 1% in the Middle School, increase the High School Completion Rate to 95% and the Graduation Rate to 80%, and increase at-risk student achievement on STAAR by 10%.

**Summative Evaluation:** STAAR, Dropout Rate, Graduation Rate, and the Completion Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Administration, Counselors, and Department Chairs will implement remediation strategies in core-area subjects for low-performing at-risk students and reluctant learners in order to decrease the retention rate and improve student achievement.</p> <p>CNA Pg-8,10</p> <p>Population: All MS/HS Students, At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	2, 3, 5, 9	Principal Administration Counselors Department Chairs Administrator for State Compensatory Education	<p>Formative: Eschool Plus, attendance report, lesson plans, classroom observations, student progress reports, benchmark scores, last report card, transcript material being placed in public folders for teacher access and review</p> <p>Summative: STAAR, Retention Rate</p>				
			Funding Sources: State Compensatory - \$2618.00, Local - \$1000.00, Local - \$1000.00, State Compensatory - \$43657.00, State Compensatory - \$8730.00				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Administration will manage the instructional programs, provide instructional leadership to ensure student success, and oversee the implementation of district and campus policy and procedures. Students needed access to a library on campus and we established one with a Librarian this year, 2016. A summer bridge program will be offered to help students transition from middle school to high school.</p> <p>CNA Page no. 8,10</p> <p>Population: All MS/HS Students, At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	7, 8, 10	Principal, Assistant Principals Department Chairs Testing Coordinator Administrator for State Compensatory Education	<p>Formative: Student Progress Reports, Benchmark scores</p> <p>Summative: STAAR, EOC</p>				
			Funding Sources: State Compensatory - \$1000.00, State Compensatory - \$5691.00, Local - \$1000.00, State Compensatory - \$5000.00, State Compensatory - \$3500.00, State Compensatory - \$2000.00, State Compensatory - \$700.00, State Compensatory - \$2925.00, State Compensatory - \$4000.00				

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>3) Promote awareness to students and parents of pregnancy related services available within BISD in order to keep students in school and meet graduation requirements. National Honor Society.</p> <p>CNA Page no.- 7</p> <p>Population: All MS/HS Students, At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	1, 4, 7	Administration, Campus Teachers, School Nurse, Counselors.	<p>Formative: Student Progress Reports, Attendance Reports, and number of students who receive PRS services</p> <p>Summative: STAAR, Dropout Rate, Graduation Rate, and Completion Rate</p>				
<p>Funding Sources: State Compensatory - \$5500.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Supplemental instructional resources such as A+, CTC modules, Think Through Math, Compass Odyssey, Living with Science, IStation, Mind Play, and Rosetta Stone will be provided to students in the foundation curriculum to improve academic achievement and attendance</p> <p>CNA Page no. 4,14</p> <p>Population: All MS/HS Student, At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	1, 3, 4, 8	Administration All Core Area Teachers Department Chairs Testing Coordinator Administrator for State Compensatory Education	<p>Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores</p> <p>Summative: STAAR, EOC, Attendance Rate, Retention Rate</p>				
<p>Funding Sources: State Compensatory - \$23264.00, State Compensatory - \$2000.00, State Compensatory - \$500.00, State Compensatory - \$10000.00, State Compensatory</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) All teachers will provide the opportunity for at risk students to gain credits by monitoring and providing instruction and assistance when needed. All teachers will provide students opportunity to gain credits through the use of A+, CCT modules, Compass Learning, Rosetta Stone, IStation, Mind Play, Living with Science, EduGuide and direct instruction.</p> <p>CNA Page no. 4</p> <p>Population: All MS/HS Students, At-Risk Students</p> <p>Timeline: Daily</p>	1, 3, 10	Teachers, Administration Department Chairs Testing Coordinator Administrator for State Compensatory Education	<p>Formative: Student transcripts, Student Progress Reports, Benchmark Scores</p> <p>Summative: Graduation Rate, Completion Rate</p>				
<p>Funding Sources: State Compensatory - \$6400.00, State Compensatory - \$2500.00, State Compensatory, State Compensatory - \$3000.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>6) BLA will provide professional development opportunities for all teachers on research based strategies to ensure monitoring and appropriate learning opportunities in literacy and the foundation curriculum.</p> <p>CNA Page no. 9,13</p> <p>Population: All MS/HS Teachers</p> <p>Timeline: August 2016-June 2017</p>	1, 3, 4, 5	Teachers Administration	<p>Formative: ERO Session Evaluation Report, Student Progress Reports, Benchmark scores, Lesson plans, classroom observations</p> <p>Summative: STAAR/PDAS/ERO/EOC Test Results</p>					
<p>Funding Sources: State Compensatory - \$500.00</p>		1, 3, 4, 5, 8	Principal Assistant Principals Department Chairs Testing Coordinator Teachers	<p>Formative: Walkthroughs, Curriculum Alignment Document, Lesson Plans</p> <p>Summative: STAAR/EOC Test Results/PDAS/ERO</p>				
<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:** Brownsville Learning Academy will support the district in reducing the dropout rate to less than 1% in the Middle School, increase the High School Completion rate to 95% and the Graduation Rate to 80%

**Summative Evaluation:** STAAR, Graduation Rate, Completion Rate, Dropout Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Two At-Risk Counselors at BLA will monitor and coordinate intervention programs for students classified as At-Risk.</p> <p>CNA Page no. 4</p> <p>Population: All MS/HS Students, At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	1, 10	Principal, Assistant Principals Department Chairs Testing Coordinator Counselors	<p>Formative: Student Progress Reports, Benchmark Scores</p> <p>Summative: STAAR, EOC, Graduation Rate, Completion Rate, Dropout Rate</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Our Counselors will coordinate with the At-Risk Counselors from the comprehensive HS and from the MS to monitor students in order to decrease the dropout rate, and increase the completion and graduation rate.</p> <p>CNA Page no. 8</p> <p>Population: All MS/HS Students, At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	10	Principal Assistant Principals Testing Coordinator Department Chairs Counselors	<p>Formative: Counselor logs, Weekly Dropout Logs, and Student Progress reports, Benchmark Scores</p> <p>Summative: Graduation Rate, Completion Rate, Dropout Rate</p>				
<p>Funding Sources: State Compensatory - \$300.00, State Compensatory, State Compensatory</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) Our Counselors will attend trainings and drop out prevention meetings centered around working with graduation cohorts and dropout prevention in order to ensure students graduate within four years. They will also support extended year to prevent drop outs. To improve school climate, we have introduced Activity Cards to promote completion of modules and improve attendance. We have also initiated clubs (such as Student Council) and activities for our students to get them more involved in the campus.</p> <p>CNA Page no. 9</p> <p>Population: All MS/HS Students, At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	10	Principal Assistant Principals Department Chairs Testing Coordinator Counselors All Teachers	Formative: ERO Session Evaluation Report and Student Progress Reports; Activity Card Use, Participation in Clubs  Summative: STAAR, EOC, Graduation Rate, Completion Rate, and Dropout Rate				
Funding Sources: State Compensatory - \$1500.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Accelerated instruction in the foundation curriculum will be provided, in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Extended year will also be in place to improve graduation rates. Have also introduced CTE classes, i.e. welding and AP Spanish which provide more opportunities for our students.</p> <p>Population: Middle and High School AR Students</p> <p>Timeline: September 15, 2016 - June 5, 2017 (At minimum 2 x week)</p>	2, 3, 9	Principal Assistant Principals Superintendent Administrator for State Compensatory Education Administrator for Special Programs Department Chairs	Formative: eSchoolPLUS, Classroom Observations, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports; Student Participation in Programs				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>5) A food pantry and clothes closet will be implemented at BLA to provide identified at-risk homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk students achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. A communities in schools (CIS) person will also be available to help AS stay in school.</p> <p>Population: Middle and High School AR Students</p> <p>Timeline: July 1, 2016 - June 30, 2017 (As needed)</p>	1, 2, 10	Principal Assistant Principals Nurse Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) As funding permits, professional development opportunities will be provided to BLA staff to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and de-crease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, graduation rate, completion rate, and dropout rate, graduation cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Population: Middle and High School AR students Timeline: August 1, 2016 - June 5, 2017 (As needed)</p>	4, 5, 8, 9	Administrator for State Compensatory Education Administrator for Special Programs Curriculum & Instruction Specialists	ERO Session Evaluation Report, ERO Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

### Goal 3: School campuses will maintain a safe and disciplined environment conducive to student learning.

**Performance Objective 1:** BLA will maintain an attendance rate of 97% for Middle School and 96% for High School students

**Summative Evaluation:** Attendance Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) Implement campus attendance goals that address procedures, roles, responsibilities, celebrations for meeting attendance goals, and a formal written plan for monitoring / management is included in Campus Improvement Plan. Advisory cards will be given to all students to provide incentives for attending class each day.</p> <p>CNA Page no. 8</p> <p>Population: All MS/HS Students, AR</p> <p>Timeline: August 2016-June 2017</p>	1, 2, 3, 4, 10	Parent Liaison Attendance Clerk Data Entry Clerk LPAC Clerk Teachers Records Clerk Secretary	Formative: Daily Average, daily attendance report, student progress reports  Summative: Attendance Rate				
				Funding Sources: State Compensatory - \$500.00, State Compensatory - \$1000.00, State Compensatory - \$300.00, State Compensatory - \$100.00, State Compensatory - \$150.00, State Compensatory - \$3000.00			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Recognize and award incentives to students who meet attendance goals and who get at least 4 credits per semester; this will enrich the academic and instructional setting for all. Activity cards and attendance recognition will promote increased attendance.</p> <p>CNA Page no. 11</p> <p>Population: All MS/HS Students, At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	2	Principal PEIMS Supervisor Attendance Clerk Department Chairs LPAC Aide Parent Liaison Administrator for State Compensatory Education	Formative: Student Progress Reports  Summative: Attendance Rate				
				Funding Sources: State Compensatory - \$5500.00			

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) We will effectively implement the School Messenger notification system procedures for effective monitoring of student attendance, to keep parents informed and maximize public knowledge of our instructional goals.</p> <p>CNA Page no. 8,16</p> <p>Population: All MS/HS Students, At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	2, 6	School Messenger System Principal Assistant Principal	Formative: ERO Session Evaluation Report, Student Progress Reports  Summative: Attendance Rate				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>4) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff &amp; community through campus distribution of SCC and campus presentations to ensure all students are afforded due process and are aware of their rights.</p> <p>CNA Page no. 11</p> <p>Population: All MS/HS Students, At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	1, 2, 5, 6, 8	Campus administration Counselors Parent Liaison Teachers Data Entry/Registrar	Formative: SCC Acknowledgement Forms  Summative: Agendas and Sign-in forms				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>5) The custodians will ensure the instructional setting is conducive to learning by ensuring the classrooms and general areas are safe and clean.</p> <p>CNA Page no. 11</p> <p>Population: All MS/HS Students, At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	1, 10	Custodians Administration Administrator for State Compensatory Education	Formative: Evaluation of common areas and classroom Summative: Observations, STAAR				
		Funding Sources: State Compensatory - \$10000.00					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							



**Goal 4: 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:** BLA will maintain a safe and disciplined environment conducive to student learning. BLA will have an increase of 10% in the number of parents involved in campus parental involvement activities.

**Summative Evaluation:** Via the safety checklist, BLA Safety Coordinator will assure that all safety guidelines are adhered to.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Provide educational training based on the level of expertise and need in the following areas:                      a. Bullying prevention                      b. Violence/conflict resolution                      c. Recent drug use trends                      d. Dating violence                      e. Signs of child abuse                      f. Response to Intervention (RTI) Model for behavior research-based interventions                      g. Sexual abuse; to allow staff to recognize and address the issue as a preventative measure                      h. CPR training</p> <p>CNA Pg. 15</p> <p>Population: Parents and students</p> <p>Timeline: August 2016-June 2017</p>	1, 5, 6, 10	Campus administrators Custodians Security Teachers Counselors Parent Liaison	Formative: ERO Session Evaluation Report, lesson plans, classroom observations, student progress reports, benchmark scores  Summative: STAAR, EOC, Dropout Rate, Graduation Rate, Completion Rate				

<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>2) BLA will develop and maintain an Emergency Operations Plan. Plan must over multiple hazards and must be reviewed and updated annual by the Campus Safety and Security designee.</p> <p>The following drills must be practiced periodically: Lock-down drills, shelter-in-place, reserve evacuation, drop &amp; cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life an property and mark to the environment.</p> <p>Population: All MS/HS students, At-Risk Students, Administration, Campus faculty and staff</p> <p>Timeline: August 2016 - June 2017</p>	1, 5, 8, 10	Administrators All teachers Counselors BISD Security	Formative: Sign-in logs, visual inspections,  Summative: Evaluations, Audits				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) BLA will have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must present identification at Sign-In and be monitored while on campus. All students will take an ID picture at the beginning of school and the ID maker will be set up in the Library for subsequent pictures.</p> <p>Population: Administration and all Faculty and Staff</p> <p>Timeline: August 2016 - June 2017</p>	1, 5, 8, 10	Administrators All Faculty All Staff BISD Security Librarian	Formative: Sign-in logs, Visual inspections  Summative: Audits				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>4) Promote student attendance by utilizing community businesses/ agencies/organizations and speakers to disseminate information about jobs, public services, learning opportunities or other services that support academic achievement. Encourage students to get involved in clubs and campus activities by providing increased opportunities.</p> <p>CNA Pg. 7, 8</p> <p>Population: At-Risk Students and Community Members</p> <p>Timeline: August 2016-June 2017</p>	1, 2, 5, 8, 10	Administration Parent Liaison Counselors	Formative: Agendas, rosters and sign-in sheets, District MOU Agreements  Summative: Telephone log, Attendance rate				

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Schedule Parental Involvement meetings. Communication will be through flyers given to students for their parents, through School Messenger and the web site as well as announcements in the classrooms. Refreshments will be provided to parents and students who attend. A Needs Survey will be conducted once per year.</p> <p>CNA Pg. 15</p> <p>Population: Parents and interested students.</p> <p>Timeline: August 2016 - June 2017</p>	6	Administration Teachers Support Staff Parent Liaison	<p>Formative: Agendas, rosters and sign-in Sheets</p> <p>Summative: Faculty response to parent issues resulting from survey</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) BLA Parent Liaison along with Administration will conduct an annual Title I meeting to inform parents of the many services provided through Title I.</p> <p>CNA Pg. 15</p> <p>Population: All parents</p> <p>Timeline: August 2016 - June 2017</p>	1, 6, 10	Administration Teachers Support Staff Parent Liaison	<p>Formative: Fliers, School Messenger record, agendas, minutes, evaluations</p> <p>Summative: End of Year Survey, Graduation Rate, Certificate Completion</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>7) Parent Liaison will provide ample parental education opportunities through parent conferences and parent training sessions:</p> <p>Dropout prevention Drug awareness Graduation requirements Importance of Attendance College opportunities FAFSA</p> <p>CNA Pg. 15</p> <p>Population: All Parents and interested students</p> <p>Timeline: August 2016 - June 2017</p>	6, 9	Administrators Teachers Support Staff Parent Liaison	<p>Formative: Fliers, School Messenger record, Evaluations, Title I Parental Involvement Checklist - Compliance</p> <p>Summative: End of the Year Survey, Drop-out Rate, Completion Rate, Graduation Rate, Test Results</p>				

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>8) BLA will conduct a Title I Parent Survey to evaluate the effectiveness of the campus parental involvement program.</p> <p>CNA Pag. 15</p> <p>Population: All parents</p> <p>Timeline: March 2017-April 2017</p>	<p>1, 6</p>	<p>Administration Teachers Support Staff Parent Liaison</p>	<p>Formative: Completed surveys, Title I Parental Involvement Compliance Check-List, Drop-out Rate, Completion Rate, Certificate completion, Test scores</p> <p>Summative: End of the Year Survey results, Graduation Rate, Test Scores</p>				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 5: 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:** 90% of the Migrant students will experience academic and personal success.

**Summative Evaluation:** Report cards, credits completed and graduations.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Every six weeks the Academic Counselors will meet with the Migrant BLA students.</p> <p>CNA Page no. 4</p>	3, 4	Administration Counselors	<p>Formative: sign-in sheets, student progress reports, and benchmarks, lesson plans, observations.</p> <p>Summative: STAAR scores, EOC scores, completion/graduation rates.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>2) Meet with BLA Parent Liaison twice a year to address activities and supplemental services for all eligible students from all sub-population groups.</p>	1, 6, 9	Parental Involvement Coordinator and Staff Administrators Principals Parent Liaisons	<p>Formative: Agenda, Sign-in Sheets, Parent Sign in sheets</p> <p>Summative: STAAR Scores, completion/graduation rates</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) In order to increase awareness of migrant student needs, BLA campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate inter- ventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 2016 - May 2017</p>	1, 2, 3, 4, 10	Administration Teachers Campus Clerks Counselors	<p>Formative: Invitation, Agenda, Sign-in Sheets, student progress reports, benchmarks</p> <p>Summative: STAAR Scores, EOC Scores, completion/graduation rates</p>				
Funding Sources: Title I-C (Migrant) - \$840.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5</p> <p>4) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> <li>* Graduation plans</li> <li>* Development of Individual Migrant Student Action Plans</li> <li>* Coordination for leadership opportunities</li> <li>* Monitoring of course completion for PFS students</li> <li>* Monitoring of late entry/early withdrawals</li> <li>* Credit accrual opportunities</li> <li>* Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education</li> <li>* Conduct district initiatives for migrant students</li> <li>* Coordination Inter-state and intra-state (TMIP) activities</li> <li>* Coordination with UT Austin Migrant Graduation Enhancement Program</li> <li>* Assist with OSY Initiative</li> <li>* Assist with the monitoring of campus migrant staff</li> </ul> <p>Population: Migrant Students Migrant Parents Timeline: August 2016- June 2017</p>	1, 2, 8, 10	Administration Counselors Teachers Campus Clerks	<p>Formative: Agenda, Sign-In Sheets, Student Progress Reports, benchmarks</p> <p>Summative: STAAR Scores, EOC Scores, completion/graduation rates</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) High school migrant students will have credit accrual opportunities through state approved online courses and/or Credit by Exams to ensure on time graduation.</p> <p>Population: HS Migrant Students Timeline: August 2016-July 2017</p>	1, 3, 4, 10	Administration Counselors Teachers Campus Clerks	<p>Formative: Agenda, Sign-In Sheets, Student Progress Reports, benchmarks</p> <p>Summative: STAAR Scores, EOC Scores, completion/graduation rates</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) Migrant students will have access to Paths to Scholarships Program in order to learn from guidance provided in writing a scholarship essay to meet multiple purposes; scholarships, college applications and the Writing for College Success workshop sponsored by Region I. Population: HS Migrant Students 11/12 Timeline: October 2016</p>	3, 4, 8, 9	Administration Counselors Teachers Campus Clerks	<p>Formative: Agenda, Sign-In Sheets, Student Progress Reports, benchmarks</p> <p>Summative: STAAR Scores, completion/graduation rates</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>7) High School 9th graders and MS 8th graders will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will furnish the migrant students with an opportunity to reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes. Population: 9th Grade PFS &amp; migrant Students; 8th Grade PFS Timeline: February 6, 2017</p>	1, 10	Administration Counselors Teachers Campus Clerks	<p>Formative: Agenda, Sign-In Sheets, Student Progress Reports, benchmarks</p> <p>Summative: STAAR Scores, completion/graduation rates</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>8) Graduating juniors and seniors will have the opportunity to attend the BISD Annual Migrant College CAMP Symposium in order to visit with representatives and apply to the Texas Universities that offer the College Assistance Migrant Program (CAMP). Select group of Middle School students will attend as well Population: HS Migrant Students- 11th &amp; 12th grade PFS MS students Timeline: January 2017</p>	10	Administration Counselors Teachers Campus Clerks	<p>Formative: Agenda, Sign-In Sheets, Student Progress Reports, benchmarks</p> <p>Summative: STAAR Scores, completion/graduation rates</p>				
<p>9) High school migrant students will have access to the migrant secondary summer program for credit accrual and/or recovery in order to ensure secondary credit for on-time graduation. Population: High School Migrant Students 9th-12th Timeline: June 2017</p>	3, 4, 8	Administration Counselors Teachers Campus Clerks	<p>Formative: Agenda, Sign-In Sheets, Student Progress Reports, benchmarks</p> <p>Summative: STAAR Scores, completion/graduation rates</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) We will sponsor a focus student training which will target the core areas of Reading, Writing, Math, Social Studies and Science which will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS and EOC assessment. Population: MS and HS PFS Migrant Students Timeline: March - 2017</p>	1, 3, 4, 8, 10	Administration Counselors Teachers Campus Clerks	Formative: Agenda, Sign-In Sheets, Student Progress Reports, benchmarks  Summative: STAAR Scores, completion/graduation rates				
<p>11) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Migrant students need additional resources to be successful, including language supports such as smart pens. This includes extensive practice in using the English language which will be provided by their smart pens. Population: PFS and Non-PFS Migrant Students Timeline: August 24, 2016- June 3, 2017</p>	3, 4, 9	Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC	Fewer PFS students are identified due to increased performance				
<p>12) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services such as tablets which will help them to increase their English vocabulary and help them become more proficient in using the English language before other migrant students. Population: PFS Students &amp; Migrant Students Timeline: August 24, 2016 - June 3, 2017</p>	1, 8, 9	Assistant Superintendent C&I Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters	On time promotion and on time graduation				
Funding Sources: Title I-C (Migrant) - \$600.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








**Goal 6: 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, lifelong learning.**

**Performance Objective 1:** BLA will integrate technology in the four core areas up to 50% of instructional time to encourage and support creative, innovative, and lifelong learning.

**Summative Evaluation:** Technology report, TAKS/EOC/STAAR Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Microsoft Office software will be provided to assist in the instructional lab. Student use A+, Think Thru Math, PEG, Compass and other software. There are computers and computer labs available to all students.</p> <p>CNA Page no. 18</p> <p>Population: At-Risk Students</p> <p>Timeline: Fall 2016</p>	3, 5, 8, 9, 10	Administration Teachers Support Teachers TST's	<p>Formative: Software usage reports, student progress reports, benchmark results</p> <p>Summative: STAAR, EOC, Dropout rate, graduation rate, completion rate</p>				
Funding Sources: State Compensatory - \$200.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) The Campus TST's will be given adequate time to provide professional development in the area of instructional technology for faculty and staff in order to increase student performance on credit accrual, state assessments and post secondary success. TST will assist teachers in setting up their own WEB page to increase communication with the community and parents.</p> <p>CNA Page no. 18</p> <p>Population: At-Risk Students</p> <p>Timeline: August 2016-June 2017</p>	1, 3, 4, 5, 10	TST's Teachers Administration	<p>Formative: ERO Session Evaluation Report, Lesson Plans, student Progress Reports, Benchmark Scores</p> <p>Summative: STAAR,EOC, Dropout Rate, Graduation Rate, and completion rate</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Campus TST's will aggressively monitor the computer labs and classrooms where computers are used to be sure the software is appropriately installed and that icons are readily available for teacher and student use.</p>	<p>1, 3, 4, 5, 8, 10</p>	<p>TST's Administration Teachers Support Teachers</p>	<p>Formative: Utilization reports from the computer use</p> <p>Summative: Improved test scores and passing rates of all students</p>				
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 7: By improving attendance, students will be encouraged and challenged to meet their full educational potential.**

# State Compensatory

## Budget for Brownsville Learning Academy:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-006-Y-26-000-Y	6116 Extra Duty Stipend - Locally Defined	\$43,657.00
162-31-6118-00-006-Y-26-000-Y	6116 Extra Duty Stipend - Locally Defined	\$2,618.00
162-13-6118-00-006-Y-26-000-Y	6118 Extra Duty Stipend - Locally Defined	\$8,730.00
162-11-6119-86-006-Y-26-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$967,449.00
162-23-6119-00-006-Y-26-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$274,192.00
162-31-6119-00-006-Y-26-032-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$127,440.00
162-11-6129-06-006-Y-26-000-Y	6129 Salaries or Wages for Support Personnel	\$16,306.00
162-23-6129-01-006-Y-26-044-Y	6129 Salaries or Wages for Support Personnel	\$14,182.00
162-23-6129-08-006-Y-26-000-Y	6129 Salaries or Wages for Support Personnel	\$74,891.00
162-51-6129-47-006-Y-26-000-Y	6129 Salaries or Wages for Support Personnel	\$89,012.00
162-52-6129-01-006-Y-26-044-Y	6129 Salaries or Wages for Support Personnel	\$28,501.00
162-61-6129-08-006-Y-26-000-Y	6129 Salaries or Wages for Support Personnel	\$15,484.00
<b>6100 Subtotal:</b>		<b>\$1,662,462.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-00-006-Y-26-000-Y	6249 Contracted Maintenance & Repair	\$6,400.00
162-23-6269-13-006-Y-26-000-Y	6269 Rentals - Operating Leases	\$5,691.00
162-11-6299-00-006-Y-24-PEG-Y	6299 Miscellaneous Contracted Services	\$4,592.00
162-11-6299-00-006-Y-26-000-Y	6299 Miscellaneous Contracted Services	\$3,000.00
162-32-6299-00-006-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$25,000.00
<b>6200 Subtotal:</b>		<b>\$44,683.00</b>

<b>6300 Supplies and Services</b>		
162-51-6315-00-006-Y-26-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$10,000.00
162-12-6395-62-006-Y-26-000-Y	6395 Supplies, DP Operations - Locally Defined	\$2,925.00
162-11-6396-00-006-Y-26-000-Y	6396 Supplies and Materials - Locally Defined	\$2,000.00
162-23-6398-65-006-Y-26-000-Y	6398 Computer Supplies/Software - Locally Defined	\$700.00
162-61-6399-00-006-Y-30-WTF-Y	6399 General Supplies	\$150.00
162-11-6399-00-006-Y-26-000-Y	6399 General Supplies	\$23,264.00
162-11-6399-16-006-Y-26-000-Y	6399 General Supplies	\$500.00
162-11-6399-62-006-Y-26-000-Y	6399 General Supplies	\$10,000.00
162-12-6399-006-Y-26-000-Y	6399 General Supplies	\$4,000.00
162-23-6399-00-006-Y-26-000-Y	6399 General Supplies	\$3,500.00
162-23-6399-16-006-Y-26-000-Y	6399 General Supplies	\$1,000.00
162-31-6399-00-006-Y-26-000-Y	6399 General Supplies	\$300.00
162-31-6399-65-006-Y-26-000-Y	6399 General Supplies	\$1,000.00
<b>6300 Subtotal:</b>		<b>\$59,339.00</b>
<b>6400 Other Operating Costs</b>		
162-13-6411-00-006-Y-26-000-Y	6411 Employee Travel	\$500.00
162-13-6411-23-006-Y-26-000-Y	6411 Employee Travel	\$1,000.00
162-23-6411-23-006-Y-26-000-Y	6411 Employee Travel	\$3,000.00
162-31-6411-23-006-Y-26-000-Y	6411 Employee Travel	\$1,500.00
162-11-6498-00-006-Y-26-000-Y	6498 Athletic/PE Supplies - Locally Defined	\$5,500.00
162-23-6499-53-006-Y-26-000-Y	6499 Miscellaneous Operating Costs	\$2,000.00
<b>6400 Subtotal:</b>		<b>\$13,500.00</b>
<b>6600 Capital Outlay Accounts</b>		
162-23-6649-65-006-Y-26-000-Y	6649 Capital Assets - Locally Defined	\$5,000.00
<b>6600 Subtotal:</b>		<b>\$5,000.00</b>

## Personnel for Brownsville Learning Academy:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andre Benavidez	Teacher	State Compensatory	1
Barbara Carrol	Teacher	State Compensatory	1
Beatriz Rocha	At-Risk Counselor	State Compensatory	1
Blanca Pena	Teacher	State Compensatory	1
Candace Salazar	Teacher	State Compensatory	1
Catalina Brown	Teacher	State Compensatory	1
David Castro	Hall Monitor	State Compensatory	1
Dawn Hall	Principal	State Compensatory	1
Dora Olivares	Data Entry	State Compensatory	1
Dulce Rios-Puente	Teacher	State Compensatory	1
Elizabeth Brito-Hatcher	Assistant Principal	State Compensatory	1
Elizabeth Garcia	Teacher	State Compensatory	1
Elsa Crixell	Teacher	State Compensatory	1
Federico De La Garza	Attendance Clerk	State Compensatory	1
Francisco Garza	Head Custodian	State Compensatory	1
Francisco Rodriguez	Teacher	State Compensatory	1
Gloria Vital	Teacher	State Compensatory	1
Graciela Linkous	Teacher Aide	State Compensatory	1
Gricelda Eufrazio	Teacher	Bilingual	1
Hector Galvan	Teacher	State Compensatory	1
Hector Zamarripa	Assistant Principal	State Compensatory	1
Humberto Soto	Teacher	State Compensatory	1
Ivan Cantu, Sr.	Custodian	State Compensatory	1
Juan Villarreal	Security	State Compensatory	1

Julio Torres	Teacher	State Compensatory	1
Karina Balboa	Teacher Aide	State Compensatory	1
Louis Henggeler	Teacher	State Compensatory	1
Mara Bruce Lima	Teacher	State Compensatory	1
Maribel San Miguel	Teacher	State Compensatory	1
Maricela Ezekiel	Teacher	State Compensatory	1
Mark Chapa	At-Risk Counselor	State Compensatory	1
Ninfa Garcia	Teacher	State Compensatory	1
Noe Garcia, Jr.	Teacher	State Compensatory	1
Norma Ramos	Teacher	State Compensatory	1
Rita Cepeda	Custodian	State Compensatory	1
Ruben Salazar	Custodian	State Compensatory	1
Ruby Lee Huerta	Teacher	State Compensatory	1
Silvia Gonzalez	Nurse	State Compensatory	1
Silvia Murillo	Teacher	State Compensatory	1
Susan Alaniz	Parent Liaison	State Compensatory	1
Veronica Hernandez	Teacher	State Compensatory	1
Victor Rendon	Security	State Compensatory	1
Vincent Trevino	Teacher	State Compensatory	1
Virginia Scott	Secretary V	State Compensatory	1
Viridiana Aviles-Solano	Teacher	State Compensatory	1
Yolanda Bodden	Teacher	State Compensatory	1

## Campus Funding Summary

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Counselors/supplies	199-31-6399-00-006-Y-99-000-Y	\$1,000.00
1	1	1	Student Snacks	199-11-6499-53-006-Y-11-000-Y	\$1,000.00
1	1	2	Food/Snacks for Staff	199-13-6499-53-006-Y-99-000-Y	\$1,000.00
<b>Sub-Total</b>					<b>\$3,000.00</b>
<b>State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Extra Duty Pay	162-31-6118-00-006-Y-26-000-Y	\$2,618.00
1	1	1	Extra Duty Pay	162-11-6118-00-006-Y-26-000-Y	\$43,657.00
1	1	1	Extra Duty Pay	162-13-6118-00-006-Y-26-000-Y	\$8,730.00
1	1	2	Student progress reports, benchmark scores and other reports as needed	162-23-6399-16-006-Y-26-000-Y	\$1,000.00
1	1	2	Rental	162-23-6269-13-006-Y-26-000-Y	\$5,691.00
1	1	2	Computers/Printers/Fax Machines	162-23-6649-65-006-Y-26-000-Y	\$5,000.00
1	1	2	General Supplies-Administrative, Printers, fax machines	162-23-6399-00-006-Y-26-000-Y	\$3,500.00
1	1	2	Food	162-23-6499-53-006-Y-26-000-Y	\$2,000.00
1	1	2	General Supplies-Office Printers	162-23-6398-65-006-Y-26-000-Y	\$700.00
1	1	2	Software	162-12-6395-62-006-Y-26-000-Y	\$2,925.00
1	1	2	General Supplies	162-12-6399-00-006-Y-26-000-Y	\$4,000.00
1	1	3	Misc. Operating Costs	162-11-6498-00-006-Y26-000-Y	\$5,500.00
1	1	4	Pencils, paper and other general supplies/resources as needed	162-11-6399-00-006-Y-26-000-Y	\$23,264.00
1	1	4	Copy Paper	162-11-6396-00-006-Y-26-000-Y	\$2,000.00
1	1	4	Printing Services	162-11-6399-16-006-Y-26-000-Y	\$500.00
1	1	4	IT Equipment-Ink Cartridges	162-11-6399-62-006-Y-26-000-Y	\$10,000.00
1	1	4		162-11-6329-00-006-Y-30-TLX-Y	\$0.00



1	1	5	Compass Learning/Tech-Labs-SciTex Living with Science	162-11-6249-00-006-Y-26-000-Y	\$6,400.00
1	1	5	A+ Software	162-11-6249-00-006-Y-26-APL-Y	\$2,500.00
1	1	5	Software	162-11-6249-62-006-Y-26-000-Y	\$0.00
1	1	5		162-11-6299-00-006-Y-26-000-Y	\$3,000.00
1	1	6	Substitutes	162-11-6112-00-006-Y-26-000-Y	\$500.00
2	1	2	General Supplies	162-31-6399-00-006-Y-26-000-Y	\$300.00
2	1	2	Ink--Cartridges	162-31-6399-62-006-Y-26-000-Y	\$0.00
2	1	2	General Supplies-Printers <500.00	162-31-6398-65-006-Y-26-000-Y	\$0.00
2	1	3	Employee Travel Counselors	162-31-6411-23-006-Y26-000-Y	\$1,500.00
3	1	1	Travel	162-13-6411-00-006-Y26-000-Y	\$500.00
3	1	1	Travel	162-13-6411-23-006-Y26-000-Y	\$1,000.00
3	1	1	Parent Liaison Travel	162-61-6411-00-006-Y26-000-Y	\$300.00
3	1	1	Food	162-61-6499-53-006-Y30-WTF-Y	\$100.00
3	1	1	General Supplies	162-61-6399-00-006-Y30-WTF-Y	\$150.00
3	1	1	Administration-Travel-Out of District	162-23-6411-23-006-Y-26-000-Y	\$3,000.00
3	1	2	Awards, Medals	162-11-6498-00-006-Y-26-000-Y	\$5,500.00
3	1	5	Supplies and materials for janitorial use	162-51-6315-00-006-Y-26-000-Y	\$10,000.00
6	1	1	Software	162-23-6395-62-006-Y-26-000-Y	\$200.00
<b>Sub-Total</b>					\$156,035.00
<b>Title I-C (Migrant)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	3	Tutorials and supplementary resources for migrant students	212-11-6118-00	\$840.00
5	1	12			\$600.00
<b>Sub-Total</b>					\$1,440.00
<b>Grand Total</b>					\$160,475.00