

# Brazosport Independent School District

## Brazosport High School

### 2023-2024 Improvement Plan

Accountability Rating: B



# Mission Statement

Brazosport High School students will be provided a foundation to achieve personal success in order to become responsible and productive citizens.

## Vision

To commit minds to inquiry, hearts to compassion, and lives to the service of our fellow man.

## Exporter Motto

**Brazosport High School, Where YOU Matter!**

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# Comprehensive Needs Assessment

Revised/Approved: June 2, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

The Brazosport High School needs assessment is described below. The CEIC evaluated the our campus overall effectiveness of programs by using preliminary STAAR results, STAAR Ren, Survey Results for students, teachers, and community stakeholders, (Thought Exchange, Capturing Kids Hearts, and the individual staffing meetings), CCMR tracking information, reporting from Registrar for graduating class of 2023, etc. The needs assessment began in February when the CEIC began to evaluate what was and was not working. We met on May 26th from 11:00 am - 12:30 pm to discuss the process of the CNA as defined in the Powerpoint. Each member of the CEIC was given the campus data and provided feedback on each of the measures as well as our campus strength, weaknesses, threats, and opportunities were outlined to prepare for the 2023-2024 school year. We will review the CNA as more specific data is made available by TEA going into the fall.

# Demographics

## Demographics Summary

Brazosport High School is a small 4-A high school in Brazosport Independent School District. Brazosport High School opened its doors in 1951 and serves our seaside community which includes the towns/villages of Freeport, Surfside, Jones Creek, Oyster Creek and Quintana Beach. Brazosport High School has an enrollment of 882 students. Our diverse student population is composed of 9.6% African American, 69.6% Hispanic, 17.5% White, and 2.6% Two or More Races. 63.9% of our students were identified as economically disadvantaged and 54.9% of our students were identified as At-Risk. 13.9% of our student population were identified as Emergent Bilingual and 13.8% were identified as receiving Special Education services. For the 2023 -2024 school year, our student mobility rate was 17%. 85% of Brazosport High School students were enrolled in Career and Technology Education classes and 10.3% of our students were enrolled in the Gifted and Talented program.

## Demographics Strengths

- Funding for implementation of numerous special programs are available to meet specific needs of all students.
- Parents support their children graduating from high school and pursuing post-secondary education or employment.
- Increase in the number of students in Advanced Courses/Dual Enrollment courses
- Consistent 4 year longitudinal graduation rate.
- Campus dropout rate has remained steady while the state dropout rate has increased significantly.
- Attendance rate increased from 89.2% to 90.5%.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student attendance in both 2021-2022 was 89.2% and increased slightly in 2022-23 to 90.5% compared to pre-COVID reported average in 2019-2020 of 98.3%. **Root Cause:** Attendance is not gaining as multiple variables such as post COVID assumptions regarding attendance continue to provide obstacles to our students and their families. We must continue to emphasize the correlation between attendance and academic excellence.

**Problem Statement 2 (Prioritized):** Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. **Root Cause:** Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.

# Student Learning

## Student Learning Summary

Student Learning data, for the 2022-2023 school year, is listed below. While at the time of the CNA, we have only preliminary/early EOC results, we anticipate student learning results for the Closing the Gaps domain by Fall 2023 and expect Domain III Reset Targets to remain consistent with TEA's most recently published update. Brazosport High School will continue to ensure that the PLC is a staple of our core content to ensure that we maximize the efforts of Tier 1 instruction. We will promote small group instruction and revamp our Tier 2 approach to ensure that we provide intervention to essential learning outcomes for students based on data. Brazosport High School will continue in our commitment to promote academic excellence amongst our student population and provide quality lesson design for Tier 1 instruction by way of the PLC model.

Brazosport High School Approaches Grade Level performance of all tested students for 2023 was:

- Algebra 1 = from 79% to 82%
- Biology = from 85% to 82%
- US History = from 85% to 89%
- English 1 = From 59% to 64%
- English 2 = From 59% to 67%

Brazosport High School Meets Grade Level performance of all tested students for 2023 was:

- Algebra 1 = from 45% to 50%
- Biology = from 49% to 41%
- US History = from 52% to 59%
- English 1 = From 36% to 45%
- English 2 = From 36% to 47%

The Four-, Five- and Six-year graduation rates and dropout rate were: (No current data to report)

- Class of 2021 4-year - %
- Class of 2020 5-year extended - %
- Class of 2019 6-year extended - %
- Annual Dropout Rate - 2.7%

The percentage of students from the class of 2023 meeting the CCMR criteria was 57%.

75% of Algebra 1 and 75% of English II students maintained performance or demonstrated academic growth on their STAAR Assessments.

Closing the Gaps performance

Reading:

- African American target 32% Meets Grade Level. Performance 17%
- Hispanic target 37% Meets Grade Level. Performance 36%

- White target 60% Meets Grade Level. Performance 45%
- Economically Disadvantaged target 33% Meets Grade Level. Performance 36%
- EB/EL (current & monitored) target 29% Meets Grade Level. Performance 24%
- Current Special Education target 19% Meets Grade Level. Performance 19%

#### Mathematics:

- Hispanic target 40% Meets Grade Level. Performance 49%
- White target 59% Meets Grade Level. Performance 39%
- Economically Disadvantaged target 36% Meets Grade Level. Performance 45%
- EB/EL (current & monitored) target 40% Meets Grade Level. Performance 53%
- Current Special Education target 23% Meets Grade Level. Performance 31%

#### Federal Graduation Rate:

- African American target 90%: Performance 89.7%
- Hispanic target 90%: Performance 86.5%
- White target 90%: Performance 81.0%
- Economically Disadvantaged target 90%: Performance 87.2%

#### CCMR

- African American target 31%: Performance 34%
- Hispanic target 41%: Performance 62%
- White target 58%: Performance 48%
- Economically Disadvantaged target 39%: Performance 55%
- Current Special Education target 27%: Performance 40%

#### State Accountability Results: (2022 is the most recent data and will be updated with current data upon receipt)

- Domain I: Student Achievement - 77 (C)
- Domain II: School Progress - 84 (B) {Part A: Academic Growth - 84 (B); Part B: Relative Performance - 83 (B)}
- Domain III: Closing the Gaps - 74 (C)
- Overall Accountability Score, Grade, Rating - 81 (B) Recognized

#### Student Learning Strengths

##### Identified strengths:

- Dedicated and hard working teachers who provide quality Tier 1 instruction
- A leadership team who believes and is committed in the effective work of the PLC model

- A culture of a collaborative effort in disaggregating data to determine the effectiveness of our instruction
- Students who feel safe to take academic risk because of positive academic culture

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 16% of 2023 Brazosport High School students graduates met the TSI criteria for both reading and math, 30% for reading and 17% for math compared to the state average of 41%, 56% and 46% respectively. **Root Cause:** Too few Brazosport High School students are provided with sufficient opportunities to successfully prepare for TSI testing.

**Problem Statement 2 (Prioritized):** Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. **Root Cause:** Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.

**Problem Statement 3 (Prioritized):** Anchor time (intervention) is not being used for intended purpose. **Root Cause:** Low student attendance and a culture of low expectations for students attending after school or Saturday school to receive additional instruction that is equivalent to the Tier 1 standard.

**Problem Statement 4 (Prioritized):** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).



# School Processes & Programs

## School Processes & Programs Summary

The campus has embedded PLCs in all core areas. These professional learning communities serve as the foundation for all of the work of our teachers. Four out of six administrators are coming back for the third year in a row. We have established strong instructional expectations through instructional rounds. High expectations for instruction that teachers consistently receive feedback from administrative walkthroughs. Teachers have technology and resources to provide students with differentiated instruction that support various learning styles. We have reinforced expectations and academic support from extracurricular leaders that are aligned with campus leadership.

New and current processes:

- Effective use of Anchor Time for Tier 2 instruction
- Small group initiative for core
- Mandatory After-school and Saturday School implementation to supplement Tier 1 instruction
- Ongoing professional development for Sheltered instruction

CKH survey data reveals:

- Parent stakeholders believe that Brazosport cares and has their student's best interest at heart.
- Teachers enjoy their work, feel a sense of belonging, and want to be at Brazosport

## School Processes & Programs Strengths

- Consistent Administration
- Consistent Instruction Between Classrooms
- Culture of collaboration and effective use of PLC
- Systematic review of data to evaluate the effectiveness of instruction

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Anchor time (intervention) is not being used for intended purpose. **Root Cause:** Low student attendance and a culture of low expectations for students attending after school or Saturday school to receive additional instruction that is equivalent to the Tier 1 standard.

**Problem Statement 2 (Prioritized):** Staff turnover will require initial and refresher training for the PLC model for the Science and English departments to ensure that PLC model

maintains its effectiveness with new members. **Root Cause:** Campus turnover has been an issue in previous years isolated to English II, but with new leadership and new expectations turnover is anticipated.

**Problem Statement 3 (Prioritized):** Brazosport will need Sheltered Instruction training and refresher to ensure that high yield instructional strategies are implemented to support all students, specifically LEP students, in Tier 1 instruction. **Root Cause:** Staff turnover in English Language Arts and Science department.

**Problem Statement 4 (Prioritized):** 59% of 2023 Brazosport High school graduates met the CCMR qualifications. **Root Cause:** An effective process for identifying students who could successfully TSI assess, as well as students who could excel earning IBCs is needed.

**Problem Statement 5 (Prioritized):** CKH survey data reveals that students don't like coming to school on most days and don't feel they are celebrated for doing good things when at school. **Root Cause:** An inconsistent and low implementation of PBIS to reward students for good things and being at school.

**Problem Statement 6 (Prioritized):** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

# Perceptions

## Perceptions Summary

Brazosport High School believes all students can learn and experience success. We believe that students rise to high expectations and that our students can perform as well as any other students on whatever benchmarks may be used to gauge student achievement. We believe that our role is to prepare students for whatever best fits them after high school, whether it is college, a career, or the military. To fulfill that duty, we must partner with parents and the community to best serve our students. We have an increased number of students who are seeking opportunities in various areas of our Career and Technical Education. Career and Technical Education has had an increase in students who receive industry based certifications over the past few years.

Thought Exchange Survey results reveal:

- 86% of parents agree their child was successful 2022-2023 school year
- 74% believe their child is being well prepared for their future
- 75% felt welcome when they visit our campus
- 

## Perceptions Strengths

- Campus-wide belief in students' ability to succeed
- Community partnerships
- Teacher dedication to collaborate in the PLC model

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

**Problem Statement 2 (Prioritized):** We have a disconnect with teacher communicating the post pandemic high expectations for student achievement with parent stakeholders. We must communicate, stress even, the importance of Tier 1 instruction and ensure that parents and students know that we are aware of attendance concerns and the individual implications on student success. **Root Cause:** Inconsistent communication of academic progress and difficulty shifting culture to utilize after school or Saturday school for at risk students.

# Priority Problem Statements

**Problem Statement 1:** Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction.

**Root Cause 1:** Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Students will not stay for after school or Saturday school after missing Tier 1 instruction.

**Root Cause 2:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 3:** We have a disconnect with teacher communicating the post pandemic high expectations for student achievement with parent stakeholders. We must communicate, stress even, the importance of Tier 1 instruction and ensure that parents and students know that we are aware of attendance concerns and the individual implications on student success.

**Root Cause 3:** Inconsistent communication of academic progress and difficulty shifting culture to utilize after school or Saturday school for at risk students.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** 59% of 2023 Brazosport High school graduates met the CCMR qualifications.

**Root Cause 4:** An effective process for identifying students who could successful TSI assess, as well as students who could excel earning IBCs is needed.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** 16% of 2023 Brazosport High School students graduates met the TSI criteria for both reading and math, 30% for reading and 17% for math compared to the state average of 41%, 56% and 46% respectively.

**Root Cause 5:** Too few Brazosport High School students are provided with sufficient opportunities to successfully prepare for TSI testing.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Anchor time (intervention) is not being used for intended purpose.

**Root Cause 6:** Low student attendance and a culture of low expectations for students attending after school or Saturday school to receive additional instruction that is equivalent to the Tier 1 standard.

**Problem Statement 6 Areas:** Student Learning - School Processes & Programs

**Problem Statement 7:** Student attendance in both 2021-2022 was 89.2% and increased slightly in 2022-23 to 90.5% compared to pre-COVID reported average in 2019-2020 of 98.3%.

**Root Cause 7:** Attendance is not gaining as multiple variables such as post COVID assumptions regarding attendance continue to provide obstacles to our students and their families. We must continue to emphasize the correlation between attendance and academic excellence.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** CKH survey data reveals that students don't like coming to school on most days and don't feel they are celebrated for doing good things when at school.

**Root Cause 8:** An inconsistent and low implementation of PBIS to reward students for good things and being at school.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Brazosport will need Sheltered Instruction training and refresher to ensure that high yield instructional strategies are implemented to support all students, specifically LEP students, in Tier 1 instruction.

**Root Cause 9:** Staff turnover in English Language Arts and Science department.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Staff turnover will require initial and refresher training for the PLC model for the Science and English departments to ensure that PLC model maintains its effectiveness with new members.

**Root Cause 10:** Campus turnover has been an issue in previous years isolated to English II, but with new leadership and new expectations turnover is anticipated.

**Problem Statement 10 Areas:** School Processes & Programs

# Goals

Revised/Approved: September 18, 2023

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.


**Performance Objective 1:** In 2023-2024, Brazosport HS will implement strategies to ensure that students, in each student group, specifically in our At-Risk, Emerging Bilingual (EB), and Special Education students, will increase scores by 5% on End of Course Exams to meet state and federal passing standards for approaches for first time testing students.

**High Priority**

**Evaluation Data Sources:** ELL and Special Education subgroups will attain at least 60% met standard on all state assessments. The economically Disadvantaged subgroup will attain at least 60% met standard on all state assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators will use monthly professional development sessions to support data driven instruction, along with having staff trained in high performing instructional strategies, (Professional Learning Communities, Multi Tier Support Systems, Sheltered Instruction, etc)</p> <p><b>Strategy's Expected Result/Impact:</b> ELL and Special Education student groups will obtain 60% met standard on all state assessments. The economically Disadvantaged student group will attain 60% met standard on all state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and coaches</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will collaborate to include instructional strategies targeting low performing students and students in need of enrichment in their collaborative planning time based on data driven instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Algebra 1 EOC First-Time Tested At-Risk student performance will improve from 84% to 88%.  English I EOC First-Time Testers At-Risk student performance will improve from 46% to 55%.  Biology EOC First-Time Testers At-Risk student performance will improve from 76% to 84%.  English II EOC First-Time Testers At-Risk student performance will improve from 60% to 70%.  US History EOC First-Time Testers At-Risk student performance will improve from 74% to 84%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, department heads.</p> <p><b>Title I:</b>  2.4  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 4 - School Processes &amp; Programs 4, 6 - Perceptions 1</p> <p><b>Funding Sources:</b> Kuta Software - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. <b>Root Cause:</b> Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.</p>
Student Learning
<p><b>Problem Statement 1:</b> 16% of 2023 Brazosport High School graduates met the TSI criteria for both reading and math, 30% for reading and 17% for math compared to the state average of 41%, 56% and 46% respectively. <b>Root Cause:</b> Too few Brazosport High School students are provided with sufficient opportunities to successfully prepare for TSI testing.</p>
<p><b>Problem Statement 2:</b> Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. <b>Root Cause:</b> Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.</p>
<p><b>Problem Statement 4:</b> Students will not stay for after school or Saturday school after missing Tier 1 instruction. <b>Root Cause:</b> Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Staff turnover will require initial and refresher training for the PLC model for the Science and English departments to ensure that PLC model maintains its effectiveness with new members. <b>Root Cause:</b> Campus turnover has been an issue in previous years isolated to English II, but with new leadership and new expectations turnover is anticipated.</p>

### School Processes & Programs

**Problem Statement 3:** Brazosport will need Sheltered Instruction training and refresher to ensure that high yield instructional strategies are implemented to support all students, specifically LEP students, in Tier 1 instruction. **Root Cause:** Staff turnover in English Language Arts and Science department.

**Problem Statement 4:** 59% of 2023 Brazosport High school graduates met the CCMR qualifications. **Root Cause:** An effective process for identifying students who could successful TSI assess, as well as students who could excel earning IBCs is needed.

**Problem Statement 6:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

### Perceptions

**Problem Statement 1:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).







**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 2:** In 2023-2024, Brazosport HS will have 30% of AP students be successful on their AP Exam. (HB 3 CCMR Student Outcome Goal)

**Evaluation Data Sources:** Campus Ratings, graduation, completion rate, college readiness in ELA and mathematics, walkthroughs, reading and math assessments, passing course work, and attendance, master schedule.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize AP potential and individual student conferences to increase student group participation in Honors and AP courses, and provide additional support and instruction to our AP/Honors students through After-School Tutorials and Saturday Tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students who enroll and successfully test in AP courses will increase by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Honors and AP Teachers, Administrative Team, CTE Leaders, Avid Teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide transitional support to all potential Honors and AP students</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students who enroll and successfully test in AP courses will increase by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Honors and AP Teachers, Counselors, Administrative Team</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will establish and implement the appropriate curriculum rigor level in all grade level Honors and AP courses, through professional development and Instructional Support by Campus Content Specialist.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students who enroll and successfully test in AP courses will increase by 3%. 5% increase in Masters Grade Level performance on STAAR EOC exams</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team Campus Content Specialist Department Leaders Instructional Facilitator Advanced Level Teachers</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> 16% of 2023 Brazosport High School students graduates met the TSI criteria for both reading and math, 30% for reading and 17% for math compared to the state average of 41%, 56% and 46% respectively. <b>Root Cause:</b> Too few Brazosport High School students are provided with sufficient opportunities to successfully prepare for TSI testing.</p>
School Processes & Programs
<p><b>Problem Statement 4:</b> 59% of 2023 Brazosport High school graduates met the CCMR qualifications. <b>Root Cause:</b> An effective process for identifying students who could successful TSI assess, as well as students who could excel earning IBCs is needed.</p>

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 3:** In 2023-2024, 95% of freshman will earn 6 or more credits.

**Evaluation Data Sources:** TEAMS report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide targeted intervention for any student who falls behind in credits through credit recovery.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students who will not earn three or more credits by the end of the semester will be placed in Non-Traditional Classes to recover the credit.</p> <p><b>Staff Responsible for Monitoring:</b> Admin team, dept heads, PLCs</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 3, 4 - School Processes &amp; Programs 1, 6 - Perceptions 1</p> <p><b>Funding Sources:</b> Credit Recovery Personnel - Local 30-State Comp Ed Personnel - \$79,800</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. <b>Root Cause:</b> Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.</p>
Student Learning
<p><b>Problem Statement 2:</b> Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. <b>Root Cause:</b> Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.</p>
<p><b>Problem Statement 3:</b> Anchor time (intervention) is not being used for intended purpose. <b>Root Cause:</b> Low student attendance and a culture of low expectations for students attending after school or Saturday school to receive additional instruction that is equivalent to the Tier 1 standard.</p>
<p><b>Problem Statement 4:</b> Students will not stay for after school or Saturday school after missing Tier 1 instruction. <b>Root Cause:</b> Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Anchor time (intervention) is not being used for intended purpose. <b>Root Cause:</b> Low student attendance and a culture of low expectations for students attending after school or Saturday school to receive additional instruction that is equivalent to the Tier 1 standard.</p>

**School Processes & Programs**

**Problem Statement 6:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

**Perceptions**





**Problem Statement 1:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 4:** In 2023-2024, the number of industry based CTE certifications, in accordance with CCMR, earned will reach a minimum of 100. (HB 3 CCMR Student Outcome Goal)

**HB3 Goal**

**Evaluation Data Sources:** Certification reports tracked through PEIMS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will provide support to students who are in CTE courses in which they can earn an Industry-Based Certification to ensure that all students who qualify to take certification exams are ready to do so successfully.</p> <p><b>Strategy's Expected Result/Impact:</b> 64% of 2024 graduates will meet the criteria for CCMR.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Specialist</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 4:</b> 59% of 2023 Brazosport High school graduates met the CCMR qualifications. <b>Root Cause:</b> An effective process for identifying students who could successful TSI assess, as well as students who could excel earning IBCs is needed.</p>





**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*FutureReady.

**Performance Objective 5:** In 2023-2024, all Closing the Gaps indicators identified, including targeted subpopulations will increase by 5% in Algebra 1, English 1, And English 2 All Tested Students. The graduation rate will increase by 89.7% to 92% (Additional Targeted Support will exceed the cut score HB 4545).

**High Priority**

**Evaluation Data Sources:** 2024 State Accountability Closing the Performance Gaps Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and monitor the Multi-Tiered Support System with fidelity for all students and ensure high yield strategies and best practices in all classrooms, including providing students with tutorials during the fall and spring semesters.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, CBA Assessments, and other Formative Assessments will all indicate that students are on track to meet the annual improvement targets for each Closing the Gaps group that missed their Student Achievement target.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers, content specialists, Interventionist, and Leadership Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 4 - School Processes &amp; Programs 3, 6 - Perceptions 1</p> <p><b>Funding Sources:</b> Interventionist - Local 30-State Comp Ed Personnel - \$140,000, Tutorials - Local 30-State Comp Ed - \$26,216, Accelerated Instruction Supplies and Materials (Read 180) - 211 - Title I, Part A - \$16,900, Tutorials - 211 - Title I, Part A - \$1,694, Tutorials - SCE 199- Summer School/Summer School NOW (HB 4545) - \$16,800</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Disaggregate all sub population data for low performing subpopulations and provide data to teachers to inform instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, CBA Assessments, and other Formative Assessments will all indicate that students are on track to meet the annual improvement targets for each Closing the Gaps group that missed their Student Achievement target.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Content Specialist, Administrative Team, Classroom Teacher/ PLC's</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 4 - School Processes &amp; Programs 6 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To improve the quality of Tier 1, 2 &amp; 3 instruction, Intervention teachers will incorporate and utilize researched based high yield strategies, programs and best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> 100 % of students who did not pass one or more of the 2023 STAAR exams will be assigned to intervention opportunities, and they will receive targeted intervention support specific to their identified deficiencies.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Content Specialist EOC Core Content teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 4 - School Processes &amp; Programs 2, 3, 4, 6 - Perceptions 1</p> <p><b>Funding Sources:</b> Campus Interventionist to Address Tier 2 and Tier 3 academic students - Local 24 - State Comp Personnel, Read 180 1 year subscription - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 5 Problem Statements:**

## Demographics

**Problem Statement 2:** Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. **Root Cause:** Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.

## Student Learning

**Problem Statement 1:** 16% of 2023 Brazosport High School students graduates met the TSI criteria for both reading and math, 30% for reading and 17% for math compared to the state average of 41%, 56% and 46% respectively. **Root Cause:** Too few Brazosport High School students are provided with sufficient opportunities to successfully prepare for TSI testing.

**Problem Statement 2:** Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. **Root Cause:** Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.

**Problem Statement 4:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

## School Processes & Programs

**Problem Statement 2:** Staff turnover will require initial and refresher training for the PLC model for the Science and English departments to ensure that PLC model maintains its effectiveness with new members. **Root Cause:** Campus turnover has been an issue in previous years isolated to English II, but with new leadership and new expectations turnover is anticipated.

**Problem Statement 3:** Brazosport will need Sheltered Instruction training and refresher to ensure that high yield instructional strategies are implemented to support all students, specifically LEP students, in Tier 1 instruction. **Root Cause:** Staff turnover in English Language Arts and Science department.

**Problem Statement 4:** 59% of 2023 Brazosport High school graduates met the CCMR qualifications. **Root Cause:** An effective process for identifying students who could successfully TSI assess, as well as students who could excel earning IBCs is needed.

**Problem Statement 6:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

## Perceptions

**Problem Statement 1:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).







**Goal 2:** Brazosport ISD learning environments will be safe and conducive to learning.

**Performance Objective 1:** In 2023-2024, Brazosport HS will create an environment where 95% of all students feel safe and secure at school.

**High Priority**

**Evaluation Data Sources:** Survey results indicate 95% of students feel safe and secure at school.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement ambassador/student greeter program to welcome visitors and people new to our school</p> <p><b>Strategy's Expected Result/Impact:</b> 95% or more of students will indicate favorable feelings about Brazosport High School on the end-of-year survey.</p> <p><b>Staff Responsible for Monitoring:</b> PALs, Leadership Team, Student Counsel</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Offer assemblies to educate students and staff about sexual harassment, drugs, alcohol, and other detrimental behavior</p> <p><b>Strategy's Expected Result/Impact:</b> 10% reduction in incidents rising to the level of out of classroom placements.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, Safety &amp; Security Specialist</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Train staff to create a positive climate for student learning through implementing PBIS and the principles of Capturing Kids' Hearts with consistency and fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% reduction in incidents rising to the level of out of classroom placements.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Team, PBIS Team, Process Champions team, and all teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All safety and security programs will be regularly communicated so all stakeholders are aware of all available resources, including methods for addressing violence prevention and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of students will indicate that they feel safe and secure at school, and reported incidents of bullying will be less than five.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Team, counselors, SROs, and teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Student attendance in both 2021-2022 was 89.2% and increased slightly in 2022-23 to 90.5% compared to pre-COVID reported average in 2019-2020 of 98.3%. <b>Root Cause:</b> Attendance is not gaining as multiple variables such as post COVID assumptions regarding attendance continue to provide obstacles to our students and their families. We must continue to emphasize the correlation between attendance and academic excellence.</p>
<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Anchor time (intervention) is not being used for intended purpose. <b>Root Cause:</b> Low student attendance and a culture of low expectations for students attending after school or Saturday school to receive additional instruction that is equivalent to the Tier 1 standard.</p>

## School Processes & Programs

**Problem Statement 1:** Anchor time (intervention) is not being used for intended purpose. **Root Cause:** Low student attendance and a culture of low expectations for students attending after school or Saturday school to receive additional instruction that is equivalent to the Tier 1 standard.





**Problem Statement 5:** CKH survey data reveals that students don't like coming to school on most days and don't feel they are celebrated for doing good things when at school.

**Root Cause:** An inconsistent and low implementation of PBIS to reward students for good things and being at school.

**Goal 2:** Brazosport ISD learning environments will be safe and conducive to learning.

**Performance Objective 2:** In 2023-2024, Brazosport HS will provide a well-rounded educational program that addresses all of the needs of students, not just academic.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Brazosport HS will offer monthly Social Emotional Learning opportunities once a month to better equip students to improve academically and behaviorally, and to increase student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will improve by 1.0%. 10% reduction in incidents rising to the level of out of classroom placements. The performance at Meets Grade Level for all STAAR EOC tested students will increase by 3% or more.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Brazosport High school will provide a safety specialist that will monitor truant behaviors including classroom attendance. This safety specialist will support the effort to maximize student engagement during instructional time.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will improve to 93.5% or above.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize a Campus At-Risk Coordinator to track and monitor attendance, to communicate with parents to support students attending school, and to make home visits to students who are demonstrate poor attendance and who are at risk of failing academically due to poor attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will improve to 93.5% or above.</p> <p><b>Staff Responsible for Monitoring:</b> Campus At-Risk Coordinators</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize resources to assist homeless students.</p> <p><b>Strategy's Expected Result/Impact:</b> The Meets Grade Level performance of students in all five EOC exams will increase by 3% or more, improved attendance and an increase in the number of students at each grade level who meet the minimum number of required credits to be promoted to the next grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CEIC, counselors, staff</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Student attendance in both 2021-2022 was 89.2% and increased slightly in 2022-23 to 90.5% compared to pre-COVID reported average in 2019-2020 of 98.3%. <b>Root Cause:</b> Attendance is not gaining as multiple variables such as post COVID assumptions regarding attendance continue to provide obstacles to our students and their families. We must continue to emphasize the correlation between attendance and academic excellence.</p>
<p><b>Problem Statement 2:</b> Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. <b>Root Cause:</b> Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. <b>Root Cause:</b> Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.</p>





**Goal 3:** Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

**Performance Objective 1:** In 2023-2024, Brazosport HS will increase student, parent, and community engagement opportunities.

- Meet the Exporters Night (Fall)
- Fall BACODA (In Plain Sight Presentation)
- Fall Title 1 Parent Night
- Spring Title 1 Parent Night
- Spring Parent Event

**Evaluation Data Sources:** Two student, parent, and community outreach opportunities per semester.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide campus communications and the Parent Engagement Policy in Spanish for parents, phone and written communications with parents or guardians for program placement will be through a parent liaison/translator</p> <p><b>Strategy's Expected Result/Impact:</b> quarterly review of denials of bilingual services, data for academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher, Campus Administration Team</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> SMOREs Campus Communication - 211 - Title I, Part A Parent &amp; Family Engagement</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a Minimum of 2 Parent Involvement events at flexible times each semester including: Fall BACODA (In Plain Sight Presentation) Fall Title 1 Parent Night Spring Title 1 Parent Night Spring Parent Event</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance and an increase in the number of students at each grade level who meet the minimum number of required credits to be promoted to the next grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Resources needed for Parent Involvement Events - 211 - Title I, Part A Parent &amp; Family Engagement - \$2,945, Refreshments for PFE - 211 - Title I, Part A Parent &amp; Family Engagement - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parents will receive and sign the Parent and Family Compact at the October Title I Parent Night.</p> <p><b>Strategy's Expected Result/Impact:</b> All parents will receive and sign the Parent and Family Compact.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> We have a disconnect with teacher communicating the post pandemic high expectations for student achievement with parent stakeholders. We must communicate, stress even, the importance of Tier 1 instruction and ensure that parents and students know that we are aware of attendance concerns and the individual implications on student success. <b>Root Cause:</b> Inconsistent communication of academic progress and difficulty shifting culture to utilize after school or Saturday school for at risk students.</p>

**Goal 4:** Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 1:** In 2023-2024, Brazosport HS will allocate supplemental funds to support the overall well-rounded instructional program of the campus and to address learning loss resulting in all student groups meeting or exceeding their annual Domain III targets for Academic Achievement, graduation and CCMR.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Campus Improvement Plan Budget Summary

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through the use of additional staff (Instructional Content Specialist) Brazosport HS will Design, incorporate, and implement research-based student engagement strategies into Tier 1 instruction to support the learning of identified students, including but not limited to student use of academic language, sheltered instruction, and literacy enrichment strategies</p> <p><b>Strategy's Expected Result/Impact:</b> ELL and Special Education subgroups will obtain 60% met standard on all state assessments. The economically Disadvantaged subgroup will attain 60% met standard on all state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Content Specialist, Administrative Team, Classroom Teacher/ PLC's</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p> <p><b>Funding Sources:</b> 4 Content Specialists (John Long, Julie Hernandez &amp; 2 Vacant) - 211 - Title I, Part A - \$170,000</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through an increase of in class personnel support, students will be supported in Tier 1 instructional Time.</p> <p><b>Strategy's Expected Result/Impact:</b> The performance at Meets Grade Level for all STAAR EOC tested students will increase by 3% or more.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p> <p><b>Funding Sources:</b> ESL Aide - 211 - Title I, Part A - \$27,000, Intervention Para (Sofia Madrigal and 1 Vacant) - 211 - Title I, Part A - \$54,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Brazosport HS will allocate supplemental funds to support the overall well-rounded instructional program of the campus and to address learning loss resulting in all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> The performance at Meets Grade Level for all STAAR EOC tested students will increase by 3% or more.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 3, 4 - School Processes &amp; Programs 1, 6 - Perceptions 1</p> <p><b>Funding Sources:</b> Supplies and Materials - 211 - Title I, Part A, Supplies and Materials - 282-ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. <b>Root Cause:</b> Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.</p>
Student Learning
<p><b>Problem Statement 2:</b> Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. <b>Root Cause:</b> Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.</p>
<p><b>Problem Statement 3:</b> Anchor time (intervention) is not being used for intended purpose. <b>Root Cause:</b> Low student attendance and a culture of low expectations for students attending after school or Saturday school to receive additional instruction that is equivalent to the Tier 1 standard.</p>

### Student Learning

**Problem Statement 4:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

### School Processes & Programs

**Problem Statement 1:** Anchor time (intervention) is not being used for intended purpose. **Root Cause:** Low student attendance and a culture of low expectations for students attending after school or Saturday school to receive additional instruction that is equivalent to the Tier 1 standard.

**Problem Statement 6:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

### Perceptions

**Problem Statement 1:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

**Goal 5:** Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 1:** In 2023-24, Brazosport HS will ensure that all staff is 100% highly effective and trained in appropriate instructional practices.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide embedded professional development monthly at staff and PLCs and provide professional development opportunities as needed, for example, the TASSP summer workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> The performance at Meets Grade Level for all STAAR EOC tested students will increase by 3% or more.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team Instructional facilitator</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus interventionists and EOC subject teachers will be trained at the Solution Tree Professional Learning Communities Conference in the summer.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of designated staff will be trained, and will use their training to support the campus becoming a Professional Learning Community.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> PLC at Work - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All instructional staff will receive Seidlitz training Sheltered Instruction and Talk Read, Talk Write in the fall and spring semesters.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Seidlitz trained instructional staff will show evidence of implementation of Sheltered Instruction strategies in both their lesson plans and administrator and other support staff observations.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Seidlitz - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus interventionists, content specialists and EOC teachers will be trained at the RtI At Work Conference in the spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Anchor Time will become more focused on student learning, and Tier 1 instruction will include time for interventions during first-best instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 3, 4 - School Processes &amp; Programs 1, 6 - Perceptions 1</p> <p><b>Funding Sources:</b> RTI at Work Conference - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus interventionists and content specialists, and EOC teachers will be trained in instructional strategies designed to accelerate closing achievement gaps, and they will use what they learn to train campus staff.</p> <p><b>Strategy's Expected Result/Impact:</b> The performance at Meets Grade Level for all STAAR EOC tested students will increase by 3% or more.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 3, 4 - School Processes &amp; Programs 1, 6 - Perceptions 1</p> <p><b>Funding Sources:</b> READ 180 PD - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 2:** Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. **Root Cause:** Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.

### Student Learning

**Problem Statement 2:** Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. **Root Cause:** Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.

**Problem Statement 3:** Anchor time (intervention) is not being used for intended purpose. **Root Cause:** Low student attendance and a culture of low expectations for students attending after school or Saturday school to receive additional instruction that is equivalent to the Tier 1 standard.

**Problem Statement 4:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

### School Processes & Programs

**Problem Statement 1:** Anchor time (intervention) is not being used for intended purpose. **Root Cause:** Low student attendance and a culture of low expectations for students attending after school or Saturday school to receive additional instruction that is equivalent to the Tier 1 standard.

**Problem Statement 2:** Staff turnover will require initial and refresher training for the PLC model for the Science and English departments to ensure that PLC model maintains its effectiveness with new members. **Root Cause:** Campus turnover has been an issue in previous years isolated to English II, but with new leadership and new expectations turnover is anticipated.

**Problem Statement 3:** Brazosport will need Sheltered Instruction training and refresher to ensure that high yield instructional strategies are implemented to support all students, specifically LEP students, in Tier 1 instruction. **Root Cause:** Staff turnover in English Language Arts and Science department.

**Problem Statement 6:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

### Perceptions





**Problem Statement 1:** Students will not stay for after school or Saturday school after missing Tier 1 instruction. **Root Cause:** Ineffective use of Tier 2 instruction (Anchor Time is being used in some classes as a supplement missed opportunities in Tier 1 instruction).

**Goal 5:** Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 2:** In 2023-2024, Brazosport High School will use supplemental funds to hire additional staff who will support instruction and intervention.

**High Priority**

**Evaluation Data Sources:** 60% of teachers scoring proficient or higher in each dimension on their T-TESS summative evaluation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will add additional staff using supplemental funding to assist our students in closing academic achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Performance on EOC and TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p> <p><b>Funding Sources:</b> Two additional history teachers - 282-ESSER III , Two special education co-teachers - 282-ESSER III , Two Instructional Aides - 282-ESSER III , Intervention Paraprofessionals - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. <b>Root Cause:</b> Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Too many students rely on Tier 2 instruction to supplement missed content exposure that is provided in Tier 1 instruction. <b>Root Cause:</b> Student attendance although slightly improved since the pandemic continues to impact at risk students who consistently miss Tier 1 instruction.</p>

# State Compensatory

## Budget for Brazosport High School

**Total SCE Funds:** \$262,816.00

**Total FTEs Funded by SCE:** 3.14

### Brief Description of SCE Services and/or Programs

SCE funds are used to support intervention and remedial instruction to at-risk identified students, and to help fund summer school for students who failed classes and/or Did Not Meet standard on a STAAR EOC assessment.

## Personnel for Brazosport High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cannie Dobbins	Credit Recovery Teacher	0.14
Jennifer Denise Simpson	Interventionist	1
Jose Alex Molina	Credit Recovery Teacher	0.14
Vacant	Interventionist	1
Vonce Ducre	Credit Recovery Teacher	0.86

# Title I

## 1.1: Comprehensive Needs Assessment

The needs assessment began in March when the CEIC began to evaluate what was and was not working. Meetings continued throughout the month of May. In June, teachers and administrators used 2022 assessment data to refine the previous work of the CEIC. The CEIC convened in July to complete the CNA and formulate strategies to address problem statements and root causes.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus Improvement Plan was developed using the findings from the CNA. Participants in the development of the plan included campus administrators, Department Heads, central office administrators and CEIC members.

## 2.2: Regular monitoring and revision

The Campus Improvement Plan is monitored a minimum of three times throughout the year and summatively evaluated in June. Formative reviews are conducted in November, January, and March.

## 2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is translated into Spanish and posted on the district and campus websites. Copies in Spanish and English are made available for viewing in the front office, and copies are given to stakeholders upon request.

## 2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	2	Teachers will collaborate to include instructional strategies targeting low performing students and students in need of enrichment in their collaborative planning time based on data driven instruction.
1	2	3	Teachers will establish and implement the appropriate curriculum rigor level in all grade level Honors and AP courses, through professional development and Instructional Support by Campus Content Specialist.
1	5	1	Implement and monitor the Multi-Tiered Support System with fidelity for all students and ensure high yield strategies and best practices in all classrooms, including providing students with tutorials during the fall and spring semesters.



Goal	Performance Objective	Strategy	Description
1	5	2	Disaggregate all sub population data for low performing subpopulations and provide data to teachers to inform instructional planning.
1	5	3	To improve the quality of Tier 1, 2 & 3 instruction, Intervention teachers will incorporate and utilize researched based high yield strategies, programs and best practices.
2	2	2	Brazosport High school will provide a safety specialist that will monitor truant behaviors including classroom attendance. This safety specialist will support the effort to maximize student engagement during instructional time.
4	1	2	Through an increase of in class personnel support, students will be supported in Tier 1 instructional Time.
5	2	1	The campus will add additional staff using supplemental funding to assist our students in closing academic achievement gaps.

Save

## 2.5: Increased learning time and well-rounded education

Goal	Performance Objective	Strategy	Description
1	2	1	Utilize AP potential and individual student conferences to increase student group participation in Honors and AP courses, and provide additional support and instruction to our AP/Honors students through After-School Tutorials and Saturday Tutorials.
1	2	2	Provide transitional support to all potential Honors and AP students
1	2	3	Teachers will establish and implement the appropriate curriculum rigor level in all grade level Honors and AP courses, through professional development and Instructional Support by Campus Content Specialist.
1	4	1	The campus will provide support to students who are in CTE courses in which they can earn an Industry-Based Certification to ensure that all students who qualify to take certification exams are ready to do so successfully.

Goal	Performance Objective	Strategy	Description
1	5	1	Implement and monitor the Multi-Tiered Support System with fidelity for all students and ensure high yield strategies and best practices in all classrooms, including providing students with tutorials during the fall and spring semesters.
1	5	3	To improve the quality of Tier 1, 2 & 3 instruction, Intervention teachers will incorporate and utilize researched based high yield strategies, programs and best practices.
2	1	3	Train staff to create a positive climate for student learning through implementing PBIS and the principles of Capturing Kids' Hearts with consistency and fidelity.
2	2	1	Brazosport HS will offer monthly Social Emotional Learning opportunities once a month to better equip students to improve academically and behaviorally, and to increase student attendance.
2	2	4	Utilize resources to assist homeless students.
4	1	1	Through the use of additional staff (Instructional Content Specialist) Brazosport HS will Design, incorporate, and implement research-based student engagement strategies into Tier 1 instruction to support the learning of identified students, including but not limited to student use of academic language, sheltered instruction, and literacy enrichment strategies
4	1	2	Through an increase of in class personnel support, students will be supported in Tier 1 instructional Time.
4	1	3	Brazosport HS will allocate supplemental funds to support the overall well-rounded instructional program of the campus and to address learning loss resulting in all student groups.
5	1	3	All instructional staff will receive Seidlitz training Sheltered Instruction and Talk Read, Talk Write in the fall and spring semesters.
5	1	5	Campus interventionists and content specialists, and EOC teachers will be trained in instructional strategies designed to accelerate closing achievement gaps, and they will use what they learn to train campus staff.

## 2.6: Address needs of all students, particularly at-risk

Goal	Performance Objective	Strategy	Description
1	1	1	Administrators will use monthly professional development sessions to support data driven instruction, along with having staff trained in high performing instructional strategies, (Professional Learning Communities, Multi Tier Support Systems, Sheltered Instruction, etc)
1	3	1	Provide targeted intervention for any student who falls behind in credits through credit recovery.

Goal	Performance Objective	Strategy	Description
1	4	1	The campus will provide support to students who are in CTE courses in which they can earn an Industry-Based Certification to ensure that all students who qualify to take certification exams are ready to do so successfully.
1	5	1	Implement and monitor the Multi-Tiered Support System with fidelity for all students and ensure high yield strategies and best practices in all classrooms, including providing students with tutorials during the fall and spring semesters.
1	5	2	Disaggregate all sub population data for low performing subpopulations and provide data to teachers to inform instructional planning.
1	5	3	To improve the quality of Tier 1, 2 & 3 instruction, Intervention teachers will incorporate and utilize researched based high yield strategies, programs and best practices.
2	1	1	Implement ambassador/student greeter program to welcome visitors and people new to our school
2	1	2	Offer assemblies to educate students and staff about sexual harassment, drugs, alcohol, and other detrimental behavior
2	1	3	Train staff to create a positive climate for student learning through implementing PBIS and the principles of Capturing Kids' Hearts with consistency and fidelity.
2	2	1	Brazosport HS will offer monthly Social Emotional Learning opportunities once a month to better equip students to improve academically and behaviorally, and to increase student attendance.
2	2	2	Brazosport High school will provide a safety specialist that will monitor truant behaviors including classroom attendance. This safety specialist will support the effort to maximize student engagement during instructional time.
2	2	3	Utilize a Campus At-Risk Coordinator to track and monitor attendance, to communicate with parents to support students attending school, and to make home visits to students who are demonstrate poor attendance and who are at risk of failing academically due to poor attendance.
2	2	4	Utilize resources to assist homeless students.
4	1	1	Through the use of additional staff (Instructional Content Specialist) Brazosport HS will Design, incorporate, and implement research-based student engagement strategies into Tier 1 instruction to support the learning of identified students, including but not limited to student use of academic language, sheltered instruction, and literacy enrichment strategies
4	1	2	Through an increase of in class personnel support, students will be supported in Tier 1 instructional Time.
4	1	3	Brazosport HS will allocate supplemental funds to support the overall well-rounded instructional program of the campus and to address learning loss resulting in all student groups.

Goal	Performance Objective	Strategy	Description
5	1	1	Provide embedded professional development monthly at staff and PLCs and provide professional development opportunities as needed, for example, the TASSP summer workshop.
5	1	2	Campus interventionists and EOC subject teachers will be trained at the Solution Tree Professional Learning Communities Conference in the summer.
5	1	3	All instructional staff will receive Seidlitz training Sheltered Instruction and Talk Read, Talk Write in the fall and spring semesters.
5	1	4	Campus interventionists, content specialists and EOC teachers will be trained at the RtI At Work Conference in the spring semester.
5	1	5	Campus interventionists and content specialists, and EOC teachers will be trained in instructional strategies designed to accelerate closing achievement gaps, and they will use what they learn to train campus staff.
5	2	1	The campus will add additional staff using supplemental funding to assist our students in closing academic achievement gaps.

### 3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan is evaluated in June by the Campus Leadership Team following the receipt of state assessment results.

### 4.1: Develop and distribute Parent and Family Engagement Policy

Goal	Performance Objective	Strategy	Description
3	1	3	Parents will receive and sign the Parent and Family Compact at the October Title I Parent Night.

### 4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
3	1	1	Provide campus communications and the Parent Engagement Policy in Spanish for parents, phone and written communications with parents or guardians for program placement will be through a parent liaison/translator

Goal	Performance Objective	Strategy	Description
3	1	2	Provide a Minimum of 2 Parent Involvement events at flexible times each semester including: Fall BACODA (In Plain Sight Presentation) Fall Title 1 Parent Night Spring Title 1 Parent Night Spring Parent Event
3	1	3	Parents will receive and sign the Parent and Family Compact at the October Title I Parent Night.

### **5.1: Determine which students will be served by following local policy**

Students served through Special Education, the Language Acquisition Program and through Gifted and Talented Education are identified and serviced following all legal and local policies from the EHB series related to those special programs, and guided by administrative regulations associated with those policies.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Luna	ESL Aide		1
John Long	History Content Specialist		.5
Julie Hernandez	Science Content Specialist		.5
Sophia Madrigal	Intervention Aide		1
TBD	Intervention AIDE		1
TBD	English Content Specialist		.5
TBD	Math Content Specialist		.5

# Campus Funding Summary

SCE 199- Summer School/Summer School NOW (HB 4545)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Tutorials		\$16,800.00
<b>Sub-Total</b>					\$16,800.00
<b>Budgeted Fund Source Amount</b>					\$16,800.00
<b>+/- Difference</b>					\$0.00
Local 30-State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Tutorials		\$26,216.00
<b>Sub-Total</b>					\$26,216.00
<b>Budgeted Fund Source Amount</b>					\$26,216.00
<b>+/- Difference</b>					\$0.00
Local 30-State Comp Ed Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Credit Recovery Personnel		\$79,800.00
1	5	1	Interventionist		\$140,000.00
<b>Sub-Total</b>					\$219,800.00
<b>Budgeted Fund Source Amount</b>					\$219,800.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Kuta Software		\$0.00
1	5	1	Tutorials		\$1,694.00
1	5	1	Accelerated Instruction Supplies and Materials (Read 180)		\$16,900.00
1	5	3	Read 180 1 year subscription		\$0.00
4	1	1	4 Content Specialists (John Long, Julie Hernandez & 2 Vacant)		\$170,000.00
4	1	2	ESL Aide		\$27,000.00
4	1	2	Intervention Para (Sofia Madrigal and 1 Vacant)		\$54,000.00
4	1	3	Supplies and Materials		\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	PLC at Work		\$0.00
5	1	3	Seidlitz		\$0.00
5	1	4	RTI at Work Conference		\$0.00
5	1	5	READ 180 PD		\$0.00
5	2	1	Intervention Paraprofessionals		\$0.00
<b>Sub-Total</b>					\$269,594.00
<b>Budgeted Fund Source Amount</b>					\$269,594.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A Parent & Family Engagement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	SMOREs Campus Communication		\$0.00
3	1	2	Refreshments for PFE		\$250.00
3	1	2	Resources needed for Parent Involvement Events		\$2,945.00
<b>Sub-Total</b>					\$3,195.00
<b>Budgeted Fund Source Amount</b>					\$3,195.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$535,605.00
<b>Grand Total Spent</b>					\$535,605.00
<b>+/- Difference</b>					\$0.00