

Brazosport Independent School District
Lighthouse Learning Center
2023-2024 Improvement Plan



Board Approval Date: October 16, 2023

Mission Statement

The mission of The Lighthouse Learning Center is to provide hope with educational opportunities designed to meet students' diverse social and academic needs in a structured, but compassionate learning environment.

Vision

Helping students to become positive, productive citizens and fulfill their life's dreams.

Value Statement

We believe every child deserves the highest quality education

We believe everyone is accountable for student success

We believe students find purpose through connections with their schools

We believe collaborative partnerships are vital to strengthening the learning experience

We value and support the contributions of our staff

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Comprehensive Needs Assessment

Revised/Approved: May 24, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The Lighthouse Learning Center is the Brazosport ISD Discipline Alternative Education Program (DAEP) campus. Campus enrollment fluctuates between 40 and 150- students throughout the year. The campus services both mandatory and discretionary expulsion students with a staff of approximately twelve teachers, an At-Risk Coordinator, school counselor and a Principal. The campus services students in grades 1-12. For the last few years, the campus has placed a heavy emphasis on behavior interventions, management and positive behavior practices training for students. Although there has been some emphasis placed on student academic performance, most of the campus improvement plan strategies have addressed student behaviors.

By examining student academic performance data, along with attendance, discipline and program requirements, the campus realized that a more balanced approach to addressing students needs was needed if recidivism rates were to begin going down. The data reviewed support that finding, and the campus developed five problem areas with their root causes to address in the 2023-2024 Campus Improvement Plan.

Demographics

Demographics Summary

Demographics at the Lighthouse Learning Center vary throughout the year based on student assignments. The following data was pulled from the October 2023 Snapshot. Percentages for the district are in parenthesis and are included for comparison purposes. The list begins with enrollment.

- Black/African American: 25% (6.89%)
- Hispanic/Latino: 50%% (56.74%)
- White: 21.59% (31.58%)
- Two or more - 2.27% (3.02%)

Additional Data:

- Emergent Bilingual/EL - 12.5% (13.79%)
- Economically Disadvantaged: 86.36% (68.24%)
- Special Education: 35.23% (15.66%)
- Gifted and Talented: 6.82% (11.27%)

Student Discipline: ISS

- 71 total ISS placements
- 75% for classroom disruptions, profanity/obscenity and serious and persistent misconduct.

Student Discipline: OSS

- 131 total OSS placements
- 74% for insubordination/defiance, profanity/obscenity, fighting and classroom disturbances

Student out of classroom placements had a negative impact on student performance on state assessments, and on the successful completion of the program and subsequent transition back to the home campus. The campus services students who meet the definition of "homeless children and youths" under 42 U.S.C. Section 11434a. Education Code 37.005(d). To service those students, the Principal will add strategies to the Campus Improvement Plan that specifically address providing supports and services to homeless students and unaccompanied youth.

Demographics Strengths

- Teachers have been trained in behavioral management techniques and strategies
- Middle school team is completely restaffed
- Diverse Staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: DAEP recidivism for 2023 was 42%. **Root Cause:** Personal Transition Plans are not written collaboratively with the DAEP staff and the home campuses.

Problem Statement 2 (Prioritized): 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%. **Root Cause:** Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.

Student Learning

Student Learning Summary

STAAR performance scores are chronically low at the Lighthouse Learning Center. The nature of the campus calls for a different approach to supporting students who performed at the Did Not Meet level on previous year STAAR tests. The 2021-2022 Campus Improvement Plan did not address remediating students to prepare them for state testing. There was one strategy on breaking down performance objectives to inform planning, and it was accomplished, but the strategy related to monitoring student academic success by looking at the students' incoming grades, talking to the students about where they are and how to maintain passing grades or how to improve their grades overall was only 60% implemented. That strategy was identified for continuation in 2022-2023.

The lack of emphasis on student academic achievement in favor of emphasizing behavior reflected in student performance on state assessments, and their lack of academic readiness when leaving the program to return to their home campus. Campus administration recognizes that the emphasis should be balanced to both academic performance and behavior if a student has any chance of successfully transitioning back to his/her home campus. To support academic readiness, the campus will align instruction in all subjects with the district Scope And Sequences, as well as to the district time lines for instructional delivery. Additionally, the campus will implement HB 4545 using intentional interventions and remediation.

	Total Students	Approaches	Meets	Masters
Grade 4 Math	3	33%	0%	0%
Grade 4 Reading	3	67%	0%	0%
Grade 4 Writing	3	67%	0%	0%
Grade 5 Math	6	0%	0%	0%
Grade 5 Reading	6	17%	0%	0%
Grade 5 Science	6	0%	0%	0%
Grade 6 Math	9	22%	0%	0%
Grade 6 Reading	9	11%	0%	0%
	Total Students	Approaches	Meets	Masters
Grade 7 Math	5	0%	0%	0%
Grade 7 Reading	5	0%	0%	0%
Grade 7 Writing	7	29%	0%	0%
Grade 8 Math	14	50%	14.29%	0%
Grade 8 Reading	15	60%	26.67%	0%
Grade 8 Science	14	50%	21.43%	0%
Grade 8 Social Studies	13	38%	8%	0%

	Total Students	Approaches	Meets	Masters
	Total Students	Approaches	Meets	Masters
Algebra 1	17	41%	0%	0%
Biology	13	38%	23%	0%
English I	19	26%	16%	0%
English II	14	36%	21%	0%
US History	15	27%	13%	13%

Student Learning Strengths

- Students in grades 8 and on 4/5 EOC exams performed at Meets Grade Level
- 8th grade students improved performance at Approaches Grade Level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning. **Root Cause:** Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.

Problem Statement 2: DAEP recidivism for 2023 was 42%. **Root Cause:** Personal Transition Plans are not written collaboratively with the DAEP staff and the home campuses.

Problem Statement 3 (Prioritized): 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%. **Root Cause:** Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.

Problem Statement 4 (Prioritized): Students are returning to their home campuses behind in the curriculum. **Root Cause:** Constant interruptions to the learning environment because of struggling behavior make it difficult for students to master the curriculum.

School Processes & Programs

School Processes & Programs Summary

For all of 2022-2023, DAEP students attended school in person. The campus attendance rate for 2021 was 81.8%, for 2022 was 82% and for 2023 was 78.2%, with a 3.7% loss from previous school years.. Campus processes and programs will need to address improving student attendance to ensure that most students return to their home campus on time and ready to be successful. The campus needs to employ a full time PEIMS/Attendance clerk that will stay and monitor excessive absences and file in a timely manner in conjunction with the student's home campus.

The campus will add new teachers this year in many areas for the first time in several years, which will require professional development to be scheduled to address PBIS and CKH.. The new teachers will need organized supports to help with their transition to a DAEP, classroom management in a DAEP and how to access critical supports, such as the grade book and Eduphoria.

One of the greatest challenges facing the campus is to reduce recidivism. Over the last few years, the campus moved away from a balanced approach to supporting students academically and behaviorally, and moved instead to a primarily behavior-based program. Campus administration sees the need to return to that balance and is committed to reducing recidivism. In 2023-2024, the campus improvement plan will include strategies that target both the academic and behavioral needs of students. Campus administrators will work with the Student Services and Compliance and Data Quality Departments to identify key impacts and root causes of the high recidivism rate, and will use that information to develop a structured approach to attack the problem.

School Processes & Programs Strengths

- The campus has excellent intake processes already in place
- The campus has access to excellent resources to support the social, emotional and behavioral needs of students
- Student Personal Transition Plans are being written for high school students.
- Transitions have greatly improved since teachers, not students, transition.
- The campus offers students the same anti-vaping and anti-bullying training.
- The structures are in place for the student searches.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%. **Root Cause:** Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.

Problem Statement 2 (Prioritized): Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning. **Root Cause:** Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.

Perceptions

Perceptions Summary

Morale among teachers is high at the DAEP. Teachers reported feeling safe, supported, as having the instructional materials they need, as having had moderate to good participation from virtual students, and they expressed that they enjoy working at the DAEP. Teachers did express that they feel excluded in curriculum conversations with other teachers and that they do not always feel valued and appreciated by district administrators. Sixty percent of teachers do not feel that the district Curriculum-Based Assessments are useful to them in identifying student progress and learning needs.

Highest parent participation ever in the EOY parent survey.

Perceptions Strengths

- Staff build great relationships with the students and parents, and refer students to outside resources and agencies to address some of the serious issues they are facing.
- Hester's weekly newsletters
- Campus Facebook page that highlights positives
- Teachers feel valued
- Morale building activities are working.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning. **Root Cause:** Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.

Priority Problem Statements

Problem Statement 1: 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%.

Root Cause 1: Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning.

Root Cause 2: Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.

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

Problem Statement 3: Students are returning to their home campuses behind in the curriculum.

Root Cause 3: Constant interruptions to the learning environment because of struggling behavior make it difficult for students to master the curriculum.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

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*Future Ready.

Performance Objective 1: In 2023-24, LLC will provide instruction in core subjects in a manner that ensures that 75% of students return to their home campuses on track academically.

High Priority

Evaluation Data Sources: Report cards and progress reports
Formative assessment results

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades 6-12 will be given access to Edgenuity and provided instruction in the essential strands in each of the core subjects (6-8) and all accessible courses (HS) to support their returning to campus on track.</p> <p>Strategy's Expected Result/Impact: 75% of students will return to campus on track.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide differentiated instruction to all students that addresses individual learning needs and styles.</p> <p>Strategy's Expected Result/Impact: 75% of students will exit the program on track academically.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: LLC will incorporate a successful outcome program that aligns academics, behaviors, and attendance to a student returning to their home campus early.</p> <p>Strategy's Expected Result/Impact: The successful outcomes program will result in 50% or more students returning to their home campus early.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 2: 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%. Root Cause: Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.</p>
Student Learning
<p>Problem Statement 3: 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%. Root Cause: Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.</p>
<p>Problem Statement 4: Students are returning to their home campuses behind in the curriculum. Root Cause: Constant interruptions to the learning environment because of struggling behavior make it difficult for students to master the curriculum.</p>
School Processes & Programs
<p>Problem Statement 1: 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%. Root Cause: Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.</p>

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

Performance Objective 2: In 2023-2024, LLC implement the use of Career Exploration through the ASVAB Career Exploration Program.

High Priority

Evaluation Data Sources: Recidivism

Strategy 1 Details	Reviews			
Strategy 1: Administration of the ASVAB/Career Exploration test 2x per semester or once per grading period. Strategy's Expected Result/Impact: 75% of students will exit the program on track academically. Staff Responsible for Monitoring: campus admin Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Students are returning to their home campuses behind in the curriculum. Root Cause: Constant interruptions to the learning environment because of struggling behavior make it difficult for students to master the curriculum.





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

Performance Objective 1: In 2023-2024, Lighthouse Learning Center will provide social, emotional, mental health and behavioral supports to students to ensure that learning environments are safe and conducive to learning resulting in a 2% reduction in out of classroom placements.

High Priority

Evaluation Data Sources: Discipline Referrals
Counselor referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will implement their training in PBIS, Capturing Kids Hearts, Restorative Discipline and safety methods for addressing violence prevention and intervention, in order to reduce the amount of instructional time lost due to disruptions and out of classroom placements.</p> <p>Strategy's Expected Result/Impact: 75% of students will exit the program on track academically.</p> <p>Staff Responsible for Monitoring: Administrator, counselor and staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Supplies-Campus Security - Local 99 (LLC) - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Character education will be provided to all students on a six-week rotating schedule to improve student behavior.</p> <p>Strategy's Expected Result/Impact: 75% of students will exit the program on track academically.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Character Education Supplies - Local 11- LLC - \$1,400</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The counselor will pull kids as needed to provide counseling in alignment with their social, emotional and mental health needs.</p> <p>Strategy's Expected Result/Impact: 75% of students will exit the program on track academically.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The administrative team will facilitate Restorative Circles to support improved student behavior and to teach coping skills to students.</p> <p>Strategy's Expected Result/Impact: 75% of students will exit the program on track academically.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning. Root Cause: Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.
School Processes & Programs
Problem Statement 2: Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning. Root Cause: Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.
Perceptions
Problem Statement 1: Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning. Root Cause: Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.

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

Performance Objective 1: In 2023-2024, the LLC will actively engage parents to support their child's completion of the DAEP program and their successful transition back to their home campus..

Evaluation Data Sources: Recidivism Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The Principal will communicate with parents to provide them important information along with positive happenings at the campus and in the district.</p> <p>Strategy's Expected Result/Impact: 75% of students will exit the program on track academically.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Learning
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School Processes & Programs
<p>Problem Statement 2: Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning. Root Cause: Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.</p>
Perceptions
<p>Problem Statement 1: Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning. Root Cause: Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.</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, the Lighthouse Learning Center will allocate supplemental funds to support the overall instructional program of the campus and to address learning loss.

High Priority

Evaluation Data Sources: STAAR Results
 Recidivism Rates
 Student academic success rates
 Successful Outcomes data

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will allocate Supplemental funding to support successful outcomes. Strategy's Expected Result/Impact: 75% of students will exit the program on track academically. Staff Responsible for Monitoring: Principal and Secretary</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 3, 4 - School Processes & Programs 1 Funding Sources: SCE Supplies - Local 28 - Disciplinary AEP State Comp (LLC) - \$10,643, Local 99 Supplies - Local 99 (LLC) - \$9,462</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%. Root Cause: Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.</p>
Student Learning
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<p>Problem Statement 4: Students are returning to their home campuses behind in the curriculum. Root Cause: Constant interruptions to the learning environment because of struggling behavior make it difficult for students to master the curriculum.</p>

School Processes & Programs





Problem Statement 1: 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%. **Root Cause:** Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.

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 2: During the 2023-2024 school year the Lighthouse Learning Center will improvement student attendance rate by 3%.

High Priority

Evaluation Data Sources: Evaluations will include attendance rate per six weeks.

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance clerk will send attendance letters and the principal will file on the 10th unexcused absence. Strategy's Expected Result/Impact: Increased attendance or reduction in unexcused absences by 3% Staff Responsible for Monitoring: Attendance clerk, Principal, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning. Root Cause: Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.</p>
School Processes & Programs
<p>Problem Statement 2: Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning. Root Cause: Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.</p>
Perceptions
<p>Problem Statement 1: Student behaviors have created learning environments for first through twelfth grade students that are not conducive to learning. Root Cause: Students come to the DAEP with significant academic, behavioral, and lifestyle challenges.</p>

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

Performance Objective 1: For the 2023-2024 school year, campus administration will implement activities to boost staff morale and increase teacher retention.

High Priority

Evaluation Data Sources: Teacher Retention Rates
Staff survey results





Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will recognize a staff member of the month. Strategy's Expected Result/Impact: Satisfaction surveys will show increased teacher satisfaction by 15% Staff Responsible for Monitoring: Administrators and Principal Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Principal will provide refreshments to teachers to show gratitude for their effort. Strategy's Expected Result/Impact: Positive Culture and teacher Retention Staff Responsible for Monitoring: Campus Admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Food and refreshment - Local 99 (LLC) - \$2,000</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>				

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

Performance Objective 2: In 2023-2024, LLC will strengthen classroom instruction and student success by providing professional development to all faculty members and administration.

Evaluation Data Sources: PD Sign in sheets, presentations and teacher certificates
Student recidivism report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administration will be provided professional development to impact the overall achievement of all students.</p> <p>Strategy's Expected Result/Impact: Student performance percentages at Approaches Grade Level will improve by greater than or equal to 10% on all STAAR exams.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - Local 99 (LLC) - \$3,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive ongoing training in Positive Behavior Intervention Support strategies, and will implement CHAMPS.</p> <p>Strategy's Expected Result/Impact: Referrals, Out of Class Placements reduced by 10% or more.</p> <p>Staff Responsible for Monitoring: Principals and Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will receive training in Sheltered Instruction to help improve the performance of students identified as English Learners.</p> <p>Strategy's Expected Result/Impact: 75% of students will exit the program on track academically.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Throughout the 2023-2024 school year, LLC will utilize state and federal funding to actively recruit and retain highly effective staff.

High Priority

Evaluation Data Sources: Teacher retention

Strategy 1 Details	Reviews			
Strategy 1: Actively recruit staff to close the learning gaps and provide intervention as well as on level instruction Strategy's Expected Result/Impact: Teacher retention Increase in overall student success Staff Responsible for Monitoring: Campus Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3, 4 - School Processes & Programs 1 Funding Sources: Personnel - Local 28 - Disciplinary AEP State Comp Pers (LLC) - \$1,299,629	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%. Root Cause: Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.
Student Learning
Problem Statement 3: 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%. Root Cause: Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.
Problem Statement 4: Students are returning to their home campuses behind in the curriculum. Root Cause: Constant interruptions to the learning environment because of struggling behavior make it difficult for students to master the curriculum.
School Processes & Programs
Problem Statement 1: 25% of the students assigned to the DAEP were special education students. The district percentage of special education is 13%. Root Cause: Because DAEP staff are not participants or present at transition ARDS, IEPs are being written that are not appropriate for the DAEP setting.

State Compensatory

Budget for Lighthouse Learning Center

Total SCE Funds: \$1,250,773.00

Total FTEs Funded by SCE: 20

Brief Description of SCE Services and/or Programs

The State Compensatory Education funds for Direct Instruction is allocated to provide supplemental support to the regular education program by providing supplemental personnel, supplies and materials, extended learning opportunities, DAEP and AEP, Credit recovery opportunities, at-risk support, Attendance Officers, Campus Content Specialists, Interventionist and paraprofessional support.

Personnel for Lighthouse Learning Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angie Guthrie	Teacher	1
Angie Pena	Teacher	1
Brenda Ratliff	Paraprofessional	1
Darla Hale	Paraprofessional	1
Eric Nelson	Teacher	1
Faith Dignazio	Teacher	1
James Lagerman	Teacher	1
Jennifer Savoy	Nurse	1
Jessica Rhodes	Teacher	1
Karen Barnes	Teacher	1
Karen Ramirez	Teacher	1
Karratte Hunter-Brown	Intervention Teacher	1
Kimberlee Vacek	Teacher	1
Melissa Fowler	Teacher	1
Paige Potts	Counselor	1
Patricia Gilstrap	Instructional Aide	1
Paula Dunbar Bennett	Teacher	1
Sonja Wilkinson Wagers	Instructional Aide	1
Taylor Rhyne	Campus Safety Specialist	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Vacant	Teacher	1

Campus Funding Summary

Local 28 - Disciplinary AEP State Comp (LLC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	SCE Supplies		\$10,643.00
Sub-Total					\$10,643.00
Budgeted Fund Source Amount					\$10,943.00
+/- Difference					\$300.00
Local 28 - Disciplinary AEP State Comp Pers (LLC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	Personnel		\$1,299,629.00
Sub-Total					\$1,299,629.00
Budgeted Fund Source Amount					\$1,239,830.00
+/- Difference					-\$59,799.00
Local 99 (LLC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplies-Campus Security		\$1,000.00
4	1	1	Local 99 Supplies		\$9,462.00
5	1	2	Food and refreshment		\$2,000.00
5	2	1	Professional Development		\$3,800.00
Sub-Total					\$16,262.00
Budgeted Fund Source Amount					\$16,262.00
+/- Difference					\$0.00
Local 11- LLC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Character Education Supplies		\$1,400.00
Sub-Total					\$1,400.00
Budgeted Fund Source Amount					\$1,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,268,435.00
Grand Total Spent					\$1,327,934.00

Local 11- LLC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	-\$59,499.00