Brownsville Independent School District

Brownsville Learning Academy High School

2019-2020 Campus Improvement Plan

Mission Statement

Our Mission Statement

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

Vision

Our Vision for BLA

The Brownsville Learning Academy is an alternative education high school that provides individualized instruction while providing counseling services that support all students in completing their secondary education. We partner with Career and Technical Education (CTE) in order to empower all students to successfully transition into post-secondary and career opportunities to become positive, contributing members of society. This will ensure that all students have access to job training while completing their high school diploma and attain high-level academic skills as well as equipping them to be lifelong learners.

Core Beliefs

Philosophy at BLA

The Academy features a competency – based learning system in the school of choice. For those students who want to complete a technical/vocational program while completing their high school requirements, BLA is the right choice for you.

The BLA logo

This shield itself stands for honor, truth, and wisdom. Red represents passion for learning. White represents faith to accomplish goals. Blue signifies the trust in oneself to see things through.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Brownsville Learning Academy (BLA) is located in The Brownsville Independent School District in Brownsville, Texas. The BLA campus is located at 1800 Cummings Place, Brownsville, Texas 78520, Phone: (956) 548-8630, Fax: (956) 548-8218, Principal: Teresa de Saro, E-mail:tdesaro@bisd.us, and opened: 2005. BLA is funded almost entirely by the State Compensatory Education Department of BISD.

The Student population varies at BLA due to the nature of the program whereby students that are below grade level can accelerate academically via the computer assisted curricula (Edgenuity, Compass, PathBlazer, A+) and CTC modules. Upon completion of the high school requirements, our students can go through the regular graduation ceremony. The student population at the Brownsville Learning Academy is at any given time around 300 students and serves students in grades 6 through 12. Our campus profile is approximately 99 % Hispanic and 1% other and 100 % are identified as Economically Disadvantaged and At-Risk. A significant number of the students at BLA are classified as Limited English Proficient and a majority of our students are bilingual in English/Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance, and some students at BLA are under the Homeless Youth Project.

It is imperative that we identify and immediately enrollment children classified as homeless children and unaccompanied youth via the McKinney-Vento Act.

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

The College Career and Technology Connections program at BLA is for drop-out recovery of students from 18-26 years of age. Our high school students participate in the college readiness activities such as visiting UTRGV and TSC just as other high school students do. Brownsville Learning Academy students are recipients of an eclectic, well-balanced, curriculum. Computer assisted curricula offer courses in every subject area necessary for regaining of credit, as well as needed state electives that count towards graduation. Our students are afforded the opportunity to take CTE classes such as welding at one of the comprehensive high schools. Students at our school also have access to new graduation plans as per TEA. EOC's and TAKS are offered to the students as per their academic need. We administer the

Texas Success Initiative (TSI) to pave the way for our graduates to enter high ed. For those who struggle, we offer the TSI Class in Math and in English which allow them to enter higher education without passing the exam.

The current staff of the Brownsville Learning Academy High School is comprised of 20 teachers, 1 principal, 1 assistant principal, 1 counselor, 1 testing coordinator and other support staff. The ethnicity of the Brownsville Learning Academy staff is 99.5 % Hispanic. The teaching staff is also 33% male and 67% female.

Demographics

Demographics Summary

Student population varies at BLA due to the nature of the program. Students who are between three years below grade level can accelerate academically via the computer assisted curricula, assorted software, CTC on-line modules, direct teach or with a combination of strategies can get caught up. The student population at the Brownsville Learning Academy is at any given time between 250 and 350 students and serves students in grades 9 through 12. Our campus profile is approximately 99% Hispanic and 1% other and 100% are identified as Economically Disadvantaged and identified as At-Risk. A significant number of the students at BLA are classified as Limited English Proficient and a majority are bilingual in English/Spanish.

Demographics Strengths

1. Highly qualified teachers in core areas
2. Computer availability in two labs, the library, and in all the classrooms.
3. Stable faculty with minimal turnover
4. Small class sizes with integration of technology to better address the unique needs of the at-risk and overage students

Demographics Needs

1. Need to increase attendance for At-Risk students enrolled at BLA
2. Need additional district and community supports to address unique student needs (especially those who are already adults)
3. Need to provide additional incentives to improve attendance and reward performance

Student Academic Achievement

Student Academic Achievement Summary

Student population varies at BLA due to the nature of the program whereby students that are three years below grade level accelerate academically via the computer assisted curricula (Compass Odyssey program, A+, Mind Play, etc.) and CTC modules.

Our campus goal is to increase student attendance and achievement, by challenging all students with high expectations and recognizing those students who come to school with small incentives. Our goal is to provide support services as needed to our students who are having difficulty meeting the attendance and academic goals. Because BLA is classified as an Alternative School through TEA, the test scores can be lower than the traditional high schools; however, BLA HS did not meet the Alternative School Standard. Because our scores were so low, we are required to include a section in our Campus Improvement Plan (CIP) called Texas Accountability Intervention System (TAIS). TAIS focuses on the most critical areas required to improve for the overall student performance on the state exams. Current research shows that student achievement is directly linked to student attendance.

Student EOC Data from BISD Preliminary Reports for BLA HS

Assessment	All students	At-risk	Econ. Dis.	ELL	SPED
English I	10%	11%	11%	2%*	
English II	11%	11%	11%	0%*	
Algebra I	32%	32%	32%	28%*	
US History	58%	56%	56%	41%*	
Biology	30%	28%	30%	20%*	

*masked numbers

Student Academic Achievement Strengths

1. Credit Acceleration through Extended Year
2. Flexible pathways to Credit Recovery
3. Credit Acceleration through Cohort at the beginning of the school year
4. Summer School credit recovery

5. Part-time Dyslexia teacher
6. Targeted instruction that addresses the diverse needs of the student population
7. Full time librarian to support literacy development
8. Supplemental instructional paraprofessional to support literacy activities across the curricular areas

Student Achievement Needs

1. Need to increase passing rates on the state assessment at all levels and in all subjects
2. Need PEG Writing and other software to support literacy
3. Need to provide additional learning time for successful IGC completion
4. Need hardware and instructional software including A+, Think Thru Math, PEG, and other software to support the modular technology-based instructional model being implemented
5. Need additional professional development on effective instructional interventions (including RtI interventions) to better support struggling learners
6. Need additional print library resources

School Processes & Programs

School Processes & Programs Summary

Department chairs and primary appraisers work together to analyze their departments and address the needs of each. The committee is aware that any hire has to be highly qualified, dedicated and committed to working with "At-Risk" students. The percentage of teachers who remain at BLA is high and continues to improve. When positions become available, the campus consults with HR to find highly qualified candidates to fill vacant positions. In recognition of our large number of ELL students, bilingually certified faculty are available. Teachers are expected to get trained in sheltered instruction so they can work more effectively with our students. We also have a full functioning library for which allows our students more access to print and non print reading materials and serves as a focus for cross-content literacy activities.

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

The principal works closely along with dean and assistant principal to cover key content areas.department chairs, too, strengthen the communication between administration and core areas. All are involved in the decision-making process along with counselor and the testing coordinator.

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

The faculty and staff work together to determine the needs of the campus by communicating with fellow staff members and reviewing data sources.

Due to limited funds, the staff routinely look for usable technology from other locations and visit the warehouse to look for projectors, computers, etc. which can be used in our classrooms.

School Processes & Programs Strengths

1. Experienced ELA teachers whose specialty is reading/writing to support students who read far below grade level
2. Highly qualified teachers in all subject areas
3. Teacher retention is high
4. Collegiality is evident in the interactions of faculty and staff
5. Teachers are content and satisfied working at BLA

Needs

1. Need for teachers to attend trainings provided by the district and campus to specifically target acquisition of effective teaching research based strategies to ensure more effective/efficient monitoring of literacy development in all content areas and in technology integration in the classroom to increase academic success.
2. Need additional training on effective instructional delivery and rigor of content in areas of EOC, credit recovery and acceleration
3. Need support from the curriculum department specialists and lead teachers to visit the classrooms to provide suggestions and support
4. Need additional resources to address the large percentage of ELL students who need additional help with reading and comprehension
5. Need data review support specific to the BLA instructional model including how to use Eduphoria and Tango to drill down on individual student needs
6. Close collaboration and communication among faculty and staff through formal and informal processes
7. Need a full-time campus TST to better support the campus that relies heavily on computer-based modular instruction
8. Need more access to CTE and job-related opportunities for students to better prepare them to move into the workforce or higher education
9. Need to purchase replacement computers and printers to fully implement a computer assisted instructional program
10. Need to continue to purchase updates for all instructional modules

Perceptions

Perceptions Summary

The campus conducts surveys, which include students, teachers, parents and community members to determine the needs of the campus. Since as of Fall 2016, BLA HS is a stand-alone high school campus. Beginning this school year, seniors will graduate from their home campuses instead of BLA.

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

The Parental Involvement program participation increased by providing multiple opportunities to parents to attend meetings that will cover a multitude of topics: graduation requirements, PRS, state assessment requirements, college and career opportunities, gang and gang violence, etc. We will use School Messenger to contact our families and remind them of the meetings. Increase attendance for At-Risk students enrolled at BLA by constant monitoring and judicious use of the Parent Liaison, Home Visitor, Security, and School Messenger.

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

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

Perceptions Strengths

1. Celebration of Red Ribbon Week
2. Various Career Day presentations and events through out the school year from the local and state community
3. Partnership with Texas Southmost College: weekly assistance with college, trade and technical school, and financial aid applications
4. Opening opportunity for our students to attend CTE classes and participate with students from around the district
5. Mutual respect amongst all stakeholders is readily seen in the interactions between students, teachers, staff and visitors
6. Strong support services

7. Cleanliness of campus
8. Students and teachers feel welcome and safe at school based on CNA survey responses
9. Our Home Visitors and Parental Involvement Liaison are our strengths. We have a Communities in Schools social worker this year, and this helps to promote a stronger relationship between our families and our school.
10. Communities in Schools staff to support student's unique needs

Needs

1. Need for additional supports for students who are independent adults
2. Need for small incentives awarded to those students who are doing well in their classes and those who come to school regularly
3. Need to increase parental involvement by providing opportunities to attend monthly meetings at various times
4. Need meetings to encompass a variety of topics: Title I services, parental guidelines and regulations, gang and gang violence, dropout prevention and graduation requirements and opportunities for students to obtain post-high school education

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: BISD student performance for all students, all grades, all subjects will exceed 2020 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Administration, Counselor, and Department Chairs will closely monitor the implementation of remediation strategies in core-area subjects for low-performing at- risk students and reluctant learners in order to decrease the retention rate and improve student achievement. CNA: SA #1 PROGS #3, #6 POPULATION: ALL BLA HS AT-RISK STUDENTS	2.4	Principal Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education	Formative: Eschool Plus, attendance report, lesson plans, classroom observations, student progress reports, benchmark scores, last report card, transcript material being placed in public folders for teacher access and review Summative: Passing Rates on EOC and Retention Rate				
TIMELINE: AUGUST 2019-MAY 2020	**Funding Sources**: 162 State Compensatory - 1560.00, 199 Local funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Administration will manage the instructional programs, provide instructional leadership to ensure student success, and oversee the implementation of district and campus policy and procedures. CNA: SA #1, PROG #3, #5 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education	Formative: Student Progress Reports, Benchmark scores Summative: EOC				
	continues	**Funding Sources**: 162 State Compensatory - 3900.00, 199 Local funds - 0.00					
3) Instructional resources, including A+, CTC modules, Think Through Math, Compass Odyssey, Living with Science, Sirius, Mind Play, and others will be provided to students in the foundation curriculum to improve academic achievement and attendance. In addition, PEG Writing and adaptive curriculum will be made available for students to improve academic performance. CNA: SA #1, #2, #4 PROGS #1, #9, #10 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	2.6	Principal Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education	Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores Summative: EOC, Attendance Rate, Retention Rate				
		Funding Sources: 162 State Compensatory - 2230.00, 199 Local funds - 0.00					
4) Provide campus professional development opportunities for all teachers on research based strategies to ensure monitoring and appropriate learning opportunities in literacy and the foundation curriculum. CNA: SA #5 PROGS #1, # 3, #4 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	2.5	Principal Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education	Formative: PDS Session Evaluation Report, Student Progress Reports, Benchmark scores, Lesson plans, classroom observations Summative: EOC Test Results				
		Funding Sources: 162 State Compensatory - 300.00, 199 Local funds - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Time will be allotted for teachers to align curriculum with TEKS (using instructional technology) across the grade levels, do classroom observations on campus, and off, to enhance and enrich their instructional delivery and increase quality academic writing. This would also promote and provide necessary technology to students. Time will be allotted to participate in district PLC meetings. CNA: SA #1, #2, PROGS #1, #2, #4 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	2.5	Principal Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education	Formative: Walkthroughs, Curriculum Alignment Document, Lesson Plans Summative: EOC Test Results				
	Funding Sources: 162 State Compensatory - 11500.00, 199 Local funds - 0.00						
6) Students will have access to a library on campus with a full-time librarian to integrate additional literacy resources for instruction to improve academic performance. Student will travel to promote college awareness. CNA: SA #1, #3, #6 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	2.4	Principal Assistant Principal Librarian Department Chairs	Formative: Student Progress Reports, Benchmark scores, Library schedule Summative: EOC passing rates, EOY Literacy data				
	Funding Sources: 199 Local funds - 0.00						
7) Campus Principal, Dean, and Assistant Principal will actively monitor the computer labs and classrooms where software programs are used as the primary instructional tool. CNA: SA #1, #2, #4 PROGS #3, #6 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	2.4	Principal Assistant Principal Teachers Support Teachers	Formative: Utilization reports from the computer use Summative: Improved test scores and passing rates of all students				
	Funding Sources: 162 State Compensatory - 2500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Credit by Exams without prior instruction (CBE) will be made available for BLA HS students for Spanish I and II to increase credit accruals towards graduation. CNA: SA #1 PROGS #4 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	2.4	Principal Assistant Principal Counselor	Increase Graduation Rates by 10%				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: BISD Career and Technical Education student participation will increase by 5 percentage points over 2020 including special population students and CCMR graduates will improve over prior year graduates.

Evaluation Data Source(s) 2: PBMAS reports, CTE enrollment PEIMS reports, CCMR report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Microsoft Office software will be provided to assist in the instructional lab. Students use A+, Think Thru Math, PEG, and other software. There are computers and two computer labs available to all students. CNA: SA #2, #4 PROGS #9, #10 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	2.5	Administration Teachers Support Teachers	Formative: Software usage reports, student progress reports, benchmark results Summative: Documentation for instructional lab usage.				
	Funding Sources: 162 State Compensatory - 0.00						
2) A variety of CTE classes, i.e. welding, medical billing, and human services) will be offered to students provide more opportunities to graduate with CTE credits. CNA: PROGS #8 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	2.5	Principal Assistant Principal CTE Program Director CTE Staff	Formative: Ongoing needs assessment. Summative: CTE credits and Certifications				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
3) Alternative or non-traditional schooling and delivery model options (e.g., blended learning, virtual learning, competency based credit opportunities with direct instruction) provide alternative avenues to credit earning and graduation, with programs paying special attention to the students individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation. CNA: SA #1 PROGS #2, #8 DEMO #2 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	2.4	Principal Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education	Formative: Walkthroughs, Curriculum Alignment Document, Lesson Plans Summative: EOC Test Results, IGC completion rates, reduced drop out and increased graduation rates				
		Funding Sources: 199 Local funds - 0.00					
4) BLA HS will provide Extended day tutorials for IGC as well as additional tiered instruction for students. CNA: SA #3 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	2.4	Principal Assistant Principal Counselor Department Chairs	Formative: Walkthroughs, IGC session attendance and project completion rate Summative: IGC completion/ graduation results				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Every 6 weeks the academic counselors will meet with the migrant BLA HS students. CNA: SA #1 PROGS #6 TIMELINE: AUGUST 2019-MAY 2020	2.4	Principal Assistant Principal Counselors	Formative: sign in sheets, student progress reports, benchmarks, lesson plans and observations. Summative: STAAR scores, our EOC scores, and completion/ graduation rates				
2) Migrant students will meet with Parent Liaison twice a year to address activities and supplemental services for all eligible students from all sub population groups. CNA: SA #1 PROGS #4, #6 DEMO #2 TIMELINE: AUGUST 2019-MAY 2020	3.2	Principal Assistant Principal Parental Involvement Coordinator Parent Liaison	Formative: Agendas, sign in sheets, parent sign in sheets Summative: STAAR scores, our EOC scores, and completion/ graduation rates				
3) In order to increase awareness of migrant student needs, BLA HS campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. CNA: SA #1 PROGS #6 Population: campus administration, faculty, and staff TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal	Formative: invitation, agenda, sign in sheets, student progress reports and benchmarks. Summative: STAAR scores, our EOC scores, and completion/ graduation rates				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 participation.

     Evaluation Data Source(s) 4: Regional and state competition participation numbers.

     Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
1) Biology and US History students will be encouraged to prepare projects and compete in the district Science Fair and History Fair. CNA: SA #1 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	2.5	Principal Assistant Principal Department Chairs	Formative: Campus fair competition results Summative: Fair competition results				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: All BISD facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) BLA HS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. CNA: Board Priority TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Faculty and Staff Facilities and Maintenance Staff	Complete implementation of the district energy savings plan which will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. CNA: Board Priority TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Faculty and Staff Facilities and Maintenance Staff	Survey results from BLA will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/Analysis of Survey Data				
Funding Sources: 162 State Compensatory - 0.00							

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: The District will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings
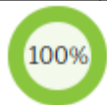
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will support programs in effective and efficient use of 100% of available budgeted funds based on the needs assessments. CNA: Board Priority POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Faculty and Staff Facilities and Maintenance Staff	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure CIP report				
Funding Sources: 163 State Bilingual - 0.00							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: The District will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will commit to a balanced budget which includes improved compensation for 100% of teachers based on the needs assessments. CNA: Board Priority POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Campus Administration Faculty Staff facilities	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure CIP report				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 3: The district and campuses will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

    Evaluation Data Source(s) 3: Campus needs assessment surveys, district/campus climate surveys

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. CNA: Board Priority TIMELINE: AUGUST 2019-MAY 2020		Administration	Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: All District program areas and campuses will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will promote the history and origins along with current accomplishments of each campus weekly through the B.I.S.D. Public Information Office, website and other media venues. CNA: PER #3 DEMO #3 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Faculty and Staff	Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles				
2) BLA HS will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. CNA: PER #3 DEMO #3 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Faculty and Staff	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases				
	Funding Sources: 199 Local funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) The campus will update websites at least monthly including showcasing student and community activities. CNA: PER #3 DEMO #3 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Faculty and Staff	Campus websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				

100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: The District will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

> **Evaluation Data Source(s) 2:** School calendar showing earlier start date.

> **Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
1) The school will provide information through various media on the unique opportunities BLA HS provides for all students. CNA: SA #1 PROGS #8 DEMO #1 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Faculty and Staff	Media coverage/presentations on the unique opportunities BLA provides for all students. Formative: list of media distribution of information and questions asked at presentations/public venues Summative: report at end of year for monthly checklist results				
2) SBDM committee will provide multiple options to be considered by the Administration to submit to the showcase the campus accomplishments. CNA: PER #3 DEMO #1, #3 TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal SBDM committee	Formative: draft calendars Summative: Calendars				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

Evaluation Data Source(s) 1: BAC placement data for 2018-2019 and 2019-2020, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The BLA HS campus will promote self discipline among students followed by counseling sessions. CNA: PER #1, #2, #3 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Counselor	Formative: Discipline referral documentation Summative: Counselors documentation				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Meet with BLA HS Parent Liaison twice a year to address activities and supplemental services for all eligible students from all sub-population groups. CNA: PER #1, #2 DEMO #2 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Parent Liaison Parental Involvement Coordinator	Formative: Agenda, Sign-in Sheets, Parent Sign in sheets Summative: STAAR Scores, completion/graduation rates				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) BLA will develop and maintain an Emergency Operations Plan. Plan must cover multiple hazards and must be reviewed and updated annually by the Campus Safety and Security designee. The following drills must be practiced periodically: Lock-down drills, shelter-in-place, reverse evacuation, drop & cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and the environment. CNA: Board Priority POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Faculty and Staff BLA HS Security	Formative: sign-in sheets, visual inspections Summative: Evaluations and audits				
	100% = Accomplished	→ = Continue/Modify	**0%** = No Progress	✗ = Discontinue			

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from to 2018-2019 to 2019-2020

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Schedule Parental Involvement meetings. Communication will be through flyers given to students for their parents, through School Messenger and the web site as well as announcements in the classrooms. Refreshments will be provided to parents and students who attend. A Needs Survey will be conducted once per year. CNA: PER #1, #4, #5 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	3.2	Principal Assistant Principal Parent Liaison CIS Social Worker	Formative: Agendas, rosters and sign-in Sheets Summative: Faculty response to parent issues resulting from survey				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) BLA HS Parent Liaison along with Administration will conduct an annual Title I meeting to inform parents of the many services provided through Title I. CNA: PER #2, #4, #5 DEMO #2 POPULATION: ALL BLA HS AT-RISK STUDENTS AND PARENTS TIMELINE: AUGUST 2019-MAY 2020	3.2	Principal Assistant Principal Parent Liaison	Formative: Fliers, School Messenger record, agendas, minutes, evaluations Summative: End of Year Survey, Graduation Rate, Certificate Completion				
3) Parent Liaison will provide ample parental education opportunities through parent conferences and parent training sessions: Dropout prevention Drug awareness Graduation requirements Importance of Attendance College opportunities FAFSA CNA: PER #4, #5 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	3.1	Principal Assistant Principal Parent Liaison Counselors	Formative: Fliers, School Messenger record, Evaluations, Title I Parental Involvement Checklist - Compliance Summative: End of the Year Survey, Drop-out Rate, Completion Rate, Graduation Rate, Test Results				
4) BLA HS will conduct a Title I Parent Survey to evaluate the effectiveness of the campus parental involvement program. CNA: PER #2, #4, #5 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2018-JUNE 2019	3.1	Principal Assistant Principal Parent Liaison	Formative: Completed surveys, Title I Parental Involvement Compliance Check-List, Drop-out Rate, Completion Rate, Certificate completion, Test scores Summative: End of the Year Survey results, Graduation Rate, Test Scores				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Professional Development opportunities will be provided to improve teacher effectiveness in providing student centered instruction. CNA: SA #5 PROGS #1, #2 POPULATION: ALL BLA HS TEACHERS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal	Formative: On going needs assessment. Summative: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended leaning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunties to be college and career ready.

Evaluation Data Source(s) 2: Professional development records for CTE, numbers of students in under-served pathways, survey data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) CTE staff will participate in CTE trainings. CNA: PROGS #1 POPULATION: ALL BLA HS CTE TEACHERS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal CTE Teachers	Formative: On going needs assessment. Summative: Professional development records for CTE, numbers of students in under-served pathways, survey data				
Funding Sources: 164 State Career and Technical Education - 0.00							

100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Microsoft Office software and PDF software will be provided to increase integration of technology in instruction and build technology application skills of students. CNA: SA #2 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-JUNE 2020		Principal Assistant Principal Teachers	Formative: Software usage reports, student report cards, benchmark results Summative: STAAR/EOC scores, graduation/completion rates				
	Funding Sources: 162 State Compensatory - 210.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) The technology department will consistently monitor the computer labs and classrooms where computers are used to be sure the software is appropriately installed ready for teacher and student use. Where appropriate, teachers will have spyware installed on their computers to monitor student use. CNA: SA #1 PROGS #9, #10 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Teachers Technology Department	Formative: Technology Department utilization report Summative: Improved test scores and passing rates of all students.				
		Funding Sources: 164 State Career and Technical Education - 0.00					

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance

    Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
1) The counselors at BLA HS will monitor and coordinate intervention programs for students classified as At-Risk. CNA: SA #1 DEMO #1 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Counselor Testing Coordinator Department Chairs Administrator for State Compensatory Education	Formative: Daily Average, daily attendance report, student progress reports, benchmark scores Summative: STAAR, EOC, Graduation rate, completion rate, drop-out rate				
2) Recognize and award incentives to students who meet attendance goals and who get at least 4 credits per semester to promote increased attendance. CNA: PER #3 DEMO #1, #3 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal PEIMS Supervisor Department Chairs Administrator for State Compensatory Education	Formative: Student Progress Report, attendance reports Summative: Attendance Rate, EOC , Graduation rate, completion rate, drop-out rate				
Funding Sources: 162 State Compensatory - 1540.00, 164 State Career and Technical Education - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Implement the School Messenger notification system procedures for effective monitoring of student attendance, to keep parents informed and maximize public knowledge of our instructional goals. CNA: PER #2 DEMO #1 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Attendance Clerk	Formative: Student Progress and Attendance Reports Summative: Attendance Rate				
4) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC and campus presentations to ensure all students are afforded due process and are aware of their rights. CNA: PER #2, #5 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Counselors Parent Liaison Teachers Data Entry/Registrar	Formative: SCC Acknowledgement Forms Summative: Agendas and Sign-in forms				
5) The custodians will ensure the instructional setting is conducive to learning by ensuring the classrooms and general areas are safe and clean. CNA: School Culture/Climate #5,#6,#7 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Custodians Principal Assistant Principal Administrator for State Compensatory Education	Formative: Evaluation of common areas and classroom Summative: Observations				
	Funding Sources: 162 State Compensatory - 5200.00						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%

Evaluation Data Source(s) 2: Drop-out and Graduation rate reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
1) BLA HS will provide Extended Day tutorials for IGC as well as additional tiered instruction for students. CNA: SA #1, #3 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Counselor Department Chairs	Formative: Walkthroughs, IGC session attendance and project completion rate Summative: Drop-out and Graduation rate reports.				
2) Students who meet IGC criteria in the Fall of 2018 will be recommended to attempt IGC project completion by Fall 2018. CNA: SA #1, #3 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Teachers	Increase Graduation Rates by 10%				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Promote awareness to students and parents of pregnancy related services available within BISD in order to keep students in school and meet graduation requirements. CNA: PER #2, #5 DEMO #2 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education	Formative: Student Progress Reports, Attendance Reports, and number of students who receive PRS services Summative: Drop-out and Graduation rate reports.				
4) BLA HS teachers will review student credit completion forms to assist students in continuing to make timely progress towards graduation. CNA: SA #1 POPULATION: ALL BLA HS AT-RISK TEACHERS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Counselor Department Chairs	Formative: Credit Completion Form progress rates Summative: EOC Test Results, IGC completion rates, reduced drop out and increased graduation rates				

100% = Accomplished   = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 3: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) BLA HS teachers will review student credit completion forms to assist students in continuing to make timely progress towards graduation. CNA: SA #1 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Counselors Department Chairs	Formative: Credit Completion Form progress rates				
2) Extended year/summer classes will be provided to improve graduation rates. CNA: SA #1 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal	Increase Graduation Rates by 10%				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 4: Brownsville Learning Academy will support the district in reducing the dropout rate to less than 1% and increase the High School Completion rate to 95% and the Graduation Rate to 80%

Evaluation Data Source(s) 4: Graduation Rate, Completion Rate, Dropout Rate

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus counselors will monitor student progress in order to decrease the dropout rate and increase the completion and graduation rate. CNA: PER #3 SA #1 DEMO #1, #3 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Dean of Instruction Assistant Principal Counselor	Formative: Counselor logs, Weekly Dropout Logs, and Student Progress reports, Benchmark Scores Summative: Graduation Rate, Completion Rate, Dropout Rate				
2) The campus head counselor will attend trainings and drop out prevention meetings centered around working with graduation cohorts and dropout prevention in order to ensure students graduate within four years. Counselor will also support extended year to prevent drop outs. CNA: SA #1 DEMO #1, #3		Principal Assistant Principal	Formative: ERO Session Evaluation Report and Student Progress Reports; Activity Card Use, Participation in Clubs Summative: STAAR, EOC, Graduation Rate, Completion Rate, and Dropout Rate				
POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020	**Funding Sources**: 162 State Compensatory - 100.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Accelerated instruction in the foundation curriculum will be provided, in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. CNA: PER #3 SA #1 DEMO #1, #3 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education	Formative: eSchoolPLUS, Classroom Summative: Observations, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports; Student Participation in Programs				
4) Communities in Schools (CIS) Social Worker is available to help homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve At- Risk students' achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. CNA: PER #1 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal CIS Social Worker Counselor Department Chairs Administrator for State Compensatory Education Nurse Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Summative: Closet Distribution Log, Benchmark Scores, Student Progress Reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Professional development opportunities will be provided to BLA staff to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and de-crease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, graduation rate, completion rate, and dropout rate, graduation cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance CNA: SA #1, #5 PROGS #1, #2 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020		Principal Assistant Principal Counselor Department Chairs Administrator for State Compensatory Education Administrator for State Compensatory Education Administrator for Special Programs Curriculum & Instruction Specialists	Formative: PDS Session Evaluation Report and Session Attendance Report, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report Summative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Administration, Counselor, and Department Chairs will closely monitor the implementation of remediation strategies in core-area subjects for low-performing at- risk students and reluctant learners in order to decrease the retention rate and improve student achievement. CNA: SA #1 PROGS #3, #6 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020
1	1	2	Administration will manage the instructional programs, provide instructional leadership to ensure student success, and oversee the implementation of district and campus policy and procedures. CNA: SA #1, PROG #3, #5 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020
1	1	3	Instructional resources, including A+, CTC modules, Think Through Math, Compass Odyssey, Living with Science, Sirius, Mind Play, and others will be provided to students in the foundation curriculum to improve academic achievement and attendance. In addition, PEG Writing and adaptive curriculum will be made available for students to improve academic performance. CNA: SA #1, #2, #4 PROGS #1, #9, #10 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020
1	1	4	Provide campus professional development opportunities for all teachers on research based strategies to ensure monitoring and appropriate learning opportunities in literacy and the foundation curriculum. CNA: SA #5 PROGS #1, # 3, #4 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020
1	1	5	Time will be allotted for teachers to align curriculum with TEKS (using instructional technology) across the grade levels, do classroom observations on campus, and off, to enhance and enrich their instructional delivery and increase quality academic writing. This would also promote and provide necessary technology to students. Time will be allotted to participate in district PLC meetings. CNA: SA #1, #2, PROGS #1, #2, #4 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020
1	2	1	Microsoft Office software will be provided to assist in the instructional lab. Students use A+, Think Thru Math, PEG, and other software. There are computers and two computer labs available to all students. CNA: SA #2, #4 PROGS #9, #10 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020
1	2	3	Alternative or non-traditional schooling and delivery model options (e.g., blended learning, virtual learning, competency based credit opportunities with direct instruction) provide alternative avenues to credit earning and graduation, with programs paying special attention to the students individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation. CNA: SA #1 PROGS #2, #8 DEMO #2 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020

Goal	Objective	Strategy	Description
9	4	3	Accelerated instruction in the foundation curriculum will be provided, in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. CNA: PER #3 SA #1 DEMO #1, #3 POPULATION: ALL BLA HS AT-RISK STUDENTS TIMELINE: AUGUST 2019-MAY 2020

State Compensatory

Personnel for Brownsville Learning Academy High School:

Name	Position	Program	FTE
Araujo, Eduardo	Math Teacher	State Compensatory	1
Balli, Maria T.	Teacher Aide	State Compensatory	1
Betancourt, Leticia	Clerical Assistant II	State Compensatory	1
Brown, Catalina	Science Teacher	State Compensatory	1
Castro, David	Parent Liaison	State Compensatory	1
Chapa, Mark	Counselor	State Compensatory	1
Crixell, Elsa	English Teacher	State Compensatory	1
Crixell, Sarah	History	State Compensatory	1
De Saro, Teresa	Principal	State Compensatory	1
Galarza, Eduardo	Math Teacher	State Compensatory	1
Garcia, Maria V.	Data Management Clerk	State Compensatory	1
Garcia, Noe Jr.	English Teacher	State Compensatory	1
Gonzalez, Maria R.	Social Studies Teacher	State Compensatory	1
Gonzalez, Monica	English Teacher	State Compensatory	1
Gutierrez, Mauricio	Custodian	State Compensatory	1
Hernandez, Veronica	Science Teacher	State Compensatory	1
Huerta, Nathanael J.	Math Teacher	State Compensatory	1
Huerta, Ruby L.	Social Studies Teacher	State Compensatory	1

Name	Position	Program	FTE
Meraz-Mendoza, Blanca	Custodian	State Compensatory	1
Ojeda, Maria Alicia	English Teacher	State Compensatory	1
San Miguel, Maribel G.	STARS	State Compensatory	1
Scott, Virginia	Secretary V	State Compensatory	1
Shea, Leann	Health	State Compensatory	1
Solano, Viridiana	Art Teacher	State Compensatory	1
Soto, Humberto	Physical Education	State Compensatory	1
Villarreal, Alma	Custodian	State Compensatory	1
Young, Patricia C.	English Teacher	State Compensatory	1
Zamarripa, Hector	Assistant Principal	State Compensatory	1

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Teresa De Saro	Principal
Meeting Facilitator	Hector Zamarripa	Assistant Principal
District-level Professional	Randy Park	Pupil Services Administrator
Paraprofessional	Virginia Scott	Secretary
Classroom Teacher	Elsa Crixell	ELA Teacher
Non-classroom Professional	Mark Chapa	Counselor
Classroom Teacher	Eduardo Araujo	Math Teacher
Classroom Teacher	Catalina Brown	Sience Teacher
Classroom Teacher	Sarah Crixell	SS Teacher
Parent	Lorena Escobedo	Parent
Community Representative	Emilio Crixell	Emilio Crixell and Border Soul
Business Representative	Gracie Saenz	Manager
Business Representative	Frank Cisneros	Marketing
Student	Karin Garza	Student
Community Representative	Gerardo Mascorro	

District Funding Summary

			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	PROFESSIONAL EXTRA DUTY PAY	162-11-6118-00-006-Y26-000-Y	$1,540.00
1	1	1	EXTRA DUTY PAY-OVERTIME	162-23-6121-08-006-Y28-000-Y	$20.00
1	1	2	GENERAL SUPPLIES	162-12-6399-00-006-Y26-000-Y	$300.00
1	1	2	GENERAL SUPPLIES	162-23-6399-00-006-Y26-000-Y	$1,000.00
1	1	2	GENERAL SUPPLIES-MEDIA	162-23-6399-16-006-Y26-000-Y	$500.00
1	1	2	FOOD	162-23-6499-53-006-Y26-000-Y	$600.00
1	1	2	CAPITAL ASSETS	162-23-6649-65-006-Y26-000-Y	$0.00
1	1	2	GENERAL SUPPLIES-TONERS	162-31-6399-65-006-Y26-000-Y	$200.00
1	1	2	SUPPLIES & MATERIALS	162-23-6398-65-006-Y26-000-Y	$1,300.00
1	1	3	MISC. OPERATING COSTS-AWARDS	162-11-6498-00-006-Y26-000-Y	$230.00
1	1	3	MISC. OPERATING COSTS	162-11-6499-00-006-Y26-000-Y	$2,000.00
1	1	4	EMPLOYEE TRAVEL-IN DISTRICT	162-13-6411-00-006-Y26-000-Y	$300.00
1	1	4	SUBSTITUTES	162-11-6112-00-006-Y26-000-Y	$0.00
1	1	5	COPY PAPER	162-11-6396-00-006-Y26-000-Y	$1,000.00
1	1	5	GENERAL SUPPLIES	162-11-6399-00-006-Y26-000-Y	$3,700.00
1	1	5	MEDIA	162-11-6399-16-006-Y26-000-Y	$300.00
1	1	5	IT EQUIPMENT-INK CARTRIDGES	162-11-6399-62-006-Y26-000-Y	$2,900.00
1	1	5	SUPPLIES AND MATERIALS	162-11-6398-62-006-Y26-000-Y	$900.00
1	1	5	RENTALS	162-23-6269-13-006-Y26-000-Y	$2,700.00
1	1	7	CONTRACTED MAINTENANCE AND REPAIR/A+ AND COMPASS LEARNING	162-11-6299-62-006-Y26-000-Y	$2,500.00
1	2	1	SOFTWARE	162-11-6299-62-006-Y26-000-Y	$0.00

			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	GENERAL SUPPLIES-FURNITURE	162-23-6399-45-006-Y26-000-Y	$0.00
8	1	1	SOFTWARE-PDF	162-23-6395-65-006-Y26-000-Y	$110.00
8	1	1	GENERAL SUPPLIES-COMPUTER SUPPLIES	162-23-6399-65-006-Y26-000-Y	$100.00
9	1	2	EMPLOYEE OUT OF DISTRICT TRAVEL	162-13-6411-23-006-Y26-000-Y	$500.00
9	1	2	ADMINISTRATORS OUT OF DISTRICT TRAVEL	162-23-6411-23-006-Y26-000-Y	$500.00
9	1	2	PARENT LIAISON TRAVEL	162-61-6411-00-006-Y26-000-Y	$340.00
9	1	2	MISC. OPERATING COSTS	162-61-6499-53-006-Y30-WTF-Y	$100.00
9	1	2	GENERAL SUPPLIES	162-61-6399-00-006-Y30-WTF-Y	$100.00
9	1	5	CUSTODIAL SUPPLIES FOR JANITORIAL USE	162-51-6315-00-006-Y26-000-Y	$5,000.00
9	1	5	CUSTODIAL SUPPLIES	162-51-6319-00-006-Y26-000-Y	$200.00
9	4	2	Employee Travel-Out of District	162-31-6411-23-006-Y26-000-Y	$100.00
				Sub-Total	$29,040.00
				Budgeted Fund Source Amount	$29,040.00
				+/- Difference	$0
				Grand Total	$29,040.00