Brownsboro Independent School District

Brownsboro High School

2023-2024 Campus Improvement Plan

Mission Statement

We exist to educate and prepare ALL students to be successful in life beyond high school.

Vision

We wil become the premier high school of the nation by creating a legacy of excellence while inspiring pride in learnng.

Values

We will hold one another mututally accountable for a culture that is relationship driven, caring, supportive, takes risks and ensures ALL students learn at HIGH levels.

We commit to implementing best practices while making student-centered, data-driven and research-based decisions.

We commit to collaborating with colleagues to ensure equity in education; that is, ALL students learning at HIGH levels.

We commit to model excellence in learning by being willing, reflective and open-minded in actively improving as educators.

We commit to promote pride in our students, school and profession by seeking success, whether big or small, to celebrate.

Table of Contents

Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Demographics 5
- Student Achievement 7
- School Culture and Climate 8
- Staff Quality, Recruitment, and Retention 9
- Curriculum, Instruction, and Assessment 10
- Parent and Community Engagement 12
- School Context and Organization 13
- Technology 14

Priority Problem Statements 15

Comprehensive Needs Assessment Data Documentation 16

Goals 18
- Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations. 18
- Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps. 33
- Goal 3: We will enhance the character and personal soft-skills development of each student. 36
- Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff. 38
- Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff. 40
- Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives. 44
- Goal 7: We will align professional development opportunities with the needs of students. 46

Title I Personnel 48

Campus Funding Summary 49

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

After reviewing the 2022 CNA for all of the different committees, the CEIC determined these to be the top three needs for the campus for the 2022-2023 school year:

1) Continued instructional support for all EOC courses to increase student passing rate of state EOC exams.

2) Additional Instructional Support via intervention through Math lab targeting students in Algebra I.

3) Improved teacher and staff recruitment and retention to have consistency across departments

Demographics

Demographics Summary

Team Members: Caitlin Rook, Emily Cawthon, Amy Wright, Kelli Knepp, Jeremy Durham\

Date: 8/5/21

Agenda: 1) Review and answer questions provided for discussion

2) Discuss Demographics at BHS

3) Determine Three Greatest Needs

4) Brainstorm ideas to meet the needs of the campus

5) Complete Self-Assessment/Reflection and Summary Forms

Demographics Strengths

Grand Cental Station Intervention Program

Built in Enrichment time

Horizons program for At-Risk students

Professional Counselor available for high needs students

More CTE course options

Additional CTE certification options

Additional aide in GCS

Read 180 in GCS

Problem Statements Identifying Demographics Needs

Problem Statement 1: lack of minority teachers

Problem Statement 2 (Prioritized): Provide academic support to all student sub-pop via target/intervention classes, research based strategies, etc.

Problem Statement 3: reduce teacher student ratio by adding a 4th lunch

Problem Statement 4 (Prioritized): Provide teacher support via curriculum, district resources, etc

Student Achievement

Student Achievement Summary

Team Members: Eric Heldmen, Emily Breedlove, Hayes Burney, Noah McBryde, Jean Thornton, Paula Jarnagin, Jeremy Bumpers

Date: 8/5/21

Agenda: 1) Review and answer questions provided for discussion

2) Discuss Student Achievement at BHS

3) Determine Three Greatest Needs

4) Brainstorm ideas to meet the needs of the campus

5) Complete Self-Assessment/Reflection and Summary Forms

Student Achievement Strengths

Graduation rate above state average

EOC in Bio, ELA 1, ELA 2 and US History above state average

Above average in College Readiness (compared to the state average)

SAT and ACT results show positive gains

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Addition support needed for all math students **Root Cause:** Student Math results below the state average, English II subpopulations performing below expectations

Problem Statement 2: Additional support needed for all ELAR students

Problem Statement 3: address chronic absenteesism

Problem Statement 4 (Prioritized): Provide academic support to all student sub-pop via target/intervention classes, research based strategies, etc.

School Culture and Climate

School Culture and Climate Summary

Team Members: Hannah McBryde, Amy Cooper, Jake Boyd, Jessi Kindley, Carrie Rumbo, Brent Smith, Amanda Hoover, Joel Herrington

Date: 8-13-21

Agenda: 1) Review and answer questions provided for discussion

2) Discuss School Culture and Climate at BHS

3) Determine Three Greatest Needs

4) Brainstorm ideas to meet the needs of the campus

5) Complete Self-Assessment/Reflection and Summary Forms

School Culture and Climate Strengths

Quality staff of highly qualified teachers and administration

Improvements in school safety

Community support

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Improve communication to staff, students and committee

Problem Statement 2: Staff child care incentive

Problem Statement 3 (Prioritized): Provide facility and technology upgrades

Problem Statement 4 (Prioritized): Provide teacher support via curriculum, district resources, etc

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Team Members: Vanessa Bailey, Larry Gilley, Shannon Williams, Destiny Pottorf, Jeremy Padilla, Ryan Hood, Kristin Britt, Carol Harkness

Date: 8-13-21

Agenda: 1) Review and answer questions provided for discussion

2) Discuss Staff Quality, Recruitment and Retention at BHS

3) Determine Three Greatest Needs

4) Brainstorm ideas to meet the needs of the campus

5) Complete Self-Assessment/Reflection and Summary Forms

Staff Quality, Recruitment, and Retention Strengths

*Mentor program and new teacher orientation

*Recognition of accomplishment for staff and students

*Staff and student recognition and and incentive programs this year have been great; improvement from past

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Continue with positive culture

Problem Statement 2: A checklist of orientation "needs to know" provided to new employees.

Problem Statement 3 (Prioritized): Evaluate the fairness of the workload distribution in those positions that increase the workload by hundreds of students at the high school level

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Team Members: Mary Helen Kelm - Asst. Principal Jean Thornton - Teacher Silvia Torres- Teacher

Kevin Bailey - Teacher Vanessa Bailey - Teacher

Meeting date: 4/17/19

Agenda: 1) Review and answer questions provided for discussion

2) Discuss Curriculum Instruction and Assessment at BHS

3) Determine Three Greatest Needs

4) Brainstorm ideas to meet the needs of the campus

5) Complete Self-Assessment/Reflection and Summary Forms

Curriculum, Instruction, and Assessment Strengths

*PLC planning time together

*Technology to increase student engagement

*Enrichment/Intervention time

*DMAC

*INL

*Tutorials

*GCS

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Curriculum for our ELAR department

Problem Statement 2 (Prioritized): Provide teacher support via curriculum, district resources, etc

Problem Statement 3: Time provided by district that allows for creating and grading DOK3 rich curriculum

Problem Statement 4 (Prioritized): Provide academic support to all student sub-pop via target/intervention classes, research based strategies, etc.

Parent and Community Engagement

Parent and Community Engagement Summary

Team Members: Greg Lytle, Jaycie Smith, Morgan Ward, Kristal Holder, Kailey Boyd, Derek Sims, Jacob Pierce, Doug Shaffer

Date: 8/10/21

Agenda: 1) Review and answer questions provided for discussion

2) Discuss Parent and Community Engagement at BHS

3) Determine Three Greatest Needs

4) Brainstorm ideas to meet the needs of the campus

5) Complete Self-Assessment/Reflection and Summary Forms

Parent and Community Engagement Strengths

*Numerous intervention strategies

*Involvement in community events and organizations

*Numerous opportunities to challenge students: Bear Academy, Dual Credit, AP, etc.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Healthy family relationships resources

Problem Statement 2: Need to increase community partnerships

Problem Statement 3: Increase the number of opportunities for parents to be involved in the Educational process **Root Cause:** Parents have limited opportunities to become involved with the academic process due to time constraints with other responsibilites

School Context and Organization

School Context and Organization Summary

Team Members: Stephanie Comstock, Christin Latus, Brittany Gilley, Silvia Torres, Amanda Gwynn, Michelle Stuckey, Rick Connot, Linda Padgett

Agenda: 1) Review and answer questions provided for discussion

2) Discuss School Context and Organization at BHS

3) Determine Three Greatest Needs

4) Brainstorm ideas to meet the needs of the campus

5) Complete Self-Assessment/Reflection and Summary Forms

School Context and Organization Strengths

*Multiple ways to disseminate information: Call-outs, social media, marquis, etc

*Systems in place to assist struggling students

*Common team planning time

*Dedicated time to review data

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Improving communication among unlike groups and understanding importance of different programs to our students and community.

Problem Statement 2: Being unified in celebrating student achievement across all areas

Problem Statement 3: Maintaining our standard of student success in all aspects of educational opportunities

Technology

Technology Summary

Team Members: Erin Florence, Jennifer Rogers, Kim Fisher, David Sawyer, Daniel England, Duane Parker, Chad Wilson

Date: 8/13/21

Agenda: 1) Review and answer questions provided for discussion

2) Discuss Technology at BHS

3) Determine Three Greatest Needs

4) Brainstorm ideas to meet the needs of the campus

5) Complete Self-Assessment/Reflection and Summary Forms

Technology Strengths

*Technical support available quickly

*Students have access to technology

*Projectors/Document cameras available to all

*Chromebooks/Ipads available

Problem Statements Identifying Technology Needs

Problem Statement 1: Need for additional professional development on technology tailored to department need **Root Cause:** Staff development is usually general training, not department specific

Problem Statement 2 (Prioritized): Provide facility and technology upgrades

Priority Problem Statements

Problem Statement 1: Addition support needed for all math students
Root Cause 1: Student Math results below the state average, English II subpopulations performing below expectations
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Evaluate the fairness of the workload distribution in those positions that increase the workload by hundreds of students at the high school level
Root Cause 2:
Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Provide facility and technology upgrades
Root Cause 3:
Problem Statement 3 Areas: School Culture and Climate - Technology

Problem Statement 4: Provide academic support to all student sub-pop via target/intervention classes, research based strategies, etc.
Root Cause 4:
Problem Statement 4 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 5: Provide teacher support via curriculum, district resources, etc
Root Cause 5:
Problem Statement 5 Areas: Demographics - School Culture and Climate - Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 1: 1.1 Provide 100% of students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma by May 2024. TEA Commissioner Strategic Priority 3 - Connect high school to career and college.

Evaluation Data Sources: 1.1 Students in grades 9-12 will have an increase in the number of college and career readiness opportunities. By 12th grade, all students will be enrolled to continue their education after high school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Promote a college going culture by having all staff display college information in their classrooms/office (such as posters, banners, brochures, pennants, etc.) **Strategy's Expected Result/Impact:** Campus is seen as clearly promoting higher and continued education. College information is seen on the campus. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Student progress reports, grades and EOC scores are monitored closely to determine if intervention/tutorials/ credit recovery/INL/GCS/Read 180 are needed prior to graduation. **Strategy's Expected Result/Impact:** TAPR evidence of all students graduating from high school. **Staff Responsible for Monitoring:** Student Support Team **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
Strategy 3: Continue to offer rigorous levels of educational opportunities including college preparatory, career and technical education.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Course registration, completion and monitoring. **Staff Responsible for Monitoring:** Campus administration, Assistant Superintendent and director of CTE **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
Strategy 4: Ensure every senior has a post-secondary plan leading to college or career.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Completed plans. **Staff Responsible for Monitoring:** Counselors **Funding Sources:** - Local				

Strategy 5 Details	Reviews			
Strategy 5: Counselors and CTE director meet with every student to develop a four year plan to design a pathway for students to reach their post-secondary goals.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Plans and sign-in sheets. **Staff Responsible for Monitoring:** Counselors, CTE Director **Funding Sources:** - Local				

Strategy 6 Details	Reviews			
Strategy 6: Increase number of programs offering certification opportunities, such as veterinary technician and assist students with process of signing up to test for appropriate certifications.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Board approval of additional programs. **Staff Responsible for Monitoring:** CTE Director, Administrators **Funding Sources:** - Local				

Strategy 7 Details	Reviews			
Strategy 7: BISD will develop a district technology plan to ensure that teachers and students have opportunities to utilize and apply various technologies that will enhance instruction and learning.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Completed plan. **Staff Responsible for Monitoring:** Director of Technology **Funding Sources:** - Local				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8: Provide Bear Academy Program to qualifying students, allowing students to graduate Core Complete with 44 College Hours. **Strategy's Expected Result/Impact:** Continue to increase the number of students successfully completing the Bear Academy program. **Staff Responsible for Monitoring:** Campus Administration, Student Support Services				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 2: 1.2 Increase the number of students taking AP/Honors and the ACT/SAT by 10% by May 2024. TEA Commissioner Strategic Priority 3 - Connect high school to career and college.

Evaluation Data Sources: 1.2 Number of High School student enrolled in AP/Honors classes and taking AP tests will increase by 10% as evidenced by Student enrollment records by May 2024.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 1) Links to ACT/SAT preparatory programs will be placed on the College Readiness website. **Strategy's Expected Result/Impact:** Achieve a 50% participation rate of graduating class taking the SAT/ACT. **Staff Responsible for Monitoring:** Campus Administration, District Testing Coordinator **Funding Sources:** - Local, - SCE, - Title I				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: ACT,SAT and TSI testing available on BHS campus both on weekends and during one school day. **Strategy's Expected Result/Impact:** Achieve a 50% participation rate of graduating class taking the SAT/ACT. **Staff Responsible for Monitoring:** Campus Administration, District Testing Coordinator **Funding Sources:** - Local, - SCE, - Title I				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Develop and implement effective plans to identify, recruit, and support students of underrepresented populations in AP/Pre-AP classes so that student enrollment is representative of overall district students enrollment. **Strategy's Expected Result/Impact:** Identification and recruiting plans; increased numbers of underrepresented groups taking AP/Pre-AP classes. **Staff Responsible for Monitoring:** Campus administration, SSS, Counselors, Assistant Superintendent and teachers **Funding Sources:** - Local				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 3: 1.3 Improve the reading/ELA student performance of all student sub-groups by 3% as measured by state, district, and classroom assessments. To be assessed in May 2024. TEA Commissioner Strategic Priority 2 - Build a foundation of reading and math

Evaluation Data Sources: 1.3 Student performance will meet SMART goals as identified by the ELA department.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Utilize Inferencing activities to address all essential standards and to specifically address Figure 19B, making complex inferences about text and using text evidence to support understanding. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Teachers **Funding Sources:** - Local, - SCE, - Title I				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Work as Professional Learning Communities to develop more rigorous and challenging questions, prompts and lessons for students at all levels of reading and writing to better prepare students for the rigor of the STAAR EOC tests. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Campus administration and Professional Learning Communities **Funding Sources:** - Local, - SCE, - Title I				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Utilize the Intervention/Enrichment period to target those students identified as needing extra intervention to master skills necessary to succeed on State Assessments. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Professional Learning Communities **Funding Sources:** - Local, - SCE, - Title I				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Utilize the Enrichment/Intervention period to offer enrichments targeted to improve the number of students achieving Masters on State Assessments. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Professional Learning Communities. **Funding Sources:** - Local, - SCE, - Title I				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: Incorporate technology strategies such as the use of the freerice.com, newsela.com to increase vocabulary, improve inferencing and summarizing skills, and to broaden student's world view for more critical thinking on issues. Increase use of Chromebooks, iPads and projectors to enhance instruction. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Teachers, Professional Learning Communities. **Funding Sources:** - Local				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6: Continue to implement the use of Read 180 to address reading deficits identified in students using Universal Screeners, teacher observations, and STAAR scores. **Strategy's Expected Result/Impact:** Improved reading abilities in students leading to greater students success as demonstrated on formative and summative assessments. **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 4: 1.4 Improve the math student performance of all students and student sub-groups by 3% as measured by state, district, and classroom assessments. To be assessed in May 2024. TEA Commissioner Strategic Priority 2 - Build a foundation of reading and math

Evaluation Data Sources: 1.4 Student performance will meet SMART goals as identified by the math department.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Use of manipulatives in all Algebra I and Geometry classes to concretely show students how to manipulate and master solving equations. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Professional Learning Communities **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local, - SCE, - Title I				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Analysis of data from both CBAs and CFAs to identify students for targeted intervention or enrichment to be provided during the in-school Intervention/Enrichment period. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Campus administration and Professional Learning Communities **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Incorporate technology such as Computers, Chromebooks, Ipads and projectors into the curriculum to support instruction and increase the performance of students in math. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. Increased student engagement. **Staff Responsible for Monitoring:** Student Support Team, Administration, Teachers **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Co-Teachers provided in specific math classes to provide a smaller teacher/student ratio and to offer more individualized instruction to students. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Administration, Student Support Team, Counselors				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 5: 1.5 Improve the science student performance of all students and student sub-groups 3% as measured by state, district and classroom assessments to be assessed in May 2024. TEA Commissioner Strategic Priority 2 - Build a foundation of reading and math

Evaluation Data Sources: 1.5 Student performance will meet SMART goals as identified by the science department.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Development Common Formative Assessments with particular emphasis on TEKs 8B and 10B, using released STAAR questions to ensure rigor is appropriate. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Campus administration and Professional Learning Communities **Funding Sources:** - Local, - SCE, - Title I				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Use data analysis from CFAs and CBAs to target students for mandatory reteach, retest of essential standards during the in-school intervention period. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Campus administration and Professional Learning Communities **Funding Sources:** - Local, - SCE, - Title I				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Use of technology such as computers, iPads, Chromebooks, Probeware and projectors as a resource to enhance instruction. **Strategy's Expected Result/Impact:** Student formative and summative assessment results **Staff Responsible for Monitoring:** Campus Administration, Science teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Utilize the Enrichment/Intervention period to offer enrichments targeted to improve the number of students achieving Masters on State Assessments. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Campus administration and Professional Learning Communities **Funding Sources:** - Local				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 6: 1.6 Improve the social studies student performance of all students and student sub-groups by 3% as measured by state, district, and classroom assessments by May 2024. TEA Commissioner Strategic Priority 2 - Build a foundation of reading and math

Evaluation Data Sources: 1.6 Student performance will meet SMART goals as identified by the Social Studies department.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Analysis of data from CFAs and CBAs will be used to determine students in need of additional intervention or enrichment during the Intervention period. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Campus administration and Professional Learning Communities **Title I:** 2.5, 2.6 **Funding Sources:** - Local, - SCE, - Title I				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers will better utilize the Intentional Non Learner program for students to complete assignments. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Teachers, Campus administration and Professional Learning Communities **Funding Sources:** - Local, - SCE, - Title I				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Social Studies department will use both the Social Studies Blitz and Intervention rotations to better prepare students for annual US History STAAR exam. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Professional Learning Communities **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Chromebooks will be used in classes to supplement content with web based research, activities and reviews. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Teachers, Professional Learning Communities				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 7: Provide 100% of students identified as needing support through the Limited English Proficient (LEP), At-Risk, 504, Special Education, and Gifted and Talented with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and/or improve their academic achievement by May of 2024.

Evaluation Data Sources: Student performance in the aforementioned special populations will improve in all four core areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: The district-endorsed instructional strategies, Rosetta Stone and Imagine Learning, will be used to address the needs of students identified as LEP. **Strategy's Expected Result/Impact:** Student formative and summative assessment results. **Staff Responsible for Monitoring:** Director of Federal Programs, Campus Administration, Teachers and Campus ELL director				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: The district-endorsed instructional strategy, Edgenuity, will be used to give students the opportunity to recover lost credits in credit recovery classes. **Strategy's Expected Result/Impact:** Student credits as shown on student transcripts. Reduced student drop out rate. Increased graduation rate. **Staff Responsible for Monitoring:** Assistant Superintendent, Campus Administration, teachers counselors, Student Support Team **Title I:** 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: The district-endorsed instructional strategies of Co-teach and Instructional Support classes are available in all Core subjects to address the needs of students identified as Special Education students. **Strategy's Expected Result/Impact:** Student formative and summative assessment **Staff Responsible for Monitoring:** Director of Special Education, Campus Administration, teachers **Title I:** 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in professional learning activities aimed at ensuring the general education success of students receiving special education services.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Evidence of implementation of the attended professional learning activity will result in improved student formative and summative assessments. **Staff Responsible for Monitoring:** Director of Special Education, Campus Administration, teachers, counselors				

Strategy 5 Details	Reviews			
Strategy 5: 9-week data reviews by campus student support will be conducted to assign interventions based on data day analysis activities. The interventions will be used to address the needs of all students, including those at-risk students and those receiving 504 services, Special Education services and students supported through Dyslexia services.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Improvement in student formative and summative assessment results. **Staff Responsible for Monitoring:** Assistant Superintendent, Director of Federal Programs, Student Support Team				

Strategy 6 Details	Reviews			
Strategy 6: GT students are serviced in Pre-AP and AP courses by teachers who have completed GT training.	Formative			Summative
Strategy's Expected Result/Impact: Student formative and summative assessment results. **Staff Responsible for Monitoring:** Assistant Superintendent, Campus Administration, Teachers	Nov	Jan	Mar	May

Strategy 7 Details	Reviews			
Strategy 7: BHS ARD committees will ensure that Special Education students take the appropriate state assessment as indicated in the Federal portion of the System Safeguards Report.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Student state testing results. **Staff Responsible for Monitoring:** Director of Special Education, Campus Administration				

Strategy 8 Details	Reviews			
Strategy 8: Chromebooks will be provided for use in the ELA ELL classes to address the needs of students identified as Limited English Proficient (LEP).	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Student improvement on formative and summative assessments. **Staff Responsible for Monitoring:** Director of Special Programs, Campus Administration				

Strategy 9 Details	Reviews			
Strategy 9: Content based ELL classes are provided to support the academic needs of those students identified as English Language Learners (ELL).	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Student formative and summative assessment results. **Staff Responsible for Monitoring:** Campus Adminstration, Counselors, Campus ELL Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.

Performance Objective 1: Brownsboro High School will base 100% of all resource allocation on thorough analysis of student performance data to be monitored by campus administration by May 2024.

High Priority

Evaluation Data Sources: Brownsboro High School will judiciously allocate funds to improve all students' performance across the four core areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Mandatory placement of students failing STAAR EOC tests into corresponding EOC prep classes for comprehensive, intense, accelerated instruction. **Strategy's Expected Result/Impact:** Student schedules, Lesson plans **Staff Responsible for Monitoring:** Campus Administration, Counselors **Title I:** 2.4, 2.6 - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Use of Grand Central Station: Students are assigned to this learning lab to assist struggling learners with comprehensive, intense, accelerated instruction and to provide pre-teaching of concepts. **Strategy's Expected Result/Impact:** Improved performance on student formative and summative assessment results. **Staff Responsible for Monitoring:** Campus Administration, Student Support Team, Teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Freshman Orientation (Fish Camp): including presentation, tour, activities, enrollment and schedule pickup, will assist students in the transition from junior high to high school. **Strategy's Expected Result/Impact:** Students will more easily acclimate to the high environment resulting in improved grades, fewer counselor referrals and few discipline referrals. **Staff Responsible for Monitoring:** Campus Administration, Counselors.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: The Campus Educational Improvement Committee (CEIC) will annually review and report the student achievement results of the EOC Intervention classes to determine whether the program should be continued, modified or discontinued. **Strategy's Expected Result/Impact:** Improved results on state assessments. **Staff Responsible for Monitoring:** Campus Administration, CEIC **Title I:** 2.4, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: The Campus Educational Improvement Committee (CEIC) will annually review and report the student achievement results of Grand Central Station to determine whether it should be continued, modified or discontinued. **Strategy's Expected Result/Impact:** Improved results on state assessments **Staff Responsible for Monitoring:** Campus Administration, CEIC				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6: Credit Recovery computer labs, utilizing the program Edgenuity, will be used to address drop-out prevention. **Strategy's Expected Result/Impact:** Reduced drop-out rates, Increased graduation rates **Staff Responsible for Monitoring:** Campus Administration, Teachers **Title I:** 2.4, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7: Grand Central Station learning lab will be used to address drop-out prevention. **Strategy's Expected Result/Impact:** Reduced drop-out rates, Increased graduation rates **Staff Responsible for Monitoring:** Campus Administration, Teachers				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8: The district will pursue grant opportunities to provide instructional resources to support teachers and students. **Strategy's Expected Result/Impact:** Grant Awards used to improve instruction. **Staff Responsible for Monitoring:** Curriculum and Instruction				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9: Bear Ambassadors program teams all freshmen with an upper class mentor to provide voth academic and social support to smooth the transition from junior high to high school. **Strategy's Expected Result/Impact:** Improved freshmen academic and behavioral performance. Improved graduation rate and attendance rate. Support for at-risk students. **Staff Responsible for Monitoring:** Counselors				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10: School administration will closely monitor and enforce the school attendance policy in compliance with state attendance requirements. **Strategy's Expected Result/Impact:** Improved school attendance rates **Staff Responsible for Monitoring:** School Administration				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 11: Implementation of Read 180 to address reading deficits in students identified through the RTI process **Strategy's Expected Result/Impact:** Improved reading ability as demonstrated by greater success on formative and summative assessments. **Staff Responsible for Monitoring:** Campus Administration, teachers **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 12: Students severely behind in credits will be recommended for acceptance to Horizon Academy. **Strategy's Expected Result/Impact:** Reduction in drop-out rate, increase in graduation rate **Staff Responsible for Monitoring:** Counselors, Student Support Team **Title I:** 2.4, 2.6				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: We will enhance the character and personal soft-skills development of each student.

Performance Objective 1: 3.1 Brownsboro High School will provide opportunities for 100% of students to develop character and social-skills as measured by improvement in grades, graduation rate and reduction of discipline referrals by May 2024.

Evaluation Data Sources: 3.1 Students' behavior and social skills will be improved and they will contribute positively to the school community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Campus TV monitors will be used to display positive character building traits to develop character and soft-skills. **Strategy's Expected Result/Impact:** Documented character activities. **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers will work with students in the classroom to develop classroom norms that model healthy soft skills. **Strategy's Expected Result/Impact:** Documented soft skill opportunities/activities. **Staff Responsible for Monitoring:** Campus administration, Teachers **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Counselors will meet with small groups of students for Soft Skill enrichments. **Strategy's Expected Result/Impact:** Documented soft skill opportunities/activities. **Staff Responsible for Monitoring:** Campus Administration, Counselors **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Counselors will work with teachers to provide bullying and violence prevention training for students both within the classroom and during Intervention. **Strategy's Expected Result/Impact:** Documented soft skill opportunities/activities. **Staff Responsible for Monitoring:** Counselors, Assistant Superintendent, Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: Campus Discipline plan will be implemented to encourage students to contribute positively to the school environment. **Strategy's Expected Result/Impact:** Reduction in the number of disciplinary referrals. **Staff Responsible for Monitoring:** Campus Administration				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6: Contract with NextStep counseling to provide a LPC to address mental health of students with critical needs. **Strategy's Expected Result/Impact:** Better monitoring and support of students with mental health concerns. **Staff Responsible for Monitoring:** Counselors				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.

Performance Objective 1: 4.1 Brownsboro Administration will ensure that 100% of all teaching and paraprofessional staff members meet "Highly Qualified" requirements as part of ESSA. TEA Commissioner Strategic Priority 1 - Recruit, support, retain teachers and principals

Evaluation Data Sources: 4.1 Brownsboro High School will have 100% Highly Qualified Teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Team norms have been established to promote healthy interactions between staff members and to enhance a positive school climate for all campus employees. **Strategy's Expected Result/Impact:** Documented activities; campus climate survey results. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Activities such as jean days, snow cone days, staff shirts, staff appreciation night, etc. create a sense of community and enhance a positive school climate for all campus employees. **Strategy's Expected Result/Impact:** Documented activities; campus climate survey results. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: BISD will continue to implement the long-range employee compensation plan as prescribed by TASB **Strategy's Expected Result/Impact:** Board Approved Plan **Staff Responsible for Monitoring:** Superintendent, Director of Finance **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: BISD administrators will attend local job fairs to recruit highly qualified teachers. **Strategy's Expected Result/Impact:** Attendance at job fairs. **Staff Responsible for Monitoring:**] Principals, Director of Staff & Student Services **Funding Sources:** - Local				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: BISD will provide training for campus administrators to ensure compliance with the "Highly Qualified" requirements. **Strategy's Expected Result/Impact:** All teachers meet the "highly Qualified" criteria **Staff Responsible for Monitoring:** Director of Federal Programs, Director of Staff & Student Services **Funding Sources:** - Title I, - Title II				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6: All teachers new to teaching will participate in the District Mentoring Program and will be paired with a mentor. All teachers new to Brownsboro High School will participate in the District Mentoring program and will be partnered with a Buddy teacher. The mentor and buddy teachers will share a common planning time and will work together to create a smooth transition for employment at BHS **Strategy's Expected Result/Impact:** Teacher success in the classroom, teacher retention **Staff Responsible for Monitoring:** District Administration, Campus Administration, Mentor and Buddy teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7: Teachers will be encouraged to participate in professional growth opportunities provided by the district such as: Leadership Academy. **Strategy's Expected Result/Impact:** Increased Teacher Retention **Staff Responsible for Monitoring:** District and Campus Administration				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1: 5.1 Brownsboro High School will ensure that all district facilities are 100% safe and well maintained as monitored by the Campus Administration and Director of Maintenance and Operations by May of 2023 Commissioner Strategic Priority 1 - Recruit, support, retain teachers and principals

Evaluation Data Sources: 5.1 Brownsboro High School will provide a facility that is physically safe.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: The CEIC will ensure that an annual review of building and campus safety is conducted. **Strategy's Expected Result/Impact:** Completed Safety Review **Staff Responsible for Monitoring:** Campus Administration and Director of Maintenance and Operations. **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: BISD will maintain all district facilities. **Strategy's Expected Result/Impact:** Schedule of inspections, completed reports **Staff Responsible for Monitoring:** Director of Maintenance and Operations **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: BISD will develop a BISD long-range facilities plan. **Strategy's Expected Result/Impact:** Board approved plan **Staff Responsible for Monitoring:** Director of Maintenance and Operations **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Continue to offer training to increase awareness of student safety and security needs on the campus. **Strategy's Expected Result/Impact:** Increased campus security **Staff Responsible for Monitoring:** District and Campus Administration, District SRO				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 2: 5.2 Brownsboro High School will implement programs that enhance student safety and student relationships for 100% of students by May 2023.

Evaluation Data Sources: 5.2 Brownsboro High School will improve in both student safety and building relationships with students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Suicide prevention training will be conducted with all staff members. **Strategy's Expected Result/Impact:** Documentation of training. **Staff Responsible for Monitoring:** Student Support Services, Counselor, District Administration. **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Counselor will implement District/Campus Counseling Plan to deliver developmentally appropriate services for students through classroom guidance lessons, individual & small group counseling, consultation, individual planning and crisis management. **Strategy's Expected Result/Impact:** Attendance rate of 97%, counselor/AP collaboration to establish protocols for students repeatedly being referred, students being able to identify wellness practices to utilize in their daily lives, student's ability to identify a mininimum of 3 skills that will help develop academic potential. **Staff Responsible for Monitoring:** Student Support Services, Counselor, Principal **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: All high school staff will participate in Mandatory Child Sexual Abuse and Prevention Training - to include maltreatment of children. **Strategy's Expected Result/Impact:** Documentation of training. **Staff Responsible for Monitoring:** Student Support Services, Counselor, District Administration **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
Strategy 4: TIPs hotline and TipText available for students to anonymously report student bullying.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of strategy.	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principal, Student Support Services, Campus Security, Counselor **Funding Sources:** - Local				

Strategy 5 Details	Reviews			
Strategy 5: Health classes incorporate programs such as Help Center to address healthy dating relationships and dating violence and all staff participate in mandatory training over this subject.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of strategy	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Student Support Services, Counselor, Teachers **Funding Sources:** - Local				

Strategy 6 Details	Reviews			
Strategy 6: All students are encouraged to find one extra-curricular activity, club or organization to join. this provides opportunities for staff to interact with students in an alternate environment.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of strategy	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Campus Principal **Funding Sources:** - Local				

Strategy 7 Details	Reviews			
Strategy 7: All campuses will conduct campus safety drills to include fire, lock-down, tornado, and shelter in place drills.	Formative			Summative
Strategy's Expected Result/Impact: Documentation of Safety Drills	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Campus Administration, Director of Maintenance and Operations **Funding Sources:** - Local				

Strategy 8 Details	Reviews			
Strategy 8: Red Ribbon Week activities will be conducted to promote safe and drug free schools.	Formative			Summative
Strategy's Expected Result/Impact: Schools will be drug free; fewer student drug-related offenses	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Campus Administration, Student Support Services, Counselor **Funding Sources:** - Local				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9: All campuses will annually approve and submit their discipline management plan to the Superintendent. **Strategy's Expected Result/Impact:** Submitted plan **Staff Responsible for Monitoring:** Principal, Assistant Principals **Funding Sources:** - Local				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10: All students will participate in state mandated training over Proper Interaction with Law Enforcement. **Strategy's Expected Result/Impact:** Students will be aware of proper behavior when interacting with a law enforcement officer **Staff Responsible for Monitoring:** Counselors, Campus Administration, District SRO				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.

Performance Objective 1: 6.1 Brownsboro High School will provide opportunities that will increase parent involvement to 100% and allow all parents to partner in the education of their children. Parent involvement activities will take place between August 2022 and June 2023. Parent participation will be recorded by sign-in sheets and conference logs.

Evaluation Data Sources: 6.1Brownsboro High School will improve parental involvement and building relationships with parents.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conference (e.g., face-to-face conference, telephone conference, or email) with parents at least once a semester to provide a variety of information that will include:	Formative			Summative
	Nov	Jan	Mar	May
*what the school will do to help students meet performance standards; *What the parent can do to help the student's performance; *Additional assistance available at the school (Title 1). **Strategy's Expected Result/Impact:** Parent conference/contact logs; 2019-20 Parent Involvement Survey **Staff Responsible for Monitoring:** Campus Principal **Title I:** 4.1, 4.2 **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
Strategy 2: Brownsboro High School will use the following strategies to provide parents individual student assessment results in a language the parent can understand (Title I School wide requirement):	Formative			Summative
	Nov	Jan	Mar	May
*On-line enrollment program and other documentation available in multiple languages. *Interpreter available when needed. **Strategy's Expected Result/Impact:** Enrollment program and other materials available in multiple languages. Interpreter available. **Staff Responsible for Monitoring:** Director of Federal Programs, Student Support Services, Counselor **Title I:** 4.1, 4.2 **Funding Sources:** - Title I				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: All campuses will ensure that the campus and teacher websites are active tools for communicating timely information. **Strategy's Expected Result/Impact:** All Campus and Teacher websites are up-to-date **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Webmaster **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: The district will administer the campus Parent Involvement Survey and the CEIC will adjust strategies aimed at improving survey response and overall parent involvement. **Strategy's Expected Result/Impact:** 2021 Parent Involvement Survey **Staff Responsible for Monitoring:** Director of Federal Programs, Parent Involvement Coordinator; CEIC **Title I:** 4.1 **Funding Sources:** - Local				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: Brownsboro High School will provide multiple opportunities for parent participation including but not limited to: Open House, Assemblies, Pep Rallys, Academic Expo and Awards Programs, Title One Meeting and Bear Academy Meetings. **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Campus Administration, Student Support Services, Counselors, Teachers **Title I:** 4.1, 4.2				

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: We will align professional development opportunities with the needs of students.

Performance Objective 1: 7.1 100% of all instructional staff will participate in professional development activities that will provide opportunities to become more effective and improve student performance by June 1, 2023, as recorded on comp time documentation.Commissioner Strategic Priority 1 - Recruit, support, retain teachers and principals

Evaluation Data Sources: 7.1 Brownsboro High School will become more effective and improve student performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Brownsboro High School will provide opportunities for teachers to attend and participate in Staff Development. **Strategy's Expected Result/Impact:** Agendas; meeting minutes; work products **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Local, - Title I, - Title II				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teacher to Teacher training will be provided during campus in-service. **Strategy's Expected Result/Impact:** Agendas; meeting minutes; work products **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Local, - Title I, - Title II				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: All campuses will provide opportunities for same grade subject teachers to collaborate and develop common assessments and common lesson plans that are horizontally and vertically aligned. **Strategy's Expected Result/Impact:** Agendas; meeting minutes; work products **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.5 **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: All campuses will ensure staff participation in ESC Region 7 professional development activities. **Strategy's Expected Result/Impact:** Region 7 professional development log **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - Title I, - Title II				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: The district will provide training for the implementation of the TEKS Resource System, and DMAC. **Strategy's Expected Result/Impact:** Sign-in sheets **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **Funding Sources:** - Title I, - Title II				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
LeCandance Shead	BHS Intervention Aide	RtI	

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
3	1	1			$0.00
3	1	2			$0.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	2	1			$0.00
5	2	2			$0.00
5	2	3			$0.00
5	2	4			$0.00
5	2	5			$0.00
5	2	6			$0.00
5	2	7			$0.00
5	2	8			$0.00
5	2	9			$0.00
6	1	1			$0.00
6	1	3			$0.00
6	1	4			$0.00
7	1	1			$0.00
7	1	2			$0.00
7	1	3			$0.00
				Sub-Total	$0.00

SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	3	2			$0.00

SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3			$0.00
1	3	4			$0.00
1	4	1			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	6	1			$0.00
1	6	2			$0.00
				Sub-Total	$0.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	4	1			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	6	1			$0.00
1	6	2			$0.00
4	1	5			$0.00
6	1	2			$0.00
7	1	1			$0.00
7	1	2			$0.00
7	1	4			$0.00
7	1	5			$0.00
				Sub-Total	$0.00

Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	5			$0.00
7	1	1			$0.00
7	1	2			$0.00
7	1	4			$0.00
7	1	5			$0.00
				Sub-Total	$0.00