Brownsville Independent School District

Porter Early College High School

2023-2024 Campus Improvement Plan

Mission Statement

Porter Early College High School's mission is to prepare students to be lifelong learners and responsible, productive citizens in a global society.

Vision

Porter Early College High School is committed to achieving a high level of excellence for all students and advocating student, parent, and community involvement to support and promote a post-secondary education for students.

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Comprehensive Needs Assessment

Revised/Approved: August 21, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Gladys Porter Early College High School is located on 3500 International Blvd near downtown Brownsville, Texas and the United States/Mexico border. The main campus building, constructed in 1974, was originally comprised of 64 classrooms, a cafeteria, library, and gymnasium. Since 2012, the Porter Campus has added a state-of-the art artificial turf sports field. Presently, the campus houses 120 classrooms and 12 fully equipped computer labs with over 25 computers in each lab. Additionally, there are fully furnished computer labs for: migrant students, Lucha students (recent immigrants), and a college prep lab. Porter Early College High School computer/student ratio is one to one. Porter ECHS employs approximately 147 Professional staff members including seven administrators, eight counselors and approximately 50 support personnel ranging from para-professionals to custodial staff.

Many Porter students are first generation Mexican immigrants and a majority of these students are bilingual in English and Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as SNAP food benefits, TANF, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance. Porter High School is identified as a Title I school, as are all seven of the Brownsville ISD high schools.

The students of Porter ECHS are recipients of a well-balanced curriculum. Courses are offered in every subject area as necessary for college admission, as well as a diverse range of elective and career and technology courses. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Honors, Advanced Placement, Project Lead the Way, and Dual Enrollment. Gladys Porter Early College High School offers two "schools within a school" where early college students with an opportunity to graduate with an Associate's Degree. Students can enroll in Porter Early College Highs School or Porter Pathways in Technology Early College High School. Approximately 25% of our student population is enrolled in this program. Thus, our SPACE, STAMP and PTECH programs also offer a strong foundation for careers in engineering, medical and manufacturing professions. Students are exposed through a challenging curriculum that enhances their critical thinking, field studies, hands-on projects, and research. Currently in its first year, 10% of our freshmen population are part of our mentioned programs. Projections for next school year are at 20% of our 9th & 10th grade population. In addition to these programs, we have incorporated dual enrollment courses into our automotive and manufacturing programs where our students acquire an Industry Based Certification to their Associate's Degree. Through all the Career and Technical courses, 82% of our seniors have acquired an industry-based certification as approved by TEA. Students at our school also have access to three graduation plans: Foundation, Foundation with Endorsement, and Distinguished Achievement Graduation Plan. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

Porter ECHS promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Team Sports, HOSA, A/V Technology and Video Production Ambassadors, Skills USA, TSA, TAFE, Chess, Science Fairs, Dancing arts, Computer, Technology Skills, JROTC, and Student Council.

Annual Campus Goals

The Porter High School faculty and staff are committed to the following goals:

- Achieving a high level of excellence for all students.
- Providing students opportunities for growth within our diverse culture.
- Furnishing support that will provide students with an adequate foundation to graduate and pursue a post-secondary education.

- Advocating student, parent, and community involvement.

Demographics

Demographics Summary

Porter ECHS has an enrollment of approximately 1850 students enrolled in grades 9 through 12. In this population, 99.9 % of the student population is identified Hispanic, 99.9 % is identified as Economically Disadvantaged, and 29.4% are classified as Limited English Proficient, 84.2 are At-Risk, and 12.6% are identified as Special Education. Many Porter students are first generation Mexican immigrants and a majority of these students are bilingual in English and Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as SNAP food benefits, TANF, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance. Porter High School is identified as a Title I school, as are all seven of the Brownsville ISD high schools.

2021-22 TEA School Report Card Data

Student Information

This section provides demographic information about PORTER EARLY COLLEGE H S, including attendance rates, enrollment percentages for various student groups, student mobility rates, and level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	97.3%	97.1%	95.0%
Enrollment by Race/Ethnicity			
African American	0.0%	0.1%	12.8%
Hispanic	99.5%	98.5%	52.8%
White	0.5%	1.1%	26.3%
American Indian	0.0%	0.0%	0.3%
Asian	0.0%	0.2%	4.8%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	94.6%	89.5%	60.7%
Special Education	13.1%	15.0%	11.6%
Emergent Bilingual/EL	43.7%	38.0%	21.7%
Mobility Rate (2020-21)			

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	-	17.5	18.7
Grade 1	-	16.6	18.7
Grade 2	-	15.2	18.6
Grade 3	-	15.0	18.7
Grade 4	-	14.0	18.8
Grade 5	-	15.4	20.2
Grade 6	-	18.1	19.2
Secondary			
English/Language Arts	16.3	16.3	16.3
Foreign Languages	11.4	15.5	18.4
Mathematics	17.2	17.9	17.5
Science	16.8	18.0	18.5
Social Studies	17.3	17.3	19.1

	9.0%	12.4%	13.6%

2020-2021 Schol Report Card

School and Student Information

This section provides demographic information about KATHERINE ANNE PORTER SCHOOL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	95.3%	95.3%	98.3%
Enrollment by Race/Ethnicity			
African American	0.0%	0.0%	12.7%
Hispanic	27.2%	27.2%	52.9%
White	67.0%	67.0%	26.5%
American Indian	0.0%	0.0%	0.3%
Asian	1.0%	1.0%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	4.9%	4.9%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	29.7%	29.7%	60.3%
Special Education	12.9%	12.9%	11.1%
Emergent Bilingual/EL	0.0%	0.0%	20.7%
Mobility Rate (2019-20)	44.8%	44.8%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	4.1	4.1	15.7
Foreign Languages	3.2	3.2	17.8
Mathematics	3.0	3.0	16.9
Science	5.1	5.1	17.9
Social Studies	4.2	4.2	18.3

Demographics Strengths

High School completion rates

Parents/stakeholder involvement

Fine Arts Program

CTE Program Enrollment/Certifications

TIA Designated Teachers

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Increase EB, At-Risk, Economically Disadvantaged assessment scores. **Data Analysis/Root Cause:** Emergent Bilingual and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 2 (Prioritized): Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause:** Participation in DE, ECHS, and AP lower that district average.

Need Statement 3 (Prioritized): Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** Porter ECHS student attendance showed a continuing decline in student and teacher attendance during 2019-2020 and 2020-2021 school year.

Need Statement 4 (Prioritized): Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports).

Need Statement 5 (Prioritized): Increase migrant students achievements and attendance rates by providing school supplies, clothing, hygiene products as needed **Data Analysis/Root Cause:** Migrant students score lower in state assessments and struggle with attendance compared to their peers.

Need Statement 6 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Student Learning

Student Learning Summary

Our ECHS designation enables students to attend college courses and the campus offers a wide variety of certifications, AP courses, and dual enrollment courses through Texas Southmost College and TSTC. Scores on college entrance exams, AP courses and dual enrollment courses rose this year and the expectation is that they will continue to improve with the emphasis this designation and the excitement this opportunity generates in the community. Incoming 9th grade students' scores from Reading and Math determine whether they require linked classes in English and Math or advanced classes.

Content teachers in English I, US History and Math conducted regular formative assessments and met weekly or more often to discuss data and teaching strategies. Biology used their own formative assessments and English II met and tested less regularly as a group. Students attended tutorials during the week and on weekends, but many students who really needed help did not attend.

Texas Education Agency
2021-22 STAAR Performance
PORTER EARLY COLLEGE H S (031901002) - BROWNSVILLE ISD - CAMERON COUN

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Spec Ed (Curr
STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
All Grades All Subjects												
At Approaches Grade Level or Above	2022	74%	75%	74%	-	74%	76%	-	-	-	-	-
	2021	67%	59%	61%	-	61%	58%	-	-	-	-	-
At Meets Grade Level or Above	2022	48%	46%	42%	-	42%	43%	-	-	-	-	-
	2021	41%	31%	38%	-	38%	42%	-	-	-	-	-
At Masters Grade Level	2022	23%	20%	12%	-	12%	19%	-	-	-	-	-
	2021	18%	11%	10%	-	10%	17%	-	-	-	-	-
All Grades ELA/Reading												
At Approaches Grade Level or Above	2022	75%	74%	60%	-	60%	63%	-	-	-	-	-
	2021	68%	63%	53%	-	53%	33%	-	-	-	-	-
At Meets Grade Level or Above	2022	53%	51%	38%	-	38%	25%	-	-	-	-	-
	2021	45%	38%	37%	-	37%	33%	-	-	-	-	-
At Masters Grade Level	2022	25%	22%	5%	-	5%	13%	-	-	-	-	-
	2021	18%	12%	5%	-	5%	17%	-	-	-	-	-

Student Learning Strengths

Porter ECHS has shown improvement in Dual Enrollment opportunites have improved for the last three years. Over 90% of the graduating class is CCR ready due to vast opportunities of CTE certifications available to all students through their career pathways.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Increase student mastery of TEKS to promote student success on state assessments (EOC/STAAR) by providing extended day (before/after school and Saturdays) opportunities for all students, specially EB populations and SE populations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

Need Statement 2 (Prioritized): Increase Career and College Readiness awareness and opportunities by increasing DE opportunities and support for college counseling, Apply Texas help, FSFA assistance, scholarship completion (Advise Texas, AmeriCorp, & Upward Bound) to facilitate entrance to post secondary institutions **Data Analysis/Root Cause:** Campus Need Surveys indicate a need to increase awareness for these programs.

Need Statement 3 (Prioritized): Provide supplemental instructional materials, software programs, resources, ink, computers, and software for teachers to increase academic performance in all state assessments for All Students in ELA, Math, Science and Social Studies. **Data Analysis/Root Cause:** Materials and resources needed to continue academic growth in all areas.

Need Statement 4 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** Surveys for availability and access from 2019-2022.

Need Statement 5 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum and providing teacher training. **Data Analysis/Root Cause:** 2022 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

Need Statement 6 (Prioritized): Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause:** Participation in DE, ECHS, and AP lower that district average.

Need Statement 7 (Prioritized): Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause:** Surveys indicate need to increase training and supports for implementation of online and blended instruction.

School Processes & Programs

School Processes & Programs Summary

Porter Early College High School is committed to providing students with the instruction that best serves their needs. Programs/Services offered include: Pre-AP/AP courses, Dual Enrollment courses, CTE courses, Saturday Academies, Extended Day tutorials, TSI testing, scholarship opportunities, AP Testing, among other things. Teachers follow the BISD Curriculum and supplement with state adopted textbooks and other resources. Students participate in assessments as provided by the campus, district, and state. Students may obtain a college degree and/or certification in the PTECH. Performance-based compensation rewards highly effective educators for their positive impact on student growth and outcomes. Communication with parents is made possible through social media, parent notices, website, and phone calls.

School Processes & Programs Strengths

Implementation of CIF and SIOP strategies into the curriculum and instruction with continuous professional development opportunities throughout the schoolyear. Professional development opportunities are provided throughout the school year for AP, GT, DE, EOC and College Readiness to support "all students" acaemic success Accelerated instuction and focused tutorials are conducted throughout the school year with paid compensation to teachers through state compensatory, federal programs, bilingual, advance academis and special programs department(s) provided funds.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum and providing teacher training. **Data Analysis/Root Cause:** 2022 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

Need Statement 2 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** Surveys for availability and access from 2019-2022.

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Need Statement 5 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 6 (Prioritized): Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause:** Research and stakeholder feedback indicate that additional resources still need to be provided to reach all student

Need Statement 7 (Prioritized): Increase participation and support of Dual Enrollment, ECHS, and AP.   **Data Analysis/Root Cause:** Participation in DE, ECHS, and AP lower that district average.

Perceptions

Perceptions Summary

The designation of Early College High School and PTECH changes the climate of the school by elevating the expectation of the entire staff, which filters to the students. Multiple ways of sharing information are used to make certain all teachers and staff members understand the goals set for the campus and the means of meeting those goals. SBDM has determined there is a need to increase parental participation to improve culutre.

Perceptions Strengths

The following Strengths have been identified for Porter Early College High School:

Faculty, staff, students and parents feel comfortable and safe coming to campus.

Parental Involvement program has increased in numbers and has been identified as one of our major strengths.

Designation as an Early College High School

Drop out specialist support to increase the graduation rate and prevent students from dropping out

STAMP Program

GEAR UP Grant

P-TECH Campus

Need Statements Identifying Perceptions Needs

Need Statement 1: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means **Data Analysis/Root Cause:** Surveys of needs and board directives support this as a priority need.

Need Statement 2 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 3 (Prioritized): Need to purchase health and safety supplies for students. **Data Analysis/Root Cause:** Student attendance decreased during 2021-2022 school year.

Priority Need Statements

Need Statement 1: Increase EB, At-Risk, Economically Disadvantaged assessment scores.

Data Analysis/Root Cause 1: Emergent Bilingual and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 1 Areas: Demographics

Need Statement 2: Need to increase attendance for students and teachers and improve school climate.

Data Analysis/Root Cause 2: Porter ECHS student attendance showed a continuing decline in student and teacher attendance during 2019-2020 and 2020-2021 school year.

Need Statement 2 Areas: Demographics

Need Statement 3: Increase participation and support of Dual Enrollment, ECHS, and AP.

Data Analysis/Root Cause 3: Participation in DE, ECHS, and AP lower that district average.

Need Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 4: Increase student mastery of TEKS to promote student success on state assessments (EOC/STAAR) by providing extended day (before/after school and Saturdays) opportunities for all students, specially EB populations and SE populations.

Data Analysis/Root Cause 4: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

Need Statement 4 Areas: Student Learning

Need Statement 5: Increase Career and College Readiness awareness and opportunities by increasing DE opportunities and support for college counseling, Apply Texas help, FSFA assistance, scholarship completion (Advise Texas, AmeriCorp, & Upward Bound) to facilitate entrance to post secondary institutions

Data Analysis/Root Cause 5: Campus Need Surveys indicate a need to increase awareness for these programs.

Need Statement 5 Areas: Student Learning

Need Statement 6: Provide supplemental instructional materials, software programs, resources, ink, computers, and software for teachers to increase academic performance in all state assessments for All Students in ELA, Math, Science and Social Studies.

Data Analysis/Root Cause 6: Materials and resources needed to continue academic growth in all areas.

Need Statement 6 Areas: Student Learning

Need Statement 7: Increase migrant students achievements and attendance rates by providing school supplies, clothing, hygiene products as needed

Data Analysis/Root Cause 7: Migrant students score lower in state assessments and struggle with attendance compared to their peers.

Need Statement 7 Areas: Demographics

Need Statement 8: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities.

Data Analysis/Root Cause 8: Surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 8 Areas: Student Learning - School Processes & Programs

Need Statement 9: Need to purchase health and safety supplies for students.

Data Analysis/Root Cause 9: Student attendance decreased during 2021-2022 school year.

Need Statement 9 Areas: Perceptions

Need Statement 10: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum and providing teacher training.

Data Analysis/Root Cause 10: 2022 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

Need Statement 10 Areas: Student Learning - School Processes & Programs

Need Statement 11: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations.

Data Analysis/Root Cause 11: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports).

Need Statement 11 Areas: Demographics - School Processes & Programs

Need Statement 12: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.

Data Analysis/Root Cause 12: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 12 Areas: Demographics - School Processes & Programs - Perceptions

Need Statement 13: Need to increase availability of quality technology, software, and internet access for students, faculty and staff.

Data Analysis/Root Cause 13: Surveys for availability and access from 2019-2022.

Need Statement 13 Areas: Student Learning - School Processes & Programs

Need Statement 14: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders.

Data Analysis/Root Cause 14: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all student

Need Statement 14 Areas: School Processes & Programs

Goals

Goal 1: Porter 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 Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de Porter ECHS recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 1: Porter ECHS student performance for all students, all grades, all subjects will exceed 2023 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in ELAR, mathematics, science and social studies by 2 percentage points.

Desempeno estudiantil de todos los estudiantes de Porter ECHS, todos los grados, todas las materias para STAAR/EOC Se acerca, cumple y domina el desempeno de nivel de grado en lectura, escritura, matematicas, ciencias y estudios sociales en 2 puntos porcentuales sobre los resultados de 2023.

> **High Priority**

> **Evaluation Data Sources:** STAAR/EOC performance reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize research-based instructional resources and targeted interventions to ensure that all students, especially EB, SE, and Dyslexia, are prepared to meet the demands of rigorous TEKS and TSIA2 in the foundation curriculum and assessments (local, state, national). STAAR resource materials, AVID materials, computer assisted instructional programs (Edgenuity, SummitK12, Criterion, IXL, SIRIUS, Criterion, Unique Learning, News2you), student self response systems (Navigators), instructional materials, library books and consumables along with RTI 3 Tier Model. Strategies will be provided to students to improve academic achievement. Utilizar recursos didacticos basados en investigaciones e intervenciones especificas para garantizar que todos los estudiantes, especialmente EB, SE y dislexia, esten preparados para cumplir con las demandas de los rigurosos TEKS y TSIA2 en el curriculo basico y las evaluaciones (locales, estatales, nacionales). Materiales de recursos STAAR, materiales AVID, programas educativos asistidos por computadora (Edgenuity, SummitK12, Criterion, IXL, SIRIUS, Criterion, Unique Learning, News2you), sistemas de auto respuesta de los estudiantes (Navegadores), materiales educativos, libros de biblioteca y consumibles junto con RTI 3 Tier Modelo. Se proporcionaran estrategias a los estudiantes para mejorar el rendimiento academico. **Milestone's/Strategy's Expected Results/Impact:** The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions, TAIS reports, lesson plans	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Summative: STAAR, TELPAS, TSIA2, SAT, ACT, AP Scores

Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers, Administrator for State Compensatory Education

35%	70%			

Title I:
2.4
 - **TEA Priorities:**
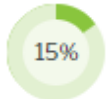Build a foundation of reading and math
 - **Population:** All students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024

Need Statements: Student Learning 3

Funding Sources: General Supplies - 211 Title I-A - 211 -11-6399-00-002-Y-30-0F2-Y - $4,491, Ink - 211 Title I-A - 211 -11-6399-62-002-Y-30-0F2-Y - $10,000, Copy Paper - 162 State Compensatory - 162-11-6396-00-002-Y-30-000-Y - $14,000, General Supplies - 162 State Compensatory - 162-11-6399-00-002-Y-30-000-Y - $51,770, Ink - 162 State Compensatory - 162-11-6399-62-002-Y-30-000-Y - $44,000, Paper - 199 Local funds - 199-11-6396-00-002-Y-11-000-Y - $1,000, General Supplies - 199 Local funds - 199-11-6399-xx-002-Y-11-000-Y - $1,000, Textbooks - 199 Local funds - 199-11-6312-00-002-Y-11-000-Y - $2,000, Transportation - 199 Local funds - 199-11-6494-00-002-Y-11-000-Y - $1,000, Misc. Operating Costs - 199 Local funds - 199-11-6499-53-002-Y-11-000-Y - $2,000, General Supplies Counselors - 199 Local funds - 199-31-6399-00-002-Y-00-000-Y, Library Supplies, Bookies, and Materials - 199 Local funds - 199-12-63xx-00-002-Y-00-000-Y, General Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-002-Y-24-0CG-1 - $19,743, Supplies - 166 State Special Ed. - 166-11-639x-00-002-Y-23-XXX-Y, General Supplies - 282 ESSER III Grant Funds - 282-11-6399-62-002-Y-24-0CG-1 - $20,000, AWARDS - 211 Title I-A - 211-11-6498-00-002-Y-30-0F2-Y - $3,346, Supplies - 211 Title I-A - 211-12-6399-00-002-Y-30-0F2-Y - $1,500, Copy Paper - 282 ESSER III Grant Funds - 282-11-6396-00-002-Y-24-0CG-1 - $5,000, Supplies - 199 Local funds - 199-23-6399-xx-002-Y-00-000-Y, General Supplies - 282 ESSER III Grant Funds, Instructional Media - 211 Title I-A - 211 -11-6399-16-002-Y-30-0F2-Y - $1,000

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: In order to enhance writing and reading comprehension skills students to address the academic slide resulting from pandemic and reduce the achievement gap, campus will participate weekly in Writing Across Curriculum, Literacy Groups, Graphic Organizers, Summarization Activities, DEAR (drop everything and read), Vocabulary development and routines in all content areas.	**Oct**	**Jan**	**Mar**	**May**
	25%	50%	✗	

Strategy 2: In order to enhance writing and reading comprehension skills students to address the academic slide resulting from pandemic and reduce the achievement gap, campus will participate weekly in Writing Across Curriculum, Literacy Groups, Graphic Organizers, Summarization Activities, DEAR (drop everything and read), Vocabulary development and routines in all content areas.

Con el fin de mejorar las habilidades de escritura y comprension de lectura de los estudiantes para abordar la caida academica resultante de la pandemia y reducir la brecha de rendimiento, el campus participara semanalmente en Writing Across Curriculum, Grupos de alfabetizacion, Organizadores graficos, Actividades de resumen, DEAR (dejar todo y leer), Desarrollo de vocabulario y rutinas en todas las areas de contenido.

Milestone's/Strategy's Expected Results/Impact: District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, and Lesson Plans

The campus will have 100% of the teachers and librarians participating in this initiative.

Formative: Classroom observation, data analysis meeting, TAPR report

Summative: STAAR, TELPAS, TSIA2, SAT, ACT, AP Scores

Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **Population:** All Students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024
Funding Sources: Reading Materials - 281 ESSER II Grant Funds - 281-12-6329-00-002-Y-99-0CG-Y, MISCELLANEOUS CONTRACTED SERVI - 281 ESSER II Grant Funds - 281-12-6299-00-002-Y-24-0CG-2, Equipment under 5000 - 281 ESSER II Grant Funds - 281-12-6398-65-002-Y-24-0CG-2, General Supplies - 281 ESSER II Grant Funds - 281-12-6399-65-002-Y-24-0CG-2, Contracted Services - 281 ESSER II Grant Funds - 281-12-6395-65-002-Y-24-0CG-2, GENERAL SUPPLIES - 197 Projects--TRE/Library - 197-12-6399-xx-002-Y-99-000-Y

Strategy 3 Details	Reviews			
Strategy 3: Highly qualified teachers hired to alleviate crowding in classrooms to increase scores in state assessments.	Formative			Summative
	Oct	Jan	Mar	May
Maestros altamente calificados contratados para aliviar el hacinamiento en las aulas para aumentar los puntajes en las evaluaciones estatales. **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** TI-A Teachers, State Comp Teachers, Library paraprofessionals, Migrant Teacher and Clerk **Population:** All students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024	5%	5%		

Strategy 4 Details	Reviews			
Strategy 4: Implement accelerated instruction in core-area subjects for low-performing students in order improve student achievement and close the achievement gap. Promote attendance for extended day instruction by providing incentives.	Formative			Summative
	Oct	Jan	Mar	May
Implementar instruccion acelerada en materias basicas para estudiantes de bajo rendimiento a fin de mejorar el rendimiento estudiantil y cerrar la brecha de rendimiento. Promueva la asistencia a la instruccion de dia extendido proporcionando incentivos. **Milestone's/Strategy's Expected Results/Impact:** Decrease achievement gap. Formative: Classroom observation, data analysis meeting, TAPR report Summative: STAAR, TELPAS, TSIA2, SAT, ACT, AP Scores **Staff Responsible for Monitoring:** Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **Population:** At Risk Students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024 **Funding Sources:** EOC Tutorials - 162 State Compensatory - 162-11-6118-00-002-Y-24-EOC-Y, Transportation - 282 ESSER III Grant Funds - 282-11-6494-00-002-Y-24-0CG-1 - $12,000, Extra Duty Pay & Fringe - 282 ESSER III Grant Funds - 281-11-61xx-00-002-Y-24-0CG-2 - $17,340, Transportation - 211 Title I-A - 211-11-6494-00-002-Y-30-0F2-Y - $20,000	15%	25%		

Strategy 5 Details	Reviews			
Strategy 5: Provide annual Response to Intervention (RtI) Training for campus staff (new and refresher) to implement intervention through the RtI 3 Tier Model in order to support student academic growth and success.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Brindar capacitacion anual de respuesta a la intervencion (RtI) para el personal del campus (nuevo y de actualizacion) para implementar la intervencion a traves del modelo de 3 niveles de RtI para apoyar el crecimiento y el exito academico de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas. The campus will decrease number of referrals to Special Education Program by 10%. Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions Summative: STAAR, TELPAS, TSIA2, SAT, ACT, AP Scores **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Population:** Tiered Students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024	100%	100%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Teacher, campus administration and counselors will promote and increase the number of students achieving scores of 3 or higher on AP Exams by increasing teacher participation in the following vertical teaming and enrichment activities Honors & AP Institute Workshop and on-going training in GT, Honors, and AP curricula/resources (Perfection Learning) and promote AP tutorials and testing.	**Formative**			**Summative**
	Oct	Jan	Mar	May
El maestro, la administracion del campus y los consejeros promoveran y aumentaran la cantidad de estudiantes que obtienen puntajes de 3 o mas en los examenes AP al aumentar la participacion de los maestros en las siguientes actividades de enriquecimiento y trabajo en equipo vertical. Taller del Instituto de Honores y AP y capacitacion continua en GT, Honores, y curriculo/recursos AP (Aprendizaje perfecto) y promover tutoriales y examenes AP. **Milestone's/Strategy's Expected Results/Impact:** Increased Post Secondary Opportunities for Students Formative: Number of students taking AP exams Summative: AP Score Report and Dual Enrollment Score Report **Staff Responsible for Monitoring:** Teachers; Dept. Chairs; Campus Administration; and Advanced Academics **Population:** All Students - **Start Date:** July 1, 2022 - **End Date:** June 30, 2023 **Need Statements:** Demographics 2 - Student Learning 6 - School Processes & Programs 7 **Funding Sources:** AP Testing Fees - 211 Title I-A - 211 -11-6339-00-002-Y-30-0F2-Y - $20,000, AP Materials & Resources - 199 Local funds - 199-11-6399-11-002-Y-38-000-Y - $3,500	30%	50%		

Strategy 7 Details	Reviews			
Strategy 7: In order to support our students with autism and an intellectual disability our campus needs to focus on adaptive behavior skill development. These skills include communication, community, use of functional academics, school living, health and safety, leisure, self-care, self-direction, social, and work.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Individual Education Plan goal and objectives, Campus-Based Assessment, Instructional Walkthroughs, Lesson Plans, CBVI, TTT **Staff Responsible for Monitoring:** LifeSkills Teachers, Structure For Life Teachers, CBVI Teachers, Special Education Department Administrator, Special Services Department Specialists **Population:** LifeSkills students, Structure for Life students - **Start Date:** August 14, 2023 - **End Date:** May 31, 2024 **Need Statements:** Student Learning 4 - School Processes & Programs 2 **Funding Sources:** 166-11-639x-00-002-Y23-0P5-Y - 166 State Special Ed. - $2,000	10%	15%		

Strategy 8 Details	Reviews			
Strategy 8: Flexible scheduling to meet student needs will be implemented. English I, English II and ELA EOC remediation classes will be linked to improve student success. Algebra I courses will be linked with College Transition Course for targeted students to ensure 100% state assessment mastery and TSIA2 preparation. Se implementara un horario flexible para satisfacer las necesidades de los estudiantes. Las clases de recuperacion de ingles I, ingles II y ELA EOC se vincularan para mejorar el exito de los estudiantes. Los cursos de Algebra I se vincularan con el Curso de Transicion a la Universidad para estudiantes seleccionados para garantizar el 100% de dominio de la evaluacion estatal y la preparacion para TSIA2.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Improves EOC mastery and TSIA2 passing rates Formative Benchmark data Summative EOC Scores **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Population:** All students, specially At-Risk and SE students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024	35%	70%	❌	

Strategy 9 Details	Reviews			
Strategy 9: Porter ECHS will empower learners by developing and fostering Social Emotional Learning Skills through enrichment extended day sessions and SEL curriculum/ resources to provide a safe environment for all students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Porter ECHS empoderara a los estudiantes mediante el desarrollo y el fomento de habilidades de aprendizaje socioemocional a traves de sesiones de enriquecimiento de dia extendido y curriculo/recursos SEL para proporcionar un entorno seguro para todos los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Student Attendance Counselor Referrals **Staff Responsible for Monitoring:** Campus Administration Counselors Teachers Librarian **Population:** All Students - **Start Date:** July 1, 2022 - **End Date:** June 30, 2023 **Funding Sources:** General Supplies - Books - 281 ESSER II Grant Funds - 281-12-6323-00-002-Y-99-OCG-Y	50%	75%		
0% No Progress		100% Accomplished		→Continue/Modify	✕ Discontinue				

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Increase participation and support of Dual Enrollment, ECHS, and AP.   **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

Student Learning
Need Statement 3: Provide supplemental instructional materials, software programs, resources, ink, computers, and software for teachers to increase academic performance in all state assessments for All Students in ELA, Math, Science and Social Studies.   **Data Analysis/Root Cause**: Materials and resources needed to continue academic growth in all areas.
Need Statement 4: Need to increase availability of quality technology, software, and internet access for students, faculty and staff.   **Data Analysis/Root Cause**: Surveys for availability and access from 2019-2022.
Need Statement 6: Increase participation and support of Dual Enrollment, ECHS, and AP.   **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

School Processes & Programs
Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff.   **Data Analysis/Root Cause**: Surveys for availability and access from 2019-2022.
Need Statement 7: Increase participation and support of Dual Enrollment, ECHS, and AP.   **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

Goal 1: Porter 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 Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de Porter ECHS recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 2: Porter Career and Technical Education student participation will increase by 3 percentage points over 2022-2023 including special population students and CCMR graduates will improve over prior year graduates by at least one percentage point.

La participacion de los estudiantes de Carreras y Educacion tecnica de Porter ECHS aumentara en 3 puntos porcentuales durante 2022-2023, incluidos los estudiantes de poblacion especial y los graduados de CCMR mejoraran con respecto a los graduados del ano anterior en al menos un punto porcentual.

Evaluation Data Sources: Research Driven Accountability (RDA--was PBMAS) reports, CTE enrollment PEIMS reports, CCMR reports, P-TECH grant indicators

Strategy 1 Details	Reviews			
Strategy 1: Porter CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning by increased numbers of students receiving endorsements, industry based certifications and licenses.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Los maestros de Porter CTE en los grados 9-12 utilizaran los fondos de CTE para suplementos curriculares y tecnologia actualizada que conducira a un mejor aprendizaje de los estudiantes mediante un mayor numero de estudiantes que reciben endosos, certificaciones y licencias basadas en la industria. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increased student engagement on walkthrough reports Increased usage on software application data reports Summative: increased numbers of students receiving endorsements, industry based certifications and licenses, CCR **Staff Responsible for Monitoring:** CTE HS Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals Special Education Teachers **TEA Priorities:** Connect high school to career and college - **Population:** CTE students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	10%	30%		

Strategy 2 Details	Reviews			
Strategy 2: Porter ECHS will collaborate with the P-TECH TEA technical service provider and P-TECH advisory committee to implement plans for P-TECH Porter College High Schools based on the P-TECH Blueprint.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Porter ECHS colaborara con el proveedor de servicios tecnicos P-TECH TEA y el comite asesor de P-TECH para implementar planes para las escuelas secundarias de P-TECH Porter College basados en el P-TECH Blueprint. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: meeting agendas, sign-ins, and draft plans for implementation Summative Impact: submitted application for designation as Pathways to Technology Early College High School (P-TECH) **Staff Responsible for Monitoring:** Principal Dean CTE Assistant Principal CPO CTE Administrator P-TECH Administrator **Population:** P-TECH Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2023	20%	40%		

Strategy 3 Details	Reviews			
Strategy 3: Career and Technical Education Teachers will continue to attend ongoing professional development so that students may learn the latest technology skills and be able to compete in college and the workforce.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Los maestros de educacion profesional y tecnica continuaran asistiendo a desarrollo profesional continuo para que los estudiantes puedan aprender las ultimas habilidades tecnologicas y poder competir en la universidad y en la fuerza laboral. **Milestone's/Strategy's Expected Results/Impact:** Formative: instructional Framework Observation Feedback forms. Summative: increased numbers of student receiving endorsements, certification and licenses, CCMR **Staff Responsible for Monitoring:** CTE Administrative Career Placement Officers HS Administrators HS CTE Teachers **Population:** CTE Students - **Start Date:** July 1, 2023 - **End Date:** June 28, 2024 **Funding Sources:** Employee Travel - 164 State Career and Technical Education - 164-13-6411-23-002-Y-22-000-Y	20%	60%		

Strategy 4 Details	Reviews			
Strategy 4: Porter Career Placement Officer will utilize CTE funds for updated technology that will lead to enhanced student learning.	Formative			Summative
	Oct	Jan	Mar	May
El Oficial de Colocacion de Carreras de Porter utilizara los fondos de CTE para tecnologia actualizada que conducira a un mejor aprendizaje de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: students enrolled in CTE programs Summative: increased numbers of student receiving endorsements, industry based certification and licenses, CCMR **Staff Responsible for Monitoring:** CTE Administrative Career Placement Officers HS Administrators HS CTE Teachers **Population:** CTE students - **Start Date:** July 1, 2023 - **End Date:** June 28, 2024 **Funding Sources:** Supplies - 164 State Career and Technical Education - 164-31-6399-xx-002-Y-22-000-Y, Awards/Cords - 164 State Career and Technical Education - 164-31-6498-00-002-Y-22-000-Y	30%	65%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Porter 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 Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de Porter ECHS recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 3: Porter will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

Porter ECHS implementara el modelo de escuela preparatoria universitaria temprana en todas las preparatorias integrales e independientes para mantener la designacion y mejorar el rendimiento segun lo medido por ECHS Blueprint.

    Evaluation Data Sources: TSIA2s reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive Texas Success Initiative Assessment 2.0 (TSIA2) remediation plan with the expectation that all BISD students will graduate college ready. Plan includes the implementation of the following: IXL Edgenuity TSIA2 Lab TSIA2 Tutorials Implementar una evaluacion integral de la Iniciativa de Exito de Texas 2.0 (TSIA2) plan de remediacion con la expectativa de que todos. Los estudiantes de BISD se graduaran listos para la universidad. El plan incluye la implementacion de lo siguiente: IXL Edgenuity Laboratorio TSIA2 Tutoriales TSIA2	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	15%	50%		

Milestone's/Strategy's Expected Results/Impact: Formative: TSIA2 test taking and passing data by grade level
Summative: Increased 5% percentage points of students
passing each and all TSIiA2 components at each grade level
over previous year
    Staff Responsible for Monitoring: ECHS Director
ECHS Counselor
AVID Teacher
Dean of Instruction
 	
    Population: All Students - **Start Date:** June 1, 2022 - **End Date:** June 30, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Increase the number of students who are prepared to enter and succeed in post-secondary education, campus administration and counselors will ensure that students and their parents have the information they need to prepare academically, socially and financially for college by collaborating with ADVISE TEXAS, Upward Bound, & AmeriCorp. Aumentar el numero de estudiantes que estan preparados para ingresar y tener exito en la educacion postsecundaria educacion, la administracion del campus y los consejeros asegurar que los estudiantes y sus padres tengan la informacion necesitan prepararse academica, social y economicamente para la universidad colaborando con ADVISE TEXAS, Upward Bound y AmeriCorp. **Milestone's/Strategy's Expected Results/Impact:** Formative: Credits Accrued and Student Transcripts Summative: Students Enrolled in Post Secondary Education **Staff Responsible for Monitoring:** Teachers; Counselors; and Campus Administration **TEA Priorities:** Connect high school to career and college - **Population:** All Students - **Start Date:** August 16, 2022 - **End Date:** June 30, 2023 **Funding Sources:** Misc. Contracted Advise Texas - 289-TIV Title IV-A Student Support and Acad. Enri - 289-31-6299-00-002-Y-24-TAC-Y	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	10%	45%		

Strategy 3 Details	Reviews			
Strategy 3: The AVID Elective course will be offered to ECHS Cohort students, which will allow them to receive the additional academic, social, and emotional support that will help them succeed in their most rigorous courses. AVID Secondary will have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. El curso electivo AVID se ofrecera a ECHS Estudiantes de cohorte, lo que les permitira recibir la apoyo academico, social y emocional adicional que les ayudara a tener exito en sus cursos mas rigurosos. AVID Secundaria tendra un efecto en toda la escuela proporcionando actividades en el aula, practicas de ensenanza, y comportamientos academicos que se pueden incorporar en cualquier salon de clases para mejorar el compromiso y el exito de todos los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Increased number of students enrolled in advanced level courses. Increased number of students who apply for colleges Formative Report Cards and Benchmarks Summative EOC, AP scores and EOY report cards/retention rate **Staff Responsible for Monitoring:** ECHS Director Counselors Administration Dean of Instruction ECHS Teachers **Population:** ECHS PTECH Students - **Start Date:** September 18, 2023 - **End Date:** June 28, 2024 **Need Statements:** Demographics 2 - Student Learning 6 - School Processes & Programs 7 **Funding Sources:** AVID Dues - 211 Title I-A - 211-11-6495-00-002-Y-30-0F2-Y - $5,009	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	55%	75%		

Strategy 4 Details	Reviews			
Strategy 4: Increase vertically aligned course offerings in grades 9-12 and all instructional materials needed to ensure equitable access for all students on all campuses, for advanced placement (AP)/Dual enrollment courses at the high school level to ensure college readiness. Aumentar las ofertas de cursos alineados verticalmente en los grados 9-12 y todos los materiales de instruccion necesarios para garantizar el acceso equitativo de todos los estudiantes en todos los campus, para cursos de colocacion avanzada (AP)/ inscripcion doble en el nivel de escuela secundaria para garantizar la preparacion universitaria. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Performance ratings, evaluations Summative Impact: improved assessment scores **Staff Responsible for Monitoring:** Principal Dean Dept Heads All Teachers **TEA Priorities:** Connect high school to career and college - **Population:** All Students - **Start Date:** July 1, 2022 - **End Date:** June 30, 2023 **Funding Sources:** Dual Enrollment Tuition - 162 State Compensatory - 162-11-6223-15-002-Y-30-000-Y, Misc Contracted Services -Adjuncts - 162 State Compensatory - 162-11-6299-15-002-Y-30-000-Y, Dual Enrollment Tuition - 255 Title II, Part A (TPTR/Class Size) - 255-11-6229-15-002-Y-24-0D4-Y, Misc Contracted Services - Adjuncts - 255 Title II, Part A (TPTR/Class Size) - 255-11-6299-15-002-Y-24-0D4-Y	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	35%	50%		
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

Performance Objective 3 Need Statements:

Demographics
Need Statement 2: Increase participation and support of Dual Enrollment, ECHS, and AP.   **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

Student Learning
Need Statement 6: Increase participation and support of Dual Enrollment, ECHS, and AP.   **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

School Processes & Programs
Need Statement 7: Increase participation and support of Dual Enrollment, ECHS, and AP.   **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

Goal 1: Porter 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 Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de Porter ECHS recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 4: In 2022-23, 52% of students in grades 9-12 will score at grade level or above on STAAR Reading Assessments and 54% will score at grade level or above on STAAR Math Assessments.

Migrant State Performance Target for Goal Area 1: Reading and Mathematics.

En 2022-23, el 52 % de los estudiantes en los grados 9-12 obtendran una puntuacion del nivel del grado o superior en las evaluaciones de lectura STAAR y el 54 % obtendran una puntuacion del nivel del grado o superior en las evaluaciones de matematicas STAAR. Objetivo de rendimiento del estado migrante para el area de meta 1: lectura y matematicas

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Strategy 1 Details	Reviews			
Strategy 1: All migrant students will receive grade appropriate school supplies, hygiene products and clothing on an as needed basis in order to provide them with the necessary tools to complete homework and classwork assignments thus extending them the same opportunities for meeting the academic challenges of all students. PFS Migrant students will receive supplemental support services before other migrant students. Todos los estudiantes migrantes recibiran utiles escolares, productos de higiene y ropa apropiados para su grado, segun sea necesario, para brindarles las herramientas necesarias para completar las tareas y trabajos de clase, y asi brindarles las mismas oportunidades para enfrentar los desafios academicos de todos los estudiantes. Los estudiantes migrantes de PFS recibiran servicios de apoyo suplementarios antes que otros estudiantes migrantes.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	15%	35%		
Milestone's/Strategy's Expected Results/Impact: Formative: distribution forms, PFS Learning Academy Reports, Composite of Services Reports Summative: fewer PFS students are identified due to increased performance, On-time promotion and on-time graduation rates increased. **Staff Responsible for Monitoring:** Migrant Funded Teacher Migrant Funded Clerk Migrant Counselor Assist Principal Principal **Population:** All migrant students - **Start Date:** July 1, 2022 - **End Date:** June 30, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Migrant 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district'ts rigorous math classes and STAAR exams. Los estudiantes migrantes de noveno grado tendran la oportunidad de asistir a un taller de matematicas para aprender y reforzar las habilidades necesarias para enfrentar con exito los desafios de la clases rigurosas de matematicas del distrito y examenes STAAR. **Milestone's/Strategy's Expected Results/Impact:** Formative: six week grades and PFS monitoring tool Summative: increased Algebra I and EOC passing rates **Staff Responsible for Monitoring:** Principal Migrant Funded Teacher **TEA Priorities:** Build a foundation of reading and math - **Population:** 9th grade migrant students - **Start Date:** August 15, 2022 - **End Date:** June 30, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	5%	10%		

Strategy 3 Details	Reviews			
Strategy 3: All migrant students will be provided with training and support in the use of academic tools and resources to increase success in reading and mathematics. Todos los estudiantes migrantes recibiran capacitacion y apoyo en el uso de herramientas y recursos academicos para aumentar el exito en lectura y matematicas. **Milestone's/Strategy's Expected Results/Impact:** Formative: training sign-in sheets Summative: increased reading and math state assessment scores for migrant students. **Staff Responsible for Monitoring:** Migrant Funded Teacher **TEA Priorities:** Build a foundation of reading and math - **Population:** Migrant students - **Start Date:** July 1, 2022 - **End Date:** June 30, 2023 **Funding Sources:** Transportation - 212 Title I-C (Migrant) - 212-11-6494-00-002-Y-24-0F2-Y	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	5%	10%		

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Porter ECHS campus migrant clerk will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA (Public Law 07-110) Section 1301- 1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. El secretario migrante del campus de Porter ECHS brindara apoyo adicional al PFS y a los estudiantes migrantes unicamente, con el fin de mejorar la defensa, el estimulo y la y apoyo a las necesidades especiales de los estudiantes migrantes segun lo delineado por ESSA (Ley Publica 07-110) Seccion 1301-1309 y garantizara que los estudiantes migrantes participen activamente en el Club Migrante, reciban la ayuda necesaria con la tarea y socialicen con otros estudiantes migrantes a lo largo el ano escolar actual. **Milestone's/Strategy's Expected Results/Impact:** Formative: attendance rosters into Migrant lab, phone logs, 3 week progress reports, and six weeks grades Summative: EOY state assessments **Staff Responsible for Monitoring:** Principal Assistant Principal Migrant Funded Teacher **TEA Priorities:** Build a foundation of reading and math - **Population:** PFS and Migrant Students - **Start Date:** July 1, 2022 - **End Date:** June 30, 2023	**Oct**	**Jan**	**Mar**	**May**
	10%	10%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Porter 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 Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de Porter ECHS recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 5: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, Physical Education and CTE programs by 5% over 2022-2023 participation.

Aumentar el numero de estudiantes en programas cocurriculares y extracurriculares que avanzan en Matematicas, Ciencias, Estudios Sociales, ELA, Bellas Artes, Educacion Fisica y CTE en un 5 % con respecto a la participacion de 2022-2023.

Evaluation Data Sources: Regional and state competition participation numbers and numbers of students advancing to the next performance level.

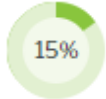| Strategy 1 Details	Reviews			
Strategy 1: Develop, support and implement a strong Core Enrichment Program for Porter HS students through competitions, such as but not limited to: AMC, UIL, HS Science Fairs, Regional, State & International Science & Engineering fairs, Texas and Science Olympiad and Brainsville, Science Fairs, History Fairs, TSA, Chess, Quizbowl, Battle of the Books, and AMC to enhance their academic achievement. Desarrollar, apoyar e implementar un solido programa de enriquecimiento basico para los estudiantes de Porter HS a traves de competencias, tales como, entre otras: AMC, UIL, ferias de ciencias de HS, ferias regionales, estatales e internacionales de ciencia e ingenieria, Texas y Science Olympiad y Brainsville, Science Ferias, Ferias de Historia, TSA, Ajedrez, Quizbowl Battle of Books, y AMC para mejorar su rendimiento academico.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Student participation data at school, district, regional, state, and national events The campus will have a 10% increase in the number of students participating in these events. Formative Competition/Activity participation logs Summative Students Advancing and Placing in Competitions **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024 **Funding Sources:** Transportation - 199 Local funds - 199-36-6494-00-002-Y-99-0xx-Y, Travel & Subsistence - 199 Local funds - 199-36-6112-00-002-Y-99-000-Y, Stipends UIL Coaches - 199 Local funds - 199-36-6117-00-002-Y-99-000-Y, General Supplies - 199 Local funds - 199-36-6399-00-002-Y-99-000-Y	25%	60%		

Strategy 2 Details	Reviews			
	Formative			**Summative**

Strategy 2: CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSOs) so that leadership, communication and soft skills may be developed.
CTE continuara alentando a sus estudiantes a participar en Organizaciones de Estudiantes de Carreras y Tecnicas (CTSO, por sus siglas en ingles) para que se puedan desarrollar habilidades de liderazgo, comunicacion y sociales.

	Oct	**Jan**	**Mar**	**May**
	25%	55%		

    Milestone's/Strategy's Expected Results/Impact: Formative: documentation for students competing at the regional, state and national levels
Summative: increased participation and success in CTErelated
competitions, increase accolades for students in
respective competitive areas

    Staff Responsible for Monitoring: Career Placement
Officer
CTE Administrator

    Population: CTE Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024

    Funding Sources: Student travel and subsistence - 164 State Career and Technical Education - 164-11-6412-FT-002-Y-22-xxx-Y, BISD Transportation - 164 State Career and Technical Education - 164-11-6494-FT-002-Y-22-000-Y

Strategy 3 Details	Reviews			
	Formative			**Summative**

Strategy 3: Fine Arts students will develop critical thinking and multi-tasking skills, creativity, teamwork and character by participating in UIL contests, TMEA contests, non-
UIL contests, exhibitions, district/community events and public performances.

Fine Arts students will develop critical thinking and multi-tasking skills, creativity, teamwork and character by participating in UIL contests, TMEA contests, non-
UIL contests, exhibitions, district/community events and public performances.

	Oct	**Jan**	**Mar**	**May**
	15%	50%		

    Milestone's/Strategy's Expected Results/Impact: Formative: performance ratings, attendance, audience /
student reaction
Summative: EOY performance recognition, student
program enrollment increases

    Staff Responsible for Monitoring: Principal
FA Assistant Principal
FA Directors

    Population: All Fine Arts Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024
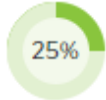
Strategy 4 Details	Reviews			
Strategy 4: Increase enrollment in Fine Arts programs by conducting recruitment concerts and visits.	Formative			Summative
	Oct	Jan	Mar	May
Aumentar la matricula en los programas de Bellas Artes mediante la realizacion de visitas y conciertos de captacion. **Milestone's/Strategy's Expected Results/Impact:** Formative: PEIMS enrollment numbers, class rosters Summative: improved enrollment form prior year **Staff Responsible for Monitoring:** Principal FA Assistant Principal FA Directors **Population:** All Fine Arts Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	20%	55%		

Strategy 5 Details	Reviews			
Strategy 5: Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and condition skills, and sportsmanship skills can be mastered by the student in athletics.	Formative			Summative
	Oct	Jan	Mar	May
Aumentar el numero de atletas que se programaran en el periodo deportivo apropiado cada ano, de modo que las habilidades de liderazgo, las habilidades deportivas, las habilidades de pensamiento de orden superior, el estudiante puede dominar las habilidades de fortalecimiento y acondicionamiento, y las habilidades deportivas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus master schedules, PE/Coach class rosters, choice slips Summative: PEIMS enrollment reports, athletic coordinator reports **Staff Responsible for Monitoring:** Principal Athletic Coordinator Dean of Instruction **Population:** All Athletic students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	35%	65%		

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

Goal 2: Porter ECHS, in collaboration with 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 3)

Performance Objective 1: Porter ECHS will implement 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 Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Strategy 1 Details	Reviews			
Strategy 1: Porter ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Campus Administration Facilities and maintenance staff **Population:** campus facilities - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	15%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Custodial supplies will also be bought for the maintenance of facilities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Survey results from campus will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data **Staff Responsible for Monitoring:** Campus Administration Facilities and maintenance staff **Population:** Campus staff - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	10%	20%		

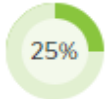| **Strategy 3 Details**		**Reviews**			
Strategy 3: Porter Early College High School will develop and maintain green areas/landscaped areas to help beautify facilities with the support of community, parents and students		**Formative**			**Summative**
		Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: beautification/garden event showcases and perception campuses areas are clean and green Summative: improved campus survey data about facilities **Staff Responsible for Monitoring:** Principal Assistant Principals Maintenance Supervisor **Population:** All Students and Staff - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024		25%	60%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					
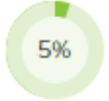
Goal 3: Porter ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

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

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Strategy 1 Details	Reviews			
Strategy 1: Porter ECHS will support the campus in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population:	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports **Staff Responsible for Monitoring:** Campus Administration SBDM Committees **Population:** Porter ECHS Stakeholders - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	20%	50%		

Strategy 2 Details				Reviews			
Strategy 2: Campus will provide supplemental support through additional personnel to meet the needs of Title I-A students in order to ensure that academic progress is attained and academic gaps are closed: 3 Math, 2 ELA, 2 SS/History, 2 Library Aides, 2 Nurses (.40 each), 1 teacher aide, 2 Parent Liaison				Formative			Summative
				Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: position control report compared to CIP strategies Summative: EOY position control report, time and effort certification forms **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024 **Funding Sources:** Payroll -Teachers - 211 Title I-A - 211-11-6119-00-002-Y-30-0F2, Payroll - Teacher Dyslexia Aide - 211 Title I-A - 211-11-6129-00-002-Y-30-054, Payroll Library Aides - 211 Title I-A - 211-12-6129-06-002-Y-30-0F2, Payroll - Nurses - 211 Title I-A - 211-33-6119-00-002-Y-30-0F2, Payroll - Parent Liasons - 211 Title I-A - 211-61-6129-00-002-Y-30-0F2				10%	55%		

Strategy 3 Details				Reviews			
Strategy 3: Campus will support programs and teachers in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.				Formative			Summative
				Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: monthly expenditure reports, CIP evaluations Summative: EOY expenditure reports, PDS evaluations and certifications, CIP summative report **Staff Responsible for Monitoring:** Principal Dean of Instruction SBDM Committee **Population:** campus personnel and stakeholders - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024				10%	25%		

Strategy 4 Details	Reviews			
Strategy 4: Campus administration will conduct annual training for all programs on the required documentation for program expenditures for transportation, professional extra duty pay, and purchase orders for resources and programs as per district policies and guidelines. **Milestone's/Strategy's Expected Results/Impact:** Formative: sign-in sheets, agenda, certification(s), extra duty timesheets Summative: EOY student activities final report submission and bi-tech reports **Staff Responsible for Monitoring:** Campus Principal Dean of Instruction **Population:** All stakeholders: teachers, coaches, sponsors - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
	100%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Campus book keeper will conduct an annual training for all coaches and program sponsors to review district policies and procedures for student activities funds and fundraising activities. **Milestone's/Strategy's Expected Results/Impact:** Formative: sign-in sheets, agenda, certification(s) and student activities constitutions Summative: EOY student activities final report submission **Staff Responsible for Monitoring:** Campus Principal Dean of Instruction Campus Book Keeper **Population:** All coaches and program sponsors - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
	5%	5%		

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

Goal 3: Porter ECHS 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: Porter ECHS will commit to a balanced budget which includes improved compensation for 100% of teachers

    Evaluation Data Sources: Compensation plan including improved funding for teachers.

Strategy 1 Details	Reviews			

Strategy 1: Strategies to attract highly-quality, certified teachers to our school include: paid stipend based on their area of certification (Math, Science, ESL, Social Studies and Special Education) free professional development, performance based pay and free health insurance.
    Milestone's/Strategy's Expected Results/Impact: Formative: position control report, staff assignments
 Summative: PDS evaluations, EOY position control FTE report
    Staff Responsible for Monitoring: Principal
 Dean of Instruction
 	
    TEA Priorities:
 Recruit, support, retain teachers and principals
  - **Population:** Porter ECHS Teachers - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**
	5%	15%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Porter ECHS 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 campuses will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

High Priority

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate

Strategy 1 Details			Reviews		
Strategy 1: Campus administration along with the SBDM committee will create and participate in employee incentives and recognition to improve employee and district and campus morale and climate		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: CNA survey and campus climate survey data related to support and retention Summative: PEIMS and TAPR report showing increased years of experience and decreased turn over rates **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **Population:** Campus Faculty and Staff - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024 **Funding Sources:** Misc. Operating Awards - 199 Local funds - 199-13-6498-00-002-Y-99-000-Y, Misc Operating Costs - 199 Local funds - 199-13-6499-53-002-Y-99-000-Y, Misc Operating Costs - 199 Local funds - 199-23-6499-53-002-Y-99-000-Y		10%	15%		

Strategy 2 Details			Reviews		
Strategy 2: Retention stipend for all faculty and staff.		**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Payroll records **Staff Responsible for Monitoring:** Principal **Population:** All faculty and staff - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024 **Funding Sources:** Stipends & Fringe - 282 ESSER III Grant Funds - 282-xx-6117, Stipends & Fringe - 281 ESSER II Grant Funds		**Oct**	**Jan**	**Mar**	**May**
		100%	100%	100%	

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

Goal 4: All Porter ECHS programs 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 Porter ECHS program areas will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events

    Evaluation Data Sources: Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews			
Strategy 1: 1) Porter ECHS will promote the history and origins along with current accomplishments of the campus weekly through the website and media venues.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Updates on media sources will be completed routinely. Formative: schedule of weekly updates. Summative: Listing of all the activities posted by the end of the year. **Staff Responsible for Monitoring:** Principal Dean of Instruction Campus TST **Population:** Porter ECHS Stakeholders - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	40%	65%		

Strategy 2 Details	Reviews			
Strategy 2: Campus will designate a PIO contact to provide updates on current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Regular updates on media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information to be showcased. Summative: annual compilation of showcases **Staff Responsible for Monitoring:** PIO District Administrators Campus Administration Campus TST **Population:** Porter ECHS Stakeholders - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	100%	100%	100%	

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

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

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

Evaluation Data Sources: BAC placement data for 2018-2019, 2020-2021, 2022-2023 PEIMS discipline report data, Referral report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Strategy 1 Details	Reviews			
Strategy 1: In order to prevent discipline incidents and/or referrals to BAC, all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Campus SCOC Receipt form, Signed SCC Acknowledgement Forms, posting of SCOC on District and campus websites. Summative EOY eSchool Discipline report and PEIMS data for BAC enrollments **Staff Responsible for Monitoring:** Campus Administration Behavior Coordinators **Population:** All Students/parents; campus personnel - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	20%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Increased coordination between security and administration Summative: Reduction in vandalism **Staff Responsible for Monitoring:** Principal, Assistant Principals, Security Monitor **Population:** Faculty, staff, students, parents - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, bullying and violence prevention.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets Summative: Discipline Referral Count **Staff Responsible for Monitoring:** Counselors, Administration Teachers **Population:** All facuty, staff, students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Campus will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campus will use the district database software programs to document and monitor RtI plans	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: RtI documentation, eSchool reports, Counselor meeting logs Summative: eSchool report data, decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to their home campus from BAC. **Staff Responsible for Monitoring:** Campus RtI Administrator Campus Counselor **Population:** Porter ECHS BAC Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	100%	100%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and deescalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.	Oct	Jan	Mar	May
	35%	50%		
Milestone's/Strategy's Expected Results/Impact: Formative: student sign-in sheets, counselor's log, audits, evaluation sheets, training sign-in sheets Summative: discipline PEIMS report data reflecting a reduction in placements to a DAEP per campus				
Staff Responsible for Monitoring: Administration Campus Behavior Coordinator Counselor				
Population: All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024 **Funding Sources:** Salary & Fringe - 281 ESSER II Grant Funds				

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

Goal 5: Porter ECHS 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 2022-2023 and will not be disproportionate for any population.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive training on the use of district software (eSchool & SuccessED) and discipline management and safe environments at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans P	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	10%	25%		
Milestone's/Strategy's Expected Results/Impact: Formative: eSchool discipline reports and RtI plans Summative: reduced number/percentage of population of students referrals to ISS and/or OSS compared to previous school year. **Staff Responsible for Monitoring:** Campus RtI Administrator Campus RtI committee Counselor **Population:** All Teachers - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024				

Strategy 2 Details	Reviews			
Strategy 2: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior students with close monitoring of the ISS/OSS placements for special populations. Incentives will be provided for redirection.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: ISS/OSS placements of special education and other targeted groups will decrease by 5% at the district level Summative: discipline indicator performance levels and staging will decrease **Staff Responsible for Monitoring:** Special Education Administrator RtI Administrator Campus Behavior Coordinator **Population:** All Students including IDEA students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024 **Funding Sources:** Awards & Incentives - 166 State Special Ed. - 166-11-6498-00-002-Y-23-0P8-Y, Misc Operating Costs Awards - 199 Local funds - 199-11-649X-00-002-Y-11-000-Y	25%	35%		

Strategy 3 Details	Reviews			
Strategy 3: Provide training and support to classroom teachers and campus administration in discipline management and safe environments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. **Staff Responsible for Monitoring:** Counseling Department Campus Administration **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024 **Funding Sources:** Counselor FTE - 281 ESSER II Grant Funds - 281-31-6119-00-002-Y-99-MH3-Y	20%	55%		

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

Goal 5: Porter ECHS 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 Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Strategy 1 Details	Reviews			
Strategy 1: Professional development and training will be provided to address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Truancy, Emergency Operations Plan (EOP) - Safety Procedures.	Formative			Summative
	Oct	Jan	Mar	May
	45%	70%		
Milestone's/Strategy's Expected Results/Impact: Decrease in the number of student discipline incidents compared to prior school year. Formative: presentations, sign-in sheets Summative: Discipline referral report **Staff Responsible for Monitoring:** Principal Assistant Principals Campus Behavior Coordinator Counselors Dean of Instruction **Population:** All campus personnel and students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024				

Strategy 2 Details		Reviews			
Strategy 2: Instructional Strategies Provide classroom instructional strategies through professional development and campus training to keep students engaged in order to reduce discipline issues in the classroom and increase academic performance. **Milestone's/Strategy's Expected Results/Impact:** Decrease in the number of student discipline incidents compared to prior school year. Formative: walk-throughs with constructive feedback, session evaluations, six week(s) academic and discipline reports Summative: EOY discipline referral reports, EOY academic progress reports **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
		20%	50%		

Strategy 3 Details		Reviews			
Strategy 3: Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan. **Milestone's/Strategy's Expected Results/Impact:** 100% completed campus Emergency Operations Plan. Formative: safety meeting sign-in sheets Summative: campus EOY plan and EOY safety reports **Staff Responsible for Monitoring:** Campus Administration **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
		100%	100%	100%	

Strategy 4 Details		Reviews			
Strategy 4: Campus will conduct Active Shooter or other hazardous lock down drills at least twice per semester. **Milestone's/Strategy's Expected Results/Impact:** Formative: practice drill reports, Summative: EOY drill report with required drills conducted **Staff Responsible for Monitoring:** Campus Administration **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
		50%	80%	✖	

Strategy 5 Details	Reviews			
Strategy 5: Update and maintain school safety equipment and supplies for the health and safety of students.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: Daily Use	**Oct**	**Jan**	**Mar**	**May**
Summative Attendance rates **Staff Responsible for Monitoring:** Campus Administration and Security **Population:** All students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024 **Need Statements:** Perceptions 3 **Funding Sources:** Raptor contract and equipment - 199 Local funds - 199-23-6299-41-002-Y-99-021-Y, PPE and Custodial Supplies - 211 Title I-A - 211-51-6315-00-002-Y-30-0F2-Y, Nurses' General Supplies - 211 Title I-A - 211-33-6399-00-002-Y-30-0F2-Y - $500, Supplies for Main/Oper - 199 Local funds - 199-51-6315-00-002-Y-99-000-Y, General Supplies - 199 Local funds - 199-51-6399-00-002-Y-99-000-Y, Equipment Under $5000 - 199 Local funds - 199-51-6398-00-002-Y-99-000-Y, Supplemental Duty - 199 Local funds - 199-51-6121-xx-002-Y-99-000-Y, Fixed Assets Refrigerator - 199 Local funds - 199-33-6398-65-002-Y-99-000-Y - $1,500	40%	40%		
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 3 Need Statements:

Perceptions
Need Statement 3: Need to purchase health and safety supplies for students.   **Data Analysis/Root Cause**: Student attendance decreased during 2021-2022 school year.

Goal 6: Porter ECHS, in collaboration with 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. (BISD Board Goal #5) (TEA Ch. 4, Obj. 1)
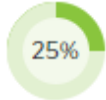
Porter ECHS , en colaboracion con el personal de la escuela, la administracion, los padres y la comunidad, brindara el apoyo y los recursos necesarios para lograr la excelencia educativa y la equidad. Los padres seran socios plenos de los educadores en la educacion de sus hijos. (Meta de la Junta de BISD #5) (TEA Ch. 4, Obj. 1)
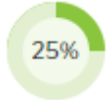
Performance Objective 1: There will be a 5% increase of parents involved in campus parental involvement activities from 2023-2024.
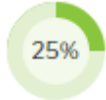
Habra un aumento del 5% de padres involucrados en actividades de participacion de padres en el campus de 2023-2024.

Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Strategy 1 Details	Reviews			
Strategy 1: Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program Cada campus del Titulo I-A desarrolla y difunde la Politica de Participacion de los Padres y la Familia y el Pacto S-P-S a los padres de los estudiantes del Titulo I-A participantes y lo publica en el sitio web del campus en ingles y espanol. Asegura que el Pacto entre la escuela, los padres y los estudiantes describe como los padres, todo el personal de la escuela, los estudiantes y los padres comparten la responsabilidad de mejorar el endimiento de los estudiantes y por que medios la escuela y los padres construiran y desarrollaran una asociacion para ayudar a los ninos a alcanzar el alto nivel del estado. **Milestone's/Strategy's Expected Results/Impact:** Formative: Completed Parental Involvement Policies Campuses Campus Websites Fliers Meeting Agendas Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Agendas and Sign Ins Summative: Training Session Evaluations and Increased Parental participation to positively impact attendance, discipline, EOC scores, and graduation rates. **Staff Responsible for Monitoring:** Administration Parent Liaisons **Title I:** 4.1 - **Population:** All stakeholders - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Enhance the campus parental involvement program to increase the percentage of parental involvement at the campus by providing consultants, meetings, and trainings at different dates and times.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 2: Enhance the campus parental involvement program to increase the percentage of parental involvement at the campus by providing consultants, meetings, and trainings at different dates and times.
Will provide refreshments for parents.
Parenting Classes
Nutrition Classes
College and Career Student Information
EOC Training
Graduation Requirement Trainings.
ESL Classes
Curbside Coffee
Migrant Informational Meetings

Mejorar el programa de participacion de los padres en el campus para aumentar el porcentaje de participacion de los padres en el campus proporcionando consultores, juntas, y entrenamientos durante diferentes horarios.
Proporcionara refrigerios para los padres.
Clases para padres
Clases de nutricion
Informacion para estudiantes universitarios y profesionales
Entrenamiento COE
Capacitaciones de requisitos de graduacion.
Clases de ESL
Cafe en la acera
Encuentros Informativos Migrantes.

Reviews — Formative: Oct 25%, Jan 50%

Milestone's/Strategy's Expected Results/Impact: Increased parental participation in school activities and awareness of student responsibilities and
opportunities for success.
Formative:Agenda, Sign-In sheets, Summative: Evaluations positively impact attendance rates, discipline, EOC Scores, and graduation rates.

Staff Responsible for Monitoring: Parent Liaison
Administration
Principal

Title I:
4.2
 - **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024
Need Statements: Demographics 6 - School Processes & Programs 5 - Perceptions 2
Funding Sources: Other Operating Cost - Refreshments - 211 Title I-A - 211-61-6499-00-002-Y-24-0F2-Y - $900, General Supplies - 211 Title I-A - 211-61-6399-00-002-Y-30-0F2-Y - $900, Employee Travel - 211 Title I-A - 211-61-6411-00-002-Y30-0F2-Y - $900

Strategy 3 Details	Reviews			
Strategy 3: Increase the community partnership with the campus inviting business community members and organizations to present at weekly meetings.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Aumentar la asociacion comunitaria con el campus invitando a miembros y organizaciones de la comunidad empresarial a presentar en reuniones semanales. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agenda, Sign-In sheets for parent, community, and SBDM meetings. Summative: Evaluations in order to increase student attendance, decrease failure rates, increase EOC Scores, graduation rates, and real work experiences. **Staff Responsible for Monitoring:** Parent Liaison Administration Principal Dean of Instruction Parents All students All teachers **Population:** All students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	25%	55%		

Strategy 4 Details	Reviews			
Strategy 4: Teachers will consistently monitor and communicate student's daily absences and tardiness to parents to promote a rapid system of communication that will improve the daily attendance rate to address learning loss among students and provide information to parents how they can effectively support their student's learning. Student incentives will be provided for perfect attendance as way to increase attendance rate. Los maestros monitorearan y comunicaran constantemente las ausencias y tardanzas diarias de los estudiantes a los padres para promover un sistema rapido de comunicacion que mejorara la tasa de asistencia diaria para abordar la perdida de aprendizaje entre los estudiantes y brindar informacion a los padres sobre como pueden apoyar efectivamente el aprendizaje de sus estudiantes. Se proporcionaran incentivos a los estudiantes por asistencia perfecta como forma de aumentar el indice de asistencia. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increased Class Attendance Rate, Weekly Campus Attendance Rate Phone Master Daily Log Summative: PEIMS Campus Summary Report, ADA Annual Report in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates. **Staff Responsible for Monitoring:** Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration District Attendance Office **Population:** all students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
	25%	50%		

Strategy 5 Details	Reviews			
Strategy 5: Verify phone numbers & addresses of all students during the first weeks of the Fall semester in order to maintain accurate student data for parent communication. Verifique los numeros de telefono y las direcciones de todos los estudiantes durante las primeras semanas del semestre de otono para mantener datos precisos de los estudiantes para la comunicacion con los padres. **Milestone's/Strategy's Expected Results/Impact:** Formative: Accurate contact information in Eschool Plus Reports PEIMS Campus Summary Report Summative: School Messenger Report and Parental Contact logs in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates. **Staff Responsible for Monitoring:** Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration **Population:** Parent Liaisons, Attendance Clerks, Teachers, Counselors, Administration - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
	50%	35%		

Strategy 6 Details	Reviews			
Strategy 6: Campus migrant clerk will conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress and on-time graduation requirements.	Formative			Summative
	Oct	Jan	Mar	May
La secretaria del departamento migrantes del campus llevara a cabo un minimo de dos reuniones de padres migrantes para brindarles a los padres migrantes informacion actualizada sobre el progreso academico y los requisitos de graduacion a tiempo. **Milestone's/Strategy's Expected Results/Impact:** Formative: Meeting sign-in sheets and agendas Summative: Year end evaluations **Staff Responsible for Monitoring:** Migrant Campus Clerk Migrant Teacher **Population:** Migrant Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	10%	30%		

Strategy 7 Details	Reviews			
Strategy 7: A school marquee, a digital or traditional signboard displaying messages to communication in a timely manner to parents of upcoming educational opportunities, school events, emergency notifications, and celebrations in both English and Spanish.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Parent engagement **Staff Responsible for Monitoring:** Principal **Title I:** 4.1 - **Start Date:** September 25, 2023 **Need Statements:** Demographics 6 - School Processes & Programs 5 - Perceptions 2	25%	50%		

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 6: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.   **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.
School Processes & Programs
Need Statement 5: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.   **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Perceptions
Need Statement 2: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Goal 7: Porter ECHS 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 Sources:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Provide teachers, counselors, and administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas and SEL strategies for student success.	**Oct**	**Jan**	**Mar**	**May**
	40%	55%		

Milestone's/Strategy's Expected Results/Impact: ormative Results:
BISD Instructional Feedback Form District Monitoring Instrument data will indicate a 5 percentage point increase in Domain 2 proficient and higher ratings.

Summative Impact:
The district will have a 5 percentage point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.

Staff Responsible for Monitoring: Principal
Dean
Assistant Principals
 C& I

TEA Priorities:
Improve low-performing schools
 - - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024

Need Statements: Student Learning 7 - School Processes & Programs 4

Funding Sources: Employee Travel - 211 Title I-A - 211-13-6411-23-002-Y-30-AYP-Y - $5,000, Employee Travel - Professional Development - 162 State Compensatory - 162-13-6411-23-002-Y-30-000-Y, Professional Extra Duty Pay - 162 State Compensatory - 162-13-6118-00-002-Y-30-000-Y, General Supplies - Ink - 162 State Compensatory - 162-13-6399-65-002-Y-30-000-Y, Employee Travel - 162 State Compensatory - 162-31-6411-23-002-Y-30-000-Y, General Supplies - 211 Title I-A - 211-13-6399-00-002-Y-30-AYP-Y - $1,000, Employee Travel - Professional Development - 211 Title I-A - 211-23-6411-23-002-Y-30-AYP-Y - $1,500, Misc Operating Cost - Virtual Trainings - 211 Title I-A - 211-13-6497-23-002-Y-30-000-Y, Substitutes - 199 Local funds - 199-11-6112-18-002-Y-99-000-Y, Employee Travel - Professional Development - 199 Local funds - 199-23-6411-23-002-Y-99-000-Y, Employee Travel - 282 ESSER III Grant Funds - 282-13-6411-23-002-Y-24-0CG-1 - $3,000, Substitutes - 282 ESSER III Grant Funds - 282-1X-6112-00-002-Y-24 -0CG-1 - $7,600, Professional Extra Duty & Fringe - 282 ESSER III Grant Funds - 282-13-61xx-00-002-Y-24-0CG-1 - $6,291, Training Stipends - 282 ESSER III Grant Funds - 282-13-6117-00-002-Y-24-0CG-1 - $3,000, Substitute - 162 State Compensatory - 162-13-6412-18-002-Y-30-000-Y, Substitute & fringe - 211 Title I-A - 211-11-61xx-18-002-30-AYP-Y - $3,551, Consultant - 211 Title I-A - 211-13-6291-00-002-Y-30-AYP-Y, Travel & Training - 199 Local funds - 199-12-6411-23-002-Y-99-000-Y, MISCEL OPERATN COSTS - 162 State Compensatory - 162-13-6497-00-002-Y-30-000-Y - $5,000, Professional Extra Duty Pay & Fringe - 282 ESSER III Grant Funds - 282-31-61xx-00-002-Y-24-0CG-1 - $6,115, Travel & Training - 282 ESSER III Grant Funds - 282-31-6411-23-002-Y-24-0CG-1 - $5,000

Strategy 2 Details	Reviews			
Strategy 2: Development and maintain traditional and online Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, Iowa Assessment **Staff Responsible for Monitoring:** Principal Dean Assistant Principals C& I Teachers **Population:** All Stakeholders - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	20%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: District monitoring instrument, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSIA2, and other college readiness assessment scores by 5 percentage points. **Staff Responsible for Monitoring:** Principal Dean Assistant Principals C& I Teachers **Population:** All G/T sub-population students and teachers for these students in core content areas and Special Education - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	50%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Teachers, Counselors, and Administration will utilize research-based strategies and best practices, vital curriculum, current TEKS, and college readiness such as	Formative			Summative
	Oct	Jan	Mar	May
TEKS, ELPS, CCRS STAAR EOC Kagan Strategies Gretchen Bernabi Sheltered English Instruction Word-walls Thinking map Writing Across the Curriculum Comprehension Strategies Classroom Management PreAP/AP Strategies GT Training Dual Enrollment Trail of Breadcrumbs Data Desegregation Solution Tree PLC Fluency Vocabulary Development Martha Morales TNT Literacy 101 Strategies to help all students in the classroom by attending district, regional, and state professional development for ELA, Math, Science, and Social Studies or hiring consultants to improve instruction and increase student success in state assessments. Attend AP Summer Institutes **Milestone's/Strategy's Expected Results/Impact:** BISD Instructional Feedback Walk Throughs, District Monitoring Instrument Sign-in sheets and Workshop agendas The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Master Teachers, Mentor Teachers, Department Chairs & HS Teachers **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	20%	45%		

Strategy 5 Details	Reviews			
Strategy 5: Improve instruction for all students including EB, special education, at-risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings (curriculum writing and lesson planning), research-anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress in state assessments (EOC and TELPAS).	Formative			Summative
	Oct	Jan	Mar	May
	15%	20%		

Milestone's/Strategy's Expected Results/Impact: District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas, and coaching. The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development

Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers

Population: All Students: specially subpops - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 7: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities.   **Data Analysis/Root Cause**: Surveys indicate need to increase training and supports for implementation of online and blended instruction.

School Processes & Programs
Need Statement 4: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities.   **Data Analysis/Root Cause**: Surveys indicate need to increase training and supports for implementation of online and blended instruction.

Goal 7: Porter ECHS 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: Porter ECHS 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 opportunities to be college and career ready.

    Evaluation Data Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data

Strategy 1 Details	Reviews			
Strategy 1: Porter ECHS will continue to support ongoing professional development for its teachers so that students may learn the latest program area and technology skills and be able to compete in college and the workforce.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Formative Results: Teachers will return to their classrooms and be able to share the newest technologies with their students and Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.) Summative Impact: Teachers lesson plans and walkthroughs will indicate improved implementation after training sessions
    Staff Responsible for Monitoring: CTE Department
CPO
Campus Adminstration
 	
    Population: CTE Faculty & Staff - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024
	25%	35%		

Strategy 2 Details	Reviews			
Strategy 2: CTE teachers will participate in Project Lead the Way (PLTW) and career cluster alignment trainings to enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Formative Results: lesson plans, walkthroughs and observations including trainings and strategies Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways
    Staff Responsible for Monitoring: CTE Department
CPO
Campus Adminstration
 	
    Population: CTE PTLW Teacher - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024
	45%	65%		

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

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

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2021-2022. (Future Ready Curriculum, Instruction, and Assessment)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
Strategy 1: Porter ECHS will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports **Staff Responsible for Monitoring:** Curriculum & Instruction ISET Dept Technology Dept Campus Administration TST **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	35%	55%		

Strategy 2 Details	Reviews			
Strategy 2: Porter ECHS will determine what skills both students and educators need to participate successfully in personalized learning. Consider student skills related to self-direction and learning strategies; and educator skills related to pedagogy and individualization of content. Use survey instruments and Learning Management/Classroom Management System software to assess students' and educator's skills and identify gaps between current skills and the level of skill necessary to participate in flexible, personalized learning. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Surveys of parents, students and teachers Walkthroughs and Feedback Summative Impact: EOY Survey data shows positive increases EOY Progress monitoring shows increases/improvement **Staff Responsible for Monitoring:** Curriculum & Instruction ISET Dept Technology Dept Campus Administration TST **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
	25%	60%		

Strategy 3 Details	Reviews			
Strategy 3: Porter ECHS will determine what gaps students at risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies consisting of Texas, United States, and world history, government, and geography). **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Curriculum & Instruction Campus Administration Teachers **Population:** At Risk Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2023	Formative			Summative
	Oct	Jan	Mar	May
	20%	50%		
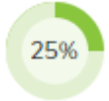
Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Porter ECHS teachers will receive training on positive behavior interventions and updates on seclusions, restraints, and timeouts as defined in SB1196. CORE TEAM will be trained yearly on CPI techniques. **Milestone's/Strategy's Expected Results/Impact:** Treating all students with dignity and respect. **Staff Responsible for Monitoring:** District Behavior Specialist Campus Administration Teachers **Population:** All students including IDEA students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	**Oct**	**Jan**	**Mar**	**May**
	40%	35%		

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

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2023, leveraging human capital in personalized learning. Future Ready Use of Space and Time

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
Strategy 1: Porter ECHS will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Curriculum & Instruction ISET Dept Technology Dept Campus Administration TST Teachers **Population:** all students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	20%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Porter ECHS will support students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data **Staff Responsible for Monitoring:** Curriculum & Instruction ISET Dept Technology Dept Campus Administration TST Teachers **Population:** all students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	25%	25%		

Strategy 3 Details	Reviews			
Strategy 3: Porter ECHS will provide internship opportunities in the areas of Aerospace Engineering, Entrepreneurship, Robotics, and Coding through foundational skills such as computational thinking, systems thinking, and design thinking.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Internship reports CTE CTSO reports Summative Impact: Increased CTSO participation Increased enrollment in related courses **Staff Responsible for Monitoring:** Curriculum Administration CTE Administration Technology Administration Campus Administration CPO CTE Teachers **Population:** all students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	25%	20%		

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

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

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.
Future Ready Robust Infrastructure

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
Strategy 1: Porter ECHS will conduct/support speed tests will be conducted across the district in the early fall, mid-year and spring to ensure appropriate WIFI connectivity for all stakeholders.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks **Staff Responsible for Monitoring:** Curriculum Administration Technology Administration Campus Administration TST **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	40%	60%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy
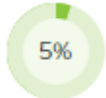
   Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
Strategy 1: Porter ECHS will review current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups Survey reports Summative Results: Surveys indicate progress **Staff Responsible for Monitoring:** Curriculum & Instruction ISET Dept Technology Dept Campus Administration TST **Population:** all students - **Start Date:** July 1, 2022 - **End Date:** May 31, 2023	30%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.
Future Ready Community Partnerships

   Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
Strategy 1: Porter ECHS will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development Records Summative Results: Software usage reports **Staff Responsible for Monitoring:** Campus Administration TST **Population:** all students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	**Formative**			**Summative**
	Oct	Jan	Mar	May
	5%	10%		
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.
Future Ready Personalized Professional Learning

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Teachers, school leaders, and campus support staff will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration Campus Administration **Population:** All faculty and staff - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	25%	25%		
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.
Future Ready: Budget and Resources

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
Strategy 1: Porter ECHS will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The campust will utilize platforms such as CLEVER, and PAPERBASKET to analyze the return of investment for all software purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc.	**Formative**			**Summative**
	Oct	Jan	Mar	May
	25%	30%		
Milestone's/Strategy's Expected Results/Impact: Formative Results: Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration Technology Administration Campus Administration TST **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 8: All schools will show a 5% increase in all four areas 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize instructional technology by modeling within the context of instruction in curriculum by using a variety of technology equipment (computer labs, Interactive tables, Sensors/Interface Technology, computers, printers, document cameras, tablets, Mobi Views, clickers, graphing calculators, hardware and software, interactive panels etc.) in order to differentiate instruction and address learning loss.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Evidence of Implementation: BISD Instructional Feedback Form, 100% of walk-throughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agenda, CBLT Evidence of Impact: The district will have a 10% increase in the number of students meeting the phase II passing standard. Formative: Classroom observation, PDS Session Evaluations, Summative: STAAR scores, TELPAS scores, AP scores **Staff Responsible for Monitoring:** Principals, Deans, Department Chairs, District Lead Teachers and Specialist Teachers, Technology Service Staff **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024 **Funding Sources:** Supplies & Materials Technology - 263 Title III-A Bilingual - 263-11-6398-XX-002- Y-25-000-Y , Equipment under $5000 - 281 ESSER II Grant Funds - 281-11-6398-62-002-Y-24-0CG-2, Computer - 197 Projects--TRE/Library - 197-12-6398-65-002-Y-99-000-Y, Equipment under $5000 - 282 ESSER III Grant Funds - 282-11-6398-62-002-Y-24-0CG-1 - $45,654, Equipment under $5000 - 282 ESSER III Grant Funds - 282-23-6398-65-002-Y-24-0CG-1 - $8,000, Computers - 199 Local funds - 199-23-6398-65-002-Y-99-000-Y, EQUIPMENT UNDER 5,000 - 282 ESSER III Grant Funds - 282-23-6398-65-002-Y-24-0CG-1 - $8,000, Equipment under $5000 - 162 State Compensatory - 162-11-6398-62-002-Y-30-000-Y - $100,000	20%	30%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (Board Goal 1) (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela preparatoria. (Objetivo 1 de la Junta de BISD) (TEA Ch. 4 Obj. 3)

Performance Objective 1: Porter ECHS will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%, increase the At-Risk Student Attendance Rate by 10%, increase the High School Completion Rate to 95%, and increase the High School Graduation Rate to 91.3%.

Porter ECHS desarrollara estrategias de prevencion e intervencion que aumenten el rendimiento de los estudiantes en riesgo en STAAR en un 10 %, aumenten la tasa de asistencia de los estudiantes en riesgo en un 10 %, aumenten la tasa de finalizacion de la escuela secundaria al 95 % y aumenten la tasa de graduacion de la escuela secundaria al 91.3%.

High Priority

Evaluation Data Sources: STAAR/EOC, At-Risk Student Attendance Rate, Retention Rate, Recidivism Rate, High School Completion Rate, and High School Graduation Rate

Strategy 1 Details	**Reviews**			
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Se proporcionara instruccion acelerada en el plan de estudios basico durante programas de tutoria de dia, semana y/o ano extendidos para mejorar el rendimiento de los estudiantes en riesgo, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	15%	50%		

Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports
Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate

Staff Responsible for Monitoring: Principals
Deans of Instruction
Area Assistant Superintendents
Administrator for Special Programs
Administrator for State Compensatory Education

Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **Population:** At-Risk, SE, MI, EB - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024
Funding Sources: Supplemental Duty - 162 State Compensatory - 162-11-6118-00-002-Y-xx-xxx-Y - $32,106

Strategy 2 Details	**Reviews**			
Strategy 2: The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. La Decano de Instruccion llevara a cabo sesiones periodicas de desarrollo profesional basadas en la investigacion para capacitar y retener personal altamente calificado que impactara positivamente el rendimiento, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuira las tasas de retencion y desercion de los estudiantes en riesgo.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	35%	40%		

Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports
Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate

Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs

Population: AR, TI,MI, EB - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024
Funding Sources: Dean of Instruction - 162 State Compensatory - 162-13-6119-00-002-Y-30-000-Y
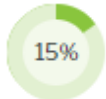
Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate to include dyslexia and supplemental teachers. Los maestros instruccion complementaria a los estudiantes en riesgo para mejorar el rendimiento de los estudiantes, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion para incluir dislexia y maestros suplementarios.	**Oct**	**Jan**	**Mar**	**May**
	40%	50%		

Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports
Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate

Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs

Population: AR, TI, MI, EB - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024
Funding Sources: Support Teachers - 162 State Compensatory - 162-11-6119-00-002-Y-30-000-Y - $365,064

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: The High School Counselor will monitor and coordinate intervention programs along side other counselors to improve at-risk student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. La consejera de la escuela secundaria supervisara y coordinara los programas de intervencion junto con otros consejeros para mejorar el rendimiento, la asistencia, la tasa de graduacion y la tasa de finalizacion de los estudiantes en riesgo y reducir la tasa de retencion y la tasa de abandono escolar.	**Oct**	**Jan**	**Mar**	**May**
	15%	20%		

Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports
Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rat

Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs

Population: At Risk Students - **Start Date:** July 1, 2023 - **End Date:** June 28, 2024
Funding Sources: At Risk Counselor - 162 State Compensatory - 162-31-6119-00-002-Y-30-000-Y, At-Risk Counselor Supplies - 162 State Compensatory - 162-31-6399-65-002-Y-30-000-Y, Professional Extra Duty Pay - 162 State Compensatory - 162-31-6118-00-002-Y-30-000-Y

Strategy 5 Details	Reviews			

Strategy 5: The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rate.
 	
El Especialista del Programa supervisara y coordinara los programas de intervencion de abandono escolar para estudiantes clasificados como en riesgo para disminuir la tasa de abandono escolar y aumentar la tasa de finalizacion y graduacion.
    Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports
    Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rat
    Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs
 	
    Population: AT Risk - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024
    Funding Sources: Program Specialist - 162 State Compensatory - 162-23-6119-00--002-Y-24-000-Y
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**
	25%	50%		

Strategy 6 Details	Reviews			

Strategy 6: The Probation officer will to work with students who are on probation to improve probated student achievement, and attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate.
 	
El oficial de libertad condicional trabajara con los estudiantes que estan en libertad condicional para mejorar el rendimiento y la asistencia de los estudiantes probados, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion, la tasa de reincidencia y la tasa de abandono escolar.
    Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports
    Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate, Recidivism Rate
    Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs
 	
    Population: All At- Risk Students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024
    Funding Sources: JPO - 162 State Compensatory - 162-32-6299-00-002-Y-24-JPO-Y
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**
	30%	60%		

Strategy 7 Details	Reviews			
Strategy 7: The Communities in School (CIS) Site Coordinators will work to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate by providing identified at-risk students case management and instructional services. Los coordinadores de sitio de Communities in School (CIS) trabajaran para mejorar el rendimiento de los estudiantes en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir las tasas de retencion y la tasa de desercion al proporcionar servicios de instruccion y administracion de casos de estudiantes en riesgo identificados. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Population:** High School AR Students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024 **Funding Sources:** CIS Site Coordinator - 162 State Compensatory - 162-32-6299-00-002-Y-24-CIS-Y	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
	35%	55%		

Strategy 8 Details	Reviews			
Strategy 8: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Proporcionar instruccion basada en computadora en el plan de estudios basico y dispositivos asistidos por adaptacion para mejorar el rendimiento, la asistencia, la tasa de graduacion, la tasa de finalizacion de los estudiantes en riesgo y disminuir la tasa de retencion y la tasa de abandono escolar. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchoolPLUS Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Population:** At Risk Students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024 **Funding Sources:** Misc Contracted Services - 162 State Compensatory - 162-11-6299-62-002-Y-30-000-Y - $24,000	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
	30%	60%		

Strategy 9 Details	Reviews			
Strategy 9: In order to increase student success support services for students identified as homeless will be provided to students who are identified by the Homeless Youth Project. Campus will refer any possible identified student to the District Homeless Youth Program after registration. Con el fin de aumentar el exito de los estudiantes, se proporcionaran servicios de apoyo para los estudiantes identificados como sin hogar a los estudiantes identificados por el Proyecto de jovenes sin hogar. El campus referira a cualquier posible estudiante identificado al Programa de jovenes sin hogar del distrito despues de la inscripcion. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Homeless Intervention Logs, student progress reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Administration Homeless Liaison Registrar CIS Case Worker At-Risk Counselor **Results Driven Accountability - Population:** HY, unaccompanied minors - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	20%	45%		

Strategy 10 Details	Reviews			
	Formative			**Summative**
Strategy 10: Continue LUCHA project to target literary development and math success through the use of native language support and sheltered instructional strategies; Conduct transcript analysis and implement online modules; Conduct parent/ student information sessions on graduation requirements and career pathways options. This will provide an accelerated pathway for recent immigrants with high literacy levels to meet graduation requirements in less than 4 years and have a direct impact on the dropout rate and graduation rate of EB students.	**Oct**	**Jan**	**Mar**	**May**
	20%	65%		

Continuar con el proyecto LUCHA para enfocarse en el desarrollo literario y el exito en matematicas mediante el uso de apoyo en el idioma nativo y estrategias de instruccion protegidas; Realizar analisis de transcripciones e implementar modulos en linea; Llevar a cabo sesiones de informacion para padres/estudiantes sobre los requisitos de graduacion y las opciones de trayectorias profesionales. Esto proporcionara un camino acelerado para los inmigrantes recientes con altos niveles de alfabetizacion para cumplir con los requisitos de graduacion en menos de 4 anos y tendra un impacto directo en la tasa de abandono escolar y la tasa de graduacion de los estudiantes de EB.

Milestone's/Strategy's Expected Results/Impact: Formative: Eschool Plus, Student Sign In Logs, Lucha Credit Counts
Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate
Staff Responsible for Monitoring: Bilingual Department Administrator
EB Counselor
EB Teacher
Curriculum and Instruction Administrator
Campus Administration

Population: Emergent Bilingual Students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024

Strategy 11 Details	Reviews			
	Formative			**Summative**
Strategy 11: Implement a food pantry and closet at campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.	**Oct**	**Jan**	**Mar**	**May**
	10%	50%		

Implement a food pantry and closet at campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.

Milestone's/Strategy's Expected Results/Impact: Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports
Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate
Staff Responsible for Monitoring: Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs

Population: AT Risk Students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024

Strategy 12 Details	Reviews			
Strategy 12: Promote health awareness programs to all students including student parent in need pregnancy related services available within BISD in order to keep students in school and meet graduation requirements.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Promover programas de concientizacion sobre la salud para todos los estudiantes, incluidos los padres de estudiantes que necesitan servicios relacionados con el embarazo disponibles dentro de BISD para mantener a los estudiantes en la escuela y cumplir con los requisitos de graduacion. **Milestone's/Strategy's Expected Results/Impact:** Formative: Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Population:** All Students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024	10%	50%		

Strategy 13 Details	Reviews			
Strategy 13: The campus will instate a Summer Bridge Program to decrease retention rates, bridge educational gaps, and ensure a successful transition from middle school to high school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El campus instalara un Programa Puente de Verano para disminuir las tasas de retencion, cerrar las brechas educativas y garantizar una transicion exitosa de la escuela intermedia a la secundaria. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchoolPlus Reports, Teacher Lesson Plans, Classroom Observations Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Principal Admin Counselors Teachers hired Dean of Instruction **Population:** All Students - **Start Date:** July 14, 2023 - **End Date:** June 28, 2023 **Funding Sources:** Extra Duty Pay & Fringe Teachers - 211 Title I-A - 211-11-61XX-00-002-Y-30-BDG-Y, Transportation - 211 Title I-A - 211-11-6494-00-002-Y-30-BDG-Y	15%	40%		

Strategy 14 Details	Reviews			
Strategy 14: Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention and dropout rate. Complementar el Programa de dislexia para proporcionar intervenciones de lenguaje y alfabetizacion para mejorar el rendimiento estudiantil, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y abandono escolar.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom Observation, student progress reports, benchmark scores Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Principal Admin Counselors Teachers Dean of Instruction SBDM Committee **Start Date:** July 1, 2023 - **End Date:** June 30, 2024	20%	50%		

Strategy 15 Details	Reviews			
Strategy 15: The At-Risk Team will sponsor outreach events to ensure all students enroll in school in a timely manner such as Walk for the Future.	Formative			Summative
	Oct	Jan	Mar	May
El equipo en riesgo patrocinara eventos de divulgacion para garantizar que todos los estudiantes se inscriban en la escuela de manera oportuna, como Caminata por el Futuro. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Enrollment rates Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** State Compensatory Education Department Administration Dean of Instruction Drop Out Prevention Specialist At-Risk Counselor Probation Officer **Population:** At Risk Students - **Start Date:** August 14, 2023 - **End Date:** October 27, 2023 **Funding Sources:** Supplies - 162 State Compensatory - 162-61-6399-00-002-Y-30-WTF-Y - $250, Misc. Operating costs - 162 State Compensatory - 162-61-6499-53-002-Y-30-WTF-Y - $400, Supplies - 162 State Compensatory - 162-61-6399-16-002-Y-30-WTF-Y - $250	100%	100%	100%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (Board Goal 1) (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela preparatoria. (Objetivo 1 de la Junta de BISD) (TEA Ch. 4 Obj. 3)

Performance Objective 2: Counselors will help reduce the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3% .

Los consejeros ayudaran a reducir la tasa de finalizacion de la escuela secundaria al 95 % y aumentaran la tasa de graduacion de la escuela secundaria al 91.3 %.

    Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students

Strategy 1 Details	Reviews			

Strategy 1: All counselors will monitor and recover students during the school day and afterhours to reduce drop out rate.
 	
Todas las consejeros monitorearan y recuperaran a los estudiantes durante el dia escolar y despues del horario de atencion para reducir la tasa de abandono escolar.
 	
    Milestone's/Strategy's Expected Results/Impact: PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports
Summative Impact:
increased At-risk Retention, Graduation, and Completion Rates
+Decreased dropout rate
    Staff Responsible for Monitoring: Campus Administration
Counselors
 	
    Population: All students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**
	35%	60%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (Board Goal 1) (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela preparatoria. (Objetivo 1 de la Junta de BISD) (TEA Ch. 4 Obj. 3)

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Strategy 1 Details	Reviews			
Strategy 1: To promote physically and emotionally healthy students, the district will utilize the	**Formative**			**Summative**
-PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and	**Oct**	**Jan**	**Mar**	**May**
-SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Para promover la salud fisica y emocional de los estudiantes, el distrito utilizara el -Curriculum PAPA (Concienciacion sobre crianza y paternidad) -Programa CATCH (Enfoque coordinado para la salud infantil), y -SHAC (Comite Asesor de Salud Escolar) para abordar areas que incluyen la prevencion de la violencia en el noviazgo y el abuso sexual de ninos.	10%	25%		
Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
Staff Responsible for Monitoring: District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers				
Population: All Students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024				

Strategy 2 Details	Reviews			
Strategy 2: Assistance in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). Los Servicios de Salud (enfermeras) llevaran a cabo la asistencia en la planificacion y ejecucion del programa de salud general a nivel del campus, en un esfuerzo por mejorar la salud general de los estudiantes que aumente la asistencia y el rendimiento academico de los estudiantes.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	20%	30%		
Milestone's/Strategy's Expected Results/Impact: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades. **Staff Responsible for Monitoring:** Principal Assistant Principal Nurses **Population:** All Students - **Start Date:** July 1, 2023 - **End Date:** June 30, 2024				

Strategy 3 Details	Reviews			
Strategy 3: In an effort to promote physically and emotionally healthy students, the campus will implement the PAPA (Parenting and Paternity Awareness) curriculum, CATCH (Coordinated Approach to Child Health) program, and a Campus Health Advisory Committee that will evaluate the implementation of the district initiatives as well as the policies such as those on Dating Violence and sexual abuse of children. En un esfuerzo por promover estudiantes fisica y emocionalmente saludables, el campus implementara el plan de estudios PAPA (Concienciacion sobre la crianza y la paternidad), el programa CATCH (Enfoque coordinado para la salud infantil) y un Comite asesor de salud del campus que evaluara la implementacion de las iniciativas del distrito. asi como las politicas como las de violencia en el noviazgo y abuso sexual infantil.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
	10%	35%		
Milestone's/Strategy's Expected Results/Impact: BISD Instructional Feedback Form, 100% of walkthroughs will indicate application of the skills acquired during the professional development The campus will have 100% effective implementation. Formative: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative: Fitness Gram results **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Population:** All Students - **Start Date:** July 3, 2023 - **End Date:** June 28, 2024				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Title I

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee reviewed a comprehensive needs assessment May 26, 2022 to determine the strengths and needs of students, staff, parental and community involvement, and facilities before deciding how to use available local, state and federal budget allocations. During the SBDM meeting based on the CNA results, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The 2023 goal is to have 90 / 60 / 30 percentage of all students and student groups passing all parts of state mandated assessment for the 2022-2023 school year and to increase the advanced level performance in all tested areas.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Porter ECHS continuous monitoris CIP as part of improvement cycle. This means that the district is both continuously and periodically reviewing data to assess and re-assess progress towards meeting campus goals and performance objectives. The SBDM membership includes parents, community members, business members and elected teachers and non-teaching professionals. This group reviews progress and a range of data sources (refer to data documentation section) to review existing strengths and needs to determine any changes in the strategies identified to address these needs. After the committee members revise the current year needs, the members then re-ranked needs and determined priority areas along with BISD Board priorities to complete the 2022-2023 initial CNA process during the 2022-2023 school year.

2.2: Regular monitoring and revision

The Campus Improvement Plan strategies are monitored quarterly and revised by the SBDM supported by program area facilitators as needed based on the most current data from multiple sources related to the goals and performance objectives. The plan is also revised to address any changes in Federal or State law and/or guidelines. Title funds, State Compensatory funds and non-salary local funds are included in plans, as appropriate. Updates to the plan are noted by revision dates in the specific strategies or performance objectives during the current year. The initial plan for 2022-2023 was approved by the SBDM membership on May 26, 2022. For 2022-2023, the plan was updated at the beginning of the school year to address changes, especially related to safety planning and guidelines, as well as after several of the meetings. Meetings held on October 3rd, May 15th, and May 22nd for progress monitoring.

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

The Campus Improvement Plan has has the major components translated into Spanish within the same document so that it is readily available to stakeholders in both languages. If requested in another language, the CIP will be translated using an online translation software and made available to the stakeholder.

2.4: Opportunities for all children to meet State standards

Porter ECHS plans for all students to meet and exceed the Texas standards. This is supported by district adopted high quality instructional materials (HQIM), district-wide provision of instructional resouces, and strong programmatic supports based on student needs. Most strategies to provide these opportunities are found in Goal 1.

2.5: Increased learning time and well-rounded education

Porter ECHS provides a wide variety of extended day, week, and year opportunities for students as well as programs for gifted learners including significant number of advanced placement, Dual Enrollment, Career and Technical Education, P-TECH, co-curricular and extra-curricular programs. Federal and state funding is used to provide accelerated

instruction in core content areaa and primarily local and grant funds are used for other extended programs in areas not covered by these funds. Class schedules have been modified to include during the school day interventions for accelerated instruction.

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

Porter addresses the needs the At-Risk students by providing extend learning opportunities inclusive of additional community services, and Parental supports. The campus fully implements many special services for struggling learners including Bilingual Education services, Special Education Services, Dyslexia programs, 504 supports, and RtI for math, reading, and behavior. In addition, BISD is ensuring that all components of HB 4545 are being addressed to support students who require additional interventions due to EOC performance challenges.

3.1: Annually evaluate the schoolwide plan

Porter annually evaluate the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Porter annually revises the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. [ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)].

4.1: Develop and distribute Parent and Family Engagement Policy

The campus Parental and Community Involvement staff provide campuses with support for reviewing and revising their Parent and Family Engagement policies and activities.The campus staff support the distribution of the documents and ensuring that meetings are held along with any required activities. All appropriate policy documents are provided in English and Spanish. The district staff assist campuses in ensuring the School-Parent-Student Compact outlines how the parents, the entire school staff, students and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards. Meeting for PFE held on May 26, 2022. Title 1 Meeting and PFE policy and compact distribution was held September 1, 2022.

4.2: Offer flexible number of parent involvement meetings

The district staff provide campuses with guidance and support for regular scheduled weekly meetings and for additional meetings to provide opportunities at times outside of the regular school day. The district and campuses provide flexible meeting times/days for Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas: -Effective teaching strategies -Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students -College Readiness -Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life -Drop-out, Bullying, and Violence Prevention -Health and Wellness Education -Community agencies and organizations resources. -Building Capacity through training using appropriate equipment and materials for parent and community access to resources -CCMR-Saturday Family Academy Positive Behavior Interventions and Supports Parenting Skills.

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

not applicable

Campus Site-Based School Committee

Committee Role	Name	Position
Meeting Facilitator	Erika Medina	Dean of Instruction
Administrator	Maria E. Solis	Principal
Classroom Teacher	Karina Vasquez	Member - Teacher
Classroom Teacher	Elizabeth Munoz	Member - Teacher
Classroom Teacher	John Clark	Member - Teacher
Classroom Teacher	Nancy Pardo	Member - Teacher
Classroom Teacher	Raphael Barba-Solis	Member - Teacher
Classroom Teacher	Tomas Alvarado	Member - Teacher
Classroom Teacher	Alfredo Cortez	Member - Teacher
Classroom Teacher	Juan Hernandez	Member Teacher Alternate
Classroom Teacher	Ruben Gutierrez	Member - Teacher
Classroom Teacher	Robin Pyle	Member - Teacher
Classroom Teacher	Benjamin Rovelo	Member - Teacher
Classroom Teacher	Gilbert Flores	Member - Teacher
Classroom Teacher	Lucila Perez	Member - Teacher
Classroom Teacher	Norma Saenz	Member - Teacher
Classroom Teacher	Lazaro Cardenas	Member - Teacher
Classroom Teacher	Daniel Martinez	Member - Teacher
Classroom Teacher	Mike Hernandez	Member Teacher Alternate
Paraprofessional	Debbie Martinez	Attendance Clerk
Paraprofessional	Patricia Rivas	Parent Liaison
Paraprofessional	Bernice Gonzalez	Secretary
District-level Professional	Mary Tolman	Central Office
Community Representative	Nurith Galonsky	Brownsville Commissioner District 1
Parent	Jessica Gonzalez	Parent
Business Representative	Anna Oguin	Business Owner
Non-classroom Professional	Stefanie Ibarra	Cohort 2022 Counselor

Committee Role	Name	Position
Non-classroom Professional	Adriana Leal	CPO
Non-classroom Professional	Bertha Martinez Lopez	Cohort 2025 Counselor
Meeting Facilitator	Beckie Paz	Assistant Principal
Meeting Facilitator	Rosalva Garza	Assistant Principal
Parent	Francis Medellin	Parent
Community Representative	Deliah Zuniga	Community
Business Representative	Jose Sanchez	Business Representative
Meeting Facilitator	Christopher Cortez	Assistant Principal
Meeting Facilitator	Orfa Rodriguez Blanco	Assistant Principal

Campus Funding Summary

				199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**		**Account Code**	**Amount**
1	1	1	Supplies		199-23-6399-xx-002-Y-00-000-Y	$0.00
1	1	1	Paper		199-11-6396-00-002-Y-11-000-Y	$1,000.00
1	1	1	General Supplies		199-11-6399-xx-002-Y-11-000-Y	$1,000.00
1	1	1	Textbooks		199-11-6312-00-002-Y-11-000-Y	$2,000.00
1	1	1	Transportation		199-11-6494-00-002-Y-11-000-Y	$1,000.00
1	1	1	Misc. Operating Costs		199-11-6499-53-002-Y-11-000-Y	$2,000.00
1	1	1	General Supplies Counselors		199-31-6399-00-002-Y-00-000-Y	$0.00
1	1	1	Library Supplies, Bookies, and Materials		199-12-63xx-00-002-Y-00-000-Y	$0.00
1	1	6	AP Materials & Resources		199-11-6399-11-002-Y-38-000-Y	$3,500.00
1	5	1	Transportation		199-36-6494-00-002-Y-99-0xx-Y	$0.00
1	5	1	Travel & Subsistence		199-36-6112-00-002-Y-99-000-Y	$0.00
1	5	1	Stipends UIL Coaches		199-36-6117-00-002-Y-99-000-Y	$0.00
1	5	1	General Supplies		199-36-6399-00-002-Y-99-000-Y	$0.00
3	3	1	Misc Operating Costs		199-23-6499-53-002-Y-99-000-Y	$0.00
3	3	1	Misc. Operating Awards		199-13-6498-00-002-Y-99-000-Y	$0.00
3	3	1	Misc Operating Costs		199-13-6499-53-002-Y-99-000-Y	$0.00
5	2	2	Misc Operating Costs Awards		199-11-649X-00-002-Y-11-000-Y	$0.00
5	3	5	Raptor contract and equipment		199-23-6299-41-002-Y-99-021-Y	$0.00
5	3	5	General Supplies		199-51-6399-00-002-Y-99-000-Y	$0.00
5	3	5	Supplies for Main/Oper		199-51-6315-00-002-Y-99-000-Y	$0.00
5	3	5	Fixed Assets Refrigerator		199-33-6398-65-002-Y-99-000-Y	$1,500.00
5	3	5	Supplemental Duty		199-51-6121-xx-002-Y-99-000-Y	$0.00
5	3	5	Equipment Under $5000		199-51-6398-00-002-Y-99-000-Y	$0.00
7	1	1	Travel & Training		199-12-6411-23-002-Y-99-000-Y	$0.00
7	1	1	Employee Travel - Professional Development		199-23-6411-23-002-Y-99-000-Y	$0.00
7	1	1	Substitutes		199-11-6112-18-002-Y-99-000-Y	$0.00

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	8	1	Computers	199-23-6398-65-002-Y-99-000-Y	$0.00
				Sub-Total	$12,000.00
				Budgeted Fund Source Amount	$137,796.00
				+/- Difference	$125,796.00
162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Copy Paper	162-11-6396-00-002-Y-30-000-Y	$14,000.00
1	1	1	General Supplies	162-11-6399-00-002-Y-30-000-Y	$51,770.00
1	1	1	Ink	162-11-6399-62-002-Y-30-000-Y	$44,000.00
1	1	4	EOC Tutorials	162-11-6118-00-002-Y-24-EOC-Y	$0.00
1	3	4	Misc Contracted Services -Adjuncts	162-11-6299-15-002-Y-30-000-Y	$0.00
1	3	4	Dual Enrollment Tuition	162-11-6223-15-002-Y-30-000-Y	$0.00
7	1	1	MISCEL OPERATN COSTS	162-13-6497-00-002-Y-30-000-Y	$5,000.00
7	1	1	Employee Travel	162-31-6411-23-002-Y-30-000-Y	$0.00
7	1	1	Substitute	162-13-6412-18-002-Y-30-000-Y	$0.00
7	1	1	Professional Extra Duty Pay	162-13-6118-00-002-Y-30-000-Y	$0.00
7	1	1	General Supplies - Ink	162-13-6399-65-002-Y-30-000-Y	$0.00
7	1	1	Employee Travel - Professional Development	162-13-6411-23-002-Y-30-000-Y	$0.00
8	8	1	Equipment under $5000	162-11-6398-62-002-Y-30-000-Y	$100,000.00
9	1	1	Supplemental Duty	162-11-6118-00-002-Y-xx-xxx-Y	$32,106.00
9	1	2	Dean of Instruction	162-13-6119-00-002-Y-30-000-Y	$0.00
9	1	3	Support Teachers	162-11-6119-00-002-Y-30-000-Y	$365,064.00
9	1	4	At-Risk Counselor Supplies	162-31-6399-65-002-Y-30-000-Y	$0.00
9	1	4	Professional Extra Duty Pay	162-31-6118-00-002-Y-30-000-Y	$0.00
9	1	4	At Risk Counselor	162-31-6119-00-002-Y-30-000-Y	$0.00
9	1	5	Program Specialist	162-23-6119-00--002-Y-24-000-Y	$0.00
9	1	6	JPO	162-32-6299-00-002-Y-24-JPO-Y	$0.00
9	1	7	CIS Site Coordinator	162-32-6299-00-002-Y-24-CIS-Y	$0.00
9	1	8	Misc Contracted Services	162-11-6299-62-002-Y-30-000-Y	$24,000.00
9	1	15	Supplies	162-61-6399-00-002-Y-30-WTF-Y	$250.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	15	Misc. Operating costs	162-61-6499-53-002-Y-30-WTF-Y	$400.00
9	1	15	Supplies	162-61-6399-16-002-Y-30-WTF-Y	$250.00
				Sub-Total	$636,840.00
				Budgeted Fund Source Amount	$636,840.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	166-11-639x-00-002-Y-23-XXX-Y	$0.00
1	1	7	166-11-639x-00-002-Y23-0P5-Y		$2,000.00
5	2	2	Awards & Incentives	166-11-6498-00-002-Y-23-0P8-Y	$0.00
				Sub-Total	$2,000.00
				Budgeted Fund Source Amount	$2,000.00
				+/- Difference	$0.00

197 Projects--TRE/Library

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	GENERAL SUPPLIES	197-12-6399-xx-002-Y-99-000-Y	$0.00
8	8	1	Computer	197-12-6398-65-002-Y-99-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	211-12-6399-00-002-Y-30-0F2-Y	$1,500.00
1	1	1	General Supplies	211 -11-6399-00-002-Y-30-0F2-Y	$4,491.00
1	1	1	Ink	211 -11-6399-62-002-Y-30-0F2-Y	$10,000.00
1	1	1	Instructional Media	211 -11-6399-16-002-Y-30-0F2-Y	$1,000.00
1	1	1	AWARDS	211-11-6498-00-002-Y-30-0F2-Y	$3,346.00
1	1	4	Transportation	211-11-6494-00-002-Y-30-0F2-Y	$20,000.00
1	1	6	AP Testing Fees	211 -11-6339-00-002-Y-30-0F2-Y	$20,000.00
1	3	3	AVID Dues	211-11-6495-00-002-Y-30-0F2-Y	$5,009.00

			211 Title I-A		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Payroll - Nurses	211-33-6119-00-002-Y-30-0F2	$0.00
3	1	2	Payroll -Teachers	211-11-6119-00-002-Y-30-0F2	$0.00
3	1	2	Payroll - Parent Liasons	211-61-6129-00-002-Y-30-0F2	$0.00
3	1	2	Payroll Library Aides	211-12-6129-06-002-Y-30-0F2	$0.00
3	1	2	Payroll - Teacher Dyslexia Aide	211-11-6129-00-002-Y-30-054	$0.00
5	3	5	Nurses' General Supplies	211-33-6399-00-002-Y-30-0F2-Y	$500.00
5	3	5	PPE and Custodial Supplies	211-51-6315-00-002-Y-30-0F2-Y	$0.00
6	1	2	Other Operating Cost - Refreshments	211-61-6499-00-002-Y-24-0F2-Y	$900.00
6	1	2	General Supplies	211-61-6399-00-002-Y-30-0F2-Y	$900.00
6	1	2	Employee Travel	211-61-6411-00-002-Y30-0F2-Y	$900.00
7	1	1	Misc Operating Cost - Virtual Trainings	211-13-6497-23-002-Y-30-000-Y	$0.00
7	1	1	Employee Travel - Professional Development	211-23-6411-23-002-Y-30-AYP-Y	$1,500.00
7	1	1	General Supplies	211-13-6399-00-002-Y-30-AYP-Y	$1,000.00
7	1	1	Consultant	211-13-6291-00-002-Y-30-AYP-Y	$0.00
7	1	1	Employee Travel	211-13-6411-23-002-Y-30-AYP-Y	$5,000.00
7	1	1	Substitute & fringe	211-11-61xx-18-002-30-AYP-Y	$3,551.00
9	1	13	Extra Duty Pay & Fringe Teachers	211-11-61XX-00-002-Y-30-BDG-Y	$0.00
9	1	13	Transportation	211-11-6494-00-002-Y-30-BDG-Y	$0.00
				Sub-Total	$79,597.00
				Budgeted Fund Source Amount	$79,597.00
				+/- Difference	$0.00
			255 Title II, Part A (TPTR/Class Size)		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Dual Enrollment Tuition	255-11-6229-15-002-Y-24-0D4-Y	$0.00
1	3	4	Misc Contracted Services -Adjuncts	255-11-6299-15-002-Y-24-0D4-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$43,500.00
				+/- Difference	$43,500.00

			263 Title III-A Bilingual		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	8	1	Supplies & Materials Technology	263-11-6398-XX-002- Y-25-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,070.00
				+/- Difference	$8,070.00

			281 ESSER II Grant Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	MISCELLANEOUS CONTRACTED SERVI	281-12-6299-00-002-Y-24-0CG-2	$0.00
1	1	2	General Supplies	281-12-6399-65-002-Y-24-0CG-2	$0.00
1	1	2	Contracted Services	281-12-6395-65-002-Y-24-0CG-2	$0.00
1	1	2	Equipment under 5000	281-12-6398-65-002-Y-24-0CG-2	$0.00
1	1	2	Reading Materials	281-12-6329-00-002-Y-99-0CG-Y	$0.00
1	1	9	General Supplies - Books	281-12-6323-00-002-Y-99-OCG-Y	$0.00
3	3	2	Stipends & Fringe		$0.00
5	1	5	Salary & Fringe		$0.00
5	2	3	Counselor FTE	281-31-6119-00-002-Y-99-MH3-Y	$0.00
8	8	1	Equipment under $5000	281-11-6398-62-002-Y-24-0CG-2	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

			282 ESSER III Grant Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies	282-11-6399-00-002-Y-24-0CG-1	$19,743.00
1	1	1	General Supplies	282-11-6399-62-002-Y-24-0CG-1	$20,000.00
1	1	1	Copy Paper	282-11-6396-00-002-Y-24-0CG-1	$5,000.00
1	1	1	General Supplies		$0.00
1	1	4	Transportation	282-11-6494-00-002-Y-24-0CG-1	$12,000.00
1	1	4	Extra Duty Pay & Fringe	281-11-61xx-00-002-Y-24-0CG-2	$17,340.00
3	3	2	Stipends & Fringe	282-xx-6117	$0.00
7	1	1	Travel & Training	282-31-6411-23-002-Y-24-0CG-1	$5,000.00
7	1	1	Substitutes	282-1X-6112-00-002-Y-24 -0CG-1	$7,600.00

282 ESSER III Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Professional Extra Duty Pay & Fringe	282-31-61xx-00-002-Y-24-0CG-1	$6,115.00
7	1	1	Employee Travel	282-13-6411-23-002-Y-24-0CG-1	$3,000.00
7	1	1	Training Stipends	282-13-6117-00-002-Y-24-0CG-1	$3,000.00
7	1	1	Professional Extra Duty & Fringe	282-13-61xx-00-002-Y-24-0CG-1	$6,291.00
8	8	1	Equipment under $5000	282-23-6398-65-002-Y-24-0CG-1	$8,000.00
8	8	1	Equipment under $5000	282-11-6398-62-002-Y-24-0CG-1	$45,654.00
8	8	1	EQUIPMENT UNDER 5,000	282-23-6398-65-002-Y-24-0CG-1	$8,000.00
				Sub-Total	$166,743.00
				Budgeted Fund Source Amount	$166,743.00
				+/- Difference	$0.00

289-TIV Title IV-A Student Support and Acad. Enri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Misc. Contracted Advise Texas	289-31-6299-00-002-Y-24-TAC-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$12,500.00
				+/- Difference	$12,500.00
				Grand Total Budgeted	$1,087,046.00
				Grand Total Spent	$897,180.00
				+/- Difference	$189,866.00