

Brownsville Independent School District

District Improvement Plan

2017-2018



Approved by the BISD Board of Trustees on August 1, 2017

Mission Statement

Brownsville Independent School District will graduate students who are prepared to excel in higher education and successfully pursue career opportunities in a changing global society by maximizing resources to ensure equitable opportunities for all students.

Core Beliefs

We believe that:

- Everyone in our community has inherent values, talents, and strengths.
- High expectations, perseverance and a strong work ethic are essential in fostering higher achievement and success.
- Students are our number one resource.
- Academic success nurtures lifelong learning.
- Everyone flourishes in a safe and healthy educational environment.
- The success of each student, educator and family is vital for the future growth and sustainability of our community.
- The community and families share responsibility for the development and mentoring of our students.

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs, or activities.

BISD no discrimina a base de raza, color, origen nacional, sexo, religion, edad, incapacidad o información genética en el empleo o la disposición servicios, de servicios, programas o actividades.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
2017-2018 Executive Summaries	5
Demographics	12
Student Achievement	13
District Culture and Climate	15
Staff Quality, Recruitment, and Retention	16
Family and Community Involvement	17
District Context and Organization	18
Technology	19
Comprehensive Needs Assessment Data Documentation	20
Goals	22
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.	22
Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.	33
Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.	43
Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.	50
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.	56
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.	61
Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education.	66
Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.	77
State System Safeguard Strategies	80

Comprehensive Needs Assessment

Needs Assessment Overview

2017-2018 Executive Summaries

GOAL 1: Executive Summary for BISD Curriculum and Instruction Programs

During the 2016-2017 school year, the Curriculum and Instruction Department provided support to district instructional staff in the areas of ELA, Math, Social Studies, Science, Early Childhood, and Physical Education / Health. Through the analysis of data using Tango software, Eduphoria, TEA summary reports, and various surveys, district and campus needs were identified.

Each respective content area developed, implemented, and monitored district frameworks that reflected research-based strategies and best practices. All core content areas conducted grade-level, department, chairperson meetings, content clinics, and the Fall Literacy Conference that focused on raising the district performance on all state assessments. Furthermore, Curriculum and Instruction conducted campus monitoring through meeting with administrators, planning with teachers, classroom observations with feedback, and through district assessments.

Preliminary BISD STAAR/EOC Masters Grade Level Performance for Spring 2017

Reading	%	Math	%	Writing	%	Science	%	Social Studies	%
3 rd – 5 th	25	3 rd – 5 th	28	4 th	13	5 th	21	8 th	13
6 th – 8 th	15	6 th – 8 th	10	7 th	10	8 th	12	U.S. History	34
English I	5	Algebra I Middle School	54			Biology	14		
English II	3	Algebra I High School	30						

Note: Masters Grade Level the new terminology for Level III Advanced performance

English Language Arts

Elementary staff conducted the TEA Reading Academies for grades Kinder and First during the summer of 2016. The academies provided a greater understanding of research based effective instructional practices in the area of English Language arts. The TEA Reading Academies also enhanced teachers’ knowledge and skills in order to effectively teach students Reading fluency and comprehension. Elementary 4th grade writing trainings involved 4th grade

teachers and special education teachers. Social Studies content has been integrated into the Elementary ELA Curriculum at all grade levels.

In the area of writing for the secondary content area, Write for Texas (TEA) trainings were provided to all middle and high school ELA teachers. STAAR Writing professional development days were provided to secondary teachers. The PEG Writing online software was implemented district-wide for secondary levels. Reading initiatives included the “Shut up and Read” conference and the Sirius Resources implementation training.

Mathematics

Elementary staff conducted the TEA Math Academies for grades 2 and 3 during the summer of 2016. The academies provided a profound understanding of research based effective and systematic instructional practices in the area of mathematics for the targeted grades. The TEA Math Academies also enhanced teachers’ knowledge and skills in order to effectively teach students mathematical proficiency, assist students in developing problem solving skills and to attain a strong foundation of number sense and fluency. Secondary math teachers received new user calculator (TI-Nspire) trainings.

Science

Science teachers were given the opportunity to participate in Professional Learning Communities, which improves the quality and effectiveness of science instruction. TEA Science Academies were held for grades 5, 6, 7, and 8. In addition, teachers from both middle school and high school were also given the opportunity to participate in literacy strategy trainings that were provided by trainers from CPO, Vernier, Coach, Cut Ups, and Summit k12. The purpose of the trainings was to implement literacy strategies during laboratory activities in the classroom.

Social Studies

Social Studies carried out professional development sessions that focused on interdisciplinary planning and instruction to sustain and strengthen social studies at the elementary level. At the secondary level, trainings were held to highlight revisions with the state blueprint, as well as the integration of primary sources, sheltered instruction, and additional intervention strategies.

Curriculum Program Strengths

In 2016-2017, a major factor contributing to our strengths was the consistency in professional development opportunities across core areas. Walkthroughs and observations showed the implementation of the strategies acquired during the staff developments.

- Extra-curricular activities such as History fair, science fair, STEM activities, and Coding Instruction were offered to BISD students.
- STEM curriculum required the implementation of project-based learning at all middle schools.
- Frequent visitation of classrooms, involving modeling, coaching, and providing instructional support ensured constant monitoring of classroom instruction based on the diverse needs of the campus.
- Collaboration of district and campus staff in analyzing of assessment data was critical to student outcome.

Curriculum Program Needs

Based on data analysis, surveys, and professional development session evaluations, the key needs under Curriculum and Instruction are:

- Additional use of assessment monitoring software by classroom teachers and campus administrators
- Vertical alignment within the content area
- Interdisciplinary planning across the content areas
- Increase fluency and comprehension at elementary and secondary levels
- Workshops to focus on the revised blueprints of content in tested grade levels
- Implementation of instructional technology resources in the classroom
- Strengthening of Early Childhood school readiness
- Writing across the curriculum
- Increased STEM/STEAM project-based learning integration into classroom instruction K-12

Note: Each respective department's website will include a Comprehensive Needs Assessment and more detailed data that was used to determine strengths and weaknesses.

Executive Summary for Federal Programs- Title I-A, Title II-A, and Title IV-A

Through the review and analysis of multiple data sources, the Federal Programs Department identified student, staff and District needs. Data sources included such items as STAAR and EOC results, campus CNAs and CIPS, Region One's annual on-site evaluation for the Pre-K 3 Program, as well as other formal and informal sources of information. Strategies to meet those needs through the expenditure of Title I-A, Title II-A and Title IV funds were developed taking into consideration Federal, State Statutes, Local Policies and Title I-A, Title II-A and Title IV-A Program guidelines as well as current researched best practices.

For the 2017-18 school year, Title Program funds will be targeted to address the following identified areas of need:

- expansion of the Pre-K 3 Programs; (Title I-A)
- accelerated instruction, such as extended day/week/year learning opportunities; (Title I-A, Title II-A, and Title IV-A)
- supplemental instructional supplies, materials, equipment and technology related hardware and software. (Title I-A)
- certified teachers and paraprofessionals to reduce class size in an effort to improve student achievement and address the needs of low achieving students; (Title I-A, Title II-A, and Title IV-A)
- curriculum specialists in core content areas to assist teachers improve instruction; (Title I-A)
- professional development opportunities to retain District and private school teachers and staff, stipends to attend state and out-of-state conferences, out-of-district and in-district conferences/trainings/workshops/meetings; (Title I-A, Title II-A, and Title IV-A)
- supplemental student support services to eligible private schools and homeless students, as well as out-of-state travel for teachers of eligible students;(Title I-A and Title II-A)
- certification stipends; (Title I-A and Title II-A)
- STEM/Coding activities in order to improve science, technology, engineering and math skills; (Title I-A)
- parental activities in an effort to increase family engagement and student academic success. (Title I-A)

GOAL 2: Executive Summary for Fine Arts, Co-Curricular Activities, and Extra-Curricular

Fine Arts

Research suggests that students that are involved in Fine Arts score higher on academic tests. After reviewing the STAAR data from 2017, students in fine arts courses score from 10-12% higher on academic tests than students who are not involved in fine arts programs. The major goal for The Department of Fine Arts is to increase participation in all fine arts programs by 5% to ensure academic success.

The District currently has 90% of the student population participating in fine arts programs. The Department of Fine Arts provides required co-curricular fine arts courses at all campuses in the district. These courses are based on the Texas Essential Knowledge and Skills (TEKS) required by the state. Fine Arts provides services in the areas of instrumental music: band (grades 6-12), Estudiantina (grades 9-12); elementary music (instrumental/choral (grades K-5), choral music (grades 6-12); visual arts (grades K-12), theatre arts (grades 9-12), and fine arts dance (grades 6-12) and ballroom dance (grades 5-12).

Through the analysis of needs assessment surveys in each respective area, the department has prioritized needs that will be addressed and implemented in 2017-2018 based on research and best practices to address classroom observations, concerts, performances, and exhibits. The Department is committed to continue with its' tradition of excellence and student success.

Athletics Program

After a thorough review of the district coach's surveys, Rank One Sport student-athlete rosters, ARE Program Evaluation, and composite listing of extra-curricular opportunities available to students, it was determined that there is a need to:

- Ensure student-athlete's academic performance.
- Decrease the number of student-athletes leaving the program due to limited playing opportunities.
- Schedule vertical alignment meetings for coaches from the elementary school level to the high school level in order to ensure and improve students' skill levels.
- Limit the number of game cancellations at the sub-varsity levels, and rescheduling of varsity contests due to inclement weather.
- Purchase artificial turf for all high school campuses to ensure a safer/all-weather surface that requires less maintenance.

Career and Technical Education

The goals of Career and Technical education are to strengthen the academic and career and technical skills of students through the integration of academics with CTE programs using a coherent sequence of courses. In addition, CTE assists in linking the secondary and post-secondary CTE programs through Dual and Articulation agreements.

Finally, CTE will work to:

- Increase the number of work-based learning experiences for students to introduce them to all aspects of an industry;

- Expand the use of technology by CTE teachers and students;
- Initiate, improve, expand and modernize CTE programs to ensure they are of sufficient size, scope, quality and effectiveness; Establish viable Business relationships with members of the community as Advisory Committee Members;
- Provide programs that address the needs of special population students participating in CTE;
- Develop prescriptive Staff Development plans for all CTE staff

Goal 3: Executive Summary for At-Risk

Significant gains have been made in the District Dropout Rate, Completion Rate, and Graduation Rate in the 2011-2017 academic school years. However, there still remains a gap between the academic achievement, Dropout Rate, Completion Rate, and Graduation Rate of all students to that of the At-Risk students in the District. The increases are due to the concerted collaborative effort between district-level personnel and campus staff.

Regularly scheduled Dropout Prevention Meetings allows for direct open communication between central office and campus personnel to discuss the appropriate method to meet campus and district expectations. Campuses have increased the number of graduates and decreased the number of dropouts by using prescriptive methods of intervention to assist students in passing state mandated tests and courses. District and campus resources are needed to improve the level of intervention/accelerated opportunities via supplemental resources and increased quality learning time.

Goal 4: Executive Summary for Attendance

Research shows that high student attendance rates and campuses reaching their annual performance objectives will increase all students' educational potential. After reviewing current PEIMS attendance data, the Pupil Services Department has identified the need for improvement in student attendance. The overall district attendance goal is set at 96.8%. The district attendance rate from 2014-2015 was 96.2% and increased slightly in 2015-2016 school year to 96.26%. Determination of the final 2016-2017 attendance rate is pending but is expected to be about 96.6%. Although this rate is below the district's attendance goal, the BISD attendance rate has consistently remained above the state rate set at 95%.

In order to improve attendance rates, strategies to meet these needs through the expenditure of local funds were addressed in accordance to district guidelines. The Pupil Services Department will work collaboratively with campuses and various departments to:

- Increase overall district attendance rates to meet the 96.8% target by providing training, monitoring and assistance to all campuses and campus personnel.
- Improve attendance rates by monitoring student absences and encouraging student attendance compliance through procedures and policies accessible in the Student Parent Handbook found on the BISD website and available at campuses.
- Provide campus incentives and awards to students meeting the district attendance goals.

In addition, in order to provide consistency and reach targeted attendance goals, the Pupil Services Department will continue to provide support at campuses through weekly campus visits.

Goal 5: Executive Summary for Discipline Management / Safe and Drug Free Schools

Maintaining discipline in the schools is crucial. BISD's philosophy is that district campuses are places to learn and should be safe, secure, and violence free. Therefore, the district improvement strategies and action steps for Discipline Management/Safe and Drug Free Schools were developed by the DEIC Goal 5 subcommittee with the support of Pupil Services, Guidance and Counseling, and Police and Security Services staff. These strategies are to promote awareness of the Student Code of Conduct (SCC) discipline infractions and actions that can be taken by a campus. The BISD website under Pupil Services identifies needs assessments and steps to encourage all students to adhere to their responsibilities as citizens of the school community.

The Pupil Services Department is currently reviewing PEIMS discipline data to determine discipline incidents for the 2016-2017 instructional year. The target goal for the 2016-2017 instructional school year was to reduce discipline incidents by 10%. Strategies to meet these needs through the expenditure of local funds were addressed in accordance to district guidelines. The Pupil Services Department will continue to stress the importance of attending school to students and parents by working collaboratively with campus personnel and various departments to:

- Communicate Student Code of Conduct Discipline awareness by posting on the district's website, parent/student distribution and presentations.
- Instill the value of good behavior and continued learning to students returning from BAC through campus counselor intake and students transitioning from JJAEP by introducing the student to campus point of contacts at the transitional meeting.

In summary, the Pupil Services Department will continue to provide support to campus personnel and students in order to improve a student's educational potential.

Goal 6: Executive Summary for Parental Involvement

The Parental Involvement Department, after reviewing current data sources, assessed its program effectiveness and determined that through the collaboration of various District departments and community entities, the following areas of strength, as well as areas of improvement were identified.

There was an increase in District parent participation by 40%; trainings, meetings. Overall, 92% of parents feel well-informed by the District, 2,239 informational meetings/trainings were conducted at the Campus and District level in 2015-2016 and 81% of calls utilizing the School Messenger system were answered.

Flexible meeting times will be provided to parents in an effort to address their needs and increase parent participation. Parents have expressed a desire to participate in a Nutrition/Culinary program and an increase of Technology training.

In summary, the Parental Involvement Department will strive to increase outreach efforts to parents in order to address their needs and increase student academic achievement.

Goal 7: Executive Summary for Migrant

After reviewing various data sources, the Migrant Education Department has determined that while many of the campuses are working diligently with the migrant students to ensure their academic success, there is still much to be accomplished to improve the migrant students' performance especially in Grades 3-8 STAAR and the number of first grade students being retained. As a result, the Migrant Department will:

- Re-evaluate the Elementary and Middle School teacher assignments to ensure that we are serving the campuses with the most number of migrant students that have the lowest STAAR scores.
- Increase extended-day opportunities for first grade students by having our elementary teachers focus on the lower grades.
- Encourage campuses with the highest number of early grade retentions to conduct tutorials with their campus allocations.
- Continue to require elementary and middle school teachers to access new computer programs and assessment results, using software such as Eduphoria and Tango, to improve instruction.
- Provide migrant clerks with training in order to expedite the posting of information on NGS and provide smooth transition/transmission of student information upon entry and withdrawal.
- Maintain high school graduation rates by making budget allocations in order to provide access to Credit by Exam forms that will need to be purchased.
- Increase university and college awareness, College Assistance Migrant Program (CAMP) awareness by providing students the opportunity to visit Texas colleges and universities with and without CAMP programs to increase application and enrollment of Migrant students to higher learning institutions.
- Provide resources for high school teachers in order to ensure that high school students are prepared for and continue to perform well on End of Course (EOC) Assessments.

In regards to the need to increase parental involvement and awareness of new graduation requirements for migrant students, the Migrant Department will continue to schedule PAC and monthly Cohort Meetings at various times during the day at multiple sites where migrant families are concentrated and schedule the migrant staff (MSC, Counselor, Parent Liaison, Recruiters and teachers) to present at campus Parental Involvement Meetings.

To increase overall awareness of the Migrant Program, the MEP will also schedule the above mentioned staff into Faculty and PTA meetings and various community agencies used by Migrant families.

Goal 8: Executive Summary for Technology

The Technology Services Department provides support to all district wide campuses and offices for computing, networking, web services, and enterprise Technology systems. Our responsibilities include the following areas: Instructional Technology, Technology Training, Network, Voice/Data/Internet Systems, and more. Our technology department team is responsible for the management of the infrastructure throughout our school district.

Demographics

Demographics Summary

The Brownsville Independent School District (BISD), encompassing 95 square miles, is the largest employer in the Rio Grande Valley. Approximately 7,200 employees have accepted the challenge of serving a population of almost 50,000 students. BISD recognizes and addresses the unique cultural lifestyle of South Texas with a broad selection of academic activities and programs for all students. These programs range from Early College High Schools to support programs for students with special needs. Limited English speaking students are served through the Bilingual or English as a Second Language program. There is the pride in the progress BISD has made in recent years with regard to state-mandated testing. Better scores have translated into more seniors fulfilling degree requirements and graduating career-ready and college-connected. Academically, both the Southern Association of Colleges and Schools and the Texas Education Agency have accredited Brownsville public schools. Brownsville ISD is committed not only to working with students, but also with the community as well. The district supports a Campus Care Center to serve the unmet medical needs of school age children and adolescents. Because no student deserves to go through the school day hungry, BISD features Universal Feeding, Provision Two. This plan provides breakfast, lunch and supper, free of charge, to all students, regardless of income or ability to pay. Brownsville ISD uses these elements, and many more, to achieve its mission. Quality education cannot be a vague statement. It must be the challenge that encourages students and educators to be the very best that they can be every day.

Demographics Strengths

BISD serves a predominately Hispanic (98%) and lower socio-economic (96%) population; however, the district consistently matches and exceeds state performance on assessments for students belonging to these populations. BISD has consistently been recognized at the state and national level for student achievement progress including the Broad Prize in 2008, NCUST campuses and other organizations that track performance and progress for traditionally struggling student populations. BISD students are regional, state, national and global winners in many co-curricular and extra-curricular in many program areas including fine arts, Chess, Career and Technical Education organizations, Destination imagination, Science Fairs and History Fairs.

Demographic Needs

- Continued support for students of poverty to receive the health and nutritional supports necessary to be healthy students and increase attendance.
- Expansion of programs and services supporting parental, community and business involvement with students and schools.
- Use of appropriate technologies to increase opportunities beyond those available in the south border region of Texas.

Student Achievement

Student Achievement Summary

2014 to 2016 scores are from the BISD TAPR Reports and Texas Performance Reporting System. 2017 scores are from preliminary district reports until the state issues performance data in August and November of 2017. TX 2017 data from TEA released data on July 7, 2017.

STAAR/ EOC Assessments	Content Area	2014	2015	2016	2017	TX 2017
Grade 3	Reading	74%	80%	75%	75%	72%
Grade 3	Mathematics	76%	79%	80%	82%	76%
Grade 4	Reading	75%	74%	79%	74%	70%
Grade 4	Mathematics	78%	76%	78%	79%	75%
Grade 4	Writing	80%	75%	72%	75%	63%
Grade 5	Reading	89%	79%	83%	85%	71%*
Grade 5	Mathematics	94%	83%	91%	93%	81%*
Grade 5	Science	79%	75%	81%	80%	73%
Grade 6	Reading	69%	70%	64%	61%	67%
Grade 6	Mathematics	72%	69%	68%	71%	75%
Grade 7	Reading	65%	70%	66%	68%	72%
Grade 7	Mathematics	59%	66%	67%	65%	68%
Grade 7	Writing	68%	68%	67%	69%	68%
Grade 8	Reading	82%	71%	84%	83%	76%*
Grade 8	Mathematics	79%	62%	82%	86%	74%*
Grade 8	Science	60%	59%	73%	70%	74%
Grade 8	Social Studies	51%	57%	62%	59%	62%
End of Course	ELA I	58%	57%	61%	55%	60%
End of Course	ELA II	58%	58%	63%	57%	62%
End of Course	Algebra I	79%	85%	85%	85%	82%
End of Course	Biology	81%	91%	87%	86%	85%
End of Course	US History	89%	89%	91%	93%	92%

Green highlight indicates improvement from 2016 to 2017 and pink indicates decreased passing rates.

*First test administration only for state data

Last updated 7-24-2017

Student Achievement Strengths

Based on 2017 preliminary scores, BISD saw the following strengths:

BISD All grades Mathematics performance at the approaches grade level exceeded state performance except for 6th and 8th grade. End of course Algebra I, Biology, and History exceeded the state performance at approaches grade level. All elementary STAAR performance exceeded state performance for approaches grade level. Middle school writing and grade 8 math and reading exceeded state performance.

BISD All Grades progress for All students, Special Education students, economically disadvantaged students and English Language Learners, met or exceeded regional and state performance for 2016 all subjects except reading for ELL students. This information will be updated as final 2017 performance data is received.

Student Achievement Needs

Based on the Spring 2017 data from the BISD preliminary data, middle school content areas except for grade 7 writing, grade 8 reading and math, and both EOC ELA I and II continue to be areas in need of the most improvement for All students.

English Language Learner and Special Education performance also continue to be areas in need of significant improvement for all grades and content areas. Gap closure and exceeding the 60% Texas passing percentage standard are of special concern at the middle school level and EOC ELA I and II as well as elementary reading.

Last updated 7-13-2017

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education and English Language Learner STAAR/EOC performance was significantly below "all" student performance.

Root Cause: Leadership and faculty still need to improve the instructional strategies used to address the needs of struggling learners.

Problem Statement 2: Reading, Writing, and English STAAR/EOC student performance was below other content performance for 2016. **Root Cause:** Literacy supports and interventions were not implemented with sufficient frequency and fidelity to close performance gaps and raise overall scores.

District Culture and Climate

District Culture and Climate Summary

Data sources included in this summary are the BISD District compilations of Parent, Staff, and Student Campus Needs Assessment Surveys for 2014-2015 through 2016-2017. BISD's Parent Surveys for 2016-2017 had 5,757 respondents (more than double last year's participation) with 57% responding in English and 43% responding in Spanish. This year 55% of the parents surveyed had only one child attending schools in BISD while 30% had two children in the district.

BISD Parent Survey indicators showed that parents responding in Spanish greater satisfaction with BISD schools compared to the results for those who responded in English (over 10 percentage points in some program areas). Over 70% of parents "strongly agree" that BISD teachers expect their children to do their very best and 63% strongly agree that the quality of instruction at their child's school is good.

There was a 4 percentage point drop in the number of elementary students who "Look forward to going to school (84% of the 9,784 Spring 2017 responses compared to 88% of the Spring 2016 7,319 responses). In reviewing the beliefs of teachers about high expectations, there were significant differences in the responses of elementary teachers where over 60% strongly agree while middle school staff only had 50% strongly agree and high school staff had around 40% strongly agree with the survey statements about high expectations of staff of students and administrators of staff.

District Culture and Climate Strengths

For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish respondents were overall in agreement (around 96%). About 67% of all parents strongly agreed that they feel welcomed at their child's school and 65% strongly agree that their child is safe at their school both slightly improved compared to the Spring of 2016.

District Culture and Climate Needs

Based on the survey results, the district and campuses continue to need to provide more information to parents about the Special Education, Bilingual and Migrant programs. Campuses also need to provide more opportunities and/or reasons for predominately Spanish language parents to participate with campuses in parental involvement activities (only 54% of English respondents and 49% for Spanish respondents strongly agreed that they were involved in the school). Combined strongly agree and agree statements are in the 95% range but more parents need to strongly agree with statements to indicate a stronger support of our schools and their activities. Another area that still needs to be addressed is the perception among students at the secondary level that there is a problem with bullies (45% agree up from 39% for 2016) although 77% feel safe. The lowest area for the survey data from students continues to be the quality of food served in the cafeterias with less than 40% of secondary students agreeing that they liked the breakfast or lunch.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Brownsville Independent School District had a total of 7,217 employees (3,180 teachers, 2,400 Auxiliary Staff, 760 Education Aides, 661 Professional Support, 205 Campus Administration, and 10 Central Administration) based on the 2016 TAPR report. This is down over 220 employees compared to 2015. All BISD teachers continued to be "highly qualified" although the specific designation as such has changed with the ending of NCLB.

Due to decining student enrollment, BISD does minimal recruiting for new teachers and staff and continues to consolidate faculty and staff at campuses and departments to avoid the need to release employees. The Spring 2017 Campus Needs Assessment Survey compiled for the entire district indicated that over 70% of teachers believe they need more professional development. Teachers specifically indicated they need more professional development for technology integration, meeting the needs of Special Education students, dealing with the social and emotional (and disciplinary) needs of students, and differentiation of instruction for all students.

Staff Quality, Recruitment, and Retention Strengths

Data from the offical reports for 2016-2017 will not be available until Fall of 2017. Based on the Fall 2016 released data, the BISD turnover rate was only 5.8% for 2015-16, significantly lower than the state rate of 16.5%.

BISD's average teacher years of experience is 12.8 and average years with the district was 11.9 years, both are several percentage points higher than the state rates.

Staff Quality, Recruitment, and Retention Needs

The district is currently estimating that there are 90 more teachers on staff than are needed due to reducing enrollment numbers, especially at the elementary level. The district is only hiring staff for some individualized positions, primarily for secondary positions that require specific certifications.

Professional development for integration of technology, addressing the needs of special population students, and differentiation were the top areas.Pro

Last updated 7-24-2017

Family and Community Involvement

Family and Community Involvement Summary

The Mission of the Brownsville Independent School District Parental Involvement Department is to educate parents by providing them with the skills and tools necessary to motivate their children to obtain academic success and become productive, self-driven citizens in a multi-cultural society.

Family and Community Involvement Strengths

The Parental Involvement Department has identified the following as areas of strength:

- Increased District parent participation by 78% at the Elementary level, 64% at Middle School level and 134% at the ECHS level.
- 95% of parents state they are encouraged to be involved at their child's school.
- 97% of parents feel welcomed at their child's school.
- 92% of staff respondents agreed or strongly agreed that their campus encourages parental involvement.
- Over 1,800 informational parent meetings/trainings were conducted at the Campus and District level.

In summary, the Parental Involvement Department will strive to increase outreach efforts to parents in order to address their needs and increase student academic achievement.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: The Parental Involvement Department needs to upgrade to new computers. **Root Cause:** The department's computers are fifteen years old and has created a delay in generating, monitoring and submitting documents in a timely manner.

Problem Statement 2: Parents' requests for additional training **Root Cause:** Parent survey responses indicate the need for additional training/information of the following; Math, Reading and Homework at the Elementary level and Technology/Computer classes, Sports, Grades and general assistance at the Secondary level.

District Context and Organization

District Context and Organization Summary

The BISD Board of Trustees holds regular monthly meetings at 5:30 PM on the first Tuesday of the month in the Administration Building, 1900 E. Price Road. Agendas are posted in the lobby and outside display case of the Administration Building at least 72 hours before regular meetings. Special meetings are called as needed and agendas are posted at least 72 hours in advance. Emergency meetings require a two-hour notice. All meetings are open to the public, except when the Board adjourns for closed meetings to discuss personnel matters, litigation, and property acquisition.

BISD has conducted restructuring and relocating of departments over the past few years to strengthen the communication and collaboration between and among related departments and programs. Beginning with the 2016-2017 school year, area administrators started working with strategically chosen campuses instead of clusters. The 18 highest performing elementary schools reported to district administrators rather than area assistant superintendents. This provided the high performing campus principals more independence to continue doing "what works" while targeting lower performing campus for more focused support.

Last updated 7-12-2017

District Context and Organization Strengths

The Curriculum and Instruction Department as well as the Area Superintendents' re-organization has supported closer oversight and supports for the district's lower performing campuses.

District Context and Organization Needs

Campus administrators still express concerns about over-lapping or un-coordinated requests for reports or implementation of activities between different district funding programs or student service programs.

Last updated 7-12-2017

Technology

Technology Summary

The Technology Services Department provides support to all district wide campuses and offices for computing, networking, web services, and enterprise Technology systems. Our responsibilities include the following areas: Instructional Technology, Technology Training, Network, Voice/Data/Internet Systems, and more. Our technology department team is responsible for the management of the infrastructure throughout our school district.

Although we are proud of the areas we have been assessed as strengths by the School Technology and Readiness assessment, we can also see the need to continue to address the needs. Based on those needs we have refined our current strategies and added one to more effectively target those needs.

Technology Strengths

Based on the district STARCHART, the following areas are strengths at district campuses:

- Technology Infrastructure
- Technology Leadership
- Instructional Setting for Technology
- Campus support to technology concerns

Technology Needs

- Professional Development in Technology Integration (over 40% of teachers indicated the need for technology training on the Spring 2017 staff survey)
- Campus Technology Support
- Campus Hardware
- Campus Software

updated 7-17-2017

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.

Performance Objective 1: BISD student performance for all students, all grades, all subjects will exceed 2017 STAAR percent Approaches Grade Level and STAAR Master Grade Level performance by 5 percentage points.

Evaluation Data Source(s) 1: STAAR/EOC scores

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June

<p align="center">State System Safeguard Strategy PBMAS</p> <p>1) Provide teachers/campus 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 through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings for elementary, and strand /department chair meetings for secondary.</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas</p>	<p>Assistant Superintendents C&I Administrators Curriculum Specialists Program Lead Teachers Principals Deans Dept Chairs & Campus Lead Teachers</p>	<p>Formative: Classroom observation data and BISD Instructional Feedback reports Workshop Session Evaluations Benchmark Scores BOY/MOY/EOY data analysis TLI Sustainability Activity Quarterly Reports</p> <p>Summative: District and State academic assessment instruments including: STAAR and EOC, TELPAS, CIRCLE-PM, AP scores, and TSI results</p> <p>The district will have a 5% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2018.</p>				
<p>Timeline: July 2017 to June 2018</p> <p>CNA pg. 7</p>	<p>Funding Sources: 211 Title I-A - \$500,000.00</p>					

<p align="center">State System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>2) Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) with professional development based on identified needs.</p> <p>Elementary:</p> <p>Language Enrichment HEB Read 3 Coding Initiative programs</p> <p>Secondary:</p> <p>PEG Writing LUCHA Program STEM/STAMP Edgenuity</p> <p>K-12:</p> <p>Writing Portfolios Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Rosetta Stone Mind Play Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software Brainpop</p> <p>Population: All student groups</p> <p>Timeline: July 2017 through June 2018</p> <p>CNA pg. 7</p>	<p>Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans</p>	<p>Formative: District Benchmark data (Fall and Spring) BISD Instructional Feedback Form data (walkthrough data) SOY, BOY and MOY district and state assessments Classroom observations, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meeting PK-12, Fluency checks noted in elementary report card</p> <p>Summative: STAAR and EOC scores TPRI/TJL/C-PM Data TELPAS and TERRA NOVA/Supera TMSFA</p> <p>The district will show a 5 percentage point increase in the number of students meeting the 2018 passing standard on the district developed assessments and the State assessments</p>				
<p>Funding Sources: 162 State Compensatory - \$719,000.00, 211 Title I-A - \$0.00, 224 Federal Special Ed. - \$0.00</p>						

<p>3) Assist campuses with the development of 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.</p> <p>Population: All stakeholders</p> <p>Timeline: August 2017- June 2018</p> <p>CNA pg. 7</p>	<p>Assistant Superintendents C&I Administrators Specialists District Lead Teachers Principals Deans Dept. Chairs & Campus Lead Teachers or Trainer of Trainers</p>	<p>Formative: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations BISD Instructional Feedback reports Classroom observations, PDS Session Evaluations, BOY/MOY/EOY data analysis reports</p> <p>Summative: Summary observation reports, STAAR scores, TPRI/TJL/C-PM scores, TELPAS, TERRANOVA</p>				
<p>Funding Sources: 263 Title III-A Bilingual - \$0.00, 164 State Career and Technical Education - \$0.00, 163 State Bilingual - \$0.00, 199 G/T Advanced Academics - \$0.00</p>						
<p align="center">State System Safeguard Strategy PBMAS</p> <p>4) Monitor the implementation of the 3 Tier Response to Intervention Model in grade K-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs.</p> <p>Populations: All subpopulation students and teachers for these students in core content areas, Special Education and CTE</p> <p>Timeline: July 2017 to June 2018</p> <p>CNA pg. 7</p>	<p>C&I Administrators, Dyslexia/504 Department Lead teachers, Curriculum Specialists, Principals, Assistant Principals and Deans</p>	<p>Formative: PDS session agendas and evaluations RtI plan progress monitoring reports Classroom observation reports</p> <p>Summative: STAAR scores, TPRI/TJL/CPM data, TELPAS, TMSFA Tier 2 and 3 changes to lower tiers Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester Decrease the number of referrals to Special Education Program by 10% through the use of appropriate interventions.</p>				
<p>Funding Sources: 211 Title I-A - \$0.00, 263 Title III-A Bilingual - \$0.00, 164 State Career and Technical Education - \$0.00, 163 State Bilingual - \$0.00, 199 G/T Advanced Academics - \$0.00, 162 State Compensatory - \$0.00</p>						







<p>5) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and Ongoing training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.</p> <p>Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education</p> <p>Timeline: July 2017 to June 2018</p> <p>CNA pg. 7</p>	<p>Assistant Superintendents C&I Administrators Advanced Academics Administrator Advanced Academics Lead Teachers Principals, and Deans</p>	<p>Formative: District monitoring instrument, Class rosters, Lead teacher classroom observations Training agendas and evaluations</p> <p>Summative: improved STAAR and EOC student scores improved AP, TSI, and other college readiness assessment scores</p>				
<p align="center">State System Safeguard Strategy</p> <p>6) Increase the rigor of the comprehensive Pre-Advanced Placement/Advanced Placement program of instruction at the middle and high school levels based on a progression of aligned courses through annual training.</p> <p>Populations: All subpopulation students and teachers for these students in core content areas, Special Education and CTE</p> <p>Timeline: July 2017 to June 2018</p> <p>CNA pg. 7</p>	<p>Assistant Superintendents, C&I Administrators, Advanced Academics Administrator, Advanced Academics Lead Teachers, Principals, and Deans</p>	<p>Formative: District monitoring instrument, Class rosters, Lead teacher classroom observations, Pre-AP/AP Student Applications, Pre-AP/AP Commitment/Contract Training agendas and evaluations</p> <p>Summative: STAAR and EOC student scores, AP tests and other college readiness assessment results</p>				

<p>7) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students.</p> <p>Specific settings include but are not limited to: Computer labs Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Student response systems Graphing calculators</p> <p>Population: all students grades PK-12</p> <p>Timeline: July 2017 through June 2018</p> <p>CNA pg. 7 and 20</p>	<p>Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers, Technology Service Staff</p>	<p>Formative: Workshop agendas and sign-ins PDS Session Evaluations BISD Instructional Feedback Form (100% of walk-throughs will indicate application of the skills acquired during the professional development)</p> <p>Summative: STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS, and TMSFA The district will have a 5 percentage point increase in the number of students meeting the 2018 passing standards</p>				
<p>Funding Sources: 211 Title I-A - \$0.00, 263 Title III-A Bilingual - \$0.00, 163 State Bilingual - \$0.00, 164 State Career and Technical Education - \$0.00, 162 State Compensatory - \$411,264.00</p>						
<p>8) Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels.</p> <p>Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE</p> <p>Timeline: July 2017 to June 2018</p> <p>CNA pg. 7</p>	<p>Assistant Superintendents, C & I Administration, Curriculum Specialists, Principals, Deans, Dept. Chairs</p>	<p>Formative: Training Calendars and agendas Professional development evaluations Classroom walk-through data, campus six weeks assessments Framework Review Assessments District Benchmarks Revised frameworks</p> <p>Summative: STAAR scores, EOC scores, TPRI/Tejas LEE EOY T-TESS data, PDS Transcripts, EOY C-PM and OWL results</p> <p>The district will have a 5 percentage point increase in the number of students who attain Approach Grade Level and Master Grade Level performance.</p>				
<p>Funding Sources: 162 State Compensatory - \$948,000.00, 263 Title III-A Bilingual - \$60,000.00</p>						

<p>9) Provide respective teachers with training and resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program.</p> <p>Population: Pilot STEM Teacher for elementary and MS STEM Teachers</p> <p>Timeline: July 2017 to June 2018</p> <p>CNA pg. 7</p>	<p>Assistant Superintendents, C & I Specialists, Principals, Deans of Instruction Dept. Chairs Campus Lead Teachers</p>	<p>Formative: PDS session evaluations, benchmark scores, program applications counts 90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences.</p> <p>Summative: STAAR scores, high school STEM endorsements data The district will have a 2 percentage point increase in the middle school STEM program student enrollment, a 5 percentage point increase in the number of students seeking the HS STEM endorsement, and a 5 percentage point increase in enrollment in the STAMP or SPACE Academy cohorts at all ECHS campuses</p>				
<p>Funding Sources: 211 Title I-A - \$225,000.00, 162 State Compensatory - \$62,000.00</p>						
<p>10) Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.</p> <p>Population: All grade level teachers</p> <p>Timeline: July 2017 to June 2018</p> <p>CNA pg. 7 and 14</p>	<p>Curriculum Administration Principals, Deans, Curriculum Specialist, Teacher-Language Arts Professional development department staff</p>	<p>Formative: RtI plans and progress monitoring reports Sign-in sheets, Workshop agenda, PDS session roster and evaluations TLI routines documented in Instructional Feedback Form data</p> <p>Summative: STAAR scores, TPRI/Tejas Lee /CIRLCE-PM scores, TELPAS, TMSFA A 5 percentage point increase in the number of students meeting the passing standards on state assessments</p>				
<p>Funding Sources: 199 Local funds - \$0.00, 211 Title I-A - \$0.00, 263 Title III-A Bilingual - \$0.00, 164 State Career and Technical Education - \$0.00, 163 State Bilingual - \$0.00, 199 G/T Advanced Academics - \$0.00</p>						

<p>11) Support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Half Day (AM or PM) sessions for students who qualify under low SES criteria Title I Full Day session for students who qualify under low SES criteria</p> <p>BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria</p> <p>Locally funded Full Day session for ALL students no criteria applies</p> <p>Locally funded Half Day (AM or PM) sessions for ALL students no criteria applies</p> <p>Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded:</p>	<p>TI-A Three-Year-Old Program Principals, Federal Programs Administrator, Supervisor, Deans of Instruction NINOS Head Start Staff</p>	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job Description/Evaluations, PDS Transcripts, EOY C-PM and OWL results Improvement on CIRCLE-PM BOY to EOY improvement by 10%</p> <p>Note: CLI Engage state platform will track the C-PM data</p>				
<p>PK-3 teachers and Para-Professionals will receive Research -Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management,</p> <p>Population: PK-3 year old students as of Sept. 1st.</p> <p>Timeline: July 2017 - June 2018</p> <p>Executive Summary CNA: Pg. 7</p>	<p>Funding Sources: 211 Title I-A - \$1,988,880.00</p>					

<p>12) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction.</p> <p>Population: PK-3 - 12th Grade Students</p> <p>Timeline: July 2017 to June 2018</p> <p>Executive Summary CNA: Pg. 6-7</p>	<p>Federal Programs Administrator Federal Programs Coordinator and Supervisors Principals, Deans of Instruction</p>	<p>Formative: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY Test Results Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs,</p> <p>Summative: T-TESS summative evaluation data Job Description/Evaluations, 5% Improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, TERRA NOVA Test Results</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>13) Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title II-A)</p> <p>District, campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A)</p> <p>Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title I-A & Title II-A)</p> <p>Population: PK-3 - 12th Grade Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: Pg. 6-7</p>	<p>Special Programs Administrator and Supervisors Principals, Deans of Instruction</p>	<p>Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walkthrough reports PDS Session Evaluations</p> <p>Summative: T-TESS or Job Description/ Evaluation summative reports 5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results</p>				
<p>Funding Sources: 211 Title I-A - \$0.00, 255 Title II, Part A (TPTR/Class Size) - \$1,513,907.00</p>						

<p>14) Supplemental student support services will be provided to eligible private school students who are most in need of academic assistance.</p> <p>Research-based professional development and its travel needs will be provided to teachers of eligible students.</p> <p>Family and school engagement activities will increase parental involvement and will address the needs of eligible parents.</p>	<p>Federal Programs Administrator, Federal Programs Coordinators and Supervisors Private School Administrators</p>	<p>Formative: Lesson Plans, Classroom Walk-Throughs, Classroom Grades, Six/Nine Week Grades</p> <p>Summative: End-of-year classroom grades, 5% Increase on ITBS scores</p>				
<p>Population: Eligible Private School Students</p> <p>Timeline Aug. 2017 - June 30, 2018</p> <p>Executive Summary CNA: Pg. 7</p>	<p>Funding Sources: 211 Title I-A - \$210,684.00</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.

Performance Objective 2: A minimum of 90% of our Career and Technical Education students will meet academic performance standards.

Evaluation Data Source(s) 2: Final Semester grades

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Population: CTE students Timeline: August 2017 - July 2018	CTE HS Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals	Students will be engaged in learning as evidenced by walkthroughs.				
		Students will learn the latest software applications using upgraded technology.				
Funding Sources: 164 State Career and Technical Education - \$0.00						
2) The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest technology skills and be able to compete in college and the workforce. Population: CTE students Timeline: August 2017 - July 2018	CTE Administrative Career Placement Officers HS Administrators HS CTE Teachers	Teachers will return to their classrooms and be able to share the newest technologies with their students.				
		Teachers will be able to train their campus colleagues based on what they learned at their professional development. ie: Word, Excel, Photoshop etc.				
Funding Sources: 164 State Career and Technical Education - \$0.00						







Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% achieving commended performance.

Evaluation Data Source(s) 1: UIL and TMEA contests and performance evaluations

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Elementary and secondary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances.</p> <p>Population: all students K-12</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 8</p>	<p>District fine arts supervisors Campus directors and teachers</p>	<p>Formative: Performance ratings, attendance, audience/student reaction</p> <p>Summative: EOY performance recognition Student program enrollment increases</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>2) Fine arts students and teachers will be provided professional development training annually.</p> <p>Population: all K-12 students and teachers</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 8</p>	<p>District fine arts supervisors Campus directors and teachers</p>	<p>Formative: Sign in sheets, PDS evaluations, student performance ratings</p> <p>Summative: EOY performance recognitions</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						

<p>3) Increase vertically aligned course offerings in grades K-12 and all instructional materials needed to ensure equitable access for all students on all campuses, this includes fine arts advanced placement (AP)/Dual enrollment courses at the high school level to ensure college readiness.</p> <p>Population: all K-12 students and teachers</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 8</p>	<p>District fine arts supervisors Campus directors and teachers</p>	<p>Formative: Performance ratings audience/student reaction, evaluations</p> <p>Summative: improved assessment scores</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>4) Increase enrollment in fine arts programs by conducting recruitment concerts and visits</p> <p>Population: all K-12 students and teachers</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 8</p>	<p>District fine arts supervisors Campus directors and teachers</p>	<p>Formative: PEIMS enrollment numbers, class rosters</p> <p>Summative: improved enrollments from prior year</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.







Performance Objective 2: To increase participation in athletic programs by 5%.

Evaluation Data Source(s) 2: Rank one student rosters will be evaluated.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) To increase student-athletes focus on academic excellence, while committing to practicing sport skills each day, instruct campuses to develop 1 hr. tutorials.</p> <p>Population: All secondary student athletes</p> <p>Timeline: August 2017-June 2018</p> <p>CNA pg. 8</p>	<p>District Athletic administration Campus Principal, Campus Athletic Coordinator, Campus Coaches</p>	<p>Formative: Progress reports, Report cards, achievement records.</p> <p>Summative: STAAR/EOC results for athletes</p>				
<p>2) To 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 conditions skills, and sportsmanship skills can be mastered by the student in athletics.</p> <p>Population: All Student athletes</p> <p>Timeline: August 2017</p> <p>CNA pg. 8</p>	<p>Athletic Department administration, Campus Principals, Campus Counselors, Athletic Coordinators, Coaches</p>	<p>Formative: Campus master schedules, P.E. teacher/Coach class rosters and team rosters, choice slips.</p> <p>Summative: increased PEIMS Enrollment Reports, Athletic Coordinator Reports</p>				

<p>3) Provide middle school 4-lane tracks to promote a safe running and walking area for all P.E./ Athletics students to work on TEA TEKS fitness goals that will improve the students' cardiovascular endurance and overall fitness.</p> <p>Beginning with Besteiro MS, then Lucio MS and then Vela MS (continuing as TRE funds are allocated)</p> <p>Population: All middle school students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA pg. 8</p>	<p>Athletic Department Administrator Facilities and Maintenance, Campus Principals, Athletic Coordinators, Coaches,</p>	<p>Formative: Evaluation Report of existing facilities, District and Campus Budgets, Master Schedules</p> <p>Summative: Fitness Gram, Rank One Sport Information Completed facilities</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>4) Expand the number of teams at the middle school level for: tennis (boys and girls) and baseball teams (boys only) for all campuses. (pending CFO approval for additional funds for officials, coaching stipends, meals, and transportation)</p> <p>Population: All middle school students</p> <p>Timeline: October 2017 - February 2018</p> <p>CNA pg. 8</p>	<p>Athletic Department Administrator, Campus Principals, Athletic Coordinators, Coaches</p>	<p>Formative: Team rosters, Master Schedules</p> <p>Summative: Rank One Sport Information</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>5) Turf the Pace, Hanna, Veterans, and Rivera high-school football/soccer game fields which will provide opportunities for Athletics/P.E. students to complete the TEA TEKS for team sports on a safe terrain. Upgrading P.E. fields which serve as a classroom for students, will motivate them to participate in District athletic programs.</p> <p>Population: All high school students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA pg. 8</p>	<p>Athletic Administrator, Campus Principals (HS), Athletic Coordinators (HS)</p>	<p>Formative: budget allocations Number of games/practices cancelled during the individual sport seasons due to inclement weather.</p> <p>Summative: Reduced injuries, less maintenance cost for maintaining/stripping fields, fewer game cancellations</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						







<p>6) Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels.</p> <p>Population: All Students</p> <p>Timeline: January 2017 - May 2018</p>	<p>Athletic Department Administrator, Campus Principals, Athletic Coordinators, Coaches</p>	<p>Formative: Presentation Schedules, Choice slips for athletic classes.</p> <p>Summative: increased Team and Class rosters on Rank One</p>				
<p>7) Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs.</p> <p>Population: All secondary students and incoming 6th grade students</p> <p>Timeline: May 2018</p> <p>CNA pg. 8</p>	<p>Athletic Department Administrator, Campus Principals, Athletic Coordinators, Coaches</p>	<p>Formative: Sign-in sheets Try-out reports, choice slips, master schedule</p> <p>Summative: Increased enrollment in Pre-Athletic Programs</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 3: Participation in Science co- and extra-Curricular activities will increase by 10% for grades 3rd through 12.

Evaluation Data Source(s) 3: Sign in sheets for Judges, Coordinators, Sponsors, Safety Members, On-line software, Student Entry Forms

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Science Fair Sponsors and Coordinators will be provided with training to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and College/Career readiness.</p> <p>Elementary, Middle School, and High School Teachers will be provided with training to promote participation in Robotic Competition at the campus, district, and regional level.</p> <p>Population: Grades 3-12 teachers and students</p> <p>Timeline: July 2017 - June 2018</p> <p>CNA pg. 7</p>	<p>Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs</p>	<p>Number of campus entries, district entries, Regional and State Entries. Number of students in STEM classes.</p>				
<p>Funding Sources: 199 Local funds - \$0.00, 211 Title I-A - \$0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 4: Participation in Social Studies co/extra-curricular activities will increase by 10% at all grade levels.

Evaluation Data Source(s) 4: Sponsor and Judges Sign-in Sheets, Student Entry Forms, Double Click Democracy Software

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Elementary, Middle School and High School teachers will be provided with professional development to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level.</p> <p>Population: Grades 3-12 teachers</p> <p>Timeline: August 2017 - May 2018</p> <p>CNA pg. 8</p>	<p>Curriculum Administrators Campus Administrators, Social Studies Specialists Department Chairs Sponsors</p>	<p>Formative: Training agendas and flyers PDS attendance and evaluation reports</p> <p>Summative: 10% increase in campus entries for History Day at the district, regional, and state level. 10% increase in campus entries for Mock Trial at the regional level. Maintain campus participation in Brownsville Kids Voting at the district level.</p>				
Funding Sources: 199 Local funds - \$0.00						

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 5: To increase participation in Advanced Academics co- and extra-curricular activities by 10% over 2017 participation.

Evaluation Data Source(s) 5: Judges, coordinators, and sponsors Sign-In sheets, Student Entry or Participation Forms

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI.</p> <p>Population: Grades K-12 teachers and students (especially G/T identified students)</p> <p>Timeline: August 2017 - May 2018</p>	<p>Curriculum Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration Campus Coordinators Sponsors and/or Coaches,</p>	<p>Formative: Training agendas and flyers PDS attendance and evaluation reports</p> <p>Summative: Brainsville Inventions(3rd-12th)- 10% increase in student participation at the district level. Chess(K-12th) - 10% increase in student participation at the district, regional, state and national level. Destination Imagination(K-12th) - 10% increase in student participation at the regional, state and Global level. Poet's Convention(6th-8th) - 10% increase in student participation at the district level. Stock Market Games(4th-12th) - 10% increase in student participation at the district level. UIL Academics(4th-12th) - 10% increase in student participation at the district and state level.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 6: A minimum of 90% of Career and Technical Education students will meet performance standards in all CTE areas.

Evaluation Data Source(s) 6: Final Semester grades and CTSE participation/recognition data

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's) so that leadership, communication and soft skills may be developed. Population: CTE students Timeline: August 2017- July 2018 CNA pg. 8	CTE Administration CTE HS Teachers/Sponsors Career Placement Officers	Formative: Documentation for Students competing at the regional, state and national levels. Accolades for students in respective competitive areas Summative: increased participation and success in CTE-related competitions				
Funding Sources: 164 State Career and Technical Education - \$0.00						
						

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 7: A maximum of 10 students per subject area for every middle and high school campus will participate to compete in the City Math Meet.

Evaluation Data Source(s) 7: Trophies, Medals, and ribbons are awarded to winners.

Summative Evaluation 7:

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 8: Every campus will send a Spelling Bee representative to the BISD Annual Spelling Bee held in February.

Evaluation Data Source(s) 8: Spelling Bee video recording, # of students advancing to Regional Spelling Bee and beyond.

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which all elementary and middle schools will participate in. Timeline: November 2017- February 2018 Population: All students	ELA Specialists, Hosting Campus personnel, ELA Administrator, PR Administrator	Spelling Bee results for district, regional and state levels.				
Funding Sources: 199 Local funds - \$0.00						

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: All campuses 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%, reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95%, and increase the High School Graduation Rate to 91.3%.

Evaluation Data Source(s) 1: STAAR/EOC, At-Risk Student Attendance Rate, Retention Rate, Recidivism Rate, Middle School Dropout Rate, High School Completion Rate, and High School Graduation Rate

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>State System Safeguard Strategy PBMAS</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year. Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: Elementary, Middle and High School at-risk (AR) Students</p> <p>Timeline: September 2017 - June 2018 (At least 2 x week)</p> <p>CNA pg. 9</p>	<p>Principals, Deans of Instruction, Area Assistant Superintendents, State Compensatory Education and Title I- Part A</p>	<p>Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: STAAR/EOC, At-risk Retention Dropout, Graduation, and Completion Rates</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00, 211 Title I-A - \$0.00</p>						

<p>2) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, - Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Population: Elementary, Middle and High School AR Students</p> <p>Timeline: August 2017 - June 2018 (As needed)</p> <p>CNA pg. 9</p>	<p>Area Assistant Superintendents Principals, Deans of Instruction State Compensatory Education and Homeless Youth</p>	<p>Formative: PDS Session attendance and Evaluation Reports Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates decreased dropout rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>3) A food pantry and clothes closet may be implemented at campuses to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: Elementary, Middle and High School AR Students</p> <p>Timeline: July 2017 - June 2018 (As needed)</p>	<p>State Compensatory Education and Title I-Part A Administrators, Campus Administration, Homeless Youth Coordinator</p>	<p>Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates decreased dropout rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00, 211 Title I-A - \$0.00</p>						
<p>4) Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, District Dropout Recovery Meetings (Fall) and district personnel campus visits in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: Elementary, Middle and High School AR Students</p> <p>Timeline: August 2017 - June 2018</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: PDS Session Attendance and Evaluation Reports eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates decreased dropout rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>CNA pg. 9</p>						

<p>5) Provide At-Risk/ Supplemental Transitional Counselors (as needed and per adopted compensation plan) at all middle and high schools to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: Middle and High School AR Students</p> <p>Timeline: August 2017 - June 2018 (Daily)</p> <p>CNA pg. 9</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates decreased dropout rate Dual enrollment credits earned</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>6) Provide Program Specialists to monitor and coordinate dropout intervention programs for students at all high schools in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: High School AR Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 9</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates decreased dropout rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>7) Provide campuses with additional core area Teachers that 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.</p> <p>Population: Elementary, Middle and High School AR Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 9</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates decreased dropout rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						

<p>8) Provide Deans of Instruction to 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.</p> <p>Population: Elementary, Middle, and High School AR Students</p> <p>Timeline: July 2017 - June 2018</p>	<p>Curriculum and Instruction Department and State Compensatory Education administration Campus Administration</p>	<p>Formative: PDS Session Evaluation Report, PDS Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates decreased dropout rate</p>				
<p>CNA pg. 9</p> <p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>9) Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: Elementary, Middle, and High School AR Students; Dyslexic Students</p> <p>Timeline: August 2017 - June 2018</p>	<p>Curriculum, Dyslexia and State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY)</p> <p>Summative: CIRCLE-PM (EOY), Attendance Rate, Retention Rate</p>				
<p>CNA pg. 9</p> <p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>10) Provide secondary campuses and Alternative Education Programs with a probation officer to work with students who are on probation to improve probated students' achievement, attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate.</p> <p>Population: High School AR Students</p> <p>Timeline: September 2017 - June 2018</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p>				
<p>CNA pg. 9</p> <p>Funding Sources: 162 State Compensatory - \$0.00</p>						

<p>11) Provide Communities in School (CIS) Site Coordinators to secondary campuses and Alternative Education Programs in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.</p> <p>Population: High School AR Students</p> <p>Timeline: September 2017 - June 2018</p> <p>CNA pg. 9</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: improved EOC/STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$175,000.00</p>						
<p>12) Provide out-of-cohort students at the Brownsville Learning Academy accelerated instruction, adequate space, supplies, and staff to increase the number of middle and high school students served and offered extended day services to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate.</p> <p>Population: Middle and High School AR Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 9</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: improved EOC/STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>13) Provide a disciplinary alternative education program at the Brownsville Academic Center that will offer meaningful educational experiences for identified secondary students in a well disciplined environment that provides structure, accelerated instruction, and support services that will improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate, recidivism rate, and dropout rate.</p> <p>Population: Middle and High School AR Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 9</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: improved EOC/STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						

<p>14) Provide pregnant and teen parents Pregnancy Related Services (PRS), Compensatory Education Home Instruction (CEHI), and day care facilities as available at Lincoln Park in order to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate.</p> <p>Population: Middle and High School AR Students; Pregnant and Parent Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 9</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: improved EOC/STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>15) Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically.</p> <p>Population: Elementary PK-K students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 9</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY)</p> <p>Summative: CIRCLE-PM (EOY), TPRI/Tejas LEI Attendance Rate Retention Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>State System Safeguard Strategy</p> <p>16) 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.</p> <p>Population: all grades AR Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 9</p>	<p>State Compensatory Education administration Campus Administration</p>	<p>Formative: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						

<p>17) Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while at the same times decreasing retention rates.</p> <p>Population: High School AR Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 9</p>	<p>State Compensatory Education administration Campus Administration Parental Involvement Department staff</p>	<p>Formative: Conference/Training agendas Conference Certificates of Participation</p> <p>Summative: Improved: student grades Parent Attendance Student Attendance Rates STAAR/EOC, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools.

Evaluation Data Source(s) 1: Attendance Rates through use of District Attendance Monitoring form, PEIMS attendance data and Campus Visits by Pupil Services.







Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Campuses will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance.</p> <p>Population: All BISD students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA pg. 9</p>	<p>Pupil Services Administrator and Staff, PEIMS Staff, Campus Administration Attendance Liaisons.</p> <p>(edited by Pupil Services 5-2017)</p>	<p>Formative: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, and Student Attendance Plans</p> <p>Summative: PEIMS Districts and Campus Attendance Percentage Rate Reports</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>2) To better support student achievement and improve student attendance, campus attendance liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices and/or court notifications daily (as needed).</p> <p>Population: all BISS students KN to 12th grade</p> <p>Timeline: September 2017 to June 2018</p> <p>CNA pg. 9</p>	<p>Pupil Services Administrator and staff, PEIMS Administrator and Staff, Campus Administration and Staff, BISS Notary for Sworn Affidavits Campus Staff Attendance Personnel, Campus Administration</p> <p>(edited by Pupil Services 5-2017)</p>	<p>Formative: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed,</p> <p>Summative: PEIMS Districts and Campus Attendance Percentage Rate Reports</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>3) Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals (if BISS budget approved funds).</p> <p>Population: all BISS Students</p> <p>Timeline: January 2018 and June 2018</p> <p>CNA pg. 9</p>	<p>Superintendent CFO Pupil Services Administrator PEIMS Administrator Campus Principals</p> <p>(edited by Pupil Services 5-2017)</p>	<p>Formative: Published list of campuses receiving incentives found on BISS website, KBSD, and in the Brownsville Herald</p> <p>Awarding of donated funds and BISS Budget Approved funds (if available) after each semester to successful campuses.</p> <p>Summative: PEIMS District Attendance Percentage Rates</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						

<p>4) Contacting parents of students with excessive unexcused absences and providing Truancy Court Warning Letters will be done during District Truancy Sweeps for selected High Schools, Middle Schools and Elementary Schools, twice per semester, to assist campuses in improving attendance rates.</p> <p>Population: BISD Students</p> <p>Timeline: Fall 2017 and Spring 2018</p> <p>CNA pg. 9</p>	<p>Pupil Services Administrator and Staff, Campus Administration, Staff and Attendance Liaisons, BISD Police Officers</p> <p>(edited by Pupil Services 5-2017)</p>	<p>Formative: Pupil Services Sign-In Sheet Chart of Results from Truancy Sweep</p> <p>Summative: increased attendance rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>5) Increase Parent and Community awareness of Distribution of District Wide Attendance Initiatives held at the end of the school year by Pupil Services Department.</p> <p>Population: all BISD students</p> <p>Timeline: End of 2018 Spring Semester</p> <p>CNA pg. 9</p>	<p>Superintendent CFO, Pupil Services Administrator, PEIMS Administrator, Public Information Administrator</p> <p>(edited by Pupil Services 5-2017)</p>	<p>Formative: Published list of students receiving awards Awarding of donated funds and district provided prizes (if available)</p> <p>Summative: increased PEIMS District Attendance Percentage rates.</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>6) PEIMS Training on the implementation of new TSDS statewide system for Student Accounting will be provided to District staff.</p> <p>Population: BISD Campus Attendance Personnel</p> <p>Timeline: 2017 Fall Semester</p> <p>CNA pg. 9</p>	<p>PEIMS Administrator Campus Administrator</p> <p>(edited by PEIMS)</p>	<p>Formative: PEIMS Sign-In Sheets PEIMS Reports Professional development Session Evaluation Report</p> <p>Summative: PEIMS Reports with zero PID errors</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>7) To reduce student absenteeism, all campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Population: all Student with absenteeism</p> <p>Timeline: 2017 Fall Semester and 2018 Spring Semester</p> <p>CNA pg. 9</p>	<p>Pupil Services Administration and Staff, Campus Administration, Campus Staff Nurses, Counselors, and Attendance Liaisons,</p> <p>(edited by Pupil Services 5-2017)</p>	<p>Formative: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports Distribution of Student Attendance Plans to parents and students (TPM)</p> <p>Summative: PEIMS attendance data shows increase</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>8) Assisting other BISD departments in contacting parents of high school students that are "No Shows", by conducting home visits at the beginning of the year.</p> <p>Population: all high school "no show" students</p> <p>Timeline: 2017 Fall Semester</p> <p>CNA pg. 9</p>	<p>BISD Department Administration and Staff, Pupil Services Administration and Staff, PEIMS Administration and Staff, High School Campus Administration and Staff, BISD Police Department Administrator</p> <p>(edited by Pupil Services 5-2017)</p>	<p>Formative: Pupil Services Sign-In Sheet and Truancy Sweep Chart Results,</p> <p>Summative: Campus enrollment of "No Shows" recovered</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						







<p>9) Distribution of Student Attendance Incentives will be available at the end of the year for graduating high school students who have attained Perfect Attendance throughout 1st-12th grades while attending BISD (and meets set criteria).</p> <p>Population: District high school graduating seniors</p> <p>Timeline: June 2018</p> <p>CNA pg. 9</p>	<p>Superintendent CFO, Asst. Super for Support, Pupil Services Administrator, PEIMS Administrator, Campus Principals</p> <p>(edited by Pupil Services 5-2017)</p>	<p>Formative: Donated funds and BISD Budget Approved funds (if available) will be dispersed at end of school year for graduating seniors (must meet set criteria). Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald</p> <p>Summative: increase on PEIMS Student Attendance Report</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: 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 Source(s) 2: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Assistance in the planning and execution of the overall health program at the District and 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) as mandated by HB5.</p> <p>Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN).</p> <p>Timeline: August 2017 - June 2018</p>	<p>Health Services Administrator</p> <p>(edited by Health Administrator)</p>	<p>Formative: Six weeks reports</p> <p>Summative: 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.</p>				
Funding Sources: 211 Title I-A - \$0.00						
<p>2) In an effort to promote physically and emotionally healthy students, the district will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children.</p> <p>Population: All students</p> <p>Timeline: July 2017 to June 2018</p>	<p>Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers (edited by C&I 5-2017)</p>	<p>Formative: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative: Fitness Gram results increase CATCH Binder end of year evaluation</p>				
Funding Sources: 211 Title I-A - \$0.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.







Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 10%.

Evaluation Data Source(s) 1: The following departments (Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services will determine the success of each strategy as per recommended documentation.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>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.</p> <p>Population: All Students/parents; campus personnel</p> <p>Timeline: August 2017 to June 2018</p>	<p>*Pupil Services Administrator *Campus Behavior Coordinators and staff</p> <p>(edited by Pupil Services 5-2017)</p>	<p>Formative: Campus SCOC Receipt form, Signed SCC Acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year</p> <p>Summative: end of year Review 360 PEIMS Discipline data BAC enrollments by campus and district-wide</p>				
Funding Sources: 199 Local funds - \$0.00						
<p>2) Decrease the number of repeated referrals to BAC by implementing RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At Risk) monitoring of behavior and grades every progress period.</p> <p>Review 360 will provide support data for behavior interventions.</p> <p>Population: All Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA pg. 9</p>	<p>*District RtI Administrator *Campus RtI Administrator *Campus Counselor</p>	<p>Formative: RTI documentation, Review 360 reports, Counselor meeting logs,</p> <p>Summative: Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.</p>				
Funding Sources: 211 Title I-A - \$0.00						

<p>3) Review of all proposed discretionary and mandatory removals/placements including documented interventions of all special education students will be done by Special Services and BAC administration.</p> <p>Population: All special education students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA pg. 9</p>	<p>*Special Services Administration, *BAC Administration</p>	<p>Formative: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services</p> <p>Summative: Decrease in the number of special education students removed to BAC compared to previous school year.</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>4) Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.</p> <p>Population: All Students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA pg. 9</p>	<p>*Guidance & Counseling Administrator, *Campus Behavior Coordinator and/or designee</p> <p>(edited by Counseling Dept)</p>	<p>Formative: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets,</p> <p>Summative: Discipline report Data reflecting a reduction in placements to a DAEP per campus.</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>5) Decrease removals to a DAEP through the implementation of an ISS program at each secondary campus by providing the cost of a full-time-equivalent (FTE) certified teacher to staff the ISS classroom (if budget approved).</p> <p>Population: All campuses; All Students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA pg. 9</p>	<p>Pupil Services administration Campus Administration</p>	<p>Formative: Master Schedule, FTE assignment</p> <p>Summative: discipline data shows decrease in removals to DAEP compared to previous year</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						

<p>6) Provide training and support to classroom teachers and campus administration in discipline management and safe environments.</p> <p>Population: All Students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA pg. 9</p>	<p>*Pupil Services Administrator, *Security Services Administrator</p> <p>(edited by Pupil Services 5-2017)</p>	<p>Formative: Training Sign In Sheets Six weeks discipline reports</p> <p>Summative: Review 360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>PBMAS</p> <p>7) Positive behavior interventions and supports (PBIS) and the behavioral RTI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.</p> <p>Population: all students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA pg. 9</p>	<p>*RTI Administrator, *Special Educational Service Administrator, *Police and Security Administrator, *PEIMS Administrator, and *Campus Administration</p> <p>(edited by RTI Administrator)</p>	<p>Formative: ISS/OSS placements of special education and other targeted student groups will decrease by 10% at the district level</p> <p>Summative: PBMAS discipline indicator Performance Levels and staging will decrease</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 2: Establish and refine safety plans across the district to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 2: The Police and Security Services, District Safety Administrator, Campus Administration, Pupil Services, Guidance and Counseling Services and Special Services will determine the success of each strategy as per recommended documentation.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan.</p> <p>Population: All Students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA pg. 9</p>	<p>Security Services Department</p> <p>(edited by Security)</p>	<p>Formative: Safety Meeting Sign-In Sheets,</p> <p>Summative: 100% completed District and Campus Emergency Operations Plans.</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						
<p>2) Place and assign security officers throughout the year at each elementary, middle and high school. A Police Officer will be stationed at each High School (including BAC) and Middle School.</p> <p>Population: All Students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA pg. 9</p>	<p>Security Services Department</p> <p>(edited by Security)</p>	<p>Formative: Security Officers and Police Officers work schedule assignments</p> <p>Summative: end of year assignments indicating all campuses have officer and or security officer in place</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>						

<p>3) Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures</p> <p>Population: All Students and parents/guardians</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA pg. 9</p>	<p>Guidance & Counseling Department</p> <p>(edited by Counseling)</p>	<p>Formative: copies of Presentations, Sign-In sheets and Agendas</p> <p>Summative: Decrease in the number of students discipline incidents compared to prior school year</p>				
--	---	---	--	--	--	--

 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

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

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2016-2017 to 2017-2018.

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

Summative Evaluation 1:







TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Federal Programs and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of educating parents so that they can better assist their children through the educational process and ultimately increase student achievement. Population: Parental Involvement Staff Timeline: August 2017-June 2018 CNA: Pg. 19	Federal Programs Administrator Parental Involvement Coordinator	Formative: Parent Trainer Documentation: Campus Visitation Reports Weekly Reports Contact Logs Monthly Calendar Peer Review Audits Summative: Parent Participation Rates will increase by 10% Training Session Evaluations				
Funding Sources: 211 Title I-A - \$1,623,517.00, 199 Local funds - \$32,000.00, 162 State Compensatory - \$0.00						

<p>2) 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 district/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 District Parental Involvement Program</p> <p>Population: Parents</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: Pg. 19</p>	Parental Involvement Coordinator and Staff Principals Parent Liaisons	Completed Parental Involvement Policies Campuses S-P-S Compacts Campus Visitation Reports Campus Websites Fliers Meeting Agendas Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations				
Funding Sources: 211 Title I-A - \$3,000.00						
<p>3) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental Involvement Policy School-Parent-Student Compact District Improvement Plan</p> <p>Population: Parents</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: Pg. 19</p>	Parental Involvement Coordinator and Staff Principals Parent Liaisons SBDM/LPAC Committees	Formative: Parent Rep. Sign-in Sheets Completed Parental Involvement Policies Campuses S-P-S Compacts DIP, Calendars, Meeting Agendas Summative: Training Session Evaluations DPAC, LPAC and SBDM Meeting minutes				
Funding Sources: 211 Title I-A - \$1,000.00						

<p>4) Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.</p> <p>Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. -District-wide parent conferences, cluster meetings, Fairs and seminars.</p> <p>Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p>Population: Parents and Community</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: Pg. 19</p>	<p>Parental Involvement Coordinator and Staff</p> <p>Principals</p> <p>Parent Liaisons</p> <p>Public Information Officer</p> <p>Human Resource Specialist</p>	<p>Formative: MOU's/Agreements Authority to Volunteer Clearance Forms Volunteer Sign-in Sheets</p> <p>Summative: Increased Partnerships and Parent Volunteers by 5%</p>				
<p>Funding Sources: 211 Title I-A - \$3,000.00, 199 Local funds - \$9,000.00</p>						
<p>5) Meet with the District Parent Advisory Committee twice a year to address activities and supplemental services for all eligible students from all sub-population groups.</p> <p>Population: Parents</p> <p>Timeline: October 2017 and March 2018</p> <p>CNA: Pg. 19</p>	<p>Parental Involvement Coordinator and Staff</p> <p>Bilingual, GT, Migrant, Special Ed. Administrators</p> <p>Principals</p> <p>Parent Liaisons</p>	<p>Formative: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes</p> <p>Summative: Session Evaluations</p>				
<p>Funding Sources: 211 Title I-A - \$4,200.00</p>						
<p>6) Conduct an annual survey of Campus Administration and Staff to evaluate the support services provided by the Parental Involvement Department.</p> <p>Population: Campus Personnel</p> <p>Timeline: April 2017-May 2018</p> <p>CNA: Pg. 19</p>	<p>Parental Involvement Coordinator and Staff</p> <p>ARE (Assessment, Research and Evaluation)</p> <p>Principals</p> <p>Parent Liaisons</p>	<p>Formative: Completed Surveys</p> <p>Summative: EOY Survey Results</p>				
<p>Funding Sources: 211 Title I-A - \$0.00</p>						

<p>7) Provide ample 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:</p> <ul style="list-style-type: none"> -Early Childhood Literacy Strategies -College Readiness -Effective teaching strategies -Health and Wellness Education -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) -Drop-out and Violence Prevention -Community agencies and organizations <p>Building Capacity: Technology Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life.</p> <p>Population: Parents</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: Pg. 19</p>	<p>Special Services Administrator, Family Center Staff and Department Staff Technology Services Staff C&I Early Childhood Specialist Parent Liaisons</p>	<p>Formative: Parent Trainer Monthly Calendar Special Services Monthly Calendar Public Service Providers Lists Fliers Agendas Sign-in Sheets Meeting Minutes</p> <p>Summative: Training Session Evaluations Increased Parent Attendance Sp. Services Dept. Analysis of parental concerns by campus- The Family Center Screening Tool</p>				
<p>8) To better support instruction and improve student achievement in the classroom, Title I-A Parental Involvement staff will attend professional development trainings and conferences to keep abreast of the latest scientific, research-based instructional strategies.</p> <p>To provide support and monitoring of Title-A compliance requirements, the Parental Involvement department will identify data pertinent to each campus' needs through reports and documentation generated on the computer. (upgrade dept. computers)</p> <p>Population: Parental Involvement Staff</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: Pg. 19</p>	<p>Parental Involvement Coordinator Parental Involvement Staff</p>	<p>Formative: Title I-A Parental Involvement Compliance Checklist/Binder Conference/Training agendas Conference Certificate of Participation</p> <p>Summative: Improved student grades Increased Parent Attendance Increased Student Attendance Rates</p>				<p>Funding Sources: 166 State Special Ed. - \$139,151.00, 211 Title I-A - \$4,000.00</p> <p>Funding Sources: 211 Title I-A - \$18,000.00</p>

<p>9) Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved. Population: Parents</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: Pg. 19</p>	<p>Campus Administration Parental Involvement Staff State Compensatory funded Campus Staff</p>	<p>Formative: Session Evaluations Meeting Minutes MOUs EXIT Tickets</p> <p>Summative: EOY Parental Survey Results, External Evaluator Results, Student Attendance Rates, Increased Graduation Rates, Decreased Discipline Referrals, State Assessment Scores, Increased parental participation Increased Promotion Rates EOY Grades Final Yearly Report</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education.

Performance Objective 1: 90% of BISD Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).

Evaluation Data Source(s) 1: PBMAS Report

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Priority For Services (PFS) migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. All PFS migrant students will have an opportunity to attend a PFS Learning Academy in November.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017- June 2018</p>	<p>Special Program Administrator District Migrant Coordinator Campus Principals Migrant Funded: Teachers Campus Clerks MSC</p>	<p>Formative: Monthly Composite of Services Report</p> <p>Summative: Fewer PFS students are identified due to increased performance</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$8,000.00</p>						
<p>2) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.</p> <p>Population: All Migrant Students</p> <p>Timeline: August 2017 - June 2018</p>	<p>Assistant Superintendent C&I District Migrant Coordinator Campus Administrators Migrant Funded: Teachers Campus Clerks MSC Recruiters</p>	<p>Formative: Distribution Forms</p> <p>Summative: On-time promotion and on-time graduation</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$50,000.00</p>						

<p>3) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non-migrant students. Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning.</p> <p>Population: 3-4 year old Migrant Students</p> <p>Timeline: August 2017 - June 2018</p>	<p>Assistant Superintendent C&I District Migrant Coordinator Campus Principals Recruiters Migrant Lead Clerk MSC</p>	<p>Formative: 6 weeks enrollment reports</p> <p>Summative: Increase enrollment in the 3-year-old program</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$5,000.00</p>						
<p>4) Parents of migrant PK- 2nd grade students will be provided with monthly sessions on how to access resources to academically support their children more effectively.</p> <p>Population: PFS and Migrant Student Parents</p> <p>Timeline: August 2017-June 2018</p>	<p>District Migrant Coordinator Migrant Funded: Parent Liaison Recruiters MSC</p>	<p>Formative: Pre- and Post-Parent Surveys</p> <p>Summative: EOY Assessment Results Increased Promotion Rate</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$150.00</p>						
<p>5) The academic progress of 1st grade students will be monitored by migrant-funded staff to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Population: 1st grade migrant students</p> <p>Timeline: August 2017 - June 2018</p>	<p>District Migrant Coordinator Campus Principals Teachers Migrant Funded teachers DM Counselor MSC</p>	<p>Formative: PFS Monitoring Tool BOY, MOY Assessment results Report Card grades</p> <p>Summative: EOY Assessment results Increased promotion rates</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$60,000.00</p>						
<p>6) Elementary and Middle School migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program. High school migrant students will have access to migrant summer for credit recovery in order to ensure on-time graduation.</p> <p>Population: All Migrant students</p> <p>Timeline: June 2018</p>	<p>Assistant Superintendent C&I District Migrant Coordinator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers Migrant Clerks MSC</p>	<p>Formative: Six weeks grades PFS Monitoring Tool</p> <p>Summative: Increased promotion rates State test performance</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$60,000.00</p>						

<p>7) Supplemental Extended Day tutorial sessions for migrant students at elementary, middle school and high school campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.</p> <p>Population: Migrant and PFS students</p> <p>Timeline: October 2017- June 2018</p>	<p>District Migrant Coordinator Campus Administration Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC</p>	<p>Formative: Six Weeks grades Assessment scores</p> <p>Summative: Increase promotion rates State test performance</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$150,000.00</p>						
<p>PBMAS</p> <p>8) In order to increase awareness of migrant student needs, BISD campus faculty and staff, through the monthly distribution of the PFS Monitoring Tool and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 2017 - June 2018</p>	<p>Assistant Superintendent C&I District Migrant Coordinator Campus Principals Migrant Funded: Teachers Campus Clerks MSC</p>	<p>Formative: PFS Monitoring Tools Assessment Results Placement into Interventions</p> <p>Summative: EOY Assessment Results: CIRCLE PM/TPRI/Tejas LEE/ STAAR PBMAS Report Performance and Staging</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>						

<p>9) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities, Inter-state and intra-state (TMIP) activities * Monitoring of course completion for PFS students, and late entry/early withdrawals for all migrant students * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Assist with OSY Initiative and monitoring of campus migrant staff <p>Population: PFS & Migrant Students and Migrant Parents</p> <p>Timeline: August 2017- June 2018</p>	<p>Assistant Superintendent C&I MSC District Migrant Coordinator- 1 FTE- \$77,140.</p>	<p>Formative: Monthly reports on credit completion</p> <p>Summative: Increased on-time graduation and on-time promotion and decrease dropout rate PBMAS Report</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$77,140.00</p>						
<p style="text-align: center;">PBMAS</p> <p>10) Migrant middle school students will participate in a Study Skills/Test Taking Skills workshop under the direction of the Migrant Counselor and Migrant Coordinator to assist in the development of good study skills. Migrant students will be provided with homework assistance tools.</p> <p>Population: Middle School Migrant and PFS students</p> <p>Timeline: October 2017</p>	<p>District Migrant Coordinator Campus Principal Migrant Funded: Tutorial Teacher Migrant Teacher at select campuses Campus Migrant Clerk MSC</p>	<p>Formative: 3 Wk Progress reports Six Weeks grades</p> <p>Summative: Promotion Rates Decrease in Dropout rate PBMAS Report improved staging</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$500.00</p>						

<p>11) A leadership conference for middle school migrant students will be held to assist the participants with improved leadership, learning and study skills and share pertinent information for a successful academic experience.</p> <p>Population: Middle School PFS and Migrant students</p> <p>Timeline: March 2018</p>	<p>District Migrant Coordinator MSC Migrant Parent Liaison Migrant campus clerks</p>	<p>Formative: Assessment scores Six Weeks grades</p> <p>Summative: EOY Assessment results EOY promotion rates</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$1,500.00</p>						
<p>12) Each high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed.</p> <p>Population: HS Migrant students</p> <p>Timeline: August 2017- June 2018</p>	<p>District Migrant Coordinator HS Principal HS Migrant Teachers 5 FTEs-\$319,249. HS Migrant Clerks-\$115,708. MSC</p>	<p>Formative: Desk audit of migrant files</p> <p>Summative: increased On-time promotion and on-time graduation Decreased dropout rates PBMAS improved staging</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>						
<p>PBMAS</p> <p>13) High school migrant students entering late and withdrawing early will have credit accrual opportunities through the State recommended and District approved Credit Accrual/Recovery programs to ensure on time graduation.</p> <p>Population: HS Migrant Students</p> <p>Timeline: August 2017-July 2018</p>	<p>District Migrant Coordinator HS Principal HS Counselor HS Migrant Teachers HS Migrant Campus Clerks MSC Computers</p>	<p>Formative: Migrant Lab Student Rosters</p> <p>Summative: Increased number of earned credits and on-time graduation PBMAS improved staging</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$240,000.00</p>						
<p>14) A Paths to Scholarships Program will be offered to 11th and 12th grade migrant students in order to increase number of college admissions and scholarships awarded.</p> <p>Population: 11th and 12th Grade Migrant Students</p> <p>Timeline: October-December 2017</p>	<p>District Migrant Coordinator MSC</p>	<p>Formative: Sign-In Sheets & Evaluations</p> <p>Summative: Increased CAMP acceptances and scholarships awarded</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$3,000.00</p>						

<p>15) Migrant 8th and 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's rigorous math classes and STAAR exams.</p> <p>Population: 8th and 9th grade migrant students</p> <p>Timeline: January 2018</p>	<p>District Migrant Coordinator HS/ MS Migrant Teachers HS / MS Campus Clerks MSC</p>	<p>Formative: Six Weeks grades PFS Monitoring Tool</p> <p>Summative: Algebra I and EOC passing rates</p>				
		Funding Sources: 212 Title I-C (Migrant) - \$6,000.00				
<p>16) Current 10th and 11th grade Migrant students will have the opportunity to apply to attend the MAARS program at TSTC and MUSE program at UTRGV-Edinburg.</p> <p>Population: 10th & 11th Grade Migrant Students</p> <p>Timeline: January 2018-July 2018</p>	<p>District Migrant Coordinator MSC Migrant Counselor Migrant HS Clerks Migrant HS Teachers</p>	<p>Formative: Desk Audit of MAARS Information Distribution</p> <p>Summative: PBMAS Report Increased on time graduation rate</p>				
		Funding Sources: 212 Title I-C (Migrant) - \$60,000.00				
<p>17) Increase the number of Migrant students applying to and being accepted to Texas colleges and universities with and without CAMP programs by providing college visitations. Students will have access to campus tours and presentations which will provide students with information on application requirements, programs of studied offered, financial aid and CAMP.</p> <p>Population: 11th & 12th Grade Migrant Students</p> <p>Timeline: October 2017-April 2018</p>	<p>District Migrant Coordinator MSC Migrant Counselor Migrant HS Teachers</p>	<p>Formative: Desk Audit of Apply Texas Counselor Suite</p> <p>Summative: Increased number of students applying and being accepted to college and universities and CAMP programs.</p>				
<p>18) All migrant parents will be invited to participate in a Migrant Send-Off activity in which District and community agencies will provide information which will assist in the transition from one District to another.</p> <p>Population: Migrant Parents and Students</p> <p>Timeline: March 2018</p>	<p>District Migrant Coordinator Migrant Counselor Parent Liaison Recruiters Migrant Clerks Migrant Teachers</p>	<p>Formative: Sign-In Sheets</p> <p>Summative: Increased # of students returning with grades</p>				
		Funding Sources: 212 Title I-C (Migrant) - \$1,000.00				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education.

Performance Objective 2: 90% of BISD Migrant students will participate in the supplemental support services as required by the Title I, Part C Migrant Education Program. (MEP).

Evaluation Data Source(s) 2: PFS Monitoring Tool







Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: August 2017 and January 2018</p>	<p>District Migrant Coordinator MEP Staff-Clerks and Recruiters</p>	<p>Formative: PDS Transcripts</p> <p>Summative: Increase in student ID&R numbers Migrant Recruiter & clerks certificate of attendance</p>				
Funding Sources: 212 Title I-C (Migrant) - \$100.00						
<p>2) All migrant NGS clerks and the campus migrant clerks will attend the required annual New Generation Systems (NGS) state training in order to secure the needed skills to accurately and appropriately enter the data for migrant students into the State migrant data base.</p> <p>Population: NGS Data Clerks, Migrant Campus Clerks</p> <p>Timeline: August 2017</p>	<p>District Migrant Coordinator Migrant Service Coordinator (MSC) Migrant Secretary Migrant Clerks</p>	<p>Formative: NGS Reports</p> <p>Summative: Region I Audit Report</p>				
Funding Sources: 212 Title I-C (Migrant) - \$0.00						
<p>3) The Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action to systemically and thoroughly identify migrant students and their families.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: July 2017 - June 2018</p>	<p>District Migrant Coordinator Recruiters Migrant Secretary Data Entry Clerk Computer Operator New Generation System (NGS) Clerks Campus Migrant Clerks MSC</p>	<p>Formative: NGS Maximum Enrollment Report Promotion Continuity of Services</p> <p>Summative: Region I Audit Report</p>				
Funding Sources: 212 Title I-C (Migrant) - \$56,000.00						

<p>4) The migrant funded staff and members of the Migrant Parent Advisory Committee will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families.</p> <p>Population: Migrant funded staff: MSC, MDC, Migrant Teachers, Campus Clerks, Computer Operator, Migrant PAC Members</p> <p>Timeline: August 2017-June 2018</p>	<p>Assistant Superintendent C&I District Migrant Coordinator Migrant Service Coordinator (MSC) Migrant Secretary</p>	<p>Formative: Documented Cross training of staff not attending events to ensure complete program training Increased parent participation</p> <p>Summative: Improved student performance on district and state assessments</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$5,250.00</p>						
<p>5) The annual Residency Verification of migrant students with a current Certificate of Eligibility (COE) on file will be conducted as required by the State of Texas Migrant Program thus ensuring the accuracy of the count of migrant students in the school district.</p> <p>Population: all Migrant Students</p> <p>Timeline: September 2017 - November 2018</p>	<p>District Migrant Coordinator Migrant Ed Staff: Recruiters Secretary Data Entry Clerk NGS Clerks Computer Operator Campus Clerks PEIMS Data Entry Clerks Migrant Teachers District Migrant Counselor (DMC) MSC</p>	<p>Formative: NGS Maximum Enrollment Report Continuation of Services On-time promotion/ graduation Complete family files showing annual residency verification</p> <p>Summative: Region I Audit Report</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$700.00</p>						
<p>6) The required Three Year Old Survey and the Out of School Youth Survey will be used to document the current location of the identified migrant student to ensure that supplemental services are provided to all qualifying children. Recruiters will be trained on Bright Beginnings in order to provide added support for P3-P5 students that are not in school.</p> <p>Population: Migrant Students</p>	<p>Recruiters Migrant Data Entry Clerk NGS Clerks DMC MSC</p>	<p>Formative: Documentation of Recruiter visits to OSY and P3-P5 families Enrollment reports</p> <p>Summative: Decrease in OSY numbers-NGS Increased numbers participating in Early childhood programs based on enrollment reports</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$500.00</p>						
<p>Timeline: July 2017 - June 2018</p>						

<p>7) The MEP will adhere to the COE Procedural Flow Chart and Quality Control Plan of Action to ensure the integrity of the Identification and Recruitment strategies are followed for all migrant students and their families.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: July 2017 - June 2018</p>	<p>District Migrant Coordinator Migrant Funded: Recruiters Data Entry Clerk GS Clerks Campus Migrant Clerks Reviewers MSC</p>	<p>Formative: Desk audit of timeline compliance</p> <p>Summative: Annual Migrant Region I Audit Results</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$42,000.00</p>						
<p>8) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner.</p> <p>Population: Migrant district and campus staff</p> <p>Timeline: August 2017-June 2018</p>	<p>District Migrant Coordinator Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MSC</p>	<p>Formative: Desk audit of daily NGS and eSchool reports</p> <p>Summative: PBMAS Report Correctly coded migrants on NGS</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$30,000.00</p>						
<p>9) A Priority for Services (PFS) Plan of Action will be developed and included into the District's Improvement Plan as a separate section labeled "Migrant PFS Action Plan Section as required by the Texas Migrant Program.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017</p>	<p>District Migrant Coordinator MSC DMC</p>	<p>Formative: Inclusion of PFS Plan of Action in DIP</p> <p>Summative: Increased academic results for all activities on PFS Action Plan</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>						
<p>10) Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation.</p> <p>Population: All migrant parents</p> <p>Timeline: November 2017 and March 2018</p>	<p>District Migrant Coordinator Migrant Campus Clerks- Migrant Parent Liaison DMC MSC</p>	<p>Formative: Sign-In sheets & agendas of Parent Meetings</p> <p>Summative: Increased participation in PAC Mtg. Increased student participation in supplemental activities</p> <p>PBMAS report</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$250.00</p>						

<p>11) The campus migrant clerks 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 NCLB Act of 2001 (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.</p>	<p>Campus Principals Migrant Campus Clerks-11 FTEs Migrant Teachers DMC MSC</p>	<p>Formative: Attendance roster into Migrant lab Phone logs 3 wk progress reports Six Weeks grades</p> <p>Summative: End of year state assessment scores</p>				
<p>Population: PFS and Migrant Students</p> <p>Timeline: August 2017- June 2018</p>		<p>Funding Sources: 212 Title I-C (Migrant) - \$160,000.00</p>				
<p>12) High school migrant students will have the opportunity to do on-site visitations to Texas universities with a CAMP program in order to facilitate the application to the universities and the enrollment into their CAMP programs</p> <p>Population: High School Migrant Students</p> <p>Timeline: October 2017 - April 2018</p>	<p>District Migrant Coordinator Principal HS Migrant Teachers HS Migrant Campus Clerks DMC MSC</p>	<p>Formative: Participant List</p> <p>Summative: Increased applications and acceptance into CAMP Programs</p>				
		<p>Funding Sources: 212 Title I-C (Migrant) - \$10,000.00</p>				
<p>13) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: PFS and Migrant Students and Campus Personnel</p> <p>Timeline: April 2018</p>	<p>District Migrant Coordinator Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	<p>Formative: Survey results Campus Needs Assessment Survey</p> <p>Summative: Development of Plan of Action Modification of program in place</p>				
		<p>Funding Sources: 212 Title I-C (Migrant) - \$1,000.00</p>				
<p>14) In order to secure academic information from the NGS data base, migrant students, parents and school districts (nationwide) will have access to an NGS district contact person throughout summer to ensure accurate enrollment into educational programs.</p> <p>Population: Migrant students Migrant Parents</p> <p>Timeline: June 2018-August 2018</p>	<p>District Migrant Coordinator DMC MSC NGS Clerks Migrant Campus Clerks</p>	<p>Formative: Contact person entered into NGS</p> <p>Summative: Increased out- of state enrollment into Programs/ schools</p>				

<p>15) A district-wide Migrant Parent Advisory Committee (PAC) will provide meaningful consultation to ensure that the planning, implementation, and evaluation of local MEP activities and services is relevant to migrant students.</p> <p>Population: Migrant parents and students</p> <p>Timeline: October 24, December 12, February 20, March 23, April 24</p>	<p>District Migrant Coordinator Migrant Parent Liaison MSC DMC</p>	<p>Formative: Sign-In Sheets & Evaluations</p> <p>Summative: Increased parental involvement</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$2,000.00</p>						
<p>16) The migrant funded parent liaison will assist the district campuses by providing awareness sessions to migrant parents upon request during the campuses monthly meetings in order to keep them current with migrant issues that may be impacting their children's academic special needs.</p> <p>Population: Migrant parents</p> <p>Timeline: September 2017-June 2018</p>	<p>District Migrant Coordinator Migrant Parent Liaison-1FTE -\$24679 Campus Parent Liaisons District Parent Trainers MSC</p>	<p>Formative: Agendas, Sign in sheets</p> <p>Summative: 3% Increase in participation on PAC Meetings Increase on-time graduation Parents surveyed with greater understanding of migrant program</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$20,000.00</p>						
<p>17) The MEP Counselor will meet one-on-one with Out of School Youth (OSY) and parents in an effort to inform students of viable options for graduation. Contact with students will be on-going throughout the year.</p> <p>Population: Out of School Migrant Students and OSY Parents</p> <p>Timeline: August 2017-June 2018</p>	<p>District Migrant Coordinator DMC MSC Migrant Recruiters</p>	<p>Formative: Log of visitation with Out of School Youth</p> <p>Summative: 2% Decrease in number of Out of School Youth (OSY)</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$100.00</p>						
<p>18) The MEP Recruiters and Parent Liaison will meet with parents of students P0-5 in an effort to inform and encourage participation into the A Bright Beginning home-based program, Teaching and Mentoring Communities (TMC) and BISD Programs.</p> <p>Population: Parents of Migrant P0-5 year old students</p> <p>Timeline: August 2017 - June 2018</p>	<p>District Migrant Coordinator Migrant Recruiters Parent Liaison DMC MSC</p>	<p>Formative: Agendas, Sign ins</p> <p>Summative: 2% Increase in enrollment of students who stay at home Increase in P0-5 year old enrollment</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

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







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

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer assisted instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be implemented, as the infrastructure permits, throughout the district.</p> <p>Population: All Students</p> <p>Timeline: August, 2017- June 2018</p> <p>CNA: Pg. 20</p>	<p>Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Principals Campus Administration TSTs Bilingual Adm.</p>	<p>Formative: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices.</p> <p>Summative: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. StarChart Surveys</p>				
<p>Funding Sources: 211 Title I-A - \$1,500,000.00, 263 Title III-A Bilingual - \$180,000.00</p>						

<p>2) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Technology Teacher Trainers will provide training and support for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>Population: All Students and teaching faculty</p> <p>August, 2017- June 2018</p> <p>CNA Pg 20</p>	<p>Tech Services Technology Teacher Trainers Professional Development Adm. Principals Tech 21 teachers Campus TST</p>	<p>Formative: 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training</p> <p>Summative 1. T-TESS evaluations 2. Application Management Reports 3. Star Chart Surveys</p>				
<p>Funding Sources: 199 Local funds - \$130,000.00</p>						
<p>3) Campuses will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.</p> <p>Population: Campus faculty</p> <p>Timeline: August 2017- June 2018</p> <p>CNA: Pg. 20</p>	<p>Campus Technology Committee Tech. Services Tech 21 teachers Campus TST Tech Services Specialists Principals</p>	<p>Formative: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports</p> <p>Summative: 1. EOY TST reported schedules 2. EOY Application Management reports</p>				
<p>Funding Sources: 199 Local funds - \$180,000.00</p>						
<p>4) The District will provide the necessary funding to implement the District's Three Year Technology Plan.</p> <p>Population: all campus faculty and students</p> <p>Timeline: August, 2017- June 2018</p> <p>CNA: Pg. 20</p>	<p>Technology Services Admin. Chief Financial Officer</p>	<p>Formative: 1. Annual operating budget for technology 2. Purchase requests for technology equipment 3. Walk-throughs</p> <p>Summative: 1. Improved student scores 2. Fixed Assets campus inventory 3. Increased teacher and student technology usage 4. Starchart Survey</p>				
<p>Funding Sources: 199 Local funds - \$3,000,000.00</p>						

<p>5) All elementary campuses will participate in school and in after school clubs to learn coding. This will include fourth and fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.</p> <p>Population: all grade 4-5 elementary students</p> <p>Timeline: August, 2017- June 2018</p> <p>CNA: Pg. 20</p>	<p>Curriculum and Technology Services Administrators Curriculum Specialist Technology Lead Teachers Principals Coding Teachers Campus TSTs</p>	<p>Formative: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores</p> <p>Summative: EOY data for student competition participation and performance and STAAR data</p>				
<p>Funding Sources: 162 State Compensatory - \$1,000,000.00, 244 Perkins Grant (Fed. CTE) - \$1,000,000.00</p>						
<p>6) Fifth grade students will be provided with electronic tablets (with internet service) that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district.</p> <p>Population: all BISD 5th grade students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA: Pg. 20</p>	<p>Special/Federal Programs and Technology Services Administration, Curriculum and Instruction Specialists, Technology Lead Teachers, Principals, Teachers and Campus TSTs</p>	<p>Formative: 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores</p> <p>Summative: improved State assessment(s) scores</p>				
<p>Funding Sources: 162 State Compensatory - \$1,500,000.00</p>						
<p>7) The District will hold a technology share fair at least once a year in order to promote and assist with the integration of technology in the classroom and better prepare students for taking assessments and making presentations.</p> <p>Population: classroom teachers</p> <p>Timeline: August 2017- June 2018</p> <p>CNA pg. 20</p>	<p>Campus Technology Committee Tech 21 teachers Principals Campus TSTs Tech Services Specialists</p>	<p>Formative: 1. Teacher sign-in sheets 2. Application Management reports 3. Walk-throughs 4. Software usage reports</p> <p>Summative: 1. PDS attendance reports 2. PDS evaluation reports</p>				
<p>Funding Sources: 199 Local funds - \$90,000.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide teachers/campus 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 through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings for elementary, and strand /department chair meetings for secondary. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: July 2017 to June 2018 CNA pg. 7
1	1	2	Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) with professional development based on identified needs. Elementary: Language Enrichment HEB Read 3 Coding Initiative programs Secondary: PEG Writing LUCHA Program STEM/STAMP Edgenuity K-12: Writing Portfolios Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Rosetta Stone Mind Play Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software Brainpop Population: All student groups Timeline: July 2017 through June 2018 CNA pg. 7
1	1	4	Monitor the implementation of the 3 Tier Response to Intervention Model in grade K-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs. Populations: All subpopulation students and teachers for these students in core content areas, Special Education and CTE Timeline: July 2017 to June 2018 CNA pg. 7
1	1	6	Increase the rigor of the comprehensive Pre-Advanced Placement/Advanced Placement program of instruction at the middle and high school levels based on a progression of aligned courses through annual training. Populations: All subpopulation students and teachers for these students in core content areas, Special Education and CTE Timeline: July 2017 to June 2018 CNA pg. 7
3	1	1	Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year. Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary, Middle and High School at-risk (AR) Students Timeline: September 2017 - June 2018 (At least 2 x week) CNA pg. 9
3	1	16	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. Population: all grades AR Students Timeline: August 2017 - June 2018 CNA pg. 9