

Waco Independent School District

Brazos High School

2020-2021 Goals/Performance Objectives/Strategies

Table of Contents

Goals 3

Goal 1: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers and staff with more than 5 years of experience and decrease the turnover rate. 3

Goal 2: Develop and implement plans, systems, and processes to support an improved campus A-F rating, focusing on removing labels and ensuring academic success for all students. 4

Goal 3: Create and sustain a safe and supportive learning environment. 10

Goal 4: Provide technology and other applicable resources to support teaching and learning initiatives. 15

Goal 5: Engage families and the community to support student achievement and enhance district goals. 16





Goals

Goal 1: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers and staff with more than 5 years of experience and decrease the turnover rate.

Performance Objective 1: Implement innovative solutions and strategies for teacher and staff recruitment, induction, and retention.

Evaluation Data Sources: Teacher Feedback, Professional Development Records, Walk-Through Evaluations

<p>Strategy 1: Use curricular resources and C&I Department to design, implement, and monitor targeted instruction based on the specific needs of students.</p> <p>Strategy's Expected Result/Impact: Data resources will be facilitated and utilized during weekly PLC meetings with teachers</p> <p>Staff Responsible for Monitoring: Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p> <p>Funding Sources: - Title 1, - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Collaborate with teachers to create individual professional development plans using data from observations and feedback.</p> <p>Strategy's Expected Result/Impact: Proficient and above T-TESS evaluations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Push in support from instructional aides, tutors, and other school staff to help supplement the online curriculum, increase credit attainment, and/or and improve truancy measures.</p> <p>Strategy's Expected Result/Impact: Increase credits earned per grading period</p> <p>Staff Responsible for Monitoring: Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Instructional Aides - Title 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June








Strategy 4: Provide monthly professional development for novice and developing teachers to increase instructional capacity. Strategy's Expected Result/Impact: Increased knowledge of teacher expectations Staff Responsible for Monitoring: Principal, New Teacher(s), Mentor Teacher(s) TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Celebrate staff appreciation through annual events such as but not limited to Principal's Week, Assistant Principals' Week, Teacher Appreciation Week, Counselor Appreciation Week, Para Pro Day, and Custodians' Day. Strategy's Expected Result/Impact: Staff survey reflects increased levels of employee satisfaction Staff Responsible for Monitoring: Principal, Campus Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Develop and implement plans, systems, and processes to support an improved campus A-F rating, focusing on removing labels and ensuring academic success for all students.

Performance Objective 1: Brazos High School will increase Domain 1 performance by at least 5 points for the 2020-2021 school year.

Evaluation Data Sources: Fall 2020 and Spring 2021 EOC Data, Graduation Rates

<p>Strategy 1: Use Data Driven Instruction (DDI) and Action Coaching district initiatives to create a foundation for data based decision making through weekly PLCs.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge of standard based decision making through lesson planning</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Utilize the following instructional strategies and school procedures to provide targeted intervention for at-risk students as well as supporting the unique needs of school operation such as:</p> <ul style="list-style-type: none"> *Data Driven Instruction PD training *Action Coaching PD training *Integrated technology activities *Embedded small group instruction sessions (in and out of lab setting) for EOC intervention *Maintain a consistent supply of instructional materials that support our teachers and daily operation of the school *Discard of confidential student records <p>Strategy's Expected Result/Impact: Weekly EOC small group instruction within the lab setting and organized sessions, increase overall campus rating by at least 5%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Office and school supplies - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June


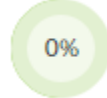
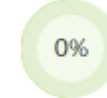







<p>Strategy 3: Use the following intervention methods and strategies to increase the amount of exited students from TELPAS:</p> <ul style="list-style-type: none"> *Campus based PD from district Bilingual Dept. *ESL certified teachers *Bilingual staff members *Translation dictionaries *District approved classroom interventions <p>Strategy's Expected Result/Impact: Increase exit numbers</p> <p>Staff Responsible for Monitoring: Assistant Principal, TELPAS Coordinator, LPAC Chair, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Continue implementation of innovative End of Course small group instruction via Zoom due to the growing effects of the Covid-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Lesson plan implementation, station rotation learning</p> <p>Staff Responsible for Monitoring: Assistant Principal, Science and Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Meet regularly with the Director of Accountability in the beginning months of school to code each applicable student with the Covid-19 exemption per qualifying factors.</p> <p>Strategy's Expected Result/Impact: Correct Covid-19 exemption coding per student</p> <p>Staff Responsible for Monitoring: Principal , Assistant Principal, Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Develop and implement plans, systems, and processes to support an improved campus A-F rating, focusing on removing labels and ensuring academic success for all students.

Performance Objective 2: Brazos High School's student attendance rates will increase by 5 % from the cumulative rate of 73 % in the 2018-2019 school year.

Evaluation Data Sources: PEIMS Weekly Attendance Report

<p>Strategy 1: Celebrate students who reach goals set for attendance and credits earned according to district expectation. Events include: -Cookout "Lunch with Latch" for Acceleration students (every grading period) -Attendance Thermostat Competition Pizza Party for BHS students (every 3 weeks) -Positive Calls by teachers, and staff -Weekly PA shout-outs -Graduate PA announcements</p> <p>Strategy's Expected Result/Impact: Review of attendance and credit report every grading period to identify areas of need and growth and to increase attendance by 5%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PEIMS Clerk, Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Coordinate campus and external efforts to support the specific needs of students.</p> <p>Strategy's Expected Result/Impact: Review of all applications and determine success rate of students enrolled based on recovered credit from attendance, credit earned, graduation rate, grade transition by accessing all records of participation and completion</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PEIMS Clerk, Communities in Schools</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Schedule transition meeting for student parent(s) and family to re-orient students with available resources and revise graduation plan as needed.</p> <p>Strategy's Expected Result/Impact: Increased attendance and lowered retention rate of returning pregnancy home bound students</p> <p>Staff Responsible for Monitoring: Principal, Counselor, CEHI Teacher, Zoned HS Social Workers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June




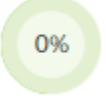






<p>Strategy 4: Students will maintain their Game Plan binder with teacher of record by printing/monitoring daily progress on Edmentum curriculum, student copy of credits earned, weekly attendance log, goal-setting, note taking guides, and graduation plan.</p> <p>Strategy's Expected Result/Impact: Maintenance of Game Plan binder on a weekly basis by teachers, more students completing coursework in allotted time</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor, Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Classroom supplies - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Incentivize students on a weekly basis who attend school at least 3 days a week by providing "quality of life" items from our Knights' Korner Store as a supplement to the Dropout Prevention Program.</p> <p>Strategy's Expected Result/Impact: Review of attendance and credit report every grading period to identify barriers in order to increase attendance by 5%</p> <p>Staff Responsible for Monitoring: Dropout Prevention Specialist</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Non-perishable grocery items, hygiene items - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Teachers will maintain a weekly Google monitoring spreadsheet to track student attendance based on their daily activity in the online curriculum management system to accommodate the 85% of students working remotely due to the Covid-19 schooling option.</p> <p>Strategy's Expected Result/Impact: Lower monthly truancy reporting</p> <p>Staff Responsible for Monitoring: Teachers, Dropout Prevention Specialist, Assistant Principal, Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 7: Create asynchronous strategies for students to recover attendance time from credits not awarded due to attendance.</p> <p>Strategy's Expected Result/Impact: Increased attendance appeals</p> <p>Staff Responsible for Monitoring: Counselor, Inclusion teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
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Goal 2: Develop and implement plans, systems, and processes to support an improved campus A-F rating, focusing on removing labels and ensuring academic success for all students.

Performance Objective 3: Develop and implement processes and procedures to meet student needs.

Evaluation Data Sources: TFI Inventory, Student Discipline Reports








<p>Strategy 1: Provide students with learning tools such as computer apps for class usage and SAT/ACT/TSI/ASVAB preparation.</p> <p>Strategy's Expected Result/Impact: Increased participation and passing rates by 10%</p> <p>Staff Responsible for Monitoring: Counselor, TSI Prep Teacher, Advanced Academics Dept.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Computer applications and technology tools - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Schedule routine meetings with campus and district leaders to monitor student performance for students receiving special educational services.</p> <p>Strategy's Expected Result/Impact: Improve academic achievement for SPED students by at least 5%</p> <p>Staff Responsible for Monitoring: Assistant Principal, SPED Inclusion Teachers, All Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Continue to support teachers through effective restorative practices by providing 1 on 1 intervention to both teachers and students.</p> <p>Strategy's Expected Result/Impact: Decrease in weekly behavior incident reporting, decrease in ISS/OSS placement</p> <p>Staff Responsible for Monitoring: Assistant Principal, Restorative Discipline Coordinator, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Implement RTI (Response to Intervention) process with fidelity through the Branching Minds database which identifies and tracks struggling students (academically/behaviorally), collects teacher observations, logs parent communication, tracks student assessment history, and monitors individual student progress and student interventions.</p> <p>Strategy's Expected Result/Impact: Active monitoring between campus administration and RTI coordinator</p> <p>Staff Responsible for Monitoring: Assistant Principal, RTI Coordinator, Teachers, Restorative Discipline Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: Schedule meetings with campus and district RTI/504 Coordinator to monitor and respond to intervention data.</p> <p>Strategy's Expected Result/Impact: Active monitoring between campus administration and RTI coordinator</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus RTI Coordinator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Meet monthly with the Director of Accountability to evaluate student cohort progress (2018, 2019, 2020) along with transcript auditing per student needs.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Director of Accountability</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 7: Leadership team meets regularly with the Director of Accountability, Denise Bell, to create and maintain a Google cohort tracking spreadsheet that was warranted by the dropout and leaver report.</p> <p>Strategy's Expected Result/Impact: Reduced dropout coding across cohorts 2018, 2019, and 2020; Increased graduation/continuers coding per cohorts 2018, 2019, and 2020</p> <p>Staff Responsible for Monitoring: Director of Accountability, Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
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Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 1: Monitor and celebrate student credit accrual.





Evaluation Data Sources: Edmentum Curriculum reporting, Decreased Student Incident Reports, Credit Earned Display Boards

<p>Strategy 1: Student success will be celebrated each week by displaying credits earned per student and PA graduation broadcasts.</p> <p>Strategy's Expected Result/Impact: Bulletin board displays and PA announcements</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Create and maintain a monthly newsletter highlighting student successes.</p> <p>Strategy's Expected Result/Impact: Positive school culture</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide all students with goal setting opportunities/resources and strategies to decrease negative behavior that impedes student success (absences, suspensions, etc).</p> <p>Strategy's Expected Result/Impact: Decreased incident reporting as well as increase in positive truancy prevention measures</p> <p>Staff Responsible for Monitoring: Restorative Discipline Coordinator, Dropout Prevention Specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Evaluate progress towards credit completion goals each grading period, assigning academic probation for a specified period in order to improve the student's lack of progress.</p> <p>Strategy's Expected Result/Impact: Academic Probation tracking; Increased credit attainment</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 2: Incorporate restorative and truancy initiatives to support student social-emotional needs as well as reduce school barriers.

Evaluation Data Sources: Attendance Records, Discipline Data





Strategy 1: Coordinate weekly student community building circles to foster positive relationships and create safe classrooms. Strategy's Expected Result/Impact: Decrease in student suspensions and DAEP placements Staff Responsible for Monitoring: Restorative Discipline Coordinator Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Coordinate monthly staff community building circles to foster positive relationships and maintain cohesiveness amongst all parties. Strategy's Expected Result/Impact: Increased staff morale Staff Responsible for Monitoring: Restorative Discipline Coordinator Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create teacher/student mentoring where each student will have an opportunity to be mentored by a teacher in order to build positive relationships. Strategy's Expected Result/Impact: Increased communication between teacher and student Staff Responsible for Monitoring: Assistant Principal, Teachers, Restorative Discipline Coordinator, Counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Incorporate district-wide PBIS initiative through campus based procedures in order to strengthen the overall school culture. Strategy's Expected Result/Impact: TFI Inventory Staff Responsible for Monitoring: PBIS Leadership Team ESF Levers: Lever 3: Positive School Culture Funding Sources: Campus culture signage and materials - State Compensatory Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 3: Implement truancy prevention measures and provide support to at-risk students in danger of dropping out.

Evaluation Data Sources: PEIMS Leaver Report





<p>Strategy 1: Utilize the Dropout Prevention Specialist to conduct home visits when needed in order to establish a positive connection between home and school.</p> <p>Strategy's Expected Result/Impact: Decrease in dropout rate by 10%</p> <p>Staff Responsible for Monitoring: Restorative Discipline Coordinator, Dropout Prevention Specialist</p> <p>Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Utilize Dropout Prevention Specialist to track weekly attendance through truancy prevention conferences.</p> <p>Strategy's Expected Result/Impact: Decreased dropout rate</p> <p>Staff Responsible for Monitoring: Dropout Prevention Specialist</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Utilize our Drop Out Prevention Specialist to track student attendance and implement truancy prevention measures in order to improve overall attendance and graduation rates.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate of truant/detached students, TAPR Report</p> <p>Staff Responsible for Monitoring: Dropout Prevention Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p> <p>Funding Sources: Student incentives and extra duty hours - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Create a Knights' Korner Store that will be maintained and managed by the Dropout Prevention Specialist that awards students with non-perishable grocery item for meeting each week they meet their attendance goal.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate percentage and reduce barriers to school such as hunger, hygiene, etc.</p> <p>Staff Responsible for Monitoring: Dropout Prevention Specialist, Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Perishable grocery items, hygiene products, etc - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: Partner with Texas Workforce to provide our students opportunities for internships and/or job placement. Strategy's Expected Result/Impact: Increased attendance rate percentage and reduce barriers to school such as hunger, hygiene, etc. Staff Responsible for Monitoring: Dropout Prevention Specialist, Counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 4: Ensure all facilities are safe and advance the learning of every student.





Evaluation Data Sources: Campus Admin Observation, District Risk Management Feedback, TFI Inventory

Strategy 1: Ensure ID badges are in place by Fall 2020. Strategy's Expected Result/Impact: District provided equipment to create ID badges and campus admin observations Staff Responsible for Monitoring: Principal, Assistant Principal, Restorative Discipline Coordinator, Campus Secretary ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure campus Emergency Operations Plan is in compliance with district and State of Texas Legislative requirements. Strategy's Expected Result/Impact: Compliance per district standard through monthly email communication Staff Responsible for Monitoring: Assistant Principal, District Risk Management ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Improve annual campus ratings of school-wide PBIS procedures. Strategy's Expected Result/Impact: TFI Inventory Staff Responsible for Monitoring: PBIS Leadership Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Provide technology and other applicable resources to support teaching and learning initiatives.

Performance Objective 1: Incorporate efficient technology measures to encourage positive connections and enhance the learning experience among students and families.

Evaluation Data Sources: Survey Data





<p>Strategy 1: Promote monthly communication to parents about important dates and school news through a variety of media outs such as Facebook, school website, emails, and School-Messenger call-outs.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Webmaster</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Implement authentic blended learning activities on weekly lesson plans twice a week for STAAR End of Course Small Group Instruction sessions (SGI).</p> <p>Strategy's Expected Result/Impact: Student proficiency with technology applications and increased EOC student performance</p> <p>Staff Responsible for Monitoring: Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Classroom materials - Title 1, - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Use materials to supplement online curriculum and classroom instruction with InSpire calculators, iPads, laptops, STAAR tutoring session materials, print materials, and technology applications on a weekly basis for all students.</p> <p>Strategy's Expected Result/Impact: Staff feedback</p> <p>Staff Responsible for Monitoring: Campus Secretary, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Technology materials, classroom supplies, print materials - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Streamline campus communication through a weekly newsletter to keep staff updated.</p> <p>Strategy's Expected Result/Impact: Improved campus culture</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 1: Work with parents, community members, and business partners to build a solid network of support.

Evaluation Data Sources: Discipline Incidents/Referrals/Placement Data



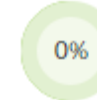
<p>Strategy 1: Brazos Childcare will work closely with EOAC and CCS to build a partnership that provides wrap-around services for students with children upon program completion.</p> <p>Strategy's Expected Result/Impact: Increased attendance and retention rate of student parents</p> <p>Staff Responsible for Monitoring: Childcare Director, Childcare Aide</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Use Student Services Department and/or Community in Schools (CIS) wraparound services to support at-risk student needs.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate</p> <p>Staff Responsible for Monitoring: Counselor, CIS Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Use the Dropout Prevention Specialist to conduct home and work visits when needed in order to establish a positive partnership between both school, work, and home.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate</p> <p>Staff Responsible for Monitoring: Rest. Discipline Coordinator, Dropout Prevention Specialist</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Maintain a productive relationship with Adopt-a-School partner Extraco Banks to incorporate a female mentor program that guides students to pursue a post-secondary and/or career-centered future.</p> <p>Strategy's Expected Result/Impact: Service plan provided by Extraco Banks</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Conduct virtual parent meetings to address any concerns about student progress/achievement in order to bridge the gap of home to school in the midst of the COVID-19 pandemic.</p> <p>Strategy's Expected Result/Impact: Increased parent participation</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal, Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: Ensure that Brazos Childcare complies with state regulations by providing supplies that support the development of infant and toddler needs.</p> <p>Strategy's Expected Result/Impact: State compliance of childcare regulations</p> <p>Staff Responsible for Monitoring: Childcare Director, Childcare Aide</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Daycare furniture and supplies - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Create business cards for school staff that are members of the "Knight Walkers Community Outreach" committee (Asst. Principal, Dropout Prevention Specialist, Restorative Discipline Coordinator, Counselor, SPED Inclusion, and PEIMS Specialist) in order to provide direct access and face to face communication with students and families.</p> <p>Strategy's Expected Result/Impact: Increased student and parent communication</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Business cards - State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Engage families and the community to support student achievement and enhance district goals.


Performance Objective 2: Develop and implement post-secondary initiatives to position graduates for success after high school.

Evaluation Data Sources: Graduation Plans, Graduate Exit Surveys, FAFSA completions

<p>Strategy 1: If permitting in the midst of the COVID-19 pandemic, students will participate in fall and spring semester field trips to colleges or universities to expose students to higher education opportunities.</p> <p>Strategy's Expected Result/Impact: Student participation sheets</p> <p>Staff Responsible for Monitoring: Counselor, Campus Secretary</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Coordinate with the Director of College, Career, and Military Readiness to increase the number of students graduating with certifications, coherent CTE sequences, and/or CCMR credits.</p> <p>Strategy's Expected Result/Impact: Increased CCMR rate</p> <p>Staff Responsible for Monitoring: Counselor, Director of CCMR</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: If permitting in the midst of the COVID-19 pandemic, FAFSA nights will be held each semester to guide students and parents through the college enrollment process.</p> <p>Strategy's Expected Result/Impact: Student enrollment into higher education programs</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Provide targeted intervention learning tools that adequately prepare students for ASVAB, SAT/ACT, and/or TSI.</p> <p>Strategy's Expected Result/Impact: Increased passing rate on college entrance exams</p> <p>Staff Responsible for Monitoring: Counselor, TSI Prep Teacher</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: Intervention materials - Title 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Conduct exit interviews with graduates to explore "life after high school" along with collecting data about ways to improve BHS programming from the mindset of a student.</p> <p>Strategy's Expected Result/Impact: Knights Graduate Exit Google Form</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

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