

# **Brazosport Independent School District**

## **Brazoswood High School**

### **2023-2024 Improvement Plan**



**Board Approval Date:** October 16, 2023

# Mission Statement

The mission of Brazoswood High School is to graduate students to be future ready by focusing on student needs and educational interests, that develop and prepare the whole person for success in a global society.

## Vision

The vision of Brazoswood High School is "Preparing tomorrow's leaders today."

## Value Statement

At Brazoswood High School, we believe:

All members of the learning community must be invested in student success, student accountability, and ethical standards of behavior.

All students must be provided opportunities to explore the ever changing workforce and educational experiences and graduate future ready.

All students should have equitable access to technology that will enrich their education and provide them with the tools to be lifelong learners in a global society.

The development of leadership throughout the organization is critical to our success.

# Table of Contents

- Comprehensive Needs Assessment 4
  - Needs Assessment Overview 4
  - Demographics 4
  - Student Learning 5
  - School Processes & Programs 7
  - Perceptions 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
  - Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future Ready. 13
  - Goal 2: Brazosport ISD learning environments will be safe and conducive to learning. 21
  - Goal 3: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff 24
  - Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming. 26
  - Goal 5: Brazosport ISD will recruit, develop, and retain highly effective staff. 32
- State Compensatory 39
  - Budget for Brazoswood High School 40
  - Personnel for Brazoswood High School 40
- Campus Funding Summary 40

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The CEIC met again on March 22, 2023 from 3:00-4:00 p.m. in the library to complete the CNA process. First we discussed the process of the CNA by referring to a power point. The CEIC members were then divided up into groups to address the specific multiple measures of data. Each group was provided access to the Bwood data folder in the paper folders containing all the correct information. Each group used the data to answered questions that were assigned to their group. Each group's answers were identified by the folders they returned. After documenting their answers, each group identified the strengths and challenges for their areas. They also wrote summary statements for each measure of data. It was determined, we would keep most of the same goals due to not meeting them. We also challenged each STAAR subject to meet the goal of 30 percent would achieve masters, 60 percent would obtain met standard, and 90 percent would meet the approaches level.

# Demographics

## Demographics Summary

Brazoswood High School serves approximately 2400 students ranging from ninth to twelfth grades with an Economically Disadvantaged population of 54%. The ethnic breakdown of the campus is 6.01% African American, 50.29% Hispanic, 38.78% White, 0.4% Native American, 0.04% Pacific Islander, 2.5% two or more races, and 2.0% Asians. 5.59% are considered ELL and 46% are At-Risk. Brazoswood's gifted and talented students represent 13.84% of the student population and 11.13% are special education students. There are 44 homeless students. Our enrollment over the last 5 years has remained consistent and we are anticipating additional growth for the 2023-2024 school year due to the new construction of our new school. Attendance for the this school year is on average 91.48%. On all STAAR tests, students will score 90% on approaches, 60% on meets, and 30% on masters.

## Demographics Strengths

The class sizes were smaller in the face to face instruction model.

All teachers created a Google classroom and all students were provided a chrome book so all students in every population could access the curriculum at all times.

Algebra I first time testers had a passing rate of 80%. Algebra I meets and masters increased from last year.

On all STAAR tests, students will score 90% on approaches, 60% on meets, and 30% on masters.

We received 4 distinctions for STAAR tests for the 2022-2023 school year and continue to strive for distinctions for th 2023-2024 school year

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** Not all students are exiting Algebra I with mastery of the readiness standards.

**Problem Statement 2 (Prioritized):** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.

**Problem Statement 3 (Prioritized):** 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. **Root Cause:** The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.

# Student Learning

## Student Learning Summary

Although parent satisfaction is high across the board, student performance for first time testers on STAAR at the Meet Grade Level declined in almost every tested subject.

Algebra STAAR EOC performance increased by 19% from 34% to 53%

Biology STAAR EOC performance increased by 2% from 59% to 61%

US History STAAR EOC performance declined by 1% from 65% to 64%

English I STAAR EOC performance increased by 6% from 49% to 55%

English II STAAR EOC performance declined by 5% from 64% to 59%

The campus will need to evaluate our Tier I Instruction and provide additional time and support for Tier 2 and Tier 3 instruction. The campus will need to increase the amount of intervention support available to students entering the 9th grade with skill deficits and for the EOC retesters in grades tenth through twelfth grades. Disaggregated data from STAAR results indicate that economically disadvantaged students, special education students, students identified as English Learners, and students identified as at-risk all performed below the Meets Grade Level average on all end of the year CBA's and the 2023 STAAR exams.

## Student Learning Strengths

English I STAAR EOC Performance increase by 6%

Brazoswood achieved 73% on the CCMR accountability rating

Brazoswood earned 4 Distinctions for the 2022-2023 school year.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.

**Problem Statement 2 (Prioritized):** STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** Not all students are exiting Algebra I with mastery of the readiness standards.

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# School Processes & Programs

## School Processes & Programs Summary

Students continue to progress in all areas for the curriculum.

Brazoswood students received 4 distinctions for STAAR and student passing percentages increased on AP tests.

All teachers were trained on CKH, Tier I Instructional Priorities, Instructional Playbook, and Sheltered Instruction Strategies.

Monthly PD sessions were provided by our Process Champions to improve school culture and climate. Content Specialists also provided monthly PD to strengthen our instructional strategies to increase student engagement and academic discourse.

## School Processes & Programs Strengths

- According to the individual comments in the Parent Survey, many parents were pleased with the teachers' communication with parents and their caring for the students.
- 91% strongly agree or agree that their child is strongly prepared for the future.
- 92 % of teachers agreed or strongly agreed their students were successful learners.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.



# Perceptions

## Perceptions Summary

The staff and leadership at Brazoswood High School continues to shine and be a strength. Safety, multiple opportunities for growth through professional development, and campus training, and communication are also highlights of strengths for Brazoswood High School. Areas of growth include more parental involvement in their child's education, academic performance in each subject/course, teacher and parent communication, and participating in school meetings and workshops. Teachers also need to increase the communication with parent about grades and student's present levels of performance.

## Perceptions Strengths

75% of parents felt they received excellent customer service

77% welcomed parents to the education processes at Brazoswood

68% of parents felt students homework assignments were fair

84% of parents felt their child was treated fairly each day

67% of parents felt all their issues were resolved by the leadership team

85% of parents were satisfied with their child's overall experience this year

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. **Root Cause:** The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.

# Priority Problem Statements

**Problem Statement 1:** 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement.

**Root Cause 1:** The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.

**Problem Statement 1 Areas:** Demographics - Student Learning - Perceptions

**Problem Statement 2:** STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters.

**Root Cause 2:** Not all students are exiting Algebra I with mastery of the readiness standards.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters.

**Root Cause 3:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

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

# Goals

Revised/Approved: September 18, 2023





**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future Ready.

**Performance Objective 1:** The percent of 9th grade students that score Meets Grade Level or above on STAAR EOC Algebra will increase from 49% to 51% by June 2024.

**High Priority**

**Evaluation Data Sources:** 7 Steps to Language Rich Interactive Classroom, Co teach Model and Implementation, PLCs, PD on Instructional strategies

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide intervention and remediation opportunities for students in Algebra 1 who are failing each nine weeks or previous EOCs with a special focus on Emergent Bilingual Students, At-Risk, SPED populations</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of each nine weeks, 75% of students will be performing on or above the state passing rates</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Math Interventionists, Teachers, Content Area Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Tutors, interventionists and content specialists utilize time and resources to assist struggling students - Local 24 - State Comp, Tutors, interventionists and content specialists utilize time and resources to assist struggling students - Local 24 - State Comp Personnel</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide intervention supports to ninth grade students who failed the 8th grade STAAR math exam to prepare them to successfully pass the Algebra 1 class and the STAAR EOC exam.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the year, 95% of 9th grade students will obtain six or more credits.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Associate Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
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**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> Not all students are exiting Algebra I with mastery of the readiness standards.</p>
<p><b>Problem Statement 2:</b> The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.</p>
<p><b>Problem Statement 2:</b> STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> Not all students are exiting Algebra I with mastery of the readiness standards.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.</p>

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future Ready.

**Performance Objective 2:** The percent of 9th grade students that score Meets Grade Level or above on STAAR EOC English I will increase from 54% to 60% by June 2024.

**High Priority**

**Evaluation Data Sources:** 7 Steps to Language Rich Interactive Classroom, Co teach Model and Implementation, PLCs, PD on Instructional strategies

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide intervention and remediation opportunities for students failing each nine weeks or previous EOCs with a special focus on Emergent Bilingual Students, At-Risk, SPED populations - instructional supplies and activity centers</p> <p><b>Strategy's Expected Result/Impact:</b> Assistant Principals, Math and Reading Interventionists, Teachers, Content Area Specialists</p> <p><b>Staff Responsible for Monitoring:</b> By the end of each nine weeks, 75% of students will be performing on or above the state passing rates</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Math &amp; ELA Content Specialist - Local 24 - State Comp Personnel</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide intervention supports to ninth grade students who failed the 8th grade STAAR reading exam to prepare them to successfully pass the English I class and the STAAR EOC exam.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the year, 95% of 9th grade students will obtain six or more credits.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Associate Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - Targeted Support Strategy</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 2:** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.

### Student Learning

**Problem Statement 1:** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.

### School Processes & Programs

**Problem Statement 1:** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.







**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future Ready.

**Performance Objective 3:** The percentage of graduates that meet the criteria for CCMR will increase from 60% to 80% by August 2024.

**HB3 Goal**

**Evaluation Data Sources:** New CCMR specialist will be trained and conduct monthly meetings with leadership team and staff, meeting notes agendas, minutes and testing calendar

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct test administrations for TSI on campus  <b>Strategy's Expected Result/Impact:</b> Meet CCMR Goal of 75%  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal assigned and CCMR Specialists</p> <p><b>TEA Priorities:</b>            Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Participate in CCMR Tracking Meetings  <b>Strategy's Expected Result/Impact:</b> Meet CCMR Goal of 75%  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal assigned and CCMR Specialists</p> <p><b>TEA Priorities:</b>            Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase enrollment in CTE Course Sequences, Texas College Bridge, English College Prep, Math College Prep, PSAT test administrations, SAT/ACT test administrations, TSI test administrations, and dual credit courses, Remediation NTC  <b>Strategy's Expected Result/Impact:</b> Meet CCMR Goal of 75%  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Counselors assigned and CCMR Specialists, NTC classrooms</p> <p><b>TEA Priorities:</b>            Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future Ready.

**Performance Objective 4:** In 2023-2024, all students in each STAAR tested subject who did not meet the passing standard will receive the support and interventions they need to successfully meet standard on their applicable STAAR EOC examination.

**High Priority**

**Evaluation Data Sources:** STAAR Performance reports for both the campus and the state

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Intervention and remediation opportunities for Emergent Bilingual/ESL and Special Education students to ensure that both groups meet the 2023 Closing the Gaps targets for English II and Algebra I Meets Grade Level Performance.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of each nine weeks, 75% of students will be performing on or above the state passing rates</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Math Interventionists, Teachers, Content Area Specialists</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Tutors, interventionists and content specialists utilize time and resources to assist struggling students - Local 24 - State Comp, Tutors, interventionists and content specialists utilize time and resources to assist struggling students - Local 24 - State Comp Personnel</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement 7 Steps to Language Rich Interactive Classroom - train all staff</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of each nine weeks, 75% of students will be performing on or above the state passing rates</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Math and Reading Interventionists, Teachers, Content Area Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The four campus interventionists, with support from paraprofessionals, will pull small groups during PRIDE Time to provide EOC specific content remediation to help close learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will meet or exceed the state passing percentage on all EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Associate and Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Tutors, interventionists and content specialists utilize time and resources to assist struggling students - Local 24 - State Comp Personnel, Tutors, interventionists and content specialists utilize time and resources to assist struggling students - Local 24 - State Comp</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Build accelerated instruction time (Pride Time) into the master schedule to provide embedded intervention support time for students who failed one or more STAAR exams in 2020-2021.</p> <p><b>Strategy's Expected Result/Impact:</b> The performance of students who were identified as at risk due to failing a 2020-2021 STAAR exam will improve by 5% on all STAAR EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - Perceptions 1</p> <p><b>Funding Sources:</b> Tutors, interventionists and content specialists utilize time and resources to assist struggling students - Local 24 - State Comp, Tutors, interventionists and content specialists utilize time and resources to assist struggling students - Local 24 - State Comp Personnel</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Conduct Attendance Meetings each 6 weeks and develop action plans to increase attendance rates</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of each 6 weeks, attendance rates will increase by 2%</p> <p><b>Staff Responsible for Monitoring:</b> Train APs, Attendance Staff, and Administrative Assistants</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 4 Problem Statements:**

## Demographics

**Problem Statement 1:** STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** Not all students are exiting Algebra I with mastery of the readiness standards.

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**Problem Statement 3:** 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. **Root Cause:** The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.

## Student Learning

**Problem Statement 1:** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.

**Problem Statement 2:** STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** Not all students are exiting Algebra I with mastery of the readiness standards.

**Problem Statement 3:** 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. **Root Cause:** The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.

## School Processes & Programs

**Problem Statement 1:** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.





## Perceptions

**Problem Statement 1:** 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. **Root Cause:** The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.

**Goal 1:** Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B\*Future Ready.

**Performance Objective 5:** In 2023-2024, all classrooms and offices will be equipped with proper supplies to provide adequate instruction and meet the needs of all personnel

**Evaluation Data Sources:** Updated equipment, supplies to run the offices, attendance, Assistant Principals, etc so that staff and student needs are met and stakeholders are kept informed.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> survey staff to ensure equipment and supplies are up-to-date and functioning properly. Replace any items that are consumables and provide supplies that are used to create a strong academic setting for learning.</p> <p><b>Strategy's Expected Result/Impact:</b> increase usage of proper equipment will lead to more efficient and effective teaching, record keeping and office atmosphere which produces a climate and culture conducive for learning</p> <p><b>Staff Responsible for Monitoring:</b> Campus secretary</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2:** Brazosport ISD learning environments will be safe and conducive to learning.

**Performance Objective 1:** In 2023-2024, Brazoswood will provide wrap around services to ensure students are successful in all learning opportunities by providing the extra time and support students need to learn at high levels.

**High Priority**

**Evaluation Data Sources:** Suicide Prevention  
Counseling Sessions with LPCs





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provided drug awareness training to staff and students on the effects and signs of drug use and abuse. Safety specialists to assist with awareness, campus monitoring and random drug testing</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness by staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Safety Specialists, parking attendance during searches Bacoda and Campus Police Officers will provide training to staff drug identification and concealments</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Posters, no place for hate, red ribbon week - 199.11.6399.00.002.11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue the use of the drug dog during instructional time.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented visits by drug dog</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Paper to run flyers - 199.11.6395.36.002.11</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Safety/Security Specialists to monitor hallways and secluded areas and two parking attendants to assist in monitoring parking areas - along with School Police Officers through the BISDPD and one dog handler/Officer</p> <p><b>Strategy's Expected Result/Impact:</b> Minimal student activity in halls, parking lots and isolated areas during instructional time.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Chief of Police</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> shirts, jackets, radios for security and parking, salary for one parking attendant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Door locks, buzzers, security cameras, safety gates and random metal detectors</p> <p><b>Strategy's Expected Result/Impact:</b> Create a monitored environment for safety during the school day</p> <p><b>Staff Responsible for Monitoring:</b> BISD Police, Safety Specialists, parking attendants</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide behavior supports to ensure a safe, bullying- and violence-free learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the year, campus out of classroom and alternative school placements will have declined.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Behavior Technician - Local 24 - State Comp Personnel - \$27,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Brazosport ISD learning environments will be safe and conducive to learning.

**Performance Objective 2:** In 2023-2024, the Brazoswood HS culture will be enhanced by providing Mental Health Awareness and training with kindness events and awareness events.

**Evaluation Data Sources:** Provide LPCs as wrap-around services  
 Mental health awareness lessons and events  
 Therapy dogs  
 Kindness days (National Custodian, Valentines, CKH Events)  
 Teacher Rewards





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule Mental Health Awareness events and activities for students to participate in each semester.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 3) Train staff in Jostens Renaissance and Harbor experiences as well as provide student council training. Staff and Students will attend conferences this school year and/or summer.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in behavior referrals, 1% increase in attendance, 20% increase in PRIDE event participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PRIDE committee, NTC Department Head</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Funding Sources:</b> conference entry, travel and hotel as well as supplies to put on the events and classroom teaching supplies for character ed, and academic performance</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				



**Goal 3:** Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff

**Performance Objective 1:** In 2023-2024, Brazoswood HS will actively recruit representatives from businesses, community, and parent partnerships to foster engagement and input to support the success of the campus.





- Evaluation Data Sources:** Open House  
 Parent Meetings  
 Parent Newsletter  
 CEIC committee  
 Grade Level Meetings  
 Booster and Club Meetings  
 College and Career Fair on Campus  
 Bacoda Presentations for parents and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify businesses through district partnerships that are willing to work alongside Brazoswood.</p> <p><b>Strategy's Expected Result/Impact:</b> Establishment of 2 new business partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Principal; CTE Counselor Assistant Director of Community Relations</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Solicit businesses to support PBIS initiatives through the district. - 199.11.6399.00.002.11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a forum for students to address their needs and concerns and increase student participation in campus decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Leadership Class Student Leadership Seminars</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principals</p> <p><b>Funding Sources:</b> Supplies - 199.23.6395.00.002.99, materials - 199.23.6496.00.002.99</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff

**Performance Objective 2:** In 2023-2024, Brazoswood HS will provide sense of unity through school culture with extracurricular events, PRIDE POINTS, where students and staff earn privileges and parties for school spirit and involvement.

**Evaluation Data Sources:** Utilize PRIDE POINTS for involvement. Provide shirts for each 9th grade student to show unity, measure by points if students are participating by wearing the shirts on specified days - Also provide a welcome pack to new students who enter through the year with BWood items and shirt so they feel a sense of belonging  
 PRIDE PARTIES and incremental events and rewards will reinforce PBIS/PRIDE behaviors  
 BUC of the Month  
 Teacher of the Month  
 Staff Incentives and prizes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for students to increase positive climate and culture</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in attendance overall                      Increase in participation of spirit events                      Increase in student satisfaction and inclusion                      provide opportunities for clubs, organizations and extracurricular events                      Academic letter jackets</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, teacher committee, STUCO, BUC PRIDE committee</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> student leaders attend conferences to assist building capacity for activities - PBIS</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Extra curricular programs that compete in UIL or Academic competitions will be provided curriculum and training necessary to be effective and prepared for the competition.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will excel at competitions showing mastery of the content</p> <p><b>Staff Responsible for Monitoring:</b> sponsors and coaches of the events</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college</p> <p><b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.





**Performance Objective 1:** In 2023-2024, Brazoswood HS will purchase, train, and support the implementation of new software programs to support Tier I classroom instruction.

**High Priority**

**Evaluation Data Sources:** 100% of teachers will receive technology training in the use of current and proposed technologies.  
100% of all staff and students will utilize Google Classroom and other digital resources to increase student engagement in the online/virtual learning platforms.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide programs and support to teachers on the integration of technology into classroom instruction and on the use of resources such as Go-Guardian, NearPod, Gimkit, Ed Puzzle and other APPS and other programs</p> <p><b>Strategy's Expected Result/Impact:</b> Increase technology use in classrooms Provide virtual training for staff on new APPS that will be beneficial to staff and students to increase student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Librarian</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Funding Sources:</b> license for campus - Local 24 - State Comp - \$10,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Addition of Campus Content Specialists to assist in instructional strategies and PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Availability and lessons provided Strengthen overall Tier I instruction</p> <p><b>Staff Responsible for Monitoring:</b> Content Specialists Assistant Principals</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monthly PD sessions with Content Specialists to review instructional focus and strategies  Monthly PD sessions with Process Champions to strengthen student/ staff relationships as well as climate and culture  Weekly PLC meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student learning and academic discourse  Improve Tier I Instruction  Strengthen a positive school climate and culture</p> <p><b>Staff Responsible for Monitoring:</b> Content Specialists  Process Champions  Campus Leadership Team</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> Not all students are exiting Algebra I with mastery of the readiness standards.</p>
<p><b>Problem Statement 2:</b> The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.</p>
<p><b>Problem Statement 3:</b> 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. <b>Root Cause:</b> The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.</p>
Student Learning
<p><b>Problem Statement 1:</b> The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.</p>
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**School Processes & Programs**

**Problem Statement 1:** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.

**Perceptions**

**Problem Statement 1:** 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. **Root Cause:** The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.





**Goal 4:** Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

**Performance Objective 2:** In 2023-2024, Brazoswood HS will use supplemental funding to provide additional staff to support the learning loss by students caused by learning gaps.

**High Priority**

**Evaluation Data Sources:** Tutoring  
Intervention  
NTC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct periodic checks of the instructional budget to ensure appropriate spending and proper alignment to the CIP.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of purchases using the instructional budget will be tracked by coding them to the campus improvement plan</p> <p><b>Staff Responsible for Monitoring:</b> Principal; School secretary, Instructional AP</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Supplemental funding for student intervention programs, tutorials and interventionists</p> <p><b>Strategy's Expected Result/Impact:</b> 100% Comp Ed utilized for campus intervention program and personnel</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic AP</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> supplies for tutorials and intervention - Local 24 - State Comp - \$22,000, Interventionists and NTC staff wages for tutoring and classroom supports - Local 24 - State Comp Personnel - \$667,400, Supplies and Materials - Local 24 - State Comp - \$13,333</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Activities for Summer School NOW activities to students for HB4545 assistance in meeting hours for intervention</p> <p><b>Strategy's Expected Result/Impact:</b> Students who qualify for HB4545 assistance, meet their hours of accelerated instruction and increase passing rate on STAAR by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists, Academic AP, Principal</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Wages for staff to provide intervention and accelerated instruction - SCE 199- Summer School/ Summer School NOW (HB 4545) - \$47,250</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> Not all students are exiting Algebra I with mastery of the readiness standards.</p>
<p><b>Problem Statement 2:</b> The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.</p>
<p><b>Problem Statement 3:</b> 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. <b>Root Cause:</b> The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.</p>
Student Learning
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<p><b>Problem Statement 2:</b> STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> Not all students are exiting Algebra I with mastery of the readiness standards.</p>
<p><b>Problem Statement 3:</b> 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. <b>Root Cause:</b> The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. <b>Root Cause:</b> At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.</p>

## Perceptions

**Problem Statement 1:** 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. **Root Cause:** The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.



**Goal 5:** Brazosport ISD will recruit, develop, and retain highly effective staff.





**Performance Objective 1:** In 2023-2024, Brazoswood HS will provide professional development to all teachers to improve Tier I instruction and to further develop their skills as educators.

**High Priority**

**Evaluation Data Sources:** Monthly PD sessions will be held in topics identified for specific student and staff needs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide high quality professional development and instructional supplies in Sheltered Instruction strategies to assist teachers in meeting the needs of ELLs.</p> <p><b>Strategy's Expected Result/Impact:</b> PD enrollment and supplies utilized with ELL students;                      1% reduction in student failure rate;                      1% reduction in student retention rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals                      AP of Academic Intervention                      District Teaching &amp; Learning Dept                      ELL teachers and staff</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schedule a minimum of three days per year for teachers of STAAR tested subjects to meet to evaluate student performance data and plan instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas and minutes; lesson plans common assessments; 1% reduction in failure rate; 1% reduction in retention rate; 10% improvement in EOC scale scores; 5% improvement in the Met Satisfactory percentage on EOC exams</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Coordinators Content Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide high quality professional development opportunities in culturally responsive teaching to assist teachers in meeting the needs of our diverse student population, including 7 steps to the language rich classroom</p> <p><b>Strategy's Expected Result/Impact:</b> 1% reduction in failure rate; 1% reduction in retention rate; 10% improvement in EOC Scale scores; 5% improvement in Met Satisfactory percentage on EOC exams. Training on Culturally Responsive teaching and target gender and race</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Teen leadership staff, student council class, behavior specialists, instructional staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities that can be brought back to campus to strengthen overall staff</p> <p><b>Strategy's Expected Result/Impact:</b> High level professional development in educational trends and best practice such as PLCs, curriculum, laws and technology will expand teach knowledge and result in 5% increase in AP/Dual credit, 2% reduction in failure rate, 3% increase in EOC scores overall, .5 % increase in graduation rate</p> <p><b>Staff Responsible for Monitoring:</b> AP of Academic Intervention, Principal, Associate Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - Perceptions 1</p> <p><b>Funding Sources:</b> Training in the Professional Learning Communities (PLC) model - 255 - Title II, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide training in guidelines that will prepare personnel for CCMR strategies and scheduling. CCMR coordinator, Counselors = Accuplacer, TSI preparedness, interpreting score reports and study guides, and others as needed</p> <p><b>Strategy's Expected Result/Impact:</b> Students scheduled in correct classes, TSI testing provided on campus, other avenues provided to meet CCMR guidelines will increase TSA complete and CCMR complete</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, CCMR coordinator, AP of Academic Intervention, Testing coordinator, specific teaching staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement 7 Steps to Language Rich Interactive Classroom - train all staff</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of each nine weeks, 75% of students will be performing on or above the state passing rates</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Math and Reading Interventionists, Teachers, Content Area Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** Not all students are exiting Algebra I with mastery of the readiness standards.

**Problem Statement 2:** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.

**Problem Statement 3:** 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. **Root Cause:** The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.

## Student Learning

**Problem Statement 1:** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.

**Problem Statement 2:** STAAR EOC Algebra scores show only slight gains and improvement. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** Not all students are exiting Algebra I with mastery of the readiness standards.

**Problem Statement 3:** 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. **Root Cause:** The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.

## School Processes & Programs

**Problem Statement 1:** The performance of At-Risk students on state assessments is more than 10% lower on all assessments than the all students population group. Students will score 90% on approaches, 60% on meets, and 30% on masters. **Root Cause:** At-risk students need relationships and interventions that support a vision of success academically, socially and culturally.





## Perceptions

**Problem Statement 1:** 20% or more of our students will enter the 2023-2024 school year not on grade level due to their lack of participation in Tier I learning possibilities and remediation due to poor attendance, participation, and engagement. **Root Cause:** The lack of student participation and being held accountable through grades for remote learning activities created gaps in math and reading.

**Goal 5:** Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 2:** In 2023-2024, Brazoswood HS will actively recruit new teachers who to more closely reflect the campus diverse demographics.

**Evaluation Data Sources:** 1% increase in staff retention rate.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit minority teacher candidates by enlisting the support of the BISD Human Resource Director.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in staff diversity</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> meetings and classroom supplies as needed</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Brazosport ISD will recruit, develop, and retain highly effective staff.

**Performance Objective 3:** In 2023-2024, Brazoswood HS will continue to focus on recruiting and retaining highly effective teachers.





**Evaluation Data Sources:** Provide mentoring activities

Teacher of the month / week

Weekly or monthly rewards to staff doing good things (rewards can include but are not limited to sonic drinks, donuts, jeans passes, giveaway items, theme for school pride, recognition/appreciation days, etc - birthday recognition)

Increase walkthroughs with effective feedback to increase student and teacher performances

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assign mentors to new teachers for support and guidance throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> New teacher meeting attendance; mentor observation reports; increase in new teacher satisfaction/retention</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> meeting supplies</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train new teachers on campus expectations and processes.</p> <p><b>Strategy's Expected Result/Impact:</b> Training logs; increase in new teacher satisfaction/retention</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> meetings and classroom supplies</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Actively recruit staff to close the learning gaps and provide intervention as well as on level instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness and support on campus</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Coordinators, Department Leads,</p> <p><b>Funding Sources:</b> Three Interventionists - Local 24 - State Comp Personnel, Four Credit Recovery Teachers - Local 24 - State Comp Personnel, One Credit Recovery Paraprofessional - Local 24 - State Comp Personnel</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Plan and schedule team building activities and/or campus themes and awards to further strengthen the BWood learning community. Provide weekly and/or monthly incentives (drinks, treats) to teachers and staff as well as provide items that show appreciation for special days (AP day, Secretary day, Nurse day, Librarian day, Boss day - PRIDE points)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive staff morale; increase in teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Secretaries - Local Funding</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> event supplies and academic follow through events - 199.23.6499.00.002.99</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Budget for Brazoswood High School

**Total SCE Funds:** \$780,083.00

**Total FTEs Funded by SCE:** 9.59

### Brief Description of SCE Services and/or Programs

Compensatory Education funds are used to pay the salaries of interventionists, the salaries or partial salaries of Credit Recovery personnel, for tutorials, resources, instructional materials and supplies that are used to provide services and supports to at risk students.

## Personnel for Brazoswood High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexis Fontenot	Science CCS	0.5
Amber Sather	Teacher	0.72
Amy Therian	Math intervention	1
Christy Cary	Math CCS	0.5
Eric Heckart	Teacher	0.86
Eric Tate	Teacher	1
John Pete Harris	Teacher	0.57
Laney Speer	Teacher	0.72
Merilynn Broaddus	Teacher	1
Michael Williams	ELA CCS	0.5
Natalia Garcia	Behavior Instr Para	1
Shelby Winkley	Social Studies CCS	0.5
Stephen Morris	Paraprofessional	0.72



# Campus Funding Summary

SCE 199- Summer School/Summer School NOW (HB 4545)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3	Wages for staff to provide intervention and accelerated instruction		\$47,250.00
<b>Sub-Total</b>					\$47,250.00
<b>Budgeted Fund Source Amount</b>					\$47,250.00
<b>+/- Difference</b>					\$0.00
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors, interventionists and content specialists utilize time and resources to assist struggling students		\$0.00
1	4	1	Tutors, interventionists and content specialists utilize time and resources to assist struggling students		\$0.00
1	4	3	Tutors, interventionists and content specialists utilize time and resources to assist struggling students		\$0.00
1	4	4	Tutors, interventionists and content specialists utilize time and resources to assist struggling students		\$0.00
4	1	1	license for campus		\$10,500.00
4	2	2	Supplies and Materials		\$13,333.00
4	2	2	supplies for tutorials and intervention		\$22,000.00
<b>Sub-Total</b>					\$45,833.00
<b>Budgeted Fund Source Amount</b>					\$45,833.00
<b>+/- Difference</b>					\$0.00
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors, interventionists and content specialists utilize time and resources to assist struggling students		\$0.00
1	2	1	Math & ELA Content Specialist		\$0.00
1	4	1	Tutors, interventionists and content specialists utilize time and resources to assist struggling students		\$0.00
1	4	3	Tutors, interventionists and content specialists utilize time and resources to assist struggling students		\$0.00

Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Tutors, interventionists and content specialists utilize time and resources to assist struggling students		\$0.00
2	1	5	Behavior Technician		\$27,000.00
4	2	2	Interventionists and NTC staff wages for tutoring and classroom supports		\$667,400.00
5	3	3	Three Interventionists		\$0.00
5	3	3	One Credit Recovery Paraprofessional		\$0.00
5	3	3	Four Credit Recovery Teachers		\$0.00
<b>Sub-Total</b>					\$694,400.00
<b>Budgeted Fund Source Amount</b>					\$687,000.00
<b>+/- Difference</b>					<b>-\$7,400.00</b>
<b>Grand Total Budgeted</b>					\$780,083.00
<b>Grand Total Spent</b>					\$787,483.00
<b>+/- Difference</b>					<b>-\$7,400.00</b>