



# **Brazos High School Campus Plan**

2016-17

008-903-001

# Brazos ISD Vision and Goals

**Vision:** Brazos ISD inspires each student to become a productive citizen who demonstrates leadership, passion, and self-reliability. We foster a culture of respect, community, perseverance, and achievement.

## Long Range Goals

Goal 1: Increase achievement of all students by focusing on reducing achievement gaps for at-risk students, including limited English proficient, special education, and economically disadvantaged students.

Goal 2: Recruit, develop, and retain a highly qualified staff, reflective of, and responsive to, the needs of the district's diverse student body.

Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Goal 4: Ensure students understand the importance of attending school and completing high school.

Goal 5: Enhance communication between district, schools, parents, and the community by encouraging parents and community members to actively support the schools.

Goal 6: Use technology to enhance learning, communication, and organization.

## State Compensatory Education Statement

State compensatory education funds were authorized by the legislature to provide financial support for programs and/or services designed by school districts to increase the achievement of students at risk of dropping out of school. State law, SECTION 29.081, Texas Education Code, requires districts to use student performance data from the state legislatively-mandated assessment instrument known as the State of Texas Assessment of Knowledge and Skills (STAAR/EOC) tests and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code, including norm-referenced tests approved by the State Board of Education to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school. These funds are used only to meet the costs of providing a supplemental compensatory, intensive, or accelerated instruction program. Criteria for identification of students at risk of dropping out of school are defined under Section 29.081 of the Texas Education code.

# Brazos ISD Graduate Profile

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Brazos ISD Graduates will

- ★ be problem-solvers, challenged to be creative, self-driven, and competent in identifying problems, resources, and the information needed to organize, analyze, interpret, evaluate, predict, and make decisions in an ever changing society.
- ★ value achievement by championing a spirit where hard work, strong work ethic, and motivation yield an appreciation of gifts and talents to achieve goals,
- ★ be self-directed learners intrinsically motivated by a strong work ethic to improve and reach goals as an individual and as part of a team, lead others when called upon, and monitor and correct their own performance,
- ★ be effective communicators who connect and build a rapport with others by successfully using a variety of communication skills including active listening, grammatically correct writing, and effective verbal skills,
- ★ be responsible citizens who recognize the importance of making a contribution to the community, understand responsibility for one's own actions and the benefits of a democratic government,
- ★ be celebrants of diversity, who respect people different from themselves by becoming open-minded, accepting change and viewing others for what they can do or what they have achieved,
- ★ be efficient users of technology, who embrace and adapt to the changing world of technology by application of a variety of technologies to access information and solve problems in their personal and professional lives.

# Comprehensive Needs Assessment

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Comprehensive Needs Assessment Process 2016-17 school year. Data from the following eight (8) areas were examined and needs were identified:

1. Demographics
2. Student Achievement
3. School Culture and Climate
4. Staff Quality, Recruitment, and Retention
5. Curriculum, Instruction, and Assessment
6. Family and Community Involvement
7. School Organization
8. Technology

# Campus Improvement Team

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Mary McCarthy – Principal

Nanette Kubena – Counselor

Dawn Mangrum – Special Education

Fiona Haskins – Career & Technical Education

Denyse Fernandez – Regular Education

Amanda Castro – Regular Education

Katelyn Johnston – Regular Education

Tammy McCain – Parent Representative

Tamra Mager – Parent Representative

Mike Scarce – Business Representative

Bernice Burger – Business Representative

# Demographics

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	2016-17		2015-16	
<b>Brazos High School</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
All Students	236	100%	233	100%
Male	133	56%	132	57%
Female	102	43%	101	43%
Hispanic	116	49%	113	48%
Asian	2	1%	2	1%
Black	21	9%	25	11%
White	93	39%	88	38%
2 Or More Races	3	1%	5	2%
Economically Disadvantaged	133	56%	114	49%
ELL	13	6%	6	3%
Special Ed	18	8%	10	4%
Gifted & Talented	4	2%	6	3%
At Risk	85	36%	80	34%
Career & Technical Education	230	97%	225	97%

# 2016 STAAR Performance Data

Algebra	Tested	Level II		Level III		Final Level II		Goal
		#	%	#	%	#	%	
All Students	53	41	77%	4	8%	15	28%	85%
Male	30	23	77%	0	0%	6	20%	85%
Female	23	18	78%	4	17%	9	39%	85%
Hispanic	33	26	79%	2	6%	7	21%	85%
Black	7	5	71%	0	0%	2	29%	85%
White	11	9	82%	2	18%	5	45%	85%
Economically Disadvantaged	32	22	69%	2	6%	6	19%	85%
ELL	2							85%
Special Ed	1							85%
Gifted & Talented	0							85%
At Risk	27	15	56%			3	11%	85%
Career & Technical Education	48	38	79%	4	8%	13	27%	85%

# 2016 STAAR Performance Data

Biology	Tested	Level II		Level III		Final Level II		Goal
		#	%	#	%	#	%	
All Students	62	60	97%	9	15%	45	73%	100%
Male	33	31	94%	4	12%	24	73%	100%
Female	29	29	100%	5	17%	21	72%	100%
Hispanic	34	32	94%	2	6%	24	71%	100%
Black	5	5	100%	0	0%	2	40%	100%
White	20	20	100%	6	30%	16	80%	100%
Economically Disadvantaged	34	32	94%	4	12%	22	65%	100%
ELL	2							100%
Special Ed	0							100%
Gifted & Talented	0							100%
At Risk	22	20	91%	1	5%	10	45%	100%
Career & Technical Education	57	22	96%	9	16%	42	74%	100%



# 2016 STAAR Performance Data

English I	Tested	Level II		Level III		Final Level II		Goal
		#	%	#	%	#	%	
<b>All Students</b>	<b>66</b>	51	77%	7	11%	33	58%	80%
<b>Male</b>	<b>35</b>	25	71%	2	6%	18	51%	80%
<b>Female</b>	<b>31</b>	26	84%	5	15%	20	65%	90%
<b>Hispanic</b>	<b>34</b>	28	82%	1	3%	22	65%	90%
<b>Black</b>	<b>8</b>	2	25%	0	0%	1	13%	80%
<b>White</b>	<b>21</b>	18	86%	6	29%	13	62%	90%
<b>Economically Disadvantaged</b>	<b>36</b>	23	64%	1	3%	16	44%	80%
<b>ELL</b>	<b>2</b>							80%
<b>Special Ed</b>	<b>1</b>							80%
<b>Gifted &amp; Talented</b>	<b>0</b>							80%
<b>At Risk</b>	<b>27</b>	13	48%	0	0%	6	22%	80%
<b>Career &amp; Technical Education</b>	<b>59</b>	48	81%	7	12%	37	63%	90%

# 2016 STAAR Performance Data

English II	Tested	Level II		Level III		Final Level II		Goal
		#	%	#	%	#	%	
<b>All Students</b>	<b>65</b>	47	72	2	3	26	40	80%
<b>Male</b>	<b>41</b>	32	75	1	2	17	41	80%
<b>Female</b>	<b>24</b>	15	63	1	4	9	38	80%
<b>Hispanic</b>	<b>30</b>	21	70	1	3	10	33	80%
<b>Black</b>	<b>11</b>	5	45	0	0	2	18	80%
<b>White</b>	<b>23</b>	21	91	1	4	14	61	95%
<b>Economically Disadvantaged</b>	<b>36</b>	25	69	1	3	12	33	80%
<b>ELL</b>	<b>5</b>	1	20	0	0	1	22	80%
<b>Special Ed</b>	<b>3</b>							80%
<b>Gifted &amp; Talented</b>	<b>2</b>							100%
<b>At Risk</b>	<b>29</b>	14	48	0	0	3	10	80%
<b>Career &amp; Technical Education</b>	<b>56</b>	41	73	2	4	24	43	80%

# 2016 STAAR Performance Data

US History	Tested	Level II		Level III		Final Level II		Goal
		#	%	#	%	#	%	
All Students	69	59	86	12	17	36	52	95%
Male	39	33	85	5	13	19	49	95%
Female	30	26	87	7	23	17	57	95%
Hispanic	31	29	94	3	10	14	45	95%
Black	11	8	43	0	0	4	36	95%
White	25	21	84	8	32	17	68	95%
Economically Disadvantaged	34	24	71	2	6	10	29	95%
ELL	2							95%
Special Ed	3							100%
Gifted & Talented	3							100%
At Risk	38	29	76	1	3	10	26	95%
Career & Technical Education	61	53	87	11	18	33	54	95%

## Student Achievement (Student Growth and Success)

### Summary of Current Strengths

- Allowing the students to choose the subjects of future projects has worked. Students take more ownership of the project.
- Measuring student learning through multiple means. Having students complete projects that measure student learning through multiple means allows different types of learners to show what they know.
- Reviewing and re-teaching is always a good thing for the students. It helps strengthen their academic skills, but also helps them understand what they may have not understood before.
- Students who take their education seriously (mostly Honors) do very well at learning and being able to use what they have learned previously.
- using data to monitor student weaknesses worked because it allowed for intervention in needed areas
- Students are feeling the ability to take more dual credit class in English. They are feeling more prepared for the opportunity that have been given to them. Consistence within the department has been important to them feeling this way.
- They enjoy hands on and outside the box assignments and will work hard on them
- Getting more students on the recommended plan
- Students that have come in - know how to log into Gale Databases to search for information for research.
- Using competition as motivation to drive student achievement
- Small and large projects done in class seem to get the students interested in learning new information.
- Hands on practice
- Improved focus on UIL brought higher achievement
- Talking and building relationships with students has worked
- The students that are involved in extra curricular activities tend to do well because they have an extra extrinsic motivation.
- Hands on and fun activities. It works because they don't have to sit down and work out of a book or look at a board
- building good relationships with all of my students
- Due to the variation of instruction style and types of activities in the chemistry class the chances of student growth and success is increased tremendously. The difference of activities allows all students to have a learning style that accommodates their style of learning.

### Summary of Current Needs

- To move closer to the desired results, I will continue to stress importance of building upon basic skills and challenging the students more and more at each level.
- Asking an increased number of higher order questions. DMAC.
- Many students are not on the appropriate grade level. I believe that many of them are being pushed along and not succeeding as a result. I know this because when it comes to testing and assessment results, the students do not do well. I don't think it is due to lack of the teacher trying, because we all do what we can to reach out to students through content or understanding.
- We have to find some way to motivate all students to desire success. The majority of students are satisfied with just getting by. We need students to see the big picture of their future and the importance of education on whatever that future might be.
- Continue to challenge students, use assessments to determine areas to be strengthened. We as teachers should strive to be exceptional teachers and role models to EVERY student!!!!
- We need consistence within all departments. We are too much of a revolving door.
- More differentiation alignment of assessment with TEKS
- Teachers needing to know what field of study the students are interested in.
- I think that by teaching them research skills/using the library this will help them to be more successful.
- Use more competition, make buy in not an option but required.
- I think students are unmotivated to learn and to think for themselves.
- Outside classroom experiences. Field trips to see lessons in person
- Use of advisory for targeted tutorials
- We need to have a better understanding of our students and their needs instead of worrying about our own needs.

- Encouraging students to participate in things outside of their comfort zones, and not accepting students giving up simply because something is hard will go a long way toward our goal of improving learning for all students.
- Striving to encourage and motivate students and motivate teaching for them.
- We need more student-teacher involvement such as better relationships
- Success on the activity types indicate if the student is being successful. Changes are always made to reteach a different style when the need arises. I am always looking for new activities that I think will have excellent learning capabilities and the students will enjoy and not be bored with same thing everyday.

## School Culture and Climate

### Summary of Current Strengths

- In the past, we as a staff celebrated students not having discipline referrals by rewarding them with an afternoon of celebration. An outdoor BBQ, a local radio station came out, students played games for prizes, and there was a dunking booth.
- Recognizing student achievement during advisory. When students do well and are recognized for it, they have motivation to continue to do well in school.
- The teacher pep rally was really nice because it involved everyone - students, athletes, staff, and even people of the community. The black out pep rally was also neat because it too involved many different people of the community. The homecoming dance was successful but can be improved over the years to become a bigger event for the students. The amount of student involvement is also encouraging to see.
- We have a fairly large group of students that have pride in this school.
- Everyone knows everyone. Overall, respect for teachers is a requirement.
- Celebrating student success in all areas motivates students to strive towards more success. It builds their momentum.
- Kids have great spirit for sporting events such as homecoming, playoffs and like. When teams do well, the kids enjoy it and have something to get excited about!
- Teachers visible consistency principal approachable
- Attendance is very strong.
- Being that it's such a small school population, the students really seem to get along and embrace each other's differences.
- School spirit has risen every year since I have got here
- Our school has a lot of school spirit and wants to see sports teams achieve
- Trying to get students involved in many different areas of extracurricular activities will establish more school pride among students.
- Specializing classes for low level ESL students
- Teen Leadership events have positively impacted students
- School culture is at an all-time high I believe having winning programs will always bring out school spirit.
- Using students to motivate other students has worked fairly well within the band program. The students are encouraged to view themselves as an important part of the organization, and to understand that the success of the organization is on their shoulders.
- Many diversities working together in the school help kids reflect onto each other.
- Communicating to the student that mediocrity in this classroom will not be accepted. I expect them to do their best on all assignments and activities to ensure success. This has worked because I am always encouraging them to do their best. Varying the assignment and activity type allows something for everyone and their learning style.

### Summary of Current Needs

- I think the Six Weeks Recognition Ceremonies reward the students, however, it is free time for those that don't achieve and they make fun of the others. They also spend time on their cellphones and ignore the accomplishments of their peers. I would like to see something that would recognize them that wasn't made fun of by the others.
- Value of respect and diversity needs to be addressed formally. 1-2 times per month or six-weeks teachers should conduct a lesson over respect and diversity.
- However, more students could be involved. We need to develop a system to hold them accountable. Perhaps it will build their morale.
- There are way too many students that talk bad about Brazos, have apathy towards education, and just feel they can go through the day without any effort.
- For students to increase their desire to succeed and succeed at a higher level, not just pass.
- Find a way to motivate the students who are not as successful and celebrate their improvement in addition to awarding those who do make the honor roll. Find a way to reach the less motivated students by giving them hope and making sure they know that you as a teacher cares about them.
- We need to work on in general a positive attitude about school. Even the good kids, don't like school. They don't want to be here. I don't know how to change that though.
- Technology. Budget
- I think we need to hold kids more accountable on assignments and tests.
- Maybe some students could use some anger management courses.
- Continue with the things we are doing like the pep rallies and awards ceremonies
- We need the students to buy in and celebrate classroom achievement as much as they do on field/court achievement.
- We need to find ways to motivate students to get involved in extracurricular activities and other areas outside of class.

- Students should feel valued. Student should be preparing for higher education or the work force after high school but that is not being accomplished. Allowing students to make up work weeks after it was originally due is not preparing them for higher education or the work force. Responsibility needs to be taught.
- Bring in more professional speakers/programs that present a positive message on values, work ethic , dedication
- More involvement out of the rest of the student body
- Once again, not accepting "No", or "I give up" as an option.
- Getting the economically disadvantaged kids or minorities to get involved more
- I will continue to add new types of assignments to the curriculum with more discovery and hands on activities.

# Staff Quality, Recruitment, and Retention

## Summary of Current Strengths

- I am not sure how to answer this question. What has worked in the past has been for staff to be able to spend more time with each other. A time in which information can be shared and student performance can be discussed. Currently, peer to peer contact is only in the afternoon when everyone is leaving.
- Communication between the principal and the teachers. Being an effective communicator has allowed school to be conducted smoothly.
- We have some really great teachers in this school. As with any work environment, staff members need to feel valued in order to give their best work and want to stay in their position.
- We have excellent teachers and we recruited many excellent new employees this year.
- Hired some good coaches.
- We hired a much younger staff this year! I think this is positive. We need to be hiring younger instead of retire rehires.
- Again approachable admin
- Teachers certified in the particular area they are teaching.
- Everyone seems to be doing their job and care about the students.
- Dedicated teachers
- Staff seems to enjoy coming to work (minus a few)
- Staff that truly care about the students.
- Staff collaboration about students they have in common
- Staff is interested in working together and sharing ideas
- Staff quality is good
- The students with teachers that are on time every day, offering help to students in the morning and school tend to do better. They need to know that the teachers are just as invested in their success as they are.
- Working with every member that knows the job and area that needs to be done and worked out. Making sure that each staff member can do their job
- All of the faculty meeting have been organized and highly effective.
- The staff hiring very qualified teachers in their field and teachers that are excited about what they are teaching is a great strength.

## Summary of Current Needs

- To move closer to the desired results, teachers could have team times together or during advisories teachers are allowed to meet by grade levels or subject areas.
- If we had more staff-involved related activities that weren't work-focused, it would give everyone the opportunity to know each other better and build relationships, especially for new teachers.
- New teachers need better support systems. There needs to be an emphasis on keeping good employees.
- Teachers need to be recruited who will be invested in the students because they care, not because they just need a job.
- We need to attend college fairs and not just hope for people to find us. We are small, but we are next to big places that people want to live.
- All teachers with proper credentials
- More training on dealing with students that are economically disadvantaged.
- The answer will not be evident until the beginning of next year, when we can see what staff has remained.
- Do not overload teachers with too many duties and expectations that cannot be achieved realistically in one day.
- Continue to make this a place teachers want to be and teach. Allow teachers to be themselves and be the teacher they want to be and not force them to teach from a box.
- We need to find strategies that successful teachers use to motivate student learning. We also need to find ways to get a connection between school atmosphere and home.
- most events are typically Unorganized and lack communication
- Leadership skills and creating a warm working climate which may offset our inability to pay as much as the large surrounding school districts.
- Staff quality is good
- Push the students to get help when they need, instead of waiting for the students to ask for help.
- Keep working with each individual member to get better and even get each member to keep learning more about their subject. Working with each other to build stronger relationships



- Teachers can do a better job of contacting parents when students are not turning in assignments
- As our school improves on score values this will entice great teachers to want to be involved with what is happening at BHS.

# Curriculum, Instruction and Assessment

## Summary of Current Strengths

- Continued exposure to TEKS and the push to meet each objective I believe has worked.
- Using exams coded by the TEKS. It is focused on the TEKS and ensures students are being taught what is required by the state.
- We have pretty adequate resources for the most part.
- We have access to all resources required and needed to teach successfully. Anytime a need arises, administration can find ways to buy what is needed.
- Supports and encourages staff to try new technology and curriculum offerings in the classroom.
- TEKS Resources is only nice because it gives me the ability to do what I want within the confines of their scope and sequence.
- Flexibility
- Making sure we are all aligned properly with our YAG.
- The Gale databases are great for the students to use during projects and research that is assigned in their classes.
- Teaching content you are familiar with
- ASVAB is a good start.
- Using TEKS strategies and in service to guide our curriculum.
- Curriculum resources such as iCEV
- Don't be a robot and try different things
- The support of administration for the program has been great. Everything i have needed has so far been provided. Thank you.
- Easy access to resources. Being able to find materials to teach students makes it easier
- The DMAC assessments have been working well, giving the teacher data to show which questions are frequently missed.
- Our lab is supplied with materials and equipment that is necessary for excellence in teaching of the topic.

## Summary of Current Needs

- The move closer to the desired results should continue to include the importance of TEKS and how using it on a daily basis and taking one step at a time can be successful.
- Using DMAC to construct exams and track student progress.
- Refer to technology section answer.
- Moving towards electronic textbooks would save the district some money in the long run.
- Curriculum Simulations.
- TEKS Resource is only so helpful for my subject area. I don't have an idea of how much we pay for it, but I think that we could find a more helpful (for teachers and students) curriculum.
- Less paper driven
- In the testing areas, looking at more DMAC information and making sure that the kids are working on weak areas.
- There need to be more text resources available to students to use, the problem is finding the resources that are valid and fit into the budget.
- Make sure all teachers are teaching what they need to do and that school resources being spent on having the best teachers possible
- Continue what we have and add more technology
- For us to keep evolving and finding new strategies to reach our students.
- Obtaining curriculum such as IMS
- Continued training and communication with other professionals
- More Technology
- Ultimately, Band will need more instruments. I am looking into the possibility of writing for some grants to fill this hole.
- Online resources are becoming easier to access. Getting staff members to learn what needs to be done
- Teachers can do a better job of classroom management
- Continue to supply the equipment and materials we need to successfully teach the TEKS

# Family and Community Involvement

## Summary of Current Strengths

- Parent involvement and parent volunteers on campus has worked well in the past. Parents on school committees and parent surveys have also helped gather information.
- Electronic communication with parents. Parents need to be informed about student progress.
- I am not familiar with this community enough to answer the question appropriately. I do know that many families are heavily involved, which can be good. We have enough events that families are given the opportunity to be involved with the school.
- We have some parents who are very involved and are always ready to help.
- Supports staff in family emergencies.
- Community involvement has become a lot stronger. Pride in the district has come along way. More parents are involved than in the past.
- Great job of communication.
- Brazos Event is definitely improving our relationship with the community. The community is well aware of the event including what it is.
- Constantly contacted
- Holding kids more accountable for assignments and tests.
- I like the Facebook page and the webpage, it gives current information and pictures of things that are happening on campus.
- The Facebook and website are excellent
- Facebook page and website do a great job giving out information
- Getting in contact with parents.
- Facebook, District website, newspaper
- Web page and gradebook program are great tools for connecting family and community with the school
- Family and Community involvement will come when more students are active in extra-curricular activities.
- The parents who sign up for my Remind101 are always well informed. I am working on getting more parents into that.
- Activities and events that bring the parents to the school and experiencing the atmosphere that their kids are in.
- The Athletic program is doing a good job with family and community involvement
- Being a small community and the school being such an integral part of the community allows a great source of communication with the parents of the students. The easily assess to them and their desire for the school and their child to be successful is a current strength.

## Summary of Current Needs

- Continued work with parents and offers for their help can go far towards meeting the desired results. Asking parents to be part of the problem solving process and offering them a platform other than school board meetings to hear their concerns. But, the district must also build a stronger understanding of discipline and the importance of the development of young students into strong adults of the community.
- More communication with parents. Once a six-weeks teachers could nominate 1 student from each class and fill out a "cougar spotlight" card. This card is a template with a place for the student's name. This card would also have a place for the teacher to write a personal note about something positive the student has done in class. Basically a note, once a month to parents with GOOD news about a student.
- Like with students, we need all parents and families to be involved, whether it's a school event or simply checking their child's grade. As mentioned, perhaps it will boost their child's morale.
- Maybe having former Brazos students who are successful come talk to students about their path to success.
- Continue to understand and support teachers being there for their family in emergency situations. Be inclusive of all staff and treat all fairly.
- We need to continue to meet with the parents and community members. The elementary is Title 1. We are not, but the kids are coming from the same families. We need to encourage their involvement and not just in sporting events.
- More parental involvement
- More parental contacts from the school.
- I would like to see more parents involved in their students' academic well-being, I am not sure really what would be relevant at this level.
- Continue using the Facebook and school website.
- Continue to make the information available.

- Its sad when teachers have to make contact with parents. Instead of parents contacting teachers when they see problems in grades.
- contact parents directly
- Build relationships with possible business men and women of the community and have them share expertise in a variety of areas.
- More involvement
- Get the kids interested first so they can excite the parents into becoming more involved
- Getting the parents to understand how much their home support means to maintaining high expectations for all students.
- continue to include parents in the operation of the school and what is going on with their student. COMMUNICATION BOTH WAYS

## School Context and Organization

### ● Summary of Current Strengths

- What has worked has been to remain consistent and swift in decisions. Also, information was given out quickly.
- Principal walk-through. The principal has been able to suggest ideas to improve lessons.
- Very organized
- Policies enforced on current grade policies.
- I think that decisions are made with efficiency.
- Having students read announcements
- School runs well.
- I think teachers should be in charge of their classroom.
- a few student leaders make majority of decisions.
- Teachers working together and sharing ideas
- I haven't run into any problems here yet. The chain of command is clear, decisions are made quickly, and doors are always open.
- Enforcing individuals to lead organizations and getting students more involved in the school. Have them decide decisions on their own reasoning
- The overall leadership has been great at BHS keeping everyone on the staff organized and structured.
- Having different committees that reflect all personal of the school involved is a great positive

### Summary of Current Needs

- To continue with consistency and firmness in discipline and rewards.
- Allowing teachers to have a voice in school policy without the opportunity for teachers to feel alienated by suggesting a change.
- Have a balance of what additional tasks are given to teachers being in a small school and needing teachers to teach, build relationships with students and parents, take field trips, attend meetings, be a class sponsor, etc. And still be able to have a balanced life at home. (because of work brought home)
- Assistant principal
- Possibly looking at changing the grade policy to hold students more accountable. Details and characteristics from teachers.
- Sometimes I feel like that I am not aware about what is happening on campus.
- Promote more clubs
- Sometimes notice is late about certain things or we are left without some info. On the flip side of this, we have a small staff and a lot of work falls on very few shoulders so it is understandable.
- I think that teachers should teach to their strengths, not to what some think are the strength of teaching.
- More organization groups that they can get interested in or future career choices
- Continue to encourage parents to be involved with academic affairs not just sports.

# Technology

## Summary of Current Strengths

- What has worked in the past has been a functioning technology base and an ease of access to the technology. Also, continued support of our technology team which does a fantastic job working on what we do have.
- Being able to book the computer lab for projects and other assignments.
- Google Classroom and Chromebooks are a great resource for both students and teachers.
- Technology department does a great job of working within their means.
- Overall computer lab is clean.
- Allowing students to take initiative in locating information that is web based to create power points, and locate information
- I love my Chromebooks! They are working out really well in the classroom. The kids are enjoying them too!
- Accessible
- Great computer lab(s) and access to them when needed.
- There are many laptops and computers available to students to use. Having the library open before and after school for those students that do not have access at home is a positive.
- The internet is getting faster
- Access to internet and projectors
- Using technology has better improved the engagement of students.
- YouTube! I am so thankful for YouTube and access to Amazon to purchase videos that help understanding in a lesson.
- Expanding dual credit opportunities
- Having access to computers and the internet to the most recent studies and learning or materials for each course.
- The Technology has been good at BHS. The computer labs and Chromebooks in the classroom have been huge for student growth and development.
- adding the larger number of computers to some classrooms is great. I would like the students in the science department to have lap tops in the classroom which open up so many more opportunities for instruction.
- Overall printers work well and maintenance is available in a reasonable time.

## Summary of Current Needs

- What can be done to move closer to the desired results will be to continue to update technology and replace equipment that ages and/or breaks down. Technology is great; however, when it doesn't work properly it is frustrating and defeating.
- WIFI throughout the entire school to increase the exposure to technology and to use technology as a learning tool.
- If we had the opportunity for students to check out or have their own laptop in the classroom, we could potentially see more input from them. It also makes instructional time for efficient for the teacher. And saves paperwork.
- Continuing to add technology as funding allows. Moving to one to one devices would be awesome.
- Students need access to a more reliable printer.
- PowerPoint clicker in all classrooms.
- Smart Board in all classrooms.
- For computer labs, teacher to be able to control student's computer access.
- increase web searches, but; also keep in mind that many of our students do not have access to computers once they leave school, so plans need to be made to allow them to have time to complete the activity in order to be successful instead of being frustrated!!
- I think that we need to keep increasing the number of Chromebooks in classrooms. Maybe it can be one cart per department, but departments will need to get training.
- More technology in the classroom with smart boards and/or iPads.
- I would like to see more innovative technology & applications available for the students, they seem to crave it. I am still trying to get them to embrace the eBook collection. So it seems they want certain things but not others with no rhyme or reason.
- More computers and labs for students to use
- We need more technology. Chromebooks and things of that nature.

- Access of students to technology throughout the class period.
- I would love to use more technology and or apps. But not every student has access to technology or will not use their phone data. For example, playing Kahoot. Some kids do not have internet access so it leaves them out or having to look on with another student. Offer Wi-Fi for students and teachers. There are many times I am using my laptop to teach via PowerPoint or video and have to use my cell phone to respond to emails/messages or look things up pertaining to work.
- Continued professional development and money to invest in technology
- Students need access to a more reliable printer.
- Expectations for students to print in color / is this an option or even necessary?
- Acquiring more technology in the classroom for hands on learning to get them excited about the subject and wanting them to learn.
- Have more computers in the science classrooms.

# Title I and Parental Involvement at Brazos School District Outlined

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- ★ As parents, we want our children to follow their dreams and accomplish their goals; as educators, we know that the future of our students depends on the education that they receive today.
- ★ Parents are an important part of the education of their students. Research indicates that when parents are involved in their child's education, regardless of background or income level, children do better in school. They have increased attendance, lower dropout rate, better test scores, fewer discipline problems, and higher college attendance rates.
- ★ To promote parent involvement, Brazos ISD has a local Parent Involvement Policy to encourage parents to be involved in the education process. Each year, in late spring, parents, teachers and other staff members are invited to attend planning meetings to provide input for the upcoming school year.
- ★ The Parent Involvement Policy for the district and each of the campuses are discussed at these meetings and there is an opportunity to suggest changes and to evaluate the parent program/policy. To ensure that everyone is aware of the Parent Involvement Policy, it is published below.

## Brazos ISD Parent Involvement Policy

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- ★ Brazos ISD believes that the involvement of parents is critical to the success of students and views the participation of parents as regular, two-way, and meaningful communication concerning academic achievement and school activities that promote student success.
- ★ To promote communication and involvement, BISSD provides opportunities for parents to be involved in planning and implementing the Title I, Part A program, as well as jointly developing, distributing, and evaluating the Parental Involvement Policy. The District Improvement Plan shall incorporate activities from the Parent Involvement Policy.
- ★ The District will:
  - Involve parents in the joint development of the Parent Policy and the plan for parent activities as specified by law.
  - Provide the coordination, technical assistance, and other support necessary to assist campuses in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
  - Build the capacity of both the campuses and the parents to ensure strong parental involvement as specified by law.
  - Coordinate the parent involvement activities provided by federally funded programs.
  - Conduct, with the involvement of parents, an annual evaluation of the parental involvement policy.
  - Involve parents in the activities of the campuses served under Title I.
- ★ As a part of the continuing improvement process, BISSD is interested in receiving input that will improve the parent program and Parental Involvement Policy.



# Key to Program Budget Codes and Title I School-wide Components

Program Budget Codes	
Abbreviation	Program
T IA	Title I, Part A
T IIA	Title II, Part A (TPTR)
IMA	Instructional Materials Allotment
SCE	State Compensatory Education
AMI / ARI	Accelerated Math/Reading Instruction
LOCAL	Local Funds
T III	Title III (Bilingual, ESL)
Rural	Rural Grant

Title I School-wide Components	
Abbreviation	Component
CNA	Campus Needs Assessment
HQ	Highly Qualified
PD	Professional Development
PI	Parental Involvement
TIA	Teacher Input in Assessment
AM	Assistance for Mastery
CIS	Coordination / Integration of Services
IMA	IMA Committee

# Research-Based Curriculum & Instruction

<b>District Goal 1</b>	<b>Increase achievement of all students focusing on reducing achievement gaps for at-risk students, including limited English proficient, special education, and economically disadvantaged students</b>
<b>Campus Goal 1</b>	By June of 2017, Brazos High School will achieve EOC resulting in an accountability rating of "Met Standard" from the State of Texas and meet 100% of System Safeguards
<b>Performance Objective 1.1</b>	<p>By June 2017, 85% of BHS students will meet or exceed the Algebra I EOC Performance Level II Phase-In Score</p> <p>By June 2017, 90% of BHS students will meet or exceed the Biology EOC Performance Level II Phase-In Score</p> <p>By June 2017, 80% of BHS students will meet or exceed the English I EOC Performance Level II Phase-In Score</p> <p>By June 2017, 80% of BHS students will meet or exceed the English II EOC Performance Level II Phase-In Score</p> <p>By June 2017, 95% of BHS students will meet or exceed the US History EOC Performance Level II Phase-In Score</p>

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
<b>Implement advisory interventions for students who have not passed their EOC or met SSI</b>	Counselor, classroom teachers	STAAR Data, DMAC, TEKS Resource System KAMICO	June 2017	Tutorial plans Walkthroughs	December 2016 EOC Scores, Spring 2017 EOC Scores	KAMICO data sheets
<b>Increase writing across the curriculum</b>	Classroom Teachers	Write Across Texas	June 2017	Lesson Plans, Educational Artifacts	Spring 2017 ELAR Scores	6 weeks
<b>Direct teach academic vocabulary</b>	Classroom Teacher	TEKS Resource System	June 2017	Lesson Plans, Educational Artifacts	Spring 2017 EOC Scores	Six Weeks CBA

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
EOC data analysis by grade, subject, student group, and progress measure	Principal, classroom teacher	DMAC	August 2016	Lesson plans DMAC Assessments	Spring 2017 EOC Scores DMAC Assessments	January 2016, June 2017, August 2017
Disaggregate CBA test data	Principal, classroom teacher	DMAC	June 2017	DMAC	Spring 2017 EOC Scores	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017
(Special Education) (STAAR) Examine all STAAR results for percentage of students meeting state standards.(STAAR, STAAR ALTERNATE.)	Principal, Special Ed case managers	DMAC	August 2016, December 2016, June 2017	Lesson plans	Spring 2017 STAAR Scores	June 2017
Provide in-class support services for special education and 504 students	Inclusion teachers, counselor, Special Programs Coordinator	eSped	June 2017	Accommodations logs Service logs	Grades, EOC Scores	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017
Provide general education with access to special ed/504 accommodations/modifications	Inclusion teachers, counselor, Special Programs Coordinator	eSped	September 2016	Accommodations logs Service logs	Student performance	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
<b>Monitor ELL's academic and linguistic progress</b>	ELAR teachers, Counselor	Gradebook DMAC TELPAS	June 2017	Lesson plans	Grades, TELPAS scores, EOC Scores	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017
<b>Implement ELPS in all content areas</b>	Teachers	TEKS Resource System	June 2017	Lesson Plans	Grades, TELPAS scores, EOC Scores	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017

<b>District Goal 1</b>	<b>Increase achievement of all students focusing on reducing achievement gaps for at-risk students, including limited English proficient, special education, and economically disadvantaged students</b>
<b>Campus Goal 1.2</b>	<b>Brazos High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student centered programs.</b>
<b>Performance Objective</b>	<b>By August 2016, Brazos High School will put additional systems in place for students to become College and Career Ready</b>

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>
<b>BHS students enrolled in BIM in SY 2016-17 and beyond will become MOS certified</b>	Classroom teacher IT department	Certiport/Certiprep or other MOS certification program	July 2016	Purchase order IT logs	Number of certifications earned	December 2016 March 2017 May 2017
<b>BHS students enrolled in Floral Design will achieve level 1 Floral Certification</b>	Floral Design teacher	Transportation Local funds for test fees Access to testing center	May 2017	Certification records		County fair HLSR
<b>Brazos High School students will be offered a robust dual credit selection which enables them to achieve post-secondary readiness by completing 12 college credit hours</b>	Counselor IT department	TxVSN UTPB WCJC	June 2017	Student enrollment	Dual credit grades AAR	December 2016 May 2017
<b>Brazos High School will provide the PSAT to all 11<sup>th</sup> grade students at no cost to the student</b>	Counselor	Local funds	October 2016	PSAT registration	PSAT scores	September 2016
<b>Brazos High School will provide one no cost TSI test to all students once during their 10<sup>th</sup>-12<sup>th</sup> grade years.</b>	Counselor	Computer lab Local funds	May 2017	TSI scores	Dual credit enrollment	March 2017 May 2017

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Brazos High School will provide all 11 <sup>th</sup> & 12 <sup>th</sup> grade students an opportunity to take a career inventory and receive and interpretation of the inventory	Counselor MEPS	ASVAB	November 2016	ASVAB scores	Enrollment in dual credit Enrollment in CTE courses Enlistment in armed forces College applications (transcript requests)	December 2016
Provide opportunity for 10 <sup>th</sup> grade class to visit a 4-year university	Counselor Principal	TAMU admissions office, BISD transportation	November 2016	Field trip roster	Enrollment in Dual Credit, Requests for transcripts to be sent to colleges	October 2016
Provide opportunity for 11 <sup>th</sup> and 12 <sup>th</sup> grade students to explore post-secondary technical career training	Counselor Principal	Transportation WCJC TSTC	May 2017	Field trip roster	Enrollment in advanced CTE courses Technical School Transcript requests	January 2017, March 2017
Provide opportunity for all 11 <sup>th</sup> and 12 <sup>th</sup> grade students to attend Austin County College Fair	Counselor, Transportation	Transportation, Local funds	October 3, 2016	Field trip roster	College applications (transcript requests)	October 2016

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Brazos High School will enter into an MOU with Prairie View A&M which provides early automatic admission to top 25% of 11 <sup>th</sup> graders at end of 11 <sup>th</sup> grade year, scholarship opportunities	Principal, PVAMU	PVAMU, transportation	June 2017	Signed MOU, Student admission records	Student enrollment at PVAMY	November 2016, March 2017, May 2017
Brazos High School will host FAFSA nights to assist students and parents with timely completion of FAFSA	Counselor WCJC PVAMU	Computer lab	June 2017	Sign in sheets	Completed FAFSAs	December 2016 February 2017
Brazos High School will offer SAT registration sessions to assist students with the SAT registration process	Counselor	Computer lab	June 2017	Workshop attendance log	SAT registration	8/31/16 10/6/16 11/2/16 12/18/16 2/9/17 4/6/17 5/8/17

<b>District Goal 1</b>	<b>Increase achievement of all students focusing on reducing achievement gaps for at-risk students, including limited English proficient, special education, and economically disadvantaged students</b>
<b>Campus Goal 1.3</b>	<b>Brazos High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student centered programs.</b>
<b>Performance Objective</b>	<b>Brazos High School will develop student leadership capacity</b>

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>
<b>Implement Student Leadership class</b>	Principal Counselor Classroom teacher	TASSP curriculum Various arts & crafts materials for posters & programs	June 2017	Student Projects Student Programs	Improved school culture & climate	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017
<b>Implement PALS program</b>	Principal Counselor PALS teachers BES & BMS teachers	PALS teacher BES & BMS teachers	June 2017	Student logs Student reports Teacher reports	Discipline records Grades	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017
<b>Re-establish student government</b>	Principal	TASSP student council resources StuCo camp	June 2017	Class elections	StuCo minutes	May 2017



# High Quality Professional Development

<b>Goal 2</b>	<b>Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.</b>
<b>Campus Goal</b>	Retain highly qualified teachers, support staff, and campus administrators.
Performance Objectives 2.1	100% of all professional and paraprofessional personnel will meet the definition of "highly qualified" according to No Child Left Behind by the end of 2016-2017 school year.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
<b>Provide staff development opportunities which focus on research based instructional strategies</b>	Special Programs Coordinator, Principal	Region 6 ESC Local funding	June 2017	Workshop requests Workshop certificates Lesson Plans	Grades EOC Scores	December 2016 May 2016
<b>Provide all staff with required professional trainings on Bloodborne Pathogens, Sexual Harassment, and safety</b>	Special Programs Coordinator, Principal	EduHero	September 1 2016	Workshop Certificates	Staff response to situational occurrences	August 2016
<b>Provide ongoing training opportunities to core subject teachers on effective strategies for implementing the TEKS</b>	Principal, teachers	Region 6 ESC Local funding	June 2017	Certificates Lesson Plans	Grades EOC Scores	August 2016 December 2016 May 2017
<b>Provide writing support to ELAR teachers</b>	Principal, teachers	Region 6 "Write for Texas"	June 2017	Workshop requests Workshop certificates	STAAR Composition scores	December 2016 May 2017
<b>Provide inclusion training to inclusion teachers and core subject teachers</b>	Special Programs Coordinator, Principal	Region 6 Local funding	June 2017	Workshop certificates	Grades EOC Scores	December 2016 May 2017

<b>Provide effective and timely training on student management software</b>	Principal, Special Programs Coordinator, Campus PEIMS Clerk	TxEIS DMAC	May 2017	Gradebooks	Gradebooks	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017
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# Safe and Drug-Free Schools

<b>Goal 3</b>	Maintain a safe and disciplined environment conducive to student learning and employee effectiveness. <b>NCLB Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</b>
<b>Campus Goal</b>	Students, staff, and parents will regard BHS as a safe, supportive, and quality environment in which to learn
<b>Performance Objectives</b>	All internal and external threats to safety of students and staff will be mitigated appropriately and according to training protocols so no one is seriously injured.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
<b>Train all members of BHS learning community in standard response protocol</b>	Principal	TASB Emergency Response Protocol	September 2016	Emergency Drill Log Fire Drill Logs	Decreased response times	Sept 2016
<b>Conduct required safety drills (Fire, Lock Out, Lock Down, Evacuate, Shelter)</b>	Principal, All BHS Staff	Fire alarm system PA system	June 2017	Emergency Drill Log Fire Drill Logs	Decreased response times	Sept 30, 2016 Oct 31, 2016 Nov 30, 2016 Dec 16, 2016 Jan 31, 2017 Feb 28, 2017 Mar 31, 2017 Apr 30, 2017 May 1, 2017
<b>Secure perimeter of campus and train staff, students, and community on importance of maintaining secure perimeter</b>	Maintenance, Principal Custodians Teachers Students Staff	Door Buzzers Internet cameras	June 2017	Visitor logs	Daily maintenance report Video Logs	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Provide programs for student and staff awareness of suicide, sexual abuse, dating violence, bullying, social media, and dangers of substance abuse.	Principal Counselor Leadership Class	Local BISD Policy Austin County DA	June 2017	School program calendar	Accident reports Discipline referrals Outside agency reports	December 2016 May 2017
Provide program for student awareness of the dangers of drunk driving and distracted driving	Principal		June 2017		Accident reports Discipline referrals Outside agency reports	December 2016 May 2017
All students will receive CPR training by the end of their 12 <sup>th</sup> grade year.	Special Programs Coordinator Nurse	Student CPR training program	June 2017	CPR training certificates	Students are able to pass CPR certification activity	December 2016 May 2017
Utilize canine detection dogs to deter presence of drugs on campus	Principal	Interquest	June 2017	Search reports	Decrease in alerts/searches	December 2016 May 2017
CTE students will be trained on equipment safety prior to its use	CTE teachers	User manuals Safe handling curriculum	September 2016	Lesson plans Accident reports	Nurse's log	December 2016 May 2017
Implement Bullying prevention and intervention strategies	Counselor Principal Teachers	EduHero Bully Box	June 2017	EduHero training reports Bulling reports	Decrease in bullying reports	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017

# Completion and Attendance

<b>Goal 4</b>	Ensure that students understand the importance of attending school and completing high school.
<b>Performance Objectives</b>	Improve student attendance to 97% Maintain a completion rate of at least 95%

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
<b>Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction.</b>	Counselor	Region 6 ESC Austin County WIC Office Fort Bend County Health and Human Services	June 2017	Benchmark/released STAAR data, Service logs progress reports report cards attendance/completion data	Completion/dropout data graduation rate attendance data STAAR data	December 2016 May 2017
<b>Implement mentoring program for student experiencing attendance issues</b>	Principal Counselor RAP Mentoring	RAP Mentoring	June 2017	Visitor log Mentor log	Attendance records	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017
<b>Promote clubs and organizations in areas of student interest to promote student involvement in school</b>	Teachers Sponsors	Board Policy Organizational handbooks, by-lays, & constitutions	June 2017	Meeting logs	Club membership records	December 2016 May 2017

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Inform students and parents of academic and support programs available to students at-risk of dropping out of school.	Counselor Teachers Principal	Local	June 2017	Attendance reports	PEIMS Reports Report cards	December 2016 May 2017
Continue to monitor attendance procedures to ensure adequate time is allotted for researching excessive absences that could lead to student dropouts.	Office staff Teachers Administrators PEIMS	Local	June 2017	Attendance reports Attendance letters	PEIMS Reports Report cards	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017
Brazos High School will provide 4 opportunities per year for students to accelerate by taking Texas Tech University credit by exam	Counselor	Classroom space for testing, local funds for test registration	June 2017	CBE transcripts	Student AARS	January 2017, June 2017 August 2017 December 2017
Brazos High School will provide credit recovery options during the school year and during summer school for students who need to recover credits lost due to grades or attendance via the Plato courseware	Credit recovery aide	Plato Computer lab Local funds State Comp Ed	July 2017	Plato grades	Student AARS On-time graduation	January 2017, June 2017, July 2017
Brazos High School will operate a disciplinary alternative education program (DAEP) for secondary students who are removed from their regular classes for mandatory or discretionary disciplinary	Principal DAEP teacher DAEP Aide	State Comp Ed Local Funds DAEP handbook	June 2017	Discipline records Attendance records	Discipline records Student AARs	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
<b>reasons and placed in a DAEP.</b>						
<b>Students assigned to the district's disciplinary alternative education program (DAEP) for a period of 90 school days or longer will administer a pre and post test to each student in reading and math</b>	Principal Counselor DAEP teacher	STAAR Released tests	June 2017	DMAC data	Student performance on STAAR	Feb 17, 2017, April 7, 2017, June 1, 2017

# Parent and Community Involvement

<b>Goal 5</b>	Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support the schools.
<b>Performance Objectives</b>	Promote parent and community involvement through use of website and social media

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
<b>Disseminate positive district/campus/teacher information via website, local news media, newsletters, and social media and school reach.</b>	Webmaster Administrators Teachers	Local	June 2017	# of newsletters sent home # of hits on website # of surveys returned	Increased participation in district activities	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017
<b>Celebrate Texas Public Schools Week including Open House</b>	Principal Teachers	Local	March 8, 2017	Visitor Logs	Social Media responses	February 2017
<b>Brazos High School student will participate in service learning via Brazos Event</b>	All BHS Staff & Students	Local organizations including churches, VFW, local businesses	June 2017	Project logs	Community response Social Media Responses	March 2017 April 2017 May 2017
<b>Brazos High School will host a parent night for the parents of incoming 9<sup>th</sup> graders to explain course selection, career paths, graduation plans, and endorsements</b>	HS Counselor, MS Counselor	Local funds	March 2017	Sign in sheet	Graduation plans	Jan 2017, Feb 2017, Mar 2017
<b>Meet the teacher night</b>	Principal Teachers	Local	August 2016	Sign in sheet	Grades Schedules Counselor log	August 2016



Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
<b>Student accomplishments including Honor Roll, Letter Jackets, Outside Awards, will be recognized at six weeks awards ceremonies and end of year awards ceremonies</b>	Principal Counselor Teachers	Local	June 2017	Awards certificates Parent sign in sheet Phone Log	Social Media responses Grades Parent	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017
<b>6 Weeks Newsletter</b>	Principal Counselor Teachers	Local	June 2017	Newsletters	Community response Social Media Responses	Sept 30, 2016, Nov 4, 2016, Dec 16, 2016 Feb 17, 2017, April 7, 2017, June 1, 2017

# Technology

<b>Goal 6</b>	Use technology to enhance learning, communication and organization
Performance Objective	Infuse technology into engaging teaching and learning experiences which foster authentic learning that will be relevant to students in the 21st century.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
<b>Integrate technology into curricula and instruction to improve teaching, create meaningful learning experiences, and develop technological literacy</b>	Classroom teachers	Librarian Region 6 ESC	June 2017	Lesson plans Computer lab calendar Educational artifacts	Grades Student products	December 2016 May 2017
<b>All students will receive internet safety training</b>	Librarian	CIPPA Copa	September 15, 2016	Training Schedule	Light speed reports	September 2017
<b>Provide assistance in integrating technology into instruction.</b>	Administrators Teachers	Region 6 Local	June 2017	Workshop requests	Computer lab calendar Educational artifacts	December 2016 May 2017

## SCE Expenses 2016-17

Position/Assignment/Activity	Total FTE's	Total \$
Salaries	BES-FTE BMS-FTE BHS-FTE	\$-BES \$-BMS \$-BHS
DAEP	BHS- FTE Substitute-\$20,000.00	BHS
In School Tutorials	BMS- BHS-	\$-BES \$-BMS \$-BHS
After School Tutorials BES-Summer School BMS-\$8000.00 Summer School BHS-\$8,000.00 Summer School		
Total State Comp Ed		\$

### Title II Part A Expenses 2016-2017

Position/Assignment/Activity	Total FTE's	Total \$
Substitutes for Professional Development-6100	BES-\$ BMS-\$ BHS-\$	\$
Professional Services-6219	Math/Science Fee Service-\$ Contracted Services for Consultants-\$ EOC Extra Service-\$	\$
General Supplies-6399	Professional Development	\$
Travel for Professional Development-6411	BES-\$ BMS-\$ BHS-\$	\$
Indirect Costs	Predetermined Indirect Cost Rate 3.91%	\$
<b>Total Title II</b>		<b>\$</b>

### Title III 2016-17

Position/Assignment/Activity	Total FTE's	Total \$
District Planning Amount Supplies-\$ Travel/Registration-\$		\$
<b>Total Title III</b>		<b>\$</b>