

**Brazos Independent School District**  
**Brazos High School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# 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.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### 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.

## Demographics

### Demographics Summary

	2018-19		2017-18	
<b>Brazos High School</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>All Students</b>	223	100%	222	100%
<b>Male</b>	112	56%	133	57%
<b>Female</b>	111	43%	102	43%
<b>Hispanic</b>	112	49%	116	48%
<b>Asian</b>	2	1%	2	1%
<b>Black</b>	18	9%	21	11%
<b>White</b>	90	39%	93	38%
<b>2 Or More Races</b>	1	1%	3	2%
<b>Economically Disadvantaged</b>	119	56%	133	49%
<b>ELL</b>	15	6%	13	3%
<b>Special Ed</b>	15	8%	18	4%
<b>Gifted &amp; Talented</b>	3	2%	4	3%
<b>At Risk</b>	40	36%	85	34%
<b>Career &amp; Technical Education</b>	209	97%	230	97%

# Student Academic Achievement

## Student Academic Achievement Summary

Algebra	Tested	Level II		Level III		Final Level II		Goal
		#	%	#	%	#	%	
All Students	61	48	77%	28	46%	9	15%	85%
Male	33	24	77%	16	48%	5	15%	85%
Female	28	24	78%	12	43%	4	14%	85%
Hispanic	29	20	79%	12	41%	4	14%	85%
Black	6	3	71%	3	50%	0	0%	85%
White	26	25	82%	13	50%	5	19%	85%
Economically Disadvantaged	34	24	69%	16	47%	5	15%	85%
ELL	5							85%
Special Ed	7							85%
Gifted & Talented	0							85%
At Risk	24	12	56%	4	17	1	4%	85%
Career & Technical Education	61	48	79%	28	46%	9	15%	85%
Biology	Tested	Level II		Level III		Final Level II		Goal
		#	%	#	%	#	%	
All Students	70	60	86%	36	51%	5	7%	100%
Male	34	28	82%	14	41%	2	6%	100%
Female	36	32	89%	22	61%	3	8%	100%
Hispanic	34	29	85%	15	44%	0	0%	100%
Black	6	3	50%	2	33%	1	17%	100%
White	29	27	93%	18	62%	3	10%	100%
Economically Disadvantaged	39	31	79%	17	44%	1	3%	100%
ELL	6	6	100					100%
Special Ed	6	3						100%
Gifted & Talented	1							100%
At Risk	23	14	67%	2	9%	0	0%	100%
Career & Technical Education	70	60	86%	9	51%	5	7%	100%
English I	Tested	Level II		Level III		Final Level II		Goal

		#	%	#	%	#	%	
<b>All Students</b>	<b>81</b>	58	72%	46	57%	7	9%	80%
<b>Male</b>	<b>43</b>	25	58%	19	44%	3	7%	80%
<b>Female</b>	<b>38</b>	33	87%	27	71%	4	11%	90%
<b>Hispanic</b>	<b>41</b>	24	59%	19	46%	3	7%	90%
<b>Black</b>	<b>8</b>	4	50%	3	38%	0	0%	80%
<b>White</b>	<b>31</b>	29	94%	23	74%	3	10%	90%
<b>Economically Disadvantaged</b>	<b>49</b>	33	67%	25	51%	2	4%	80%
<b>ELL</b>	<b>7</b>	1	14					80%
<b>Special Ed</b>	<b>7</b>	1	14					80%
<b>Gifted &amp; Talented</b>	<b>1</b>							80%
<b>At Risk</b>	<b>34</b>	15	44%	8	24%	1	3%	80%
<b>Career &amp; Technical Education</b>	<b>81</b>	58	72%	45	57%	7	9%	90%
<b>English II</b>	<b>Tested</b>	<b>Level II</b>		<b>Level III</b>		<b>Final Level II</b>		<b>Goal</b>
		#	%	#	%	#	%	80%
<b>All Students</b>	<b>56</b>	36	64%	27	48%	1	2	80%
<b>Male</b>	<b>32</b>	20	63%	15	47%	1	3	80%
<b>Female</b>	<b>24</b>	16	67%	12	50%	0	0	80%
<b>Hispanic</b>	<b>31</b>	20	65%	15	48%	1	3	80%
<b>Black</b>	<b>7</b>	3	43%	1	14%	0	0	80%
<b>White</b>	<b>18</b>	13	72%	11	61%	0	0	95%
<b>Economically Disadvantaged</b>	<b>36</b>	21	58%	14	39%	1	3	80%
<b>ELL</b>	<b>3</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>30</b>	12	40%	7	23%	0	0	80%
<b>Career &amp; Technical Education</b>	<b>54</b>	35	65%	27	50%	1	2	80%
<b>US History</b>	<b>Tested</b>	<b>Level II</b>		<b>Level III</b>		<b>Final Level II</b>		<b>Goal</b>
		#	%	#	%	#	%	
<b>All Students</b>	<b>58</b>	57	98%	45	78%	29	50%	95%
<b>Male</b>	<b>33</b>	32	97%	26	79%	17	52%	95%
<b>Female</b>	<b>25</b>	25	100%	19	76%	12	48%	95%

<b>Hispanic</b>	<b>29</b>	29	100%	22	76%	17	59%	95%
<b>Black</b>	<b>6</b>	5	83%	2	33%	1	17%	95%
<b>White</b>	<b>21</b>	21	100%	19	90%	9	43%	95%
<b>Economically Disadvantaged</b>	<b>34</b>	33	97%	21	62%	15	44%	95%
<b>ELL</b>	<b>1</b>							95%
<b>Special Ed</b>	<b>1</b>							100%
<b>Gifted &amp; Talented</b>	<b>0</b>							100%
<b>At Risk</b>	<b>17</b>	16	76%	6	35%	2	12%	95%
<b>Career &amp; Technical Education</b>	<b>54</b>	53	87%	43	88%	29	54%	95%

### Student Academic Achievement 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.

### Problem Statements Identifying Student Academic Achievement Needs



**Problem Statement 1:** Brazos High School students are struggling with writing **Root Cause:** Lack of writing foundation and reading skills

**Problem Statement 2:** ELL students are not passing EOC's at the rate and percentage that their peers are.

## School Processes & Programs

### School Processes & Programs Summary

#### Staff Quality, Recruitment, and Retention

- 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.

#### Curriculum, Instruction and Assessment

- 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.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

### **Employee Data**

- Teacher/Student Ratio
- Campus leadership data
- T-TESS

### **Parent/Community Data**

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

# Goals

**Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.**

**Performance Objective 1:** By June of 2019, 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

**Evaluation Data Source(s) 1:** Staar EOC results, CBA's

**Summative Evaluation 1:**

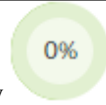
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Implement advisory interventions for students who have not passed their EOC or met SSI	2.4, 2.6	Counselor, classroom teachers	December 2018 EOC Scores, Spring 2019 EOC Scores				
<b>Targeted Support Strategy</b> 2) EOC data analysis by grade, subject, student group, and progress measure Disaggregate CBA test data	2.6	Principal Counselor Teachers	Increase in student achievement Data Logs				
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 3) Increase relevant and meaningful writing across the curriculum	2.5	Teachers Principal	Increase in achievement levels; EOC, CBA				
Problem Statements: Student Academic Achievement 1, 2							
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 4) Monitor ELL's academic and linguistic progress and Implement ELPS in all content areas to increase the rigor of academic instruction for ELLS learners; Direct teach academic vocabulary; visual tools	2.6	Teacher Principal	Lesson plans Grades TELPAS scores EOC Scores				
Problem Statements: Student Academic Achievement 1, 2							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Performance Objective 1 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 1:** Brazos High School students are struggling with writing **Root Cause 1:** Lack of writing foundation and reading skills

**Problem Statement 2:** ELL students are not passing EOC's at the rate and percentage that their peers are.

**Goal 1:** Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

**Performance Objective 2:** 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.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Brazos High School students will be offered a robust dual credit selection which enables them to achieve post-secondary readiness by completing college credit hours.	2.5	Counselor Dual Credit Teacher/Monitor	Student enrollment Dual credit grades Academic Achievement Records				
2) Brazos High School will provide one no cost TSI test to all students once during their 10th-12th grade years.		Counselor	TSI scores Dual credit enrollment				
3) Brazos High School will provide the PSAT to all 11th grade students at no cost to the student		Counselor	TSI scores Dual credit enrollment				
4) Brazos High School will provide all 11th & 12th grade students an opportunity to take a career inventory and receive and interpretation of the inventory		Counselor	ASVAB scores Enrollment in dual credit Enrollment in CTE courses Enlistment in armed forces College applications (transcript requests)				
5) Brazos High School will host FAFSA nights to assist students and parents with timely completion of FAFSA		Counselor	Sign in sheets Completed FAFSAs				



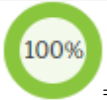
**Goal 1:** Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

**Performance Objective 3:** Infuse technology into engaging teaching and learning experiences which foster authentic learning that will be relevant to students in the 21st century.


**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

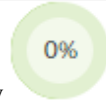
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Integrate technology into curricula and instruction to improve teaching, create meaningful learning experiences, and develop technological literacy	2.5	Classroom teachers	Lesson plans Computer lab calendar Educational artifacts Grades Student products				
2) All students will receive internet safety training	2.5	Principal Teachers	Training Schedule Light speed reports				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





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

**Performance Objective 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 2018-2019 school year.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Provide staff development opportunities which focus on research based instructional strategies</p>		Principal Special Programs	Workshop requests Workshop certificates Lesson Plans Grades EOC Scores				
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Provide all staff with required professional trainings on Bloodborne Pathogens, Sexual Harassment, and safety</p>		Special Programs Coordinator, Principal	Workshop Certificates Staff response to situational occurrences				
<p><b>Critical Success Factors</b> CSF 7</p> <p>3) Provide ongoing training opportunities to core subject teachers on effective strategies for implementing the TEKS</p>		Principal, teachers	Certificates Lesson Plans Grades EOC Scores				
<p><b>Critical Success Factors</b> CSF 7</p> <p>4) Provide writing support to ELAR teachers</p>		Principal, teachers	Workshop requests Workshop certificates STAAR Composition scores				
<p><b>Critical Success Factors</b> CSF 7</p> <p>5) Provide inclusion training to inclusion teachers and core subject teachers</p>		Special Programs Coordinator, Principal	Workshop certificates Grades EOC Scores				

<p><b>Critical Success Factors</b> CSF 7</p> <p>6) Provide effective and timely training on student management software</p>		<p>Principal, Special Programs Coordinator, Campus PEIMS Clerk</p>	<p>Gradebooks</p>				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

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

**Performance Objective 1:** Students, staff, and parents will regard BHS as a safe, supportive, and quality environment in which to learn

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Train all members of BHS learning community in standard response protocol		Principal	Emergency Drill Log Fire Drill Logs Decreased response times				
<b>Critical Success Factors</b> CSF 6 2) Conduct required safety drills (Fire, Lock Out, Lock Down, Evacuate, Shelter)		Principal, All BHS Staff	Emergency Drill Log Fire Drill Logs Decreased response times				
<b>Critical Success Factors</b> CSF 6 3) Provide programs for student and staff awareness of suicide, sexual abuse, dating violence, bullying, social media, and dangers of substance abuse and alcohol abuse.		Principal Counselor Leadership Class	School program calendar Accident reports Discipline referrals Outside agency reports				
4) All students will receive CPR training by the end of their 12th grade year		Principal Counselor Nurse PE/Health Teachers	CPR Training Logs				
5) CTE students will be trained on equipment safety prior to its use		CTE Teachers Principal	Lesson plans Accident reports Nurse's log				

100% = Accomplished  
 ➔ = Continue/Modify  
 0% = No Progress  
 ✗ = Discontinue


**Goal 4: All BHS students will attend school on a regular basis, resulting with the campus attendance rate of 97%, at the end of the 2018-2019 school year.**

**Performance Objective 1:** Ensure that students understand the importance of attending school and completing high school and maintain an attendance rate of 97%.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure that students understand the importance of attending school and completing high school.		Principal Counselor	Benchmark/released STAAR data, Service logs progress reports report cards attendance/completion data Completion/dropout data graduation rate attendance data STAAR data				
2) Implement mentoring program for student experiencing attendance issues		Principal Attendance Clerk Counselor	Visitor log Mentor log Attendance records				
3) Promote clubs and organizations in areas of student interest to promote student involvement in school		Teachers Sponsors	Meeting logs Club membership records				
4) Inform students and parents of academic and support programs available to students at-risk of dropping out of school.	2.6	Counselor Teachers Principal	Attendance reports PEIMS Reports Report cards				
5) 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	Attendance reports Attendance letters PEIMS Reports Report cards				
6) Brazos High School will provide 4 opportunities per year for students to accelerate by taking Texas Tech University credit by exam		Counselor	CBE transcripts Student AARS				
7) 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	2.6	Credit recovery aide/teachers Counselor	Plato grades Student Academic Achievement Records (AAR's) On-time graduation				





8) 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 reasons and placed in a DAEP.	2.6	Principal Counselor DAEP teacher	Discipline records Attendance records Discipline records Student AARs				
9) 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	2.6	Principal Counselor DAEP teacher	DMAC data Student performance on STAAR				
							

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

**Performance Objective 1:** Promote parent and community involvement through use of website and social media

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Disseminate positive district/campus/teacher information via website, local news media, newsletters, and social media and school reach.		Webmaster Administrators Teachers	# of newsletters sent home # of hits on website # of surveys returned Increased participation in district activities				
2) Celebrate Texas Public Schools Week including Open House		Principal Teachers	Visitor Logs Social Media responses				
3) Brazos High School will host a parent night for the parents of incoming 9th graders to explain course selection, career paths, graduation plans, and endorsements	3.2	Principal Counselor	Sign in logs Graduation plans				
4) Student accomplishments including Honor Roll, Letter Jackets, Outside Awards, will be recognized at six weeks awards ceremonies and end of year awards ceremonies	3.2	Principal Counselor Teachers	Awards certificates Parent sign in sheet Phone Log Social Media responses Grades Parent				
5) 6 Weeks Newsletter	3.2	Principal Counselor Teachers	Newsletters Community response Social Media Responses				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							