

Brazos Independent School District
Brazos High School
2019-2020 Campus Improvement Plan



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

Student Academic Achievement

Student Academic Achievement Summary

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	133	47	-	62	63	305	
Approaches GL or Above	96	41	-	60	59	256	84
Meets GL or Above	70	28	-	31	51	180	59
Masters GL	9	13	-	10	30	62	20
Total Percentage Points							163
Component Score							54

All Subjects

Percent of Tests

% at Approaches GL Standard or Above

84% 62% 79% 92% 77%

% at Meets GL Standard or Above

59% 27% 54% 68% 52%

% at Masters GL Standard

20% 4% 16% 26% 18%

Number of Tests

at Approaches GL Standard or Above

256 ** 102 137 117

at Meets GL Standard or Above

180 ** 70 102 79

at Masters GL Standard

62 ** 21 39 27

Total Tests

305 ** 129 149 151

ELA/Reading

Percent of Tests

% at Approaches GL Standard or Above

72% 38% 62% 89% 62%

% at Meets GL Standard or Above

53% 15% 45% 68% 46%

% at Masters GL Standard

7% 0% 3% 11% 4%

Number of Tests

at Approaches GL Standard or Above

96 5 36 55 42

at Meets GL Standard or Above

70 2 26 42 31

at Masters GL Standard

9 0 2 7 3

Total Tests

133 13 58 62 68

Mathematics

All Subjects					
Percent of Tests					
% at Approaches GL Standard or Above	87%	*	89%	88%	86%
% at Meets GL Standard or Above	60%	*	67%	62%	57%
% at Masters GL Standard	28%	*	33%	27%	29%
Number of Tests					
# at Approaches GL Standard or Above	41	*	**	23	18
# at Meets GL Standard or Above	28	*	**	16	12
# at Masters GL Standard	13	*	**	7	6
Total Tests	47	*	**	26	21
Science					
Percent of Tests					
% at Approaches GL Standard or Above	97%	*	100%	97%	93%
% at Meets GL Standard or Above	50%	*	36%	61%	37%
% at Masters GL Standard	16%	*	5%	25%	10%
Number of Tests					
# at Approaches GL Standard or Above	60	*	**	35	28
# at Meets GL Standard or Above	31	*	**	22	11
# at Masters GL Standard	10	*	**	9	3
Total Tests	62	*	**	36	30
Social Studies					
Percent of Tests					
% at Approaches GL Standard or Above	94%	100%	90%	96%	91%
% at Meets GL Standard or Above	81%	67%	77%	88%	78%
% at Masters GL Standard	48%	17%	39%	64%	47%
Number of Tests					
# at Approaches GL Standard or Above	59	**	28	24	29
# at Meets GL Standard or Above	51	**	24	22	25
# at Masters GL Standard	30	**	12	16	15
Total Tests	63	**	31	25	32
Texas Success Initiative (TSI) Criteria					
Met TSI criteria in both ELA/Reading and Mathematics	28	51%			
ELA/Reading	36	65%			
Met TSI criteria for at least one indicator	34	62%			
Met TSI assessment criteria	34	62%			
Met ACT criteria	1	2%			

Texas Success Initiative (TSI) Criteria		
Met SAT criteria	20	36%
Earned credit for a college prep course	0	0%
Mathematics		
Met TSI criteria for at least one indicator	38	69%
Met TSI assessment criteria	25	45%
Met ACT criteria	1	2%
Met SAT criteria	15	27%
Earned credit for a college prep course	14	25%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	0	0%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	12	22%
Industry-Based Certifications		
Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	0	0%
Associate's Degree		
Earned an associate's degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Degree Plan		

Texas Success Initiative (TSI) Criteria		
Identified as receiving special education services and earned an advanced degree plan	0	0%
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	3	5%
Met Non-CTE Criteria		
Met at least one criteria above	31	56%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications		
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and did not meet any other criteria (1/2 credit)	5	9%

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.
- Student achievement improved across the board

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.

riculum, 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.

Priority Problem Statements

Problem Statement 1: Brazos High School students are struggling with writing

Root Cause 1: Lack of writing foundation and reading skills

Problem Statement 1 Areas: Student Academic Achievement

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

Root Cause 2:

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

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

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 2020, Brazos High School will achieve EOC scores 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
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				
Additional Targeted Support Strategy 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				
Additional Targeted Support Strategy 3) Increase relevant and meaningful writing across the curriculum	2.5	Teachers Principal	Increase in achievement levels; EOC, CBA				
Additional Targeted Support Strategy 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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Implement an advisory period to focus on areas that students are struggling in. Math Busters, English Busters, etc. to focus on struggling students and provide immediate remediation.	2.4, 2.5, 2.6	Teachers, counselors, principal	Increase in 6 week passing rates and increase in EOC test 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.

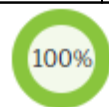
Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

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:

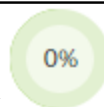
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Brazos High School students will be offered a robust dual credit selection which enables them to achieve post-secondary readiness by completing college credit hours.	2.5	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				
6) Brazos High School will increase the number of certification level exams offered to the students.		CTE Teachers, Principal, Special Programs Director	increase in certifications earned by students.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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:

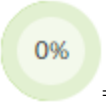
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Integrate technology into curricula and instruction to improve teaching, create meaningful learning experiences, and develop technological literacy	2.5	Classroom teachers	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
1) Provide staff development opportunities which focus on research based instructional strategies		Principal Special Programs	Workshop requests Workshop certificates Lesson Plans Grades EOC Scores				
2) Provide all staff with required professional trainings on Bloodborne Pathogens, Sexual Harassment, and safety		Special Programs Coordinator, Principal	Workshop Certificates Staff response to situational occurrences				
3) Provide ongoing training opportunities to core subject teachers on effective strategies for implementing the TEKS		Principal, teachers	Certificates Lesson Plans Grades EOC Scores				
4) Provide writing support to ELAR teachers		Principal, teachers	Workshop requests Workshop certificates STAAR Composition scores				
5) Provide inclusion training to inclusion teachers and core subject teachers		Special Programs Coordinator, Principal	Workshop certificates Grades EOC Scores				
6) Provide effective and timely training on student management software		Principal, Special Programs Coordinator, Campus PEIMS Clerk	Gradebooks				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 7) Provide mentor teachers to new teachers and allow opportunities for them to meet often and provide opportunities for them to observe other teachers.		Principal, Special Programs Coordinator, Mentor Teachers	Increase in retention increase in student scores and passing results Decrease in discipline referrals				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							


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
1) Train all members of BHS learning community in standard response protocol		Principal	Emergency Drill Log Fire Drill Logs Decreased response times				
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				
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, Active Attacker Training (Run, Hide, Fight) Stop the Bleed and Interaction with a Police Officer.		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				




= Accomplished



= Continue/Modify



= 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 2019-2020 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				

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

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





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				
6) Parent Portal Night		Registrar, Principal	Increased access to grade book				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue