

Brady Independent School District
Brady High School
2023-2024 Improvement Plan



Mission Statement

Brady High school will equip all students with the exceptional ability to make a local and global impact through an educational environment that prepares students to be career and college ready.

Vision

Brady High School envisions a union between the campus and community that provides all students opportunities to make a positive local and global impact.

Value Statement

Brady High School holds the following values:

An educational environment designed to provide **EVERY** student opportunities to succeed.

Relationships at the core of every decision and action.

Lifelong learning that drives every individual within the campus to become the best possible version of themselves every day.

Transparent communication that acknowledges the importance of a partnership between the campus and the community.

Staff members as the true driving factor behind all that we are able to accomplish.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

In the 23-24 school year, Brady High School will have approximately 75 ninth graders, 86 tenth graders, 77 eleventh graders, and 70 twelfth graders. Enrollment is expected to increase due to the amendment in the calendar going to a hybrid schedule. BHS CTE offerings are growing steadily to ensure that all students are college and career ready. Of the 14 factors that contribute to students earning the distinction of at-risk, students are mainly identified due to STAAR/EOC failure, specifically in Algebra and English. BHS has 51.67% students that are male and 48.33% of students who are female. This past year indicated that the EB population is 3% of the student population, but will increase next year. 58% of the students are economically disadvantaged, and 11% are dyslexic. The ethnicity count is: 49.67% White, 45% Hispanic/Latino, 3.67% Two or more races, and 1% Black/African American. 43.67% of students are eligible for free and reduced lunch. Attendance is approximately 93% for the school year.

Demographics Strengths

It is Brady High School's goal to create college and career-bound students, and master scheduling is imperative in this development. BHS has numerous course offerings dedicated to CTE. Students are afforded the opportunity to receive industry-based certifications by the time they leave high school. Numerous dual credit and college-level courses are offered, allowing all students to accelerate their educational endeavors. Special education, Emergent-Bilingual, 504, and GT students are all provided services that fit their needs. Students who were unsuccessful in their standardized tests receive remedial assistance to close the gaps. Enrichment periods allow for increased participation in UIL events, extra-curricular events, and student programs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Brady High School has seen a decrease in overall participation in extra-curricular events. **Root Cause:** External factors and scheduling does not allow some students to participate.

Problem Statement 2: There has been a decline in enrollment over the past five years. **Root Cause:** Local economic conditions have been altered due to a change in job availability in the region. A major industry for the region relocated to a new location in Texas.

Student Achievement

Student Achievement Summary

End-of-course exam scores continue to improve at BHS per state standards. Most students are approaching and meeting grade level expectations. BHS affords multiple testing opportunities for all grade levels through TSI, ASVAB, SAT, PSAT, ACT, and Pre-ACT. Students are scheduled in advanced classes or regular classes based upon their needs of pacing. BHS attempts to provide an education that boosts all students into meeting and mastering the content of the courses.

Student Achievement Strengths

At BHS, teachers are provided with weekly PLC opportunities which allow for vertical and horizontal alignment, data disaggregation, lesson planning, and intervention strategies. Support systems and mentor systems provide teachers with the support needed and will hopefully improve retention rates. Enrichment periods support students through remediation, accelerated instruction, UIL academics, EB support, SEL implementation, and digital citizenship. BHS utilizes benchmarks, online testing, and mock standardized testing to prepare for successful EOC exams. Teachers offer tutorials before school, during lunch, and after school to support student mastery.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are approaching state standards appropriately, but more rigor is needed in the classroom to boost students to a higher achievement level. **Root Cause:** Brady High School should operate through a pull from the top/push from the bottom strategy in order to move the average up.

Problem Statement 2 (Prioritized): There should be more students earning the distinction of College, Career, and/or Military Ready. **Root Cause:** Previous systemic structures inhibited the learning process and limited opportunities for students to earn CCMR distinction, but improvement is being made.

Problem Statement 3: A majority of students are graduating with a multi-disciplinary endorsement, with a limited number of students earning an Industry-Based Certification. **Root Cause:** Brady High School needs to align offered pathways and partner with Brady Middle School and Brady Elementary to promote advanced academics and coherent course completers.

School Culture and Climate

School Culture and Climate Summary

The culture of BHS is relatively strong. Community and parental support is high, and students express that they enjoy school. However, data indicates that students have a profound lack of accountability. In the 22-23 school year, evidence suggests that expectations of attendance and tardies were low. There are also little to no reward systems for students to receive academic recognition besides the scholarship banquet for Seniors resulting in a lack of motivation for academic success in the lower grade levels. Academic support is also hindered by a reliance on cell phone usage, which creates a culture of negativity in some classes that attempt to ban the devices.

School Culture and Climate Strengths

The staff, students, and community of Brady High School are committed to creating change that is long-lasting. A more comprehensive drive for expectations and accountability will result in a positive school culture. Academic and extra-curricular success creates positivity and contagious results. Continued classroom management success provides for minimal school discipline needs.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students experience a lack of consistency in school expectations. **Root Cause:** Accountability for systems and procedures has decreased over the years.

Problem Statement 2 (Prioritized): Student motivation for academic success has decreased. **Root Cause:** There are no motivational techniques set up for students in grades 9-11 for academic success.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The end of the 22-23 school year marked a large turnover at BISD. An abundance of personnel left the district for various reasons, but staffing was able to be filled. Job opportunities in Brady in general continues to be low in order to recruit families to the area. However, the revamp of the BISD calendar attracted some teachers from neighboring districts. BISD is now on a hybrid four-day week schedule, which only increases the calendar dates by one week. The BISD Board of Trustees also approved raises for teachers in order to recruit and retain qualified individuals. The DOI plan continues to be necessary for making sure positions are filled within the district.

Staff Quality, Recruitment, and Retention Strengths

BHS works hard to retain quality teachers and seeks to recruit teachers that are moldable and trainable. Mentor teachers are provided for all new staff. Paraprofessionals are trained through the educational service center. Teachers and paraprofessionals meet and communicate with administrators in order to improve their practices and discuss observations. Eduhero compliance training was utilized this year to provide annual compliance training in areas such as suicide prevention, sexual harrassment, bullying, bloodborne pathogens, dyslexia, SPED, 504, and school safety. Documentation for each individual student helps the highly qualified teachers be more aware and accountable for implementening accomodations/modifications. Practicing school safety drills prepares the students and staff in the event of an actual crisis.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Brady High School has multiple teachers that teach utilizing the District of Innovation certification. **Root Cause:** There is a nationwide shortage of teaching staff and a lack of industry in Brady, Texas to draw individuals to the area.

Problem Statement 2: Teachers are experiencing burnout during the school year. **Root Cause:** Increased requirements from TEA, conditions created from the learning gap sustained from COVID-19, lack of consistent leadership, change in societal norms and technology reliance.

Problem Statement 3: Teachers feel a lack of camaraderie. **Root Cause:** Scheduling along with large turnover does not allow for teachers to truly get to know each other and form a family atmosphere.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Brady High School is positioned to better prepare students for advanced learning resulting in career, college, and military readiness. BHS offers rigorous instruction with a variety of post-secondary learning opportunities in the form of dual credit and dual enrollment programs. Brady High School staff have an understanding and a commitment to making data-driven decisions. The process of data collection and disaggregation will improve through the implementation of campus-wide professional learning communities. Teachers break down data and plan their lessons in PLCs. This allows them to have quality discussions and format vocabulary in similar ways to know how the progression of curriculum is being advanced throughout the grade levels. BHS is working to be more project-based and hands-on. Case studies in history classes, novels in ELAR, experiments in science, and CTE industry-based certification aspirations formulate the majority of lesson plans.

Curriculum, Instruction, and Assessment Strengths

Brady High School offers the greatest number of on-campus dual credit courses in McCulloch County. BHS Staff and administration worked during the 2022-2023 school year to improve course offerings and align programs of study. The staff and administration are committed to creating multiple ways for students to demonstrate college, career, and military readiness. Students tracking their own growth is important to the teachers at BHS. Students are encouraged to individually track their data in each subject area and set goals for themselves to reach throughout the year. Data disaggregation includes consideration of students in various subpopulations and programs who meet standard on assessments conducted in each content area.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The depth and rigor associated with advanced academics are not preparing students for a higher level of achievement. **Root Cause:** A unified vision and consistent implementation of higher learning standards have not been established.

Parent and Community Engagement

Parent and Community Engagement Summary

Brady High School has an abundance of community support at school events. Multiple local businesses are willing and ready to donate to BHS financially. Parental support at district-led family nights (Dyslexia, Title I, ESL) is underwhelming. There is an outpouring of resources and money spent on Band Boosters and Old Hound Dogs, and a group to support academics would be equally beneficial.

Parent and Community Engagement Strengths

BHS hosts multiple parent and community engagement nights outside of the athletic realm. In the 22-23 school year, BHS hosted Mini-School Night, FAFSA nights, dual-credit informational nights, ESL and Dyslexia nights, and opportunities for parents to become involved through site-based committees. Fundraisers for multiple extra-curricular events and programs are supported across the community. The Effective Advising Framework creates a platform for the school to partner with outside organizations to establish relationships and show

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There has been a significant reduction in community and parent engagement in the last two school years. **Root Cause:** Restrictions from the pandemic created certain cultural norms. Campus activities need to provide a way to re-establish connection between the campus and the community.

Problem Statement 2: Systems of participation and partnership have been limited to date. **Root Cause:** The leadership turnover at Brady High School has created a difficult environment for individuals to establish lasting relationships and partnerships.

School Context and Organization

School Context and Organization Summary

Brady High School has undergone multiple changes in the past several years. Turnover coupled with COVID-19 gaps hindered progress. However, BHS has seen increased scores on standardized tests in the past two years indicating that we are closing the gaps considerably. Intentional scheduling has allowed for teachers to balance class-sizes, CTE offerings to expand, remediation practices to ensue to meet the requirements of HB 4545, and teachers to be able to collaborate.

School Context and Organization Strengths

Brady High School has hired and retained multiple individuals with a strong instructional focus. The teachers and administration have a clear vision of providing students support in achieving high standards in academic achievement. BHS has established processes, procedures, and expectations in the 2023-2024 school year that will require students to be held accountable for their own learning. The curricular expectations and procedural systems will align with district and community expectations.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Many teachers felt unable to teach to the highest level in the 22-23 school year. **Root Cause:** A lack of accountability in systems and procedures impacted growth.

Problem Statement 2: Some curriculum has expressed a need for larger budgets to accommodate replacing outdated equipment. **Root Cause:** Inflation and the inability to purchase from certain vendors creates difficulties in ordering.

Technology

Technology Summary

Brady High School currently operates under a one-to-one ratio of technology to student. All students are given a Chromebook to utilize throughout the school year. Teachers are equipped with MacBooks or HP computers depending on preference. Technology is a definite strength across BISD.

Technology Strengths

Students and teachers are equipped for 21st century learning. Students are able to use their Chromebooks at school and at home. Teachers are skilled in Google Classroom, but they also implement curriculum-specific programs such as IXL, Quill, Delta Math, Summit K12, iCEV, and more. Classrooms withing the 22-23 school year are only operating with projectors as opposed to smartboards. An up-to-date camera system within the building is an excellent feature to deter misbehavior and increase security. The technology department is also housed within BHS and has an excellent turnaround time for assistance.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers are in need of more up-to-date projection systems. **Root Cause:** Outfitting the entire district takes time.

Priority Problem Statements

Problem Statement 1: There should be more students earning the distinction of College, Career, and/or Military Ready.

Root Cause 1: Previous systemic structures inhibited the learning process and limited opportunities for students to earn CCMR distinction, but improvement is being made.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students are approaching state standards appropriately, but more rigor is needed in the classroom to boost students to a higher achievement level.

Root Cause 2: Brady High School should operate through a pull from the top/push from the bottom strategy in order to move the average up.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The depth and rigor associated with advanced academics are not preparing students for a higher level of achievement.

Root Cause 3: A unified vision and consistent implementation of higher learning standards have not been established.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: There has been a significant reduction in community and parent engagement in the last two school years.

Root Cause 4: Restrictions from the pandemic created certain cultural norms. Campus activities need to provide a way to re-establish connection between the campus and the community.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Teachers are in need of more up-to-date projection systems.

Root Cause 5: Outfitting the entire district takes time.

Problem Statement 5 Areas: Technology

Problem Statement 6: Students experience a lack of consistency in school expectations.

Root Cause 6: Accountability for systems and procedures has decreased over the years.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Student motivation for academic success has decreased.

Root Cause 7: There are no motivational techniques set up for students in grades 9-11 for academic success.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: Many teachers felt unable to teach to the highest level in the 22-23 school year.

Root Cause 8: A lack of accountability in systems and procedures impacted growth.

Problem Statement 8 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results

Goals

Goal 1: Brady High School will provide multiple opportunities for academic excellence and educational improvement for all students as measured by an increase of at least ten points on the Academic Growth Component Score and Relative Performance according to the 2024 Texas Education Agency Accountability Performance Report.

Performance Objective 1: By May of 2024, Brady High School will exceed the state average in approaches, meets, and masters in all subject areas for all subpopulations.





High Priority

Evaluation Data Sources: CBAs, STAAR/EOC Data, Accountability Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Mar	May	June
Strategy 1: BHS will have a vertically aligned curriculum that provides common vocabulary and appropriate pacing through TEKS Resources System, supplementing with subject-specific digital and print resources. Strategy's Expected Result/Impact: Vertical alignment, success rates, and improved attendance Staff Responsible for Monitoring: Principal, AP, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: Teaching Supply - Supplies and Curriculum - Local Funds - \$13,250	N/A			

Strategy 2 Details	Reviews			
<p>Strategy 2: The master schedule will be strategically designed to incorporate remedial classes, accelerated, as well as enrichment classes to reach students of various subpopulations (i.e. Dyslexia, SPED, Emergent Bilingual, GT, At-Risk) in a range of levels.</p> <p>Strategy's Expected Result/Impact: All subpopulations will receive necessary instruction.</p> <p>Staff Responsible for Monitoring: Principal, AP, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p>Funding Sources: Homebound Instruction - Local Funds - \$2,500, Accelerated Instruction - Local Funds - \$2,500, Dual Credit - Tuition and Fees - Local Funds - \$35,000, Special Education Supply - Local Funds - \$1,000, ESL Supply - Local Funds - \$200, Infonet Consortium - Local Funds - \$1,250, Art Supply - Local Funds - \$1,000, Band Supply - Local Funds - \$17,000, A/V Supply and Cybersecurity - Local Funds - \$1,500, UIL Supply and Travel - Local Funds - \$5,600, PALS Supply - Local Funds - \$500</p>	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: BHS staff will work to implement a multi-tiered system of support throughout the school year to identify students who are in academic, behavioral, or emotional need.</p> <p>Strategy's Expected Result/Impact: MTSS Meetings will enlighten all teachers, counselors, and administrators on effective strategies and specific needs</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - School Culture and Climate 2</p> <p>Funding Sources: RTI Strategies - Local Funds - \$1,000</p>	Formative			Summative
	Oct	Mar	May	June
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will meet in PLCs through both vertical and horizontal teams to disaggregate data and plan high quality, project-based instruction, assessment, and evaluation to ensure success. Strategy's Expected Result/Impact: Data disaggregation and vertical alignment Staff Responsible for Monitoring: Principal, Lead teachers, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: PLCs Training and Supply - Local Funds - \$1,000	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Students will adopt a growth mentality in all subject areas by setting personal goals and monitoring and tracking their own data. Strategy's Expected Result/Impact: Improvement in all subject areas; ability to set and achieve goals. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: Library Books - Local Funds - \$4,000, TexQuest - Local Funds - \$100, Student Incentives - Local Funds - \$1,000	Formative			Summative
	Oct	Mar	May	June
	N/A			

Strategy 6 Details		Reviews			
Strategy 6: By using released STAAR tests as benchmarks, administrators and teachers will be able to appropriately determine testing groups, needs, and accommodations for students in special populations. Strategy's Expected Result/Impact: Students and staff will be well prepared for state testing. Staff Responsible for Monitoring: Principal/Testing Coordinator, Counselor, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: School Context and Organization 1 Funding Sources: Testing Resources - Local Funds - \$300		Formative			Summative
		Oct	Mar	May	June
		N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:





Student Achievement
Problem Statement 1: Students are approaching state standards appropriately, but more rigor is needed in the classroom to boost students to a higher achievement level. Root Cause: Brady High School should operate through a pull from the top/push from the bottom strategy in order to move the average up.
School Culture and Climate
Problem Statement 2: Student motivation for academic success has decreased. Root Cause: There are no motivational techniques set up for students in grades 9-11 for academic success.
Curriculum, Instruction, and Assessment
Problem Statement 1: The depth and rigor associated with advanced academics are not preparing students for a higher level of achievement. Root Cause: A unified vision and consistent implementation of higher learning standards have not been established.
School Context and Organization
Problem Statement 1: Many teachers felt unable to teach to the highest level in the 22-23 school year. Root Cause: A lack of accountability in systems and procedures impacted growth.

Goal 1: Brady High School will provide multiple opportunities for academic excellence and educational improvement for all students as measured by an increase of at least ten points on the Academic Growth Component Score and Relative Performance according to the 2024 Texas Education Agency Accountability Performance Report.

Performance Objective 2: Brady High School will utilize digital platforms to incorporate project-based learning, STEM fluency skills, access curriculum, expand creativity, and communicate by May 2024.

Evaluation Data Sources: Eduphoria Forethought, Google Classroom, TEKS Resource System

Strategy 1 Details	Reviews			
Strategy 1: BHS staff will be provided professional development and supplies that allow for successful implementation of curriculum. Strategy's Expected Result/Impact: Staff will feel comfortable implementing curriculum. Staff Responsible for Monitoring: Principal, AP, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Professional Development - ESSER III - \$1,680	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Technology expansion will include Smart Boards for teachers in tested subjects by May of 2024. Strategy's Expected Result/Impact: More up to date technology will provide new tools for teachers. Staff Responsible for Monitoring: Principal, Technology Director Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Technology 1 Funding Sources: Smart Boards x 7 - ESSER III - \$18,900	Formative			Summative
	Oct	Mar	May	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Interactive testing will be provided for students to develop fluency with EOC and STAAR testing implementation through six weeks CBAs and benchmark testing. Strategy's Expected Result/Impact: Student success on standardized testing. Staff Responsible for Monitoring: Principal, Lead Teachers, Teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - School Culture and Climate 2 - Parent and Community Engagement 1	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Provide staff development, substitutes, and supplies for improvement/enrichment in ELAR, Science, Math, and Social Studies, including advanced technology. Strategy's Expected Result/Impact: Curricular needs for STEM fluency and project based learning as well as more engaging instruction Staff Responsible for Monitoring: Principal, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: Digital Curriculum - Local Funds - \$1,000	Formative			Summative
	Oct	Mar	May	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students are approaching state standards appropriately, but more rigor is needed in the classroom to boost students to a higher achievement level. Root Cause: Brady High School should operate through a pull from the top/push from the bottom strategy in order to move the average up.

School Culture and Climate
Problem Statement 1: Students experience a lack of consistency in school expectations. Root Cause: Accountability for systems and procedures has decreased over the years.
Problem Statement 2: Student motivation for academic success has decreased. Root Cause: There are no motivational techniques set up for students in grades 9-11 for academic success.
Curriculum, Instruction, and Assessment
Problem Statement 1: The depth and rigor associated with advanced academics are not preparing students for a higher level of achievement. Root Cause: A unified vision and consistent implementation of higher learning standards have not been established.
Parent and Community Engagement
Problem Statement 1: There has been a significant reduction in community and parent engagement in the last two school years. Root Cause: Restrictions from the pandemic created certain cultural norms. Campus activities need to provide a way to re-establish connection between the campus and the community.
Technology
Problem Statement 1: Teachers are in need of more up-to-date projection systems. Root Cause: Outfitting the entire district takes time.





Goal 2: Brady High School will increase the percentage of students earning the distinction of College, Career, and Military Ready will increase to a component score of 90% as reported by the 2024-2025 Texas Education Agency Accountability Performance Report and local CCMR tracking as required by House Bill 3.

Performance Objective 1: By May of 2024, all BHS students will be offered the opportunity to take a grade-appropriate college readiness exam.

HB3 Goal

Evaluation Data Sources: SAT, ACT, PSAT, ASVAB Test Numbers

Strategy 1 Details	Reviews			
Strategy 1: By October 2023, juniors and seniors will take the ASVAB exam. Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: By November 2023, all grade levels will take the following exams: 9th graders - PSAT 9; 10th graders - PreACT; 11th graders - PSAT/NMSQT, 12th graders - SAT paper test. Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 2 Funding Sources: SAT, ACT Testing - Local Funds - \$13,000	Formative			Summative
	Oct	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Provide students who are in need of a CCMR point and/or entry into dual credit courses with the TSIA exam. Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: There should be more students earning the distinction of College, Career, and/or Military Ready. Root Cause: Previous systemic structures inhibited the learning process and limited opportunities for students to earn CCMR distinction, but improvement is being made.

Goal 2: Brady High School will increase the percentage of students earning the distinction of College, Career, and Military Ready will increase to a component score of 90% as reported by the 2024-2025 Texas Education Agency Accountability Performance Report and local CCMR tracking as required by House Bill 3.





Performance Objective 2: Provide multiple opportunities to generate post-secondary career and college exposure for all students throughout BHS by May of 2024.

Evaluation Data Sources: CCMR Worksheet, College Planning Sessions, Number of trips/vendors

Strategy 1 Details	Reviews			
Strategy 1: BHS will schedule post-secondary college field trips for all seniors to experience multiple colleges and trade schools. Strategy's Expected Result/Impact: Students will be provided with exposure and motivation for future success Staff Responsible for Monitoring: Principal, Counselor Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - School Culture and Climate 2 - Parent and Community Engagement 1 Funding Sources: Student Travel - Local Funds - \$500	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: CTE teachers will bring in outside vendors to school to showcase opportunities in the workplace. Strategy's Expected Result/Impact: Students will be provided with exposure and motivation for future success Staff Responsible for Monitoring: Principal, Counselor, CTE Teachers Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - School Culture and Climate 2 - Parent and Community Engagement 1 Funding Sources: Career Day - Local Funds - \$500	Formative			Summative
	Oct	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: BHS will teach financial literacy to students in preparation for life outside of high school. Strategy's Expected Result/Impact: Students will be provided with exposure and motivation for future success Staff Responsible for Monitoring: Principal, Counselor, CTE Teachers Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - School Culture and Climate 2 - Parent and Community Engagement 1	Formative			Summative
	Oct	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Military recruiters will be invited to BHS to generate interest for students. Strategy's Expected Result/Impact: Students will be provided with exposure and motivation for future success Staff Responsible for Monitoring: Principal, Counselor, CTE Teachers Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - School Culture and Climate 2 - Parent and Community Engagement 1	Formative			Summative
	Oct	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: CTE programs will be funded for supplies and opportunities for educationally beneficial trips. Strategy's Expected Result/Impact: Students will be provided with exposure and motivation for future success Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 2 - Parent and Community Engagement 1 Funding Sources: CCMR - Local Funds - \$2,000, Vocational Agriculture Supply and Travel - Local Funds - \$22,000, FCS Supply and Travel - Local Funds - \$31,000, CTE Business Supply - Local Funds - \$2,000, Dues - Local Funds - \$1,000	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: BHS will assist in transition between the 8th and 9th grades by providing 8th grade students the opportunity to tour the campus, see campus operations, meet the faculty, and select desired courses. Strategy's Expected Result/Impact: Students will be knowledgeable of the operations of BHS. Staff Responsible for Monitoring: Principal, Counselors Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - Parent and Community Engagement 1	Formative			Summative
	Oct	Mar	May	June
	N/A			

Strategy 7 Details		Reviews			
Strategy 7: Brady High School students will have ongoing meetings throughout the year to discuss PGPs, transcripts, CTE options, and graduation requirements. Strategy's Expected Result/Impact: Students will be knowledgeable of the opportunities at BHS. Staff Responsible for Monitoring: Principal, Counselors Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 2 - Parent and Community Engagement 1		Formative			Summative
		Oct	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: There should be more students earning the distinction of College, Career, and/or Military Ready. Root Cause: Previous systemic structures inhibited the learning process and limited opportunities for students to earn CCMR distinction, but improvement is being made.
School Culture and Climate
Problem Statement 2: Student motivation for academic success has decreased. Root Cause: There are no motivational techniques set up for students in grades 9-11 for academic success.
Parent and Community Engagement
Problem Statement 1: There has been a significant reduction in community and parent engagement in the last two school years. Root Cause: Restrictions from the pandemic created certain cultural norms. Campus activities need to provide a way to re-establish connection between the campus and the community.





Goal 3: By May 2024, Brady High School will provide a positive and safe learning experience for staff and students that supports retention and increased enrollment and utilizes parental and community input to support operations as measured by end of year surveys and staff retention rates.

Performance Objective 1: By May 2024, the number of disciplinary incidents measured by PEIMS will decrease by 50% from the 2022-2023 school year to ensure school safety and a positive learning environment.

Evaluation Data Sources: PEIMS reports, Disciplinary history

Strategy 1 Details		Reviews			
Strategy 1: Brady High School will work in conjunction with the Heart of Texas Co-Op and the community mental health resources to coordinate streamlined, effective strategies that assist students in behavioral, educational, and mental growth to support transition. Strategy's Expected Result/Impact: Positive mental mindset for students Staff Responsible for Monitoring: Principal, Co-Op, Counselors Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 2		Formative			Summative
		Oct	Mar	May	June
		N/A			
Strategy 2 Details		Reviews			
Strategy 2: Participate in the Drug Free School week (Red Ribbon Week) along with drug and violence-free programs provided by external vendors. Strategy's Expected Result/Impact: Reduce drug/violence at BHS Staff Responsible for Monitoring: Principal, Counselor Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Mar	May	June
		N/A			

Strategy 3 Details	Reviews			
Strategy 3: Participate in internet safety, social media safety, and digital citizenship programs throughout the year Strategy's Expected Result/Impact: Reduce social media infractions at BHS Staff Responsible for Monitoring: Principal, Counselor Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: All graduating students will receive training in CPR, Interaction with Law Enforcement and complete their FAFSA applications by May 2024. Strategy's Expected Result/Impact: BHS will meet requirements for graduation. Staff Responsible for Monitoring: Principal, Counselor, Nurse, SRO Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Empower students to document and report incidents of harassment (bullying and sexual) prevention through Stop It Strategy's Expected Result/Impact: Reduce bullying at BHS. Staff Responsible for Monitoring: Principal, AP, Counselor Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Mar	May	June

Strategy 6 Details	Reviews			
Strategy 6: DAEP services will be assigned as needed by BMS, and a full-time DAEP teacher will be provided by BISD. Strategy's Expected Result/Impact: Consistent discipline procedures Staff Responsible for Monitoring: Principal, AP Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Culture and Climate 1 Funding Sources: DAEP Supply - Local Funds - \$300	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: By August 2023, Emergency Operation Plans will be developed, and all staff will be trained. By May 2024, Brady High School will complete all required drills. All teachers will be trained in systems, processes, and procedures for each drill, and required documentation will be kept on file. Escape routes will be posted in all rooms and hallways. Strategy's Expected Result/Impact: Staff and students will feel comfortable with safety procedures at BHS. Staff Responsible for Monitoring: Principal, AP, SRO Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Mar	May	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: There should be more students earning the distinction of College, Career, and/or Military Ready. Root Cause: Previous systemic structures inhibited the learning process and limited opportunities for students to earn CCMR distinction, but improvement is being made.
School Culture and Climate
Problem Statement 1: Students experience a lack of consistency in school expectations. Root Cause: Accountability for systems and procedures has decreased over the years. Problem Statement 2: Student motivation for academic success has decreased. Root Cause: There are no motivational techniques set up for students in grades 9-11 for academic success.





Goal 3: By May 2024, Brady High School will provide a positive and safe learning experience for staff and students that supports retention and increased enrollment and utilizes parental and community input to support operations as measured by end of year surveys and staff retention rates.

Performance Objective 2: High quality professionals (traditionally certified, alternatively certified, or locally certified through BISD's District of Innovation Plan) will teach 100% of classes at Brady High School, and staff will receive both on and off campus professional development throughout the year.

Evaluation Data Sources: Teacher certifications, turnover rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership committees are established to support the growth of teachers at BHS and influence campus decisions. Teachers will meet in PLCs weekly to plan curriculum, assess data, and implement best practice at each grade level in core areas.</p> <p>Strategy's Expected Result/Impact: Streamlined, effective education for BHS students</p> <p>Staff Responsible for Monitoring: Principal, Lead Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p>Funding Sources: Teacher Incentives - Local Funds - \$1,500</p>	Formative			Summative
	Oct	Mar	May	June
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Meaningful, scientific research-based professional development will be provided for all teachers and staff on curriculum using differentiated instruction, T-TESS Orientation for all Teachers, strategies for discipline, SpEd training/ orientation, STEM implementation, inclusion support, Eduphoria, & LPAC/ELPS/ELs Training. Substitutes when needed will be provided for staff development. Strategy's Expected Result/Impact: All staff will feel comfortable and knowledgeable in the classroom. Staff Responsible for Monitoring: Principal, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Staff Travel - Local Funds - \$2,000	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Administrators will recruit qualified staff, and provide all new teachers with a mentor for adequate support. Strategy's Expected Result/Impact: Staff retention Staff Responsible for Monitoring: Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Context and Organization 1 Funding Sources: Certification Fees - Local Funds - \$500, ESL Certification - Local Funds - \$300	Formative			Summative
	Oct	Mar	May	June
	N/A			

Strategy 4 Details		Reviews			
Strategy 4: Utilize ESC services, various workshops, conferences, TEKS Resource System & Lead4ward services to enhance student learning through staff training. Strategy's Expected Result/Impact: All staff will feel comfortable and knowledgeable in the classroom. Staff Responsible for Monitoring: Principal, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Staff Travel - Local Funds - \$1,500, Admin Travel and Dues - Local Funds - \$4,000, Counselor Travel and Dues - Local Funds - \$2,250		Formative			Summative
		Oct	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students are approaching state standards appropriately, but more rigor is needed in the classroom to boost students to a higher achievement level. Root Cause: Brady High School should operate through a pull from the top/push from the bottom strategy in order to move the average up.
School Culture and Climate
Problem Statement 1: Students experience a lack of consistency in school expectations. Root Cause: Accountability for systems and procedures has decreased over the years.
Curriculum, Instruction, and Assessment
Problem Statement 1: The depth and rigor associated with advanced academics are not preparing students for a higher level of achievement. Root Cause: A unified vision and consistent implementation of higher learning standards have not been established.
School Context and Organization
Problem Statement 1: Many teachers felt unable to teach to the highest level in the 22-23 school year. Root Cause: A lack of accountability in systems and procedures impacted growth.

Goal 3: By May 2024, Brady High School will provide a positive and safe learning experience for staff and students that supports retention and increased enrollment and utilizes parental and community input to support operations as measured by end of year surveys and staff retention rates.

Performance Objective 3: Brady High School will communicate and work with parents/guardians to improve campus attendance, failure rates, and operations.

Evaluation Data Sources: Attendance rates, failure rates, surveys, community input

Strategy 1 Details	Reviews			
Strategy 1: Brady High School administration and staff will communicate using an approved electronic communication platform, Parent Square. Strategy's Expected Result/Impact: Increased communication between teachers, administrators, students, and parents Staff Responsible for Monitoring: Principal, Teachers Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Brady High School will hold multiple meetings and opportunities for parents to become involved in their child's educational endeavors (i.e. Title I, Dyslexia Night, ESL Night, FAFSA information, Dual Credit information, PGP meetings, CEIC meetings). Strategy's Expected Result/Impact: Increased communication between teachers, administrators, students, and parents Staff Responsible for Monitoring: Principal, Teachers Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1 Funding Sources: ESL Night - Local Funds - \$250, FCCLA Awards - Local Funds - \$500, Graduation - Local Funds - \$1,500, Project Graduation - Local Funds - \$1,000	Formative			Summative
	Oct	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Construct a written parental involvement policy separate from campus handbook and design a School-Parent Compact outlining how parents, staff, and students will share responsibility for improved academic achievement. Strategy's Expected Result/Impact: Increased communication between teachers, administrators, students, and parents Staff Responsible for Monitoring: Principal, Teachers Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Encourage parents to register to view their child's grades through Parent Portal through Ascender. Strategy's Expected Result/Impact: Increased communication between teachers, administrators, students, and parents Staff Responsible for Monitoring: Principal, PEIMS, Teachers Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Mar	May	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Provide parents test results, school report cards, newsletters, and other notifications in both English and Spanish, and encourage parents to contact principal/parent liaison to receive assistance with interpreting results. Provide assessment results in a language parents can understand. Strategy's Expected Result/Impact: Increased communication between teachers, administrators, students, and parents Staff Responsible for Monitoring: Principal, PEIMS, Teachers Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Mar	May	June
	N/A			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: There has been a significant reduction in community and parent engagement in the last two school years. Root Cause: Restrictions from the pandemic created certain cultural norms. Campus activities need to provide a way to re-establish connection between the campus and the community.

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teaching Supply - Supplies and Curriculum		\$13,250.00
1	1	2	Dual Credit - Tuition and Fees		\$35,000.00
1	1	2	PALS Supply		\$500.00
1	1	2	Special Education Supply		\$1,000.00
1	1	2	ESL Supply		\$200.00
1	1	2	Homebound Instruction		\$2,500.00
1	1	2	Band Supply		\$17,000.00
1	1	2	UIL Supply and Travel		\$5,600.00
1	1	2	Accelerated Instruction		\$2,500.00
1	1	2	Infonet Consortium		\$1,250.00
1	1	2	Art Supply		\$1,000.00
1	1	2	A/V Supply and Cybersecurity		\$1,500.00
1	1	3	RTI Strategies		\$1,000.00
1	1	4	PLCs Training and Supply		\$1,000.00
1	1	5	Student Incentives		\$1,000.00
1	1	5	TexQuest		\$100.00
1	1	5	Library Books		\$4,000.00
1	1	6	Testing Resources		\$300.00
1	2	4	Digital Curriculum		\$1,000.00
2	1	2	SAT, ACT Testing		\$13,000.00
2	2	1	Student Travel		\$500.00
2	2	2	Career Day		\$500.00
2	2	5	CCMR		\$2,000.00
2	2	5	Vocational Agriculture Supply and Travel		\$22,000.00
2	2	5	Dues		\$1,000.00
2	2	5	CTE Business Supply		\$2,000.00
2	2	5	FCS Supply and Travel		\$31,000.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	DAEP Supply		\$300.00
3	2	1	Teacher Incentives		\$1,500.00
3	2	2	Staff Travel		\$2,000.00
3	2	3	ESL Certification		\$300.00
3	2	3	Certification Fees		\$500.00
3	2	4	Staff Travel		\$1,500.00
3	2	4	Counselor Travel and Dues		\$2,250.00
3	2	4	Admin Travel and Dues		\$4,000.00
3	3	2	FCCLA Awards		\$500.00
3	3	2	ESL Night		\$250.00
3	3	2	Graduation		\$1,500.00
3	3	2	Project Graduation		\$1,000.00
Sub-Total					\$177,300.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Professional Development		\$1,680.00
1	2	2	Smart Boards x 7		\$18,900.00
Sub-Total					\$20,580.00