

Brownfield Independent School District

Brownfield High School

2015-2016 Goals/Performance Objectives/Strategies



Mission Statement

We exist to prepare each student academically and socially to be a productive citizen upon graduation.

Vision

All students and staff will aspire to be a community of learners.

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Goals

Goal 1: Brownfield High School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 1: All students tested in Algebra I STAAR/EOC will increase scores by 20% and/or meet state average for the 2015-2016 school year + an increase of 10% of commended students will be met.











Summative Evaluation: Algebra I STAAR/EOC

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) BISD educators develop a comprehensive and sustainable curriculum system, based on the Kilgo Scope and Sequence. It is locally designed to meet the needs of the students we serve by providing clear and measurable expectations for student learning.	1, 2, 9, 10	District Administrators, Campus Administrators, Teachers	Lesson Plans Eduphoria Training sessions/Sign-in sheets.				
2) There are common systemic assessments that are used at different times throughout the year to track student growth and development in their academic achievement.	1, 2, 8, 9	District Administrators, Campus Administrators, Teachers	Eduphoria Benchmarks Student data				
3) To address students' non-mastery of specific SE's, Student Acceleration periods meets daily or twice a week (depending on the subject) during the instructional day.	1, 2, 8, 9	District Administrators, Campus Administrators, Teachers	Acceleration List and Schedules Sign-in sheets Master Schedule				
4) A variety of standards-based instructional resources (textbooks, digital textbooks, and online resources) are used to support the engaging instructional practices at each campus.	1, 2, 8, 9	Campus Administrator, Teachers	Lesson Plans Usage of Computer Labs				
5) Job embedded professional development will focus on effective implementation of the curriculum.	1, 2, 4, 5	District Administrators, Campus Administrators, Teachers	Agendas Sign-in Sheets Certificates of completion				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Brownfield High School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 2: All students tested in English Language Arts I and English Language Arts II STAAR/EOC will increase scores by 20% and/or meet state average for the 2015-2016 school year + an increase of 10% of commended students will be met.











Summative Evaluation: ELAR I, ELAR II STAAR/EOC

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) BISD educators develop a comprehensive and sustainable curriculum system, based on the Kilgo Scope and Sequence. It is locally designed to meet the needs of the students we serve by providing clear and measurable expectations for student learning.	1, 2, 8, 9	District Administrators, Campus Administrators, Teachers	Lesson Plans Eduphoria Training sessions/Sign-in sheets.				
2) There are common systemic assessments that are used at different times throughout the year to track student growth and development in their academic achievement.	1, 2, 8, 9	District Administrators, Campus Administrators, Teachers	Eduphoira Benchmarks Student data				
3) To address students' non-mastery of specific SE's, Student Acceleration periods meet daily or twice a week (depending on subject) during the instructional time.	1, 2, 8, 9	District Administrators, Campus Administrators, Teachers	Acceleration List and Schedules Sign-in sheets Master Schedule				
4) A variety of standards-based instructional resources (textbooks, digital textbooks, and online resources) are used to support the engaging instructional practices at each campus.	1, 2, 8, 9	Campus Administrator, Teachers	Lesson Plans Usage of Computer Labs				
5) Job embedded professional development will focus on effective implementation of the curriculum.	1, 2, 4	District Administrators, Campus Administrators, Teachers	Agendas Sign-in Sheets Certificates of completion				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Brownfield High School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 3: All students tested in United States History STAAR/EOC will increase scores by 20% and/or meet state average for the 2015-2016 school year + an increase of 10% of commended students will be met.











Summative Evaluation: US History STAAR/EOC

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) BISD educators develop a comprehensive and sustainable curriculum system, based on the Kilgo Scope and Sequence. It is locally designed to meet the needs of the students we serve by providing clear and measurable expectations for student learning.	1, 2, 3, 8, 9	District Administrators, Campus Administrators, Teachers	Lesson Plans Eduphoria Training sessions/Sign-in sheets.				
2) There are common systemic assessments that are used at different times throughout the year to track student growth and development in their academic achievement.	1, 2, 8, 9	District Administrators, Campus Administrators, Teachers	Eduphoira Benchmarks Student data				
3) To address students' non-mastery of specific SE's, Student Acceleration periods meet daily or twice a week (depending on subject) during the instructional time.	1, 2, 8, 9	District Administrators, Campus Administrators, Teachers	Acceleration List and Schedules Sign-in sheets Master Schedule				
4) A variety of standards-based instructional resources (textbooks, digital textbooks, and online resources) are used to support the engaging instructional practices at each campus.	1, 2, 8, 9	Campus Administrator, Teachers	Lesson Plans Usage of Computer Labs				
5) Job embedded professional development will focus on effective implementation of the curriculum.	1, 2, 4	District Administrators, Campus Administrators, Teachers	Agendas Sign-in Sheets Certificates of completion				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Brownfield High School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 4: All students tested in Biology STAAR/EOC will increase scores by 20% and/or meet state average for the 2015-2016 school year + an increase of 10% of commended students will be met.











Summative Evaluation: Biology STAAR/EOC

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) BISD educators develop a comprehensive and sustainable curriculum system, based on the Kilgo Scope and Sequence. It is locally designed to meet the needs of the students we serve by providing clear and measurable expectations for student learning.	1, 2, 8, 9	District Administrators, Campus Administrators, Teachers	Lesson Plans Eduphoria Training sessions/Sign-in sheets.				
2) There are common systemic assessments that are used at different times throughout the year to track student growth and development in their academic achievement.	1, 2, 8, 9	District Administrators, Campus Administrators, Teachers	Eduphoira Benchmarks Student data				
3) To address students' non-mastery of specific SE's, Student Acceleration periods meet daily or twice a week (depending on subject) during the instructional time.	1, 2, 8, 9	District Administrators, Campus Administrators, Teachers	Acceleration List and Schedules Sign-in sheets Master Schedule				
4) A variety of standards-based instructional resources (textbooks, digital textbooks, and online resources) are used to support the engaging instructional practices at each campus.	1, 2, 8, 9	Campus Administrator, Teachers	Lesson Plans Usage of Computer Labs				
5) Job embedded professional development will focus on effective implementation of the curriculum.	1, 2, 4, 5	District Administrators, Campus Administrators, Teachers	Agendas Sign-in Sheets Certificates of completion				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Brownfield High School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 5: For the 2015-2016 school year, special population students will be provided opportunities to improve in all areas of the STAAR/EOC.

Summative Evaluation: Algebra I, ELAR I, ELAR II, United States History, and Biology STAAR/EOC

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students suspected of being dyslexic will be tested.	1, 2, 8, 9, 10	Reading teacher Counselor	Documentation for Diagnostician.				
2) Will provide pull out program/ESL classes for Migrant and ESL students.	1, 2, 8, 9, 10	Migrant Teacher Principal Counselors	Student Schedule ESL Teacher Documentation				
3) ESOL identified students will be provided instruction in ESOL classes, PE classes, and reading classes.	1, 2, 8, 9, 10	Classroom teachers	Teacher Lesson Plans Walkthrough Data				
4) GT students will be provided advanced level courses and/or advanced level thinking skill assignments in order to challenge/stimulate their thinking skills to higher levels.	1, 2, 8, 9, 10	GT Trained Teachers	Master Schedule Student Schedule Testing Data				
5) An effort to increase the number of teachers to be GT and ESL certified by the end of the 2015-2016 school year.	1, 2, 8, 9, 10	Administration, Teachers	Teacher Certifications				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Brownfield High School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 6: Brownfield High School will focus on creating opportunities of academic success for students with special needs.

Summative Evaluation: STAAR/EOC/IEP








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Extra support and time will be provided for at-risk students (other than resource students).	1, 2, 3, 8, 9	Special education/teachers/ Mainstream teachers	Sign-In Sheets Schedules Lesson Plans				
2) Special needs students will be mainstreamed into regular classes as much as possible.	1, 2, 3, 8, 9	Academic Teams/Special education teachers/Counselor	ARD documentation Student Schedules Inclusion Documentation				
3) Continue inclusion for all students with special needs in all core areas.(When applicable)	1, 2, 8, 9	Teachers/ Counselors Diagnosticians/ Principals	Documentation from Inclusion Aides Documentation from Diagnostician				
4) A transition team will be designated to implement and link student educational plans with their individual transition plans.	1, 2, 8, 9	Counselor Special education teachers Principal	Diagnostician Documentation Counselor Documentation				
5) Special needs students will be provided additional support in classes as provided by their IEPs.	1, 2, 8, 9	Classroom teachers	Inclusion Documentation Teacher Lesson Plans Diagnostician Documentation				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Brownfield High School will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 7: Meet the academic needs and maximize achievement for the Migrant Education Program for designated student groups. (Students identified as Migrant; Migrant students identified as Priority of Services)








Summative Evaluation: AEIS Data, AYP and State Assessment Scores, Migrant Needs analysis, Program evaluation by staff, Region 16 SSA Reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Beginning July through June, the school will identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	6, 7, 9, 10	Migrant Recruiter, Special Programs Director	Copies of Certificates of Eligibility				
				Funding Sources: 212 Title I, Part C- Migrant			
2) ID&R: Conduct ID&R activities as outlined in the ID&R plan as provided by the State MEP.	7, 9, 10	Migrant Recruiter, Special Programs Director	Copies of Certificates of Eligibility				
				Funding Sources: 212 Title I, Part C- Migrant			
3) Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.	7, 9, 10	Migrant Recruiter, Special Programs Director, Principals	Summer School Attendance records				
				Funding Sources: 212 Title I, Part C- Migrant			
4) Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed the State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer remediation.	8, 9, 10	Special Programs Director, Principals	Summer School Attendance Records				
				Funding Sources: 212 Title I, Part C- Migrant			
5) NGS: Beginning July1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities as outlined in the NGS Implementation Guidelines for ESCs and LEAs.	10	Migrant Recruiter Special Programs Director	Copies of Certificates of Eligibility, Region 16 NGS Reports				
				Funding Sources: 212 Title I, Part C- Migrant			

<p align="center">State System Safeguard Strategies</p> <p>6) Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/ore early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.</p>	1, 8, 9, 10	Migrant and School Counselor, Special Programs Director, Principal	Academic Records, Migrant Records				
Funding Sources: 212 Title I, Part C- Migrant, 244 Perkins - Career & Technical							
<p align="center">State System Safeguard Strategies</p> <p>7) Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.</p>	8, 9	Counselor, Principal, HQ Teacher	Academic Records				
Funding Sources: 212 Title I, Part C- Migrant							
<p align="center">State System Safeguard Strategies</p> <p>8) Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.</p>	6, 8, 10	Counselor, Principal, HQ Teacher	Academic records, attendance records				
Funding Sources: 212 Title I, Part C- Migrant							
<p>9) Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.</p>	4	Counselor, Principal, HQ Teacher	Priority for Services reports, Academic and attendance records.				
Funding Sources: 212 Title I, Part C- Migrant							
<p align="center">State System Safeguard Strategies</p> <p>10) Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.</p>	6, 8, 9, 10	Counselor, Principal, HQ Teacher	Academic Records, meeting sign in sheets, attendance records.				
Funding Sources: 212 Title I, Part C- Migrant							
<p align="center">State System Safeguard Strategies</p> <p>11) Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the TAKS/EOC are accessing local, intrastate, and interstate opportunities available for summer TAKS/EOC remediation.</p>	8, 9, 10	Counselor, Principal, HQ Teacher	Academic Records, meeting sign in sheets, attendance records, MSIX Log in records.				
Funding Sources: 212 Title I, Part C- Migrant, 199 General Fund							
<p>12) Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migatory children, ages 3-5 are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example Head Start, Even Start, Texas Migrant Council, or other early childhood programs.)</p>	6, 7, 10	Counselor, Principal, HQ Teacher	PEIMS, Certificates of Eligibility, academic records.				
Funding Sources: 212 Title I, Part C- Migrant, 263 Title III, Part A - ELA							

13) District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.	1, 2	Counselor, Principal, Special Programs Director	Academic Records, attendance records, procedures manuals.				
14) Interstate Coordination: Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.	10	Special Programs Director, Migrant Education Personnel at Region Service Center	Contact logs. Migrant program logs.				
Funding Sources: 212 Title I, Part C- Migrant							
15) Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	10	Special Programs Director, Migrant Education Personnel at Region Service Center	Staff Records, PEIMS				
16) Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	10	Special Programs Director, Migrant Education Personnel at Region Service Center	Staff Records, PEIMS				
17) Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The PAC must abide by the guidelines outlined in the State's MEP policy manual. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)	1, 10	Special Programs Director, Migrant Education Personnel at Region Service Center.	SSA Migrant PAC Meeting attendance sheets.				
18) Program Evaluation: Conduct an evaluation of your Migrant Education Program.	1	Special Programs Director, Migrant Education Personnel at Region Service Center	Migrant Procedures Manual, Program evaluation forms.				
19) PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students to be encoded into PEIMS with the Migrant Indicator Code.	2	Special Programs Director, Migrant Education Personnel at Region Service Center, PEIMS Registrar	PEIMS, COE				

20) Graduation Plan Support-Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services. (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	8, 9	Special Programs Director, Migrant Education Personnel at Region Service Center, Migrant and School Counselor	Graduation Plans on file, Academic Records, PFS reports, Migrant School Counselor reports.				
21) Credit Accrual--Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources.	8, 9	Special Programs Director, Migrant Education Personnel at Region Service Center, Migrant and School Counselor	Graduation Plans, Migrant School Counselor reports.				
22) Credit Accrual--Tuition or fees for evening classes, summer school or credit-by-exam	10	Counselor, Principal, HQ Teacher	Graduation Plans, Migrant School Counselor reports.				
Funding Sources: 212 Title I, Part C- Migrant							
23) Supplemental Instruction--Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	8, 9, 10	Special Programs Director, Campus Principal, HQ Teacher of Record	Attendance sheets				
Funding Sources: 199 General Fund, 212 Title I, Part C- Migrant							
24) Supplement Instruction--Extended-Day EOC STAAR Acceleration (before school, after school, or on Saturdays)	8, 9, 10	Special Programs Director, Campus Principal, HQ Teacher of Record	Attendance sheets, lesson plans				
Funding Sources: 199 General Fund, 212 Title I, Part C- Migrant							
25) Summer Programs--Project SMART (including current or past programs)		Special Programs Director, Campus Principal, HQ Teacher Record	Summer school attendance forms				
26) Supplemental Instruction--Home Based Building Bridges: Provide a lead teacher to train and support staff and administer home-based implementation of the Building Bridges Early Childhood Program to migrant 3 and 4 year olds if children cannot be served by other available resources.	7, 10	Special Programs Director, Campus Principal, Home based trained instructor	Migrant Records				
Funding Sources: 212 Title I, Part C- Migrant							

27) Supplemental Instruction--Other Center Based Program for 3 and 4 year olds: District Pre-K to serve 4 year olds. Three year olds to be served with Building Bridges.	7, 10	Special Programs Principal, HQ Teacher	Attendance forms, migrant program records.				
	Funding Sources: 205 Head Start, 212 Title I, Part C- Migrant						
28) Identified Needs for Academic and Nonacademic Support Services-- Clothing and School Supplies. Coordination with local, state and other community resources to meet this needs will occur before sourcing Migrant program funds.	1, 10	Special Programs Director, Campus Personnel	Student records, meeting notes				
	Funding Sources: 212 Title I, Part C- Migrant						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Brownfield High School will increase student attendance and completion rate.

Performance Objective 1: For the 2015-2016 school year, the attendance rate will be 97%.

Summative Evaluation: PEIMS Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Parents of students who are absent will be contacted each day.	1, 2, 6	Administration Attendance clerk	Skylert Logs Attendance Clerk Logs				
2) Students will be assigned to detention, ISS, and AEP rather than being suspended.	1, 2	Administration ISS supervisor AEP supervisor/teacher	Discipline Referral Report Assistant Principal Documentation				
3) School liaison personnel will make home visits as requested by BHS school officials.	1, 2, 6	Administration Liaison personnel	Parent Contact Logs				
4) Warning letters will be mailed to parents of students with 5 absences. Letters are mailed out again at 7 and 10 absences.	1, 2, 6	Administration	Letters from Skyward Assistant Principal Documentation Attendance Clerk Documentation				
5) Parent conferences are scheduled after letters are mailed out for the 7th absence.	1, 2, 6	Administration	Letters from Skyward Assistant Principal Documentation Attendance Clerk Documentation				
6) Strict adherence to attendance laws will be maintained.	1, 2	Administration	Assistant Principal Documentation Court Documentation				
7) Implementation of a coordinated school health program including: PAPA.	1, 2, 6	Principal, Health/PE/Science Teachers	PAPA Training Lesson Plans				
8) Various award incentives given to increased attendance percentages.	1, 2, 6	Administration/Attendance Clerk/PEIMS Clerk	Attendance Reports Assistant Principal Documentation Attendance Clerk Documentation PEIMS Documentation				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Brownfield High School will increase student attendance and completion rate.

Performance Objective 2: For the 2015-2016 school year the dropout rate will be less than 1%.

Summative Evaluation: PEIMS Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Activities will be designed to promote a positive climate at BHS. Students will be encouraged to be a part of such activities to help make them feel they are important to the success of BHS.	1, 2	Campus Administrators Activity/club sponsors Coaches Academic Teachers	Scheduled Events Participation Logs				
2) Provide pregnancy related services to students in need of such services: a)Homebound education b)Other services as outlined in the BHS Pregnancy-Related Plan.	1, 2	Counselors School nurse School liaison Catholic Family Services	Documentation from School Nurse Documentation from Homebound Teacher Documentation from Counselors				
3) Make a concerted effort to find all students that completed the 2013-2014,2014-2015 year at BHS who do not return for the 2015-2016 school year.	1, 2	Counselor/Secretaries/PEIMS Campus Administrators	Contact Logs				
4) Career counseling for all BHS students.	1, 2	Counselors/Careers teacher	Sign-In Sheets				
5) At-risk students will have the oppurtunity to participate in various activities where they will do community service projects and be presented with enriching experiences outside of school.	1, 2	Teachers/Counselor/Administration	Sign-In Sheets				
6) Use the Odysseyware program for credit recovery; opportunities will be available before and after school, SSI time (during the school day when approved by the principal). When permission is granted to students that have internet access at home, they also can utilize the program in the evening.	1, 2, 8, 9	Odysseyware courses Teachers/Counselors/Administrators	Login Records Schedules Transcripts				
7) Utilize a thorough and efficient leaver report with accurate coding by tracking withdrawals/leaver -Training on completion rate issues for all counselors, administrators and campus clerks to insure more accurate coding -Students will continue to meet with a counselor to explore other options before being withdrawn from school (such as B.E.C.).	1, 2, 6	Campus Administrators/Counselors PEIMS	Withdraw/Enrollment Reports TRES Documentation				

8) Upon return to campus, students will have a completed TAG (TEKS Assessment Grade sheet) that has been developed by the CLT. Student's teachers will be notified of the staffing which must occur within 48 hours of the student's return to campus. Staffing will address additional support/strategies the student needs to fill the instructional gaps (ie: materials and/or content missed).	1, 2, 6	CLT generated TAG document Teachers DAEP Staff Administrators	Lesson Plans Assessment Data Progress Data				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Brownfield High School will provide a safe, drug free, and secure environment for staff and students.

Performance Objective 1: For the 2015-2016 school year, the BHS campus will continue to utilize educational programs in an effort to: reduce the use of tobacco, alcohol, and/or other drug-related abuse by BHS students; reduce the instances of violent, criminal, and other types of aggressive behaviors by BHS students.

Summative Evaluation: PEIMS Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) BHS will make available a qualified counselor trained to serve the needs of its students in the event of violence, abuse, addiction, dating violence, succeed prevention, sexual harassment, and other behaviors against students.	1, 2, 4	Building counselor Building principal/assistant principal	Certificates Region 17 Workshops Counselor Documentation				
2) Activities/presentations will be held which will help educate students about the dangers of tobacco, alcohol, and other drugs, and criminal and violent acts facing the public schools.	1, 2, 4	Building principal/Assistant Principal/Counselor/Resource Officer	Scheduled Events Invoices				
3) BHS will have regular and random visits by a canine drug and weapons detection service (Brownfield Police Dept.). The Brownfield Police Dept. will also present drug awareness and violence prevention programs throughout the year to students.	1, 2, 4	Building principal/assistant principal	Documentation from Resource Officer Documentation from Assistant Principal				
4) BHS will have a uniformed SRO officer (hired from the Brownfield Police Dept.) to monitor the BHS campus and to instruct, counsel, and/or prevent behaviors against individuals or the school.	1, 2, 4	Building principal	Resource Officer Schedule Office Location on Campus				
5) BHS will give random drug tests to all students involved in extracurricular activities. And then conduct random testing throughout the year.	1, 2	Central office personnel.	Documentation from Central Office Personnel				
6) BHS will make available to its students a curriculum that will enable/help them to resist the pressures of society and peers.	1, 2, 4	Title IV coordinator Building counselor	Pamphlets Individual Counseling Sessions				
7) Continuous updates for ALL BHS faculty and Staff of Campus and district policies and action for antibullying.	1, 2, 4	Administrators	Scheduled Events Emails Trainings				
8) BHS campus and school district will install keyless entry for a safe and secure campus.	1, 2, 4	Maintenance, Technology, and Administration.	Name Badges for All Faculty				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Brownfield High School will foster effective, consistent, and positive community, parent, teacher and student communication and relationships to involve parents as partners to promote student learning.

Performance Objective 1: For the 2015-2016 school year, the BHS students' parents will have participated in one or more BHS parent program per semester.

Summative Evaluation: Sign in sheets

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) BHS will hold at least one fall and spring open house. Other activities designed to target parents.	6	Campus Administrators Classroom teachers Open House Committee	Agendas Sign-In Sheets				
2) Parental contacts will be made periodically for reasons other than discipline problems, and attendance issues, including praise and progress notices.	6	School liaisons Teachers Administrators	Skylert Social Media Phone Logs				
3) Parent volunteers will be enlisted to help with privilege/activity days.	6	Counselor/ Administrators	Sign-In Sheets				
4) An increased number of community correspondence from BHS administration and Content Teams, via multimedia outlets.	6	Principal/ Teams/ Teachers	Social Media Logs Contact Logs				
5) Meetings will be held with all students in grades 9-12 parents to discuss graduation plans and testing requirements at the beginning of the year and end of the year.	6	Administrators/ Counselors/ Teachers	Sign-In Sheets				
6) A 9th grade orientation will be held prior to the school year.	6	Campus/ Administrators/ Classroom teachers/ Counselors	Scheduled Events News Paper				
7) Academic Parent Night will be held for all grade level to inform new graduation requirements/plans.	6	Administration	Agendas Sign-In Sheet				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Brownfield High School will recruit and maintain a highly qualified staff.

Performance Objective 1: Highly qualified and highly certified staff will be hired.








Summative Evaluation: SBEC

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Job fairs will be attended at near by colleges and universities.	5	District and campus administration.	Resumes Sign-In Sheets				
2) On-line employment application process is available.	5	District and campus administration.	District Website				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Brownfield High School will recruit and maintain a highly qualified staff.

Performance Objective 2: Highly qualified and highly certified staff will be maintained.

Summative Evaluation: Personnel Records

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) BHS will host faculty luncheons at least once a semester.		Campus Administrator	Event Calendars Schedules				
2) BHS Leadership Team will mentor and monitor new staff on campus.		Campus Administrators Lead Teachers	Agendas Sign-In Sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: Brownfield High School will implement technology to increase the effectiveness of student learning, instructional management, and staff development.

Performance Objective 1: Technology will be available to all faculty/staff and students.

Summative Evaluation: Technology Inventory

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Laptops or Ipads will be provided to all faculty and staff.	2, 4, 5	Campus Principal	Sign-Out Sheet from IT staff.				
2) Two computer labs will be available for all students before and after school as well as during school hours.	2, 9	Campus Prinicipal, teachers, counselors.	Room #23 and #24 on campus.				
3) Computer labs on carts are available to classrooms for students.	1, 2	Teachers, librarian, and counselors.	Sign-Out Sheets located with Librarian.				
4) Technology training will be provided to teachers when needed.	4	Technology director, campus principal, service center.	Sign-In Sheets Agendas				
5) Technology infrastructure will be updated increasing access on the BHS campus allowing increased use of technology in the classrooms.	1, 2	Technology Director and Administration.	Classroom Computers Lab Computers				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	7	4	Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed the State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer remediation.
1	7	6	Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.
1	7	7	Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.
1	7	8	Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.
1	7	10	Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.
1	7	11	Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the TAKS/EOC are accessing local, intrastate, and interstate opportunities available for summer TAKS/EOC remediation.