

Brownsville Independent School District

Porter High School

2015-2016 Campus Improvement Plan



Mission Statement

Gladys Porter High School's mission is to prepare students to be lifelong learners; to be critical, independent and innovative thinkers; and to possess the technological skills to become responsible and productive citizens in a global society.

Vision

Gladys Porter High School is committed to

Achieving a high level of excellence for all students. Providing students opportunities for growth within our diverse culture. Furnishing support that will provide students with an adequate foundation to graduate and pursue a post-secondary education. Advocating student, parent, and community involvement.

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Comprehensive Needs Assessment

Needs Assessment Overview

Gladys Porter High School is located on 3500 International Blvd near downtown Brownsville, Texas and the United States/Mexico border. The main campus building, constructed in 1974, was originally comprised of 64 classrooms, a cafeteria, library, and gymnasium. Since 2000, the Porter Campus has taken on a new identity with several buildings added including: An athletic complex that houses both boys and girls dressing rooms including a weight room, a highly equipped 8 classroom/laboratory Science wing, a 20 room building that houses the 9th & 10th graders, and a 20 room building for 11th & 12th graders. Presently, the campus houses 120 classrooms and 9 fully equipped computer labs with over 25 computers in each lab. Porter High School employs approximately 197 Professional staff members including seven administrators and six counselors. It also employees approximately 50 support personnel ranging from Para-professionals to custodial staff.

Porter High School has an enrollment of approximately 2000 students enrolled in grades 9 through 12. In this population, 98 % of the student population is identified Hispanic, 97 % is identified as Economically Disadvantaged, and 23% are classified as Limited English Proficient. Many Porter students are first generation Mexican immigrants and a majority of these students are bilingual in English and Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as SNAP food benefits, TANF, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance. Porter High School is identified as a Title I school, as are all seven of the Brownsville ISD high schools.

The students of Porter High School are recipients of a well-balanced curriculum. Courses are offered in every subject area as necessary for college admission, as well as a diverse range of elective and career and technology courses. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Pre-Advanced Placement, and Advanced Placement. Gladys Porter High School also has a “school within a school” A/V technology and communication program, S.T.A.R.T., for Technology, Animation, Ratio, and Television professions. About 20% of our student population is enrolled in this program. Along with the magnet program, the school also offers a strong foundation for careers in engineering profession). Students at our school also have access to three graduation plans: the Minimum, Recommended, and Distinguished Achievement Graduation Plan. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR). Porter High School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Team Sports, HOSA, A/V Technology and Video Production, Chess, Science Fairs, Dancing arts, Computer, Technology Skills, JROTC, and Student Council.

Demographics

Demographics Summary

Porter HS continuously monitors demographic data to identify areas of improvement. The student population at Porter High School is approximately 2,005 and serves students in grades ninth through twelfth. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic (99.1%), White (0.1%), Economically Disadvantaged (100%), Limited English Proficient (23.6%), At-Risk (81.4%), and Special Education (13.8%). The SBDM committee meets to target strengths and weaknesses to be considered for school improvement.

Attendance data is monitored on a daily basis for all student populations/subgroups. The Attendance Rate was 95.9% for all students and 95.9% for at-risk students. Student, parent, team, and home visits are used as methods of addressing attendance concerns. At-Risk students are consistently progress monitor and to make sure students are academically successful by administrators, counselors, and teachers. The Dropout Rate was 1.0% for all students and 1.4% for at-risk students. The Graduation Rate was 88.8% for all students and 40.0% for at-risk students. Moreover, the Completion Rate was 94.9% for all students and 72.5% for at-risk students.

Procedures for overseeing demographic concerns include verifying daily, attendance, verifying before and after-school and Saturday tutorial attendance, allotting time for teacher and parent conferences, and purchasing additional resources.

Demographics Strengths

- Highly Qualified Teachers
- Appropriate teacher/student ratio
- High Student Attendance
- High Teacher Attendance

Demographics Needs

- Increase attendance by keeping phone logs, holding parent conferences, submitting court/citations notices when students are truant to parents in order to increase student time at school.
- Provide for incentives that can be used for instruction will be issued for perfect attendance to motivate students every semester
- Increase in graduation/completion-work on transcripts by promoting cohort express. In addition, tutorials and credit recovery programs will be offered

to students to increase credit counts for students.

- Increase advanced course offerings for AP and DE so that students are college ready and provide tutorials for PSAT, SAT, ACT and TSI testing
- Increase college/career readiness by participating in collaborations in programs that promote post secondary education such as Americorp, Advise-Texas, and Upward Bound
- All Counselors, including the AT Risk Counselor as well as Dropout Specialist will monitor graduation rates during the school year to ensure students will graduate with their cohort
- All Special Population Information (Migrant, SE, ELL) will be disseminated in a timely manner to ensure student needs are met.

Student Achievement

Student Achievement Summary

Data decision making is a daily practice at Gladys Porter High School. The Porter SBDM committee representatives continuously reviewed several sources of data from the TAKS/EOC, TELPAS, TAPR, AYP, AP/Dual Enrollment, Benchmark results, and student grades to decide how to increase student achievement. TAKS/EOC, TELPAS, TAPR, AYP, AP/Dual Enrollment information was used to identify the needs of the campus at the beginning of the year. Monitoring of District Benchmarks, campus based 3 weeks assessments, and eSchoolPlus failure reports will be used to identify student expectations in need of improvement in all areas and for all students. RTI plans will be created based on this data and instruction adjusted accordingly in a timely manner to address the needs of all students.

A student group that performed less than or equal to the state average is identified as a priority. The following information originated from the 2013-2014 TAPR results.

STAAR Summary of Grades Tested

	State	District	Campus
English I/Reading I	67%	58%	45%
English II/Reading II	69%	58%	47%
Algebra I	80%	79%	74%
Biology	89%	81%	70%
U.S. History	92%	89%	81%

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadvantage	At-Risk	Special Ed	ELL
All Subjects	59%	59%	75%	59%	47%	42%	38%
Reading	46%	46%	*	46%	50%	31%	19%
Mathematics	74%	74%	*	74%	58%	54%	69%
Science	70%	70%	*	70%	54%	39%	55%
Social Studies	81%	81%	*	81%	55%	69%	63%

Student Achievement Strengths

- Two Star Distinctions Designation in Biology and Algebra I
- 91.1% 5 Year Graduation Rate
- 88.8% 4 Year Graduation Rate (Class 2013)
- 84.4% RHSP/DAP Rate
- 53% College Readiness Graduates
- SAT/ACT Performance Quartile 1 Overall
- ACT Performance Science, Mathematics, ELA
- AP School Results Report (Spanish & Art)

Student Achievement Needs

1. Blocked math and ELA EOC course with developmental course to provide struggling learners additional help to achieve mastery and progress on state exams
2. Increase number of students taking college entrance exams to facilitate transition to post-secondary institutions.
3. Increase student mastery of TEKS to promote student success on state assessments (EOC/ STAAR) by providing extended day (before/after school and Saturdays) opportunities for all students, specially LEP population and SE populations.
4. Provide supplemental instructional materials, resources, ink, computers, and software for teachers to increase academic performance in all state assessments for ALL Students in ELA, Math, Science and Social Studies.
5. Develop a “Newcomer” Academy to support new immigrants into the academic program.
6. Continue to monitor and support sub-populations (At Risk, Migrant, ESL) students to ensure needs are being addressed to promote student success by providing them(school supplies, credit by exam, laminating paper, technical support, parent meetings) any other tools necessary to succeed academically.
7. Promote literacy at all levels by incorporating school wide initiatives such as DEAR (drop everything and read), writing across the curriculum, extended library hours, and TLI strategies
8. Increase PreAP/AP/DE opportunities for all students to promote college readiness for all students.

School Culture and Climate

School Culture and Climate Summary

Gladys Porter High School SBDM committee reviewed campus surveys and feedback from departments, parents, and students to determine campus needs. Administrators, faculty, and staff promote a safe and disciplined environment that is conducive to student learning. Administrators conduct meetings with departments/department heads to discuss and address campus concerns. Students, parents, and community members are informed of school initiatives through newsletters and the campus website.

School Culture and Climate Strengths

- SBDM Meetings once per month
- Department Meetings twice per month
- Strand meetings once per week
- PBIS
- Parent's Corner
- Rachel's Challenge
- Parent Boosters
- At-Risk Drop Out Prevention Team
- University Go Center
- Campus Safety Video Monitoring
- 21st Century After school Programing
- Athletics
- Fine Arts
- Extra Curricula Clubs

School Culture and Climate Needs

- Upgrade campus security and equipment to promote a safe school environment by video monitoring all areas of the campus.
- Provide students with perfect attendance incentives after every semester.
- Increase parental involvement to all school events by promoting student activity schedules via parent meetings, brochures, and website.

- Promote extended day opportunities for remediation and credit recovery by providing student incentives and increase state assessment scores.
- Continue to provide credit recovery programs to meet the need of all students so that all students remain in their cohort and graduate.
- Continue to provide health presentations, character development programs (Rachel's Challenge and PBIS), study skills to promote student social academic development.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Gladys Porter High School SBDM committee reviewed teacher certification/qualification data and master schedule to determine teacher student ratios, campus needs, and target areas of strengths and weaknesses. Department chairs, administrator appraisers, Dean of Instruction, and TIPPS coordinator work together to analyze department needs and plan of action in regards to the need of trainings, materials, and/or resources. New teachers are provided a grade and content mentor and assistance from district content specialist to promote retention. Routine administrators' walkthroughs identify teacher in need of assistance and provide needed support. The Texas Literacy Initiative Specialist aids as an instructional model for all teachers in incorporating reading and writing across the content areas.

Staff Quality, Recruitment, and Retention Strengths

- Highly Qualified Teachers
- Low teacher/student ratio
- New Teacher Mentors
- Texas Literacy Initiative
- TTIPS Grantee

Staff Quality, Recruitment, and Retention Needs

- Provide training opportunities for experienced teachers and administrators in the content areas such as DANA Center trainings , ESC Region One content trainings, and Kagan trainings. In addition, provide new teachers with training opportunities in pedagogy, content, and classroom management. All teachers will be encouraged to attend professional organizational conferences to receive specialized training and updates for their content area.
- Provide training opportunities that specifically address the needs of special populations. Trainings include, but are not limited to Sheltered English Instruction, ELPS and RTI.
- Maintain low teacher to student ratio to increase the achievement gap by encouraging individualized instruction to promote student success.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Gladys Porter High School administrators, faculty, and staff understand the importance of following the Texas Essential Knowledge and Skills (TEKS) to prepare students for state assessments and college readiness. Porter HS implements , the district curriculum, as its primary scope and sequence and guide for instruction. Administrators provide teachers resources, professional development opportunities, and technology to improve instruction. Teachers plan their lessons collaborately by content based on the TEKS ensuring spiraling opportunities for the Readiness Standards to promote student EOC mastery. Coordination meetings are held routinely to monitor all special populations.

Curriculum, Instruction, and Assessment Strengths

- Technology Labs
- Computer Assisted Instruction
- Vertical Alignments
- Horizontal Alignments
- Coordination Meetings with Sub-populations
- Blocked or linked Courses for English I, English II, and Algebra I

Curriculum, Instruction, and Assessment Needs

1. After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Curriculum, Instruction and Assessment areas of improvement would be addressed:
 1. Facilitate data analysis and collaboration among disciplines by implementing data rooms where instructional and content teams meet to address individual student needs.
 2. Updated, expanded hardware and software to support extended educational technology in the classroom to address different learning styles of students will be purchased.
 3. Purchase A.P. I. modules and credit by exam for migrant students to increase credit recovery.

Family and Community Involvement

Family and Community Involvement Summary

Gladys Porter High School recognizes the importance of parental involvement in student success. Therefore Porter promotes an open door policy to parents. Parents are invited to meetings via brochures, email, phone, and website. The parent liaison and migrant clerk hold routine meetings to inform and educate parents on student issues and needs. Attendance data is shared with the SBDM committee to identify methods to improve parental involvement

Family and Community Involvement Strengths

- Active Parent Volunteer Group
- Curbside Coffee
- Boosters
- Parent's Corner
- Migrant Parent Meetings

Family and Community Involvement Needs

- College/career readiness support systems for parents will be established by having counselors, higher education representatives, and administrator conduct presentations to educate parents on the requirements, procedures, and deadlines for post secondary education. (CIP 7.1.2)
- Promote activities and /or services to encourage more parent participation by inviting educational and community stakeholders to participate in parental involvement meetings via brochures, emails, website, school messenger, and school marquee. (CIP 7.1.3 and CIP 7.1.4)
- Provide parent liaison supplies and refreshments for parent meetings, trainings, and Curbside Coffees parental activities to promote parent participation in education, technology, and enrichment activities. (CIP 7.1.2)
- Provide parent weekly meetings/trainings focusing on English classes, literacy for students, technology, and career college readiness. (CIP 7.1.2)
- Provide four migrant parent meetings - two per semester. (CIP 7.1.)

School Context and Organization

School Context and Organization Summary

Gladys Porter High School SBDM committee representatives reviewed master schedules, mentor teacher/student support services and methods of communication to determine campus needs.

School Context and Organization Strengths

- SBDM
- CBLT
- Student Advisory Committee
- Vertical and Horizontal Communication Structures

School Context and Organization Needs

1. Modify Master Schedule every semester to meet the academic needs of the current student population.
2. Support structures for new teachers by providing a grade level/content mentor to increase teacher retention.
3. Increase the number Extra Curricular opportunities (clubs, UIL, chess, dance, and band) for all student populations, specially LEP, SE, and CTE students, to engage the students in school culture thereby increasing academic scores.

Technology

Technology Summary

Gladys Porter High School SBDM committee representatives reviewed STAR Chart, Fixed Assets' Report along with the current hardware and software being utilized across grade level at the campus to determine campus needs. Updated computers, interactive hand held tablets, and student response systems were recommended by the SBDM. Porter HS has a computer lab wing set up to service the needs of students. The approximate average age of the CPU is 4.5 years old. The need for updated computers has been identified for student instructional use as well as for online testing. In addition, replacement of teacher computers is necessary to be able to access educational websites, run interactive programs, and support student self response systems for student monitoring

Technology Strengths

- Computer Lab Wing
- Wireless campus wide
- TST
- Technology across the curriculum

Technology Needs

- Campus needs improvement in its instructional work stations as we move closer to a 1 to 1 solution for our students.
- Increase the number of printers, computers, Ipads, ELMO's, projectors, student response system, smart boards, audio devices, and Mobi Interwrite Tablets to increase the use of technology in the classroom to promote student success in state assessment by providing multi-sensory instructional opportunities
- Update teacher workstations to facilitate integration of new interactive instructional technology to provide differentiated instruction for students.
- Professional development opportunities will be offered by TST, Librarians, and Computer teachers for students and teachers to promote integration of technology in the classroom. Administration will monitor the implementation of technology use in the classroom during walkthroughs, to ensure learned content is being applied in the classroom.
- Purchase EOC software/online programs for ELA, math, science, and social studies to provide opportunities to students for updated assessments and practices to increase student performance on state assessments and credit recovery programs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement 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

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Action research results



Goals

Goal 1: Porter HS students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens







Performance Objective 1: A minimum of 90% of students will achieve a Level II Recommended Performance on STAAR/EOC ELAIR Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance.

Summative Evaluation: STAAR, TELPAS, TSI, ACT, SAT, AP scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers will utilize research-based strategies and best practices, vital curriculum, current TEKS, and college readiness such as</p> <p>TEKS, ELPS, CCRS STAAR EOC Kagan Strategies Gretchen Bernabi Sheltered English Instruction Word-walls Thinking map Writing Across the Curriculum Comprehension Strategies Classroom Management PreAP/AP Strategies GT Training Dual Enrollment Trail of Breadcrumbs Data Desegregation Compass Learning Odyssey</p> <p>in the classroom by attending district, regional, and state professional development for ELA, Math, Science, and Social Studies area to improve instruction and increase student success in state assessments.</p> <p>Populations: TI MI ELL SE AR GT DYS CTE All students</p> <p>Timeline: July 2015 to June 2016</p> <p>CNA: 15-16</p>	<p>2, 3, 4, 5, 7, 8, 9, 10</p>	<p>Principals, Deans, Specialist, Department Chairs & HS Teachers</p>	<p>BISD Instructional Feedback Walk Throughs, District Monitoring Instrument Sign-in sheets and Workshop agendas</p> <p>The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development</p>				
<p>Funding Sources: Title I-A - \$23000.00, Title I-A - \$1000.00, Title I-A - \$3700.00, Title I-A - \$2000.00, State Compensatory - \$2500.00, State Compensatory - \$5000.00, State Compensatory - \$3500.00, State Compensatory - \$9003.00, Title I-A - \$7000.00, Title I-A - \$8000.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Utilize research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of rigorous TEKS in the foundation curriculum and assessments (local, state, national). STAAR resource materials, computer assisted instructional programs (Study Island, Compass Odyssey), student self response systems (Navigators), instructional materials and consumables along with RTI 3 Tier Model TLI Routines/Strategies will be provided to students to improve academic achievement. Population: TI MI ELL AR DYS All students Timeline: July 2015 through June 2016</p> <p>CNA 9-11</p>	2, 8, 9, 10	Principals, Deans, Specialist, Department Chairs & HS Teachers, Administrator for State Compensatory Education	<p>The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development</p> <p>Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions, TAIS reports, lesson plans</p> <p>Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores</p>				
<p>Funding Sources: Title I-A - \$32474.00, Local - \$2000.00, Title I-A - \$4000.00, State Compensatory - \$22400.00, State Compensatory - \$10000.00, State Compensatory - \$10000.00, State Compensatory - \$2400.00, Title I-A - \$10000.00, State Compensatory - \$5000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings, research-anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress in state assessments (EOC and TELPAS). Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2015 - June 2016</p> <p>CNA 9-10</p>	3, 4, 5, 9, 10	Principals, Deans, Specialist, Department Chairs & HS Teachers	<p>District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas, and TLI Class visitations/ coaching. The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development</p>				
<p>Funding Sources: State Bilingual - \$3783.00, Federal Bilingual - \$4983.00, State Bilingual - \$1200.00</p>							
<p align="center">Critical Success Factors CSF 6</p> <p>4) Develop, support and implement a strong Core Enrichment Program for Porter HS students through competitions, such as but not limited to: AMC, City Math Meet, and UIL, HS Science Fairs, Regional, State & International Science & Engineering fairs, Texas and Science Olympiad and Brainsville, Science Fairs, History Fairs, TSA to enhance their academic achievement. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2015 -June 2016 CNA 9-10</p>		Principals, Deans, Specialist, Department Chairs & HS Teachers	<p>Student participation data at school, district, regional, state, and national events</p> <p>The campus will have a 10% increase in the number of students participating in these events.</p>				

<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) In order to enhance writing and comprehension skills students will participate weekly in Writing Across Curriculum in all content areas. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2015 - June 2016 CNA 9-10</p>		Principals, Deans, Specialist, Department Chairs & HS Teachers	<p>District Benchmarks, Campus Based Assessments, Instructional Walkthroughs, and Lesson Plans</p> <p>The campus will have 100% of the teachers participating in this initiative.</p> <p>Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, TAIS report Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores</p>				
<p>6) Provide annual Response to Intervention (RtI) Training for campus staff (new and refresher) to implement intervention through the RtI 3 Tier Model in order to support student academic growth and success. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2015 - June 2016</p>	1, 2, 3, 4, 7, 8, 9, 10	Principals, Deans, Specialist, Department Chairs & HS Teachers	<p>District Benchmarks, Campus Based Assessments, Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas. The campus will decrease number of referrals to Special Education Program by 10%.</p> <p>Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores</p>				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>7) Provide Professional Development in the area of Reading through turn-around training by selected teachers, Teacher Specialists, and administrators, who attended TX TLI Summer Institute, in order to guide planning for student improvement. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2015 - June 2016 CNA 13-14</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	9th-12th grade teachers -TLI Teacher Specialist -Special Ed. Teachers -Dyslexia Teachers -Principals -Dean of Instruction -Lead Teachers/ Department Heads -Language Arts Specialists	<p>Evidence of Implementation: BISD Instructional Feedback Form, 100% of walkthroughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agenda, ERO session roster and evaluations, TLI class visits and coaching Evidence of Impact: The district will have a 10% increase in the number of students meeting the phase II passing standard. Formative: Classroom observation, ERO Session Evaluations, BOY/MOY/EOY data analysis meeting, TLI Activity Report Summative: STAAR scores, TPRI/TJL/CPALLS scores, Campus rosters of participants attending Summit and/or Institute</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Utilize instructional technology by modeling within the context of instruction in curriculum by using a variety of technology equipment (computer labs, Interactive tables, Sensors/Interface Technology, interactive whiteboards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations. Project Share TSLP courses and e-portfolios, will further develop the professional learning communities through campus based leadership teams (CBLT). Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timelines: July 2015 through June 2016</p> <p>CNA 21</p>	1, 4, 5, 8, 9, 10	Principals, Deans, Department Chairs, District Lead Teachers and Specialist Teachers, Technology Service Staff TLI Teacher Specialists	Evidence of Implementation: BISD Instructional Feedback Form, 100% of walk-throughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agenda, Project Share uploads by CBLT Evidence of Impact: The district will have a 10% increase in the number of students meeting the phase II passing standard. Formative: Classroom observation, ERO Session Evaluations, TLI Activity Report Summative: STAAR scores, TELPAS				
Funding Sources: Title I-A - \$39000.00, State Compensatory - \$24000.00, State Compensatory - \$15000.00, Title I-A - \$2035.00							
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>9) In an effort to promote physically and emotionally healthy students, the campus will implement the PAPA (Parenting and Paternity Awareness) curriculum, CATCH (Coordinated Approach to Child Health) program, and a Campus Health Advisory Committee that will evaluate the implementation of the district initiatives as well as the policies such as those on Dating Violence and sexual abuse of children. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2015 to June 2016</p> <p>CNA 9-10</p>	2, 4, 6, 10	Principals, Deans, Specialist, Department Chairs & HS Teachers	BISD Instructional Feedback Form, 100% of walkthroughs will indicate application of the skills acquired during the professional development The campus will have 100% effective implementation. Formative: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative: Fitness Gram results				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>10) Highly qualified teachers hired to alleviate crowding in classrooms to increase scores in state assessments.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2015 to June 2016 CNA 9-10 and 13-14</p>	2, 3, 4, 7, 8, 9, 10	TI-A Teachers, State Comp Teachers, Library paraprofessionals, Migrant Teacher and Clerk					
Funding Sources: Title I-A - \$323834.00, Title I-C (Migrant) - \$59457.00, Title I-A - \$34459.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) Implement tutorials and remediation strategies in core-area subjects for low-performing students by the 2nd month of school in order to decrease the retention rate and improve student achievement. Implement cohort express for students out of cohort. Promote attendance for extended day tutorials by providing incentives.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2015 to June 2016 CNA 9-10, 14</p>	2, 9	Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs					
Funding Sources: Title I-A - \$25360.00, Title I-A - \$40000.00, Title I-A - \$2500.00, Title I-A - \$15000.00							

<p align="center">Critical Success Factors CSF 1</p> <p>12) Campus administration and counselors will promote and increase the number of students achieving scores of 3 or higher on AP Exams by increasing teacher participation in the following vertical teaming and enrichment activities: Pre-AP & AP Institute Workshop and on-going training in GT, Pre-AP, and AP curricula.</p> <p>Time Line: July 2015 - June 2016 CNA 10</p>	9	Teachers; Dept. Chairs; Campus Administration; and Advanced Academics	Increased Post Secondary Opportunities for Students Formative: Number of students taking AP exams Summative: AP Score Report and Dual Enrollment Score Report				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							








Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theatre arts, and dance.

Performance Objective 1: Porter High School students will achieve a minimum of 90% of our fine arts students will meet performance standards in all fine arts area with 92% meeting commended performance.

Summative Evaluation: PDAS, Job Description/Evaluations, Post-Test Checklist Results, ERO Session Evaluations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) The Gladys Porter High School Band will perform at all football games, compete in UIL Region, Area, and State Marching Competitions, UIL Concert and Sight Reading Competitions, Pre- & Post- UIL Marching Competitions, compete in TMEA All-Region, Area and State Band Competitions, TMEA Honor Band Competition, All-City Band Clinic and Concert, Fall and Spring Concerts, Charro Days Events, Baccalaureate and Graduation Ceremonies, and perform in all city and district parades in order to encourage school spirit, prepare for UIL competitions, promote community awareness of Fine Arts programs, and enhance academic performance. Jazz band will perform at Fall and Spring Concerts and competitions.</p>		Band Directors Campus Administration Fine Arts Department	<p>Student Achievement in competitions</p> <p>The campus student participation and achievements in fine art competitions will improve by 5%.</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Gladys Porter High School band students will participate in the BISD Band Evaluation Festival, Color Guard Festival, and the BISD Drum Line Festival in order to encourage school spirit, promote community awareness of Fine Arts programs, and enhance academic performance. Students perform at recital night. Pre and Post UIL Concert and Sight Reading Competition</p>		Band Directors Campus Administration Fine Arts Department	<p>Student Participation and/or Registration Log</p> <p>The campus student participation and achievements in fine art competitions will improve by 5%.</p>				
<p>Critical Success Factors CSF 6</p> <p>3) The Gladys Porter High School Tenampa Estudiantina will compete in the Estudiantina Championship, Fiesta Folklorica, Charro Days Events, and the BISD Estudiantina Festival in order to encourage student participation in extracurricular activities, promote community awareness of Fine Arts programs, and enhance academic performance.</p>		Estudiantina Instructor Campus Administration Fine Arts Department	<p>Student Participation and/or Registration Log</p> <p>The campus student participation and achievements in fine art competitions will improve by 5%</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>4) The Gladys Porter High School Color Guard will compete in Color Guard competitions, summer camp sessions, and Charro Days Events in order to encourage school spirit, promote community awareness of Fine Arts programs, and enhance academic performance. Drum line and Color Guard compete in the Texas Educational Color Guard Association Circuit.</p>		<p>Color Guard Instructor Band Directors Campus Administration Fine Arts Department</p>	<p>Student Participation and/or Registration Log</p> <p>The campus student participation and achievements in fine art competitions will improve by 5%</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>5) Gladys Porter High School choir students will compete and participate in summer choir camps, the TMEA District, Region, Pre-Area, Area and State Competitions, UIL Choir Solo and Ensemble Competitions, Santa and Friends Performance, Choir Evaluations, UIL Choir Concert and Sight Reading Competitions, All-City Choir Clinic and Concerts, Madrigal Festival, and Baccalaureate and Graduation Ceremonies in order to encourage school spirit, promote community awareness of Fine Arts programs, and enhance student performance.</p>		<p>Choir Instructor Campus Administration Fine Arts Department</p>	<p>Student Participation and/or Registration Log</p> <p>The campus student participation and achievements in fine art competitions will improve by 5%</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>6) Gladys Porter High School visual arts students will participate in community and/or valley art competitions, the Student International Art Show, Region and State Visual Arts Scholastic Events (VASE), Yam Youth Art Month activities, Portfolio Day, Santa and Friends Performance, BISD Art Competitions and Exhibitions, in order to encourage student participation in extracurricular activities, promote community awareness of Fine Arts programs, and enhance academic performance. Enhance and grow the AP Studio Arts and Dual Enrollment Programs.</p>		<p>Art Teachers Campus Administration Fine Arts Department</p>	<p>Student Participation and/or Registration Log</p> <p>The campus student participation and achievements in fine art competitions will improve by 5%</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>7) Gladys Porter High School theatre arts students will participate in the Texas Forensic Association Competitions, An Evening of Theatre, One Act Play (OAP) high school clinics, One Act Play (OAP) zone, district, area, and state competitions, theatre arts summer camps, Madrigal Festival, Santa and Friends Performance, and the BISD Fine Arts Festival in order to encourage student participation in extracurricular activities, promote community awareness of Fine Arts programs, and enhance academic performance. Will produce and present a minimum of four public play productions and two for Porter High School</p>	<p>Funding Sources: Local - \$6100.00</p>						

<p align="center">Critical Success Factors CSF 6</p> <p>8) Gladys Porter High School dance students will participate in the BISD Red Hot Ballroom Competition, Fine Arts Dance Evaluation, Santa and Friends Performance, BISD Employee Awards Banquet, Charro Days Events, Employee Awards Banquet, and district and city parades in order to encourage student participation in extracurricular activities, promote community awareness of Fine Arts programs, and enhance academic performance. Dance concerts and Football games</p>		<p>Dance Instructor Campus Administration Fine Arts Department</p>	<p>Student Participation and/or Registration Log The campus student participation and achievements in fine art competitions will improve by 5%</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: Porter High School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%, increase the At-Risk Student Attendance Rate by 10%, increase the High School Completion Rate to 95%, and increase the High School Graduation Rate to 80%.

Summative Evaluation: STAAR, At-Risk Student Attendance Rate, Retention Rate, High School Completion Rate, High School Graduation Rate, Recidivism Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: AR, TI, MI, LEP Timeline: September 15, 2015 - June 5, 2016 (At minimum 2 x week) CNA 9-10</p>	2, 3, 9	Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs Administrator for State Compensatory Education	Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate				
Funding Sources: State Compensatory - \$44769.00, State Compensatory - \$22265.00, State Compensatory - \$46611.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: AR, TI,MI, LEP Timeline: July 1, 2015 - June 5, 2016 (Daily) CNA 9-10</p>	4, 10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate				
Funding Sources: State Compensatory - \$73813.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: AR, TI, MI, LEP Timeline: August 2015 - June 2016 (Daily) CNA 9-10</p>	3, 10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Funding Sources: State Compensatory - \$178625.00							

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) The High School At-Risk Counselor will monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: High School AR Students Timeline: August 2015 - June 2016 (Daily)</p> <p>CNA 9-10</p>	10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Funding Sources: State Compensatory - \$66301.00							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rate. Population: AR, TI, MI, LEP Timeline: August 2015 - June 2016 (Daily) CNA 9-10</p>	10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Funding Sources: State Compensatory - \$56023.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>6) The Probation officer will to work with students who are on probation to improve probated student achievement, and attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate. Population: High School AR Students Timeline: August 2015- June 5, 2016 (Daily)</p>	10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate, Recidivism Rate				
Funding Sources: State Compensatory - \$20000.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>7) The Communities in School (CIS) Site Coordinators will work to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate by providing identified at-risk students case management and instructional services. Population: High School AR Students Timeline: August 18, 2013 - June 5, 2016 (Daily) CNA 9-10</p>	10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Funding Sources: State Compensatory - \$25000.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: High School AR Students Timeline: August 18, 2015 - June 5, 2016 CNA9-10 and 21</p>	2, 9	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Funding Sources: State Compensatory - \$5000.00, State Compensatory - \$2500.00, State Compensatory - \$5000.00							

<p align="center">Critical Success Factors CSF 6</p> <p>9) In order to increase student success support services for students identified as homeless will be provided to students who are identified by the Homeless Youth Project. Campus will refer any possible identified student to the District Homeless Youth Program after registration. Population: AR, TI, MI, LEP Timeline: August 2015 - June 2016 (Daily) CNA 9-10</p>	10	Administration Homeless Liaison Registrar CIS Case Worker At-Risk Counselor	Formative: Campus Homeless Intervention Logs, student progress reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
<p align="center">Critical Success Factors CSF 1</p> <p>10) Continue LUCHA project to target literary development and math success through the use of native language support and sheltered instructional strategies; Conduct transcript analysis and implement online modules; Conduct parent/student information sessions on graduation requirements and career pathways options. This will provide an accelerated pathway for recent immigrants with high literacy levels to meet graduation requirements in less than 4 years and have a direct impact on the dropout rate and graduation rate of LEP students. Population: LEP Timeline: August 2015 - June 5, 2016 (Daily) CNA 9-10</p>		Bilingual Department Administrator Bilingual/ESL Counselor Bilingual/ESL Teacher Curriculum and Instruction Administrator	Formative: Eschool Plus, Student Sign In Logs, Lucha Credit Counts Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>11) Implement a food pantry and closet at campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs Population: AR, TI, MI, LEP Timeline: August 2015 - June 2016 (Daily) CNA 9-10 and 11-12</p>	10	Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
<p align="center">Critical Success Factors CSF 1</p> <p>12) Promote health awareness programs to all students including student parent in need pregnancy related services available within BISD in order to keep students in school and meet graduation requirements. Population: AR, TI, MI, LEP Timeline: August 2015 - June 2016 (Daily) CNA 9-10</p>	3, 10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Funding Sources: Title I-A - \$1000.00							

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>13) The campus will instate a Summer Bridge Program to decrease retention rates, bridge educational gaps, and ensure a successful transition from middle school to high school. Population: AR, TI, MI, LEP Timeline: August 2015</p>	2, 9, 10	Principal Admin Counselors Teachers hired Dean of Instruction	Formative: eSchoolPlus Reports, Teacher Lesson Plans, Classroom Observations Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Funding Sources: Title I-A - \$12000.00, Title I-A - \$1500.00, Title I-A - \$1500.00							
<p align="center">Critical Success Factors CSF 1</p> <p>14) Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention and dropout rate. Population: AR, TI, DYS Timeline: Daily</p>	2, 3, 9	Principal Admin Counselors Teachers Dean of Instruction SBDM Committee	Formative: Lesson Plans, Classroom Observation, student progress reports, benchmark scores Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Funding Sources: State Compensatory - \$25434.00							
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>15) The At-Risk Team will sponsor outreach events to ensure all students enroll in school in a timely manner such as Walk for the Future.</p>	1, 6, 9	State Compensatory Education Department Administration Dean of Instruction Drop Out Prevention Specialist At-Risk Counselor Probation Officer	Formative: Student Enrollment rates Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Funding Sources: State Compensatory - \$250.00							
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 4: The students will be encouraged and challenged to meet their full educational potential.








Performance Objective 1: Increase the student attendance rates for all district schools 97.5% for elementary schools, 97% for middle schools, and 96% for high schools.

Summative Evaluation: Attendance Rates through use of District Attendance Monitoring form and Campus Visits by Pupil Services

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Teachers, attendance clerks and parent/attendance liaisons will consistently monitor and communicate students' daily absences and tardiness to parents to promote a rapid system of communication that will improve the daily attendance rate by maintaining a telephone log. Student incentives will be provided for perfect attendance as way to increase attendance rate.</p> <p>Populations: All Timeline August 2015-June 2016 CNA 9-10 and 17</p>	6, 9	Teachers Attendance Clerks Attendance Liaisons PEIMS Supervisor Campus Administration District Attendance Office	Formative: Class Attendance Rate, Weekly Campus Attendance Rate Summative: PEIMS Campus Summary Report, ADA Annual Report, Phone Master Daily Log				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Verify phone numbers & addresses of all students during the first week of the Fall and Spring semesters in order to maintain accurate student data for parent communication.</p> <p>Populations: All Timeline August 2015-June 2016 CNA 9-10 and 17</p>	6, 10	Teachers Attend Clerks Data Entry Attend. Liaisons PEIMS Supervisor Campus Administration District Attend. Office	Formative: ESchool Plus Reports Summative: PEIMS Campus Summary Report				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) School Messenger will be used to communicate student absences to parents to improve the daily attendance rate and maximize instruction.</p>	6, 10	Attendance Clerks Attendance Liaisons PEIMS Supervisor Campus Administration	Formative: Daily Attendance Rate Summative: PEIMS Campus Summary Report, ADA Annual Report, Phone Master Daily Log				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							










Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: The percent of students taking the SAT/ACT will increase by 10% and the percent of students at or above the criterion will increase by 10%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Campus administration and counselors will ensure that tutorials are provided for students preparing for the PSAT, SAT, ACT, and TSI in order to ensure high student achievement and entrance to their selected college.</p> <p>Population: All 9th-12th grade students Timeline: September 2015-June 2016 CNA: 9-10</p>	9	9th-12th Grade Students; Parents; At-Risk; Special Ed.; LEP; Migrant; Dyslexia; GT; Pre-AP/AP; and CTE	Increased Post Secondary Opportunities for Students Formative: Tutorial Sign-in sheets, Student Progress Reports Summative: PSAT, SAT, ACT, TSI, National Merit Finalists				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 3: All of the seniors will apply to at least on college or university and complete their FAFSA before they graduate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) 1 Campus administration will promote and increase the number of students attending field trips to college career days and career awareness activities at various universities to promote college awareness</p> <p>Timeline: August 2015-June 2016 CNA 9-10</p>	9	Teachers; Counselors; and Campus Administration	<p>Increased Post Secondary Opportunities for Students</p> <p>Formative: Completed Field Trip Request Forms Summative: College & University Applications</p>				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) In order to significantly increase the number of students who are prepared to enter and succeed in post-secondary education, campus administration and counselors will ensure that students and their parents have the information they need to prepare academically, socially and financially for college.</p> <p>Population: All 9th-12th grade students Timeline: September 2015-June 2016 CNA: 9-10</p>	9	Teachers; Counselors; and Campus Administration	<p>Increased Post Secondary Opportunities for Students</p> <p>Post Secondary Student Enrollment</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Discipline referrals (office referrals, removals and expulsions) to Brownsville Academic Center and Juvenile Justice Alternative Education Program (JJAEP) will decrease by 5%.

Summative Evaluation: The following departments (Pupil Services, Police and Security Services, Health Services, Guidance and Counseling Services and Special Services) will determine the success of each strategy as per recommended documentation.

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities during each school year.

Summative Evaluation: Completed Title I-A Parental Involvement Compliance Checklist, EOY Parent Survey, Parent Attendance Rates, Student Attendance Rates, State Assessment Scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 5</p> <p>1) Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program Timeline: August 2015 -June 2016 CNA 19-20</p>	6	Administration Parent Liaisons	<p>Formative: Completed Parental Involvement Policies Campuses Campus Websites Fliers Meeting Agendas Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Agendas and Sign Ins Summative: Training Session Evaluations and Increased Parental participation to positively impact attendance, discipline, EOC scores, and graduation rates.</p>				







<p align="center">Critical Success Factors CSF 5</p> <p>2) Enhance the campus parental involvement program to increase the percentage of parental involvement at the campus by providing consultants/trainings in:</p> <p>Parenting Classes Nutrition Classes College and Career Student Information EOC Training Graduation Requirement Trainings. ESL Classes Curbside Coffee Migrant Informational Meetings Timeline: August 2015 - June 2016 CNA 19-20</p>	6	Parent Liaison Administration Principal Dean of Instruction	Increased parental participation in school activities and awareness of student responsibilities and opportunities for success. Formative: Agenda, Sign-In sheets, Summative: Evaluations positively impact attendance rates, discipline, EOC Scores, and graduation rates.				
Funding Sources: Title I-A - \$1500.00, Title I-A - \$2000.00, Title I-A - \$31648.00							
<p align="center">Critical Success Factors CSF 5</p> <p>3) Increase the community partnership with the campus inviting business community members and organizations to present at weekly Timeline: August 2014- May 2015 CNA 19-20</p>	6	Parent Liaison Administration Principal Dean of Instruction Parents All students All teachers	Formative: Agenda, Sign-In sheets for parent, community, and SBDM meetings. Summative: Evaluations in order to increase student attendance, decrease failure rates, increase EOC Scores, graduation rates, and real work experiences.				
<p align="center">Critical Success Factors CSF 5</p> <p>4) Teachers, attendance clerks and parent/attendance liaisons will consistently monitor and communicate student's daily absences and tardiness to parents to promote a rapid system of communication that will improve the daily attendance rate by maintaining a telephone log. Student incentives will be provided for perfect attendance as way to increase attendance rate.</p> <p>Timeline: August 2015-May 2016 CNA 19-20</p>	6	Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration District Attendance Office	Formative: Increased Class Attendance Rate, Weekly Campus Attendance Rate Phone Master Daily Log Summative: PEIMS Campus Summary Report, ADA Annual Report in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates.				
Funding Sources: Title I-A - \$500.00							
<p align="center">Critical Success Factors CSF 5</p> <p>5) Verify phone numbers & addresses of all students during the first week of the Fall and Spring semesters in order to maintain accurate student data for parent communication.</p> <p>Timeline: August 2015-May 2016 CNA 19-20</p>	6	Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration	Formative: Accurate contact information in Eschool Plus Reports PEIMS Campus Summary Report Summative: School Messenger Report and Parental Contact logs in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates.				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

Performance Objective 1: 90% of BISD Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).








Summative Evaluation: PBMAS Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) Migrant clerks will attend the annual intensive Identification and Recruitment (ID&R) training and attend the Annual Generation Systems (NGS) training in order to be certified as state recruiters and appropriately enter data for migrant students into the state migrant data base. Timeline: August 24, 2015 - June 6, 2016 (Daily) CNA 13-14</p> <p>Population: PFS/All Migrant Students</p>	4	Migrant Teacher Campus Migrant Clerk Campus Administration Migrant Service Coordinator (MSC)	Student ID&R numbers Migrant clerks certificate of attendance Region I Audit Report Correctly enter dates w/o errors				
<p>Critical Success Factors CSF 7</p> <p>2) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families Timeline: August 24, 2015 - June 6, 2016 CNA 13-14 Population: PFS/All Migrant Students</p>	4	Migrant Teacher Campus Migrant Clerk Campus Administration Migrant Service Coordinator (MSC)	Improved student performance Documented ERO- Cross training of staff not attending events to ensure complete program training				
<p>Critical Success Factors CSF 1</p> <p>3) The annual Residency Verification of migrant students with a current Certificate of Eligibility (COE) on file will be conducted as required by the State of Texas Migrant Program thus ensuring the accuracy of the count of migrant students in the school district. Timeline: August 24, 2015 - June 6, 2016 CNA 9-10 Population: PFS/All Migrant Students</p>	8	Data Entry Clerk NGS Clerks Campus Clerks Migrant Teachers Administration District Migrant Counselor (DMC) MSC	NGS Maximum Enrollment Report Continuation of Services On-time promotion/ graduation Complete family files showing annual residency verification				

<p align="center">Critical Success Factors CSF 1</p> <p>4) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner.</p> <p>Population: Migrant Timeline: August 24, 2015 - June 6, 2016 CNA 9-10 Population: PFS/All Migrant Students</p>	8	Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MSC	PBMAS Report Correctly coded migrants on NGS				
<p align="center">Critical Success Factors CSF 1</p> <p>5) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Migrant students will receive tutorial in addition to traditional accelerated instruction programs to increase student success.</p> <p>Timeline: August 24, 2015 - June 6, 2016 CNA 9-10 Population: PFS/All Migrant Students</p>	8	Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC	Fewer PFS students are identified due to increased performance				
Funding Sources: Title I-C (Migrant) - \$1500.00, Title I-C (Migrant) - \$6360.00, Title I-C (Migrant) - \$2250.00							
<p align="center">Critical Success Factors CSF 1</p> <p>6) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Migrant students will also be provided access to computer lab aid in supplemental instruction and credit recovery opportunities in extension to all the opportunities already provided by the school.</p> <p>Timeline: August 24, 2015 - June 6, 2016 CNA 9-10 Population: PFS/All Migrant Students</p>	9	Special Programs Administrator Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters	On-time promotion and on-time graduation				
Funding Sources: Title I-C (Migrant) - \$250.00, Title I-C (Migrant) - \$500.00, Title I-C (Migrant) - \$9415.44, Title I-C (Migrant) - \$800.00							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: PFS/Migrant Timeline: August 24, 2015 - June 6, 2016 CNA 7-8</p> <p>Population: PFS/All Migrant Students</p>	3	Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC	Timely placement into Interventions				
Funding Sources: Title I-C (Migrant) - \$55969.00, Title I-C (Migrant) - \$24856.00							
<p align="center">Critical Success Factors CSF 1</p> <p>8) The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year.</p> <p>Population: Migrant Timeline: August 24, 2015 - June 6, 2016 CNA 9-10</p>	9	Campus Principals Migrant Campus Clerks Migrant Teachers DMC MSC	Decrease in the number of PFS students				
<p align="center">Critical Success Factors CSF 1</p> <p>9) Migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed.</p> <p>Timeline: August 24, 2015 - June 6, 2016 CNA 9-10 Population: PFS/All Migrant Students</p>	9	HS Principal HS Migrant Teachers 5 FTEs HS Migrant Clerks- 6 FTEs- MSC	On-time promotion and on-time graduation and Decreased dropout rates PBMAS				
<p align="center">Critical Success Factors CSF 1</p> <p>10) High school migrant students will have credit accrual opportunities through the State recommended online courses and/or Credit by Exams to ensure on time graduation.</p> <p>Population: Migrant Timeline: August 24, 2015 - June 6, 2016 CNA 9-13</p>	9	HS Principal HS Counselor DMC HS Migrant Teachers HS Migrant Campus Clerks MSC Computers	Increased number of earned credits and on-time graduation PBMAS				
Funding Sources: Title I-C (Migrant) - \$3500.00							

<p align="center">Critical Success Factors CSF 1</p> <p>11) Graduating juniors and seniors will have the opportunity to attend the BISSD annual Migrant College CAMP Fair in order to visit with representatives and apply to the Texas Universities that offer the college Assistance Migrant Program (CAMP). Population: PFS/Migrant Timeline: August 24, 2015 - June 6, 2016 CNA 9-10</p>	9	HS Migrant Teachers HS Migrant Campus Clerks DMC MSC	Increased applications and acceptance into CAMP				
<p align="center">Critical Success Factors CSF 1</p> <p>12) High school migrant students will have the opportunity to do on-site visitations to Texas universities with a CAMP program in order to facilitate the application to the universities and the enrollment into their CAMP programs Population: PFS/ Migrant Timeline: August 24, 2015 - June 5, 2016 CNA 9-10</p>	9	HS Principal HS Migrant Teachers HS Migrant Campus Clerks DMC MSC	Increased applications and acceptance into CAMP				
<p align="center">Critical Success Factors CSF 2</p> <p>13) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: PFS/Migrant Timeline: August 24, 2015 - June 6, 2016 CNA 9-10</p>	1	Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC	Increase on- time graduation				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>14) The migrant clerk will conduct a minimum of four migrant parent meetings - two per semester in order to provide migrant parents with current information regarding academic progress of students. Population: PFS/Migrant Migrant Timeline: August 24, 2015 - June 6, 2016 October 2015, December 2015, February 2016, May 2016 CNA 9, 15</p>		Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC	Agenda, Sign Ins				
Funding Sources: Title I-C (Migrant) - \$100.00							

<p align="center">Critical Success Factors CSF 4</p> <p>15) Migrant students will receive tutorial in addition to traditional accelerated instruction programs to increase student success.</p> <p>Population: PFS/ Migrant Timeline: August 24, 2015 - June 6, 2016 CNA 9-10</p>		<p>Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>Fewer PFS students are identified due to increased performance</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	In order to enhance writing and comprehension skills students will participate weekly in Writing Across Curriculum in all content areas. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2015 - June 2016 CNA 9-10
3	1	1	Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: AR, TI, MI, LEP Timeline: September 15, 2015 - June 5, 2016 (At minimum 2 x week) CNA 9-10

State Compensatory

Budget for Porter High School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-002-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$38,238.00
162-11-6118-00-002-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$18,727.00
162-11-6118-00-002-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$11,830.00
162-11-6119-00-002-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$254,754.00
162-11-6119-00-002-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$25,434.00
162-13-6119-31-002-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$69,999.00
162-23-6119-01-002-Y-30-037-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$53,100.00
162-31-6119-31-002-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,864.00
6100 Subtotal:		\$534,946.00
6200 Professional and Contracted Services		
162-11-6249-00-002-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-32-6299-00-002-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
162-32-6299-00-002-Y-24-JPO-Y	6299 Miscellaneous Contracted Services	\$20,000.00
6200 Subtotal:		\$45,636.00
6300 Supplies and Services		
162-11-6396-00-002-Y-30-0K2-Y	6399 General Supplies	\$500.00
162-11-6399-00-002-Y-30-0K2-Y	6399 General Supplies	\$2,670.00
162-11-6399-62-002-Y-30-0K2-Y	6399 General Supplies	\$10,000.00
6300 Subtotal:		\$13,170.00

Personnel for Porter High School :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beckie Paz	Program Specialist	State Compensatory	1
Claudia Garcia	Dyslexia Teacher	State Compensatory	.5
Deborah Ross	Teacher	State Compensatory	1
Edith Garcia	Teacher	State Compensatory	1
Erika Medina	Dean of Instruction	State Compensatory	1
Ira Ivette Mar	Teacher	State Compensatory	1
Melissa Guerra	At-Risk Counselor	State Compensatory	1
Mireya Salgado	Teacher	State Compensatory	1
Zane Arredondo	Teacher	State Compensatory	1

Title I

Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a School-wide program plan that includes the ten required components. The ten components are to address the educational needs of children to assure comprehensive strategies are in place to improve the whole school so every student achieves high levels of academic proficiency. The following components are embedded within the campus improvement plan and its activities (7.1.14).

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision Making (SBDM) Committee reviewed a comprehensive needs assessment conducted with all stakeholders: students, parents, faculty, & staff. The SBDM committee reviewed this data along with current data like STAAR, TELPAS, AP, TSI, and failure rates to determine their strengths and needs to allocate funding from local, state, and federal funding sources. Based on this information the SBDM decided to focus on student mastery on STAAR, particularly the need for English EOC improvement for all student populations. Writing across the curriculum and fluency activities D.E.A.R were implemented as campus initiatives (1.1.5). Professional development will be provided for all areas to support all populations (CIP 1.1.1). In addition to graduation rate and completion increase as well attendance improvement. Credit recovery opportunities will be extended to provide students the opportunity to regain credits and graduate. The goal is to have all student groups master 90% of all parts of their state assessments (1.1.3).

2: Schoolwide Reform Strategies

To fulfil these objectives, the staff will utilize research-based strategies such as TEKS, ELPS, CCRS, STAAR, EOC, Kagan Strategies, Gretchen Bernabi Sheltered English Instruction, word walls, thinking maps, Writing Across the Curriculum, Comprehension Strategies, Classroom Management, PreAP/AP Strategies, GT Training, Dual Enrollment, Trail of Breadcrumbs, and Compass Learning Odyssey in the classroom to strengthen the core academic program, increase the amount of quality learning time, and include strategies to address the needs of all children (CIP 1.1.1).

3: Instruction by highly qualified professional teachers

Highly qualified teachers will be hired to alleviate overcrowding and increase state assessment scores (3.1.3 & 1.1.10). Only teachers who are certified and who have met state testing requirement to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, experienced teachers who have been successful in previous assignments will be sought after.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The SBDM Committee reviews campus information and data to serve in an advisory capacity (1.1.1). In addition, the SBDM Committee evaluates the plan's activities in order to make recommendations. The campus Dean and Principal will determine the professional development training as per need and beneficial components which will be determined by needs assessment surveys, classroom observations, and walkthroughs. Teachers attending staff development training will share vital information with faculty members.

5: Strategies to attract highly qualified teachers

(1) Certification reform- higher teachers who are certified and have met state testing requirements to teach subjects/grade levels which they are assigned. In emergency situations, the school will consider teachers who have alternative certification. (2) Professional development is offered to teachers on a need basis and will ease the transition of a new teacher. (3) Compensation strategies - the district offers stipends for attainment of a Master's Degree and stipends for math, science, and social studies content area certification. (4) Recruitment ideas - Strategies to attract high-quality teachers to high need school will include our school's participation in the selection of teachers from the District's highly qualified applicant pool and Region One's efforts to recruit teachers from out of state (3.1.3 & 1.1.10).

6: Strategies to increase parental involvement

Curbside Coffee is an activity used to inform parents of activities, state assessments, and tutorial sessions offered on campus. The campus will offer parent information meetings on topics such as nutrition, curriculum, safety issues, and at-risk services (7.1.2).

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8th grade students from the two feeder schools will tour our campus during the Spring semester to orient students on a day in high school. Summer Bridge is offered during the summer to assist students in transitioning from middle school to high school (3.1.13).

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will meet with their team, department, and with the Dean of Instruction in the Data Room to discuss the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments and benchmarks to modify and/or discontinue existing strategies to increase test scores (3.1.14).

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Based on the data from benchmarks and state assessments, students experiencing difficulty mastering the TEKS will be provided additional assistance. Teachers will closely monitor students' performance based on daily exercises and teacher created assessments. Students in need of additional assistance will be assigned after school tutorial and/or additional enrichment courses. Parental contact will be made to inform parents of the need for students to master TEKS (1.1.11).

10: Coordination and integration of federal, state and local services and programs

The school will coordinate and integrate federal, state, and local programs, and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I funds along with Local, State Compensatory Education, State Bilingual, State Special Education are used to provide tutorial services, professional development, and other supplemental resources.

Porter High School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting the fourth week of school. Tutorials will be held at minimum twice a week and on Saturdays as needed. The campus will also utilize State Compensatory Education funds to provide direct instructional services via personnel, contracted services via the CIS Site Coordinator, computer-based instruction, instructional materials, and other resources.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alan Neely	Teacher	Math	1
Araceli Bowman	Teacher	Math	1
Dorally Alvarez	Nurse	Nurse	.40
Eduardo Cano	Teacher	Social Studies	1
Fausto Martinez	Parent Liaison	Parent Liaison	1
Janel De La Fuente	Library Aide	Library	1
Laua Deanda	Nurse	Nurse	.40
Luis Quintanilla	Teacher	Math	1
Miguel Sandoval	Teacher	Math	1
Sonia Castro Torres	Library Aide	Library	1
Veronica Martinez	Teacher	English	1

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials, Resources, and Consumables	199-11-6399-00-002-Y-30-0F2-Y	\$2,000.00
2	1	7	Production costs		\$6,100.00
Sub-Total					\$8,100.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Funds	211-13-6411-23-002-Y-30-AYP-Y	\$23,000.00
1	1	1	Professional Development Supplies	211-13-6399-00-002-Y-30-AYP-Y	\$1,000.00
1	1	1	Substitutes	211-13-6112-00-002-Y-30-AYP-Y	\$3,700.00
1	1	1	ESC Services/Professional Development at Region One	211-13-6239-00-002-Y-30-AYP-Y	\$2,000.00
1	1	1	Curriculum Writing	211-13-6118-00-002-Y-30-AYP-Y	\$7,000.00
1	1	1	Professional Development Funds	211-13-6411-23-002-Y-30-PFG-Y	\$8,000.00
1	1	2	Instructional Materials, Resources, and Consumables	211-11-6399-00-002-Y-30-0F2-Y	\$32,474.00
1	1	2	Duplicating Paper	211-11-6396-00-002-Y-30-0F2-Y	\$4,000.00
1	1	2	ink	211-11-6399-62-00-002-Y30-000-Y	\$10,000.00
1	1	8	Capital Outlay	211-11-6649-62-002-Y-30-0F2-Y	\$39,000.00
1	1	8	Software Microsoft for computers & laptops	211-11-6395-62-002-Y-30-0F2-Y	\$2,035.00
1	1	10	FTE Payroll Teachers	211-11-6119-00-002-Y-30-0F2-Y	\$323,834.00
1	1	10	FTE Payroll Library Paraprofessionals	211-12-6129-06-002-Y-30-0F2-Y	\$34,459.00
1	1	11	Supplemental Duty	211-11-6118-00-002-Y-30-0F2-Y	\$25,360.00
1	1	11	Transportation- Tutorial Buses	211-11-6494-00-002-Y-30-0F2-Y	\$40,000.00
1	1	11	Student Motivational Incentives	211-11-6498-00-002-Y-30-0F2-Y	\$2,500.00
1	1	11	Supplemental Duty	211-11-6118-00-002-Y-30-0F2-5	\$15,000.00
3	1	12	Supplies	211-33-6399-00-002-Y-30-0F2-Y	\$1,000.00
3	1	13	Summer Bridge Supplemental Duty	211-11-6118-22-002-Y-30-BDG-5	\$12,000.00

3	1	13	Summer Bridge Administrative Supplemental Duty	211-23-6118-22-002-Y-30-BDG-5	\$1,500.00
3	1	13	Summer Bridge Clerical Supplemental Duty	211-23-6118-22-002-Y-30-BDG-5	\$1,500.00
6	1	2	Training Supplies and Consumables	211-61-6399-00-002-Y-30-0F2-Y	\$1,500.00
6	1	2	Refreshments	211-61-6499-53-002-Y-30-0F2-Y	\$2,000.00
6	1	2	Parental Involvement Liaison Payroll	211-61-6119-00-002-Y-30-0F2-Y	\$31,648.00
6	1	4	Travel for parental contacts.	211-61-6411-00-002-Y-30-0F2-Y	\$500.00
Sub-Total					\$625,010.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Development Substitutes	162-13-6112-00-002-Y-30-000-Y	\$2,500.00
1	1	1	Staff Development Development Stipends	162-13-6117-00-002-Y-30-000-Y	\$5,000.00
1	1	1	Staff Development Supplies	162-13-6399-00-002-Y-30-000-Y	\$3,500.00
1	1	1	Professional Curriculum Writing	162-13-6118-00-002-Y-30-000-Y	\$9,003.00
1	1	2	Instructional Materials	162-11-6399-00-002-Y-30-000-Y	\$22,400.00
1	1	2	Ink	162-11-6399-62-002-Y30-000-Y	\$10,000.00
1	1	2	Contracted Maintenance & Repair (Study Island)	162-11-6249-00-002-Y30-000-Y	\$10,000.00
1	1	2	Duplicating Paper	162-11-6396-00-002-Y30-000-Y	\$2,400.00
1	1	2	Reading Materials	162-11-6329-00-002-Y30-TLX-Y	\$5,000.00
1	1	8	Capital Outlay	162-11-6649-62-002-Y30-121-Y	\$24,000.00
1	1	8	Electronic Equipment	162-11-6398--62-002-Y-30-000-Y	\$15,000.00
3	1	1	Extra Duty Pay	162-11-6118-00-002-Y-30-000-Y	\$44,769.00
3	1	1	Extra Duty Pay (EOC)	162-11-6118-00-002-Y-24-EOC-Y	\$22,265.00
3	1	1	Supplies	162-11-6399-00-002-Y-30-000-y	\$46,611.00
3	1	2	1 FTE	162-13-6119-31-002-Y-30-000-Y	\$73,813.00
3	1	3	5 FTEs	162-11-6119-00-002-Y-30-000-Y	\$178,625.00
3	1	4	1 FTE	162-31-6119-31-002-Y-30-000-Y	\$66,301.00
3	1	5	1 FTE	162-23-6119-01-002-Y-30-037-Y	\$56,023.00
3	1	6	Contracted Services	162-32-6299-00-002-Y-24-JPO-Y	\$20,000.00

3	1	7	Contracted Services	162-32-6299-0-002-Y-24-CIS-Y	\$25,000.00
3	1	8	Compass Software Renewal	162-1-6249-00-002-Y-30-CMP-Y	\$5,000.00
3	1	8	Contracted and Maintenance (A+ Software)	162-11-6249-00-002-Y-30-APL-Y	\$2,500.00
3	1	8	Living with Science Software Renewal	162-11-6249-00-002-Y-30-LWS-Y	\$5,000.00
3	1	14	.50 FTE	162-11-6119-00-002-Y-30-054-Y	\$25,434.00
3	1	15	Refreshments	162-61-6499-53-002-Y30-WTF-Y	\$250.00
Sub-Total					\$680,394.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies	163-11-6399-00-002-Y-25-000-Y	\$3,783.00
1	1	3	Substitutes	163-116112-00-LOC-Y-25-000-Y	\$1,200.00
Sub-Total					\$4,983.00
Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplies	263-11-6399-00-002-Y-25-000-Y	\$4,983.00
Sub-Total					\$4,983.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	FTE Payroll Migrant	212-11-9119-01-002-Y-24-0F2-Y	\$59,457.00
7	1	5	Tutorial Professional Extra Duty	212-11-6118-00-002-Y-24-0F2-Y	\$1,500.00
7	1	5	TIC Tutorial 120x53		\$6,360.00
7	1	5	Transportation 15 @ \$150		\$2,250.00
7	1	6	Supplies	212-11-6399-00-002-Y-24-0F2-Y	\$250.00
7	1	6	Supplies -Ink	212-11-6399-62-002-Y-24-0F2-Y	\$500.00
7	1	6	212-11-6649-62-002-Y-24-0F2-Y		\$9,415.44
7	1	6	Capital Outlay		\$800.00
7	1	7	Migrant Teacher	212-11-6119-01-002-Y-24-0F2-Y	\$55,969.00
7	1	7	Migrant Clerk	212-61-6129-08-002-Y-99-0F2-Y	\$24,856.00

7	1	10			\$3,500.00
7	1	14	Refreshments	212-61-6499-53-002-Y-24-0F2-Y	\$100.00
Sub-Total					\$164,957.44
Grand Total					\$1,488,427.44