BREMOND HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN

2014-2015

BREMOND HIGH SCHOOL
CAMPUS IMPROVEMENT COMMITTEE MEMBERS
2014 - 2015

Harold Schroeder	Committee Chairman
Rosemary Wilganowski	District Counselor
Carol Boring	Special Education Teaching Professional
Theresa Martin	Campus-Wide Non-teaching Professional
Susie Redus	High School Teaching Professional
Clayton Bishop	High School Teaching Professional
Tina Rowe	High School Teaching Professional
Paula Bodiford	High School Teaching Professional
Leah Feist	High School Teaching Professional
Leslie Kasowski	High School Teaching Professional
Delicia Moore	Parent Member
Melanie Stellbauer	Parent Member
Bea Bielamowicz	Community Member
Buddy Coomer	Community Member
James Redus	Business Member
Janet Hadley	Business Member

BREMOND HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
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BREMOND INDEPENDENT SCHOOL DISTRICT
MISSION STATEMENT

To develop each student's intellectual, social, and emotional abilities in order to ensure that

each child masters the basic curriculum and maximizes his or her innate potential

<u>Demographics</u>

The demographics of Bremond High School for 2011-2014

	Student Pop	Eco. Disadv.	Ethnicity	Free/Red.	At Risk	GT	SPED	Student/ Teacher Ratio	Attndnce
<u>2011-12</u>	125	38%	21% B 3% H 73% W	45% B 2% H 51% W	31% B 4% H 65% W	6% B 0% H 94% W	20% B 10% H 70% W	9.5 / 1	95% B 98% H 95% W
<u>2012-13</u>	143	45%	21% B 6% H 69% W	36% B 6% H 55% W	37% B 5% H 57% W	11% B 0% H 89% W	25% B 8% H 58% W	11 / 1	95% B 94% H 94% W
<u>2013-14</u>	147	40%	23% B 2% H 69% W	46% B 3% H 44% W	32% B 1% H 63% W	8% B 0% H 92% W	31% B 8% H 62% W	9 / 1	94% B 96% H 94% W

	Gender	Grad.	Dropout	Dual Credit		AT RISK		
						Below 70 2+subjects	Not Promoted (AT ANY	Placed in DAEP ONE TIME)
<u>2011-12</u>	58% M 42% F	19% B 2% H 73% W	3	37	<u>2011-12</u>	11	12	2
<u>2012-13</u>	50% M 50% F	18% B 5% H 68% W	2	14	<u>2012-13</u>	7	18	3
<u>2013-14</u>	49% M 51% F	21% B 3% H 76% W	2	9	<u>2013-14</u>	5	2	0

B = Black H = Hispanic W = White M = Male F = Female

In an effort to increase minority participation in the Gifted and Talented (GT) Program, the following steps will be undertaken for the 2014-2015 school year-

(CNA #1A) Review of the GT student screening process
            Begin early identification of students within the elementary grades
            Target selected student subgroups/furnish with enrichment activities

In an effort to reduce the number of at-risk students who fail 2 or more subjects in any given year, the following programs will be reinforced for the 2014 -2015 school year-

(CNA #1B) Parent Portal
      AM / PM Tutorials
      TAPR Disaggregation
      EOC Benchmarking
      Summer School / Odyssey Ware
      TEKS/EOC/Region VI Curriculum Collaborative Professional Development
      Region VI Curriculum Collaborative
      Student Assistance Team
      Personal Graduation Plan
      TxAIR
      9th Grade Parent Meeting
      Blackboard Connect Parent Contact System
      Economically Disadvantaged Nutritional Program
      Homeless Student Identification Program
      LEP / ESL Instructional Program

Student Achievement

STAAR / EOC Test Results

	Subject Tested	All Students	White	A. American	Eco. Disadv.
2011-12	Reading	76%	84%	62%	83%
	Writing	65%	54%	-	-
	Algebra I	82%	93%	69%	78%
	Biology	95%	96%	100%	100%
2012-13	Reading	74%	88%	85%	84%
	Writing	57%	68%	39%	49%
	Algebra I	77%	92%	67%	75%
	Biology	95%	97%	84%	91%
2013-14	E/LA	73%	72%	68%	75%
	Algebra I	79%	80%	80%	79%
	Biology	100%	100%	100%	100%
	US History	100%	100%	100%	100%

In comparing the 2011-12, 2012-13, and 2013-14 school years among all students, the passing percentages remain relatively constant. Among sub-groups, the Algebra I passing percentages among the African-American sub-group improved from an average of 68% for the 2011-13 school years, to 80% for the 2013-14 school year. The passing percentages for Biology continue to remain strong, from a low of 84% for the African-American sub-group in 2012-13, to a 100% passing rate in all sub-groups in 2013-14. U.S. History, which was tested for the first time in 2013-14, had a 100% passing rate among all sub-groups.

E/LA remains the focus for improvement among all subjects being tested. Changes in instruction have been implemented for the 2014-15 in order to achieve improvement in the E/LA area.

In an effort to increase student achievement in all subject-content areas, the activities and strategies of **CNA #1A, CNA #1B,** and **CNA #2B** will be implemented and reinforced throughout the 2014-15 school year.

TEA Accountability Summary-

	2012-13	2013-14
Accountability Rating	Met Standard	Met Standard
Index 1 – Student Achievement (Score/Target)	83/50	84/55
Index 2 – Student Progress (Score/Target)	33/17	N/A
Index 3 – Closing Perf. Gaps (Score/Target)	79/55	46/31
Index 4 – Post Sec. Readiness (Score/Target)	94/75	70/57
System Safeguards (Perf., Participation, Graduation)	100% Met	100% Met

In comparing the Accountability Summary from 2012-13 to 2013-14, Bremond High School met the accountability rating standard each year. In addition, all performance indexes and system safeguards were met. In the 2012-13 school year, Bremond High School earned a distinction designation on performance index 2 (student progress), when it was ranked #3 in the state in comparison to similar schools demographically. In 2013-14, distinction designations were earned in academic achievement in social studies and as a top 25% school in closing performance gaps among its students.

A greater emphasis has been placed on postsecondary readiness for students. A math class period has been established to meet the needs of those students who may experience difficulty on college math entrance examinations. In addition, professional development workshops have been scheduled for E/LA teachers in order to more adequately prepare students for college E/LA courses **(CNA #1B, CNA #2A, CNA #2B).**

Dual Credit Classes

	Eng 1301	Gov 2305	US Hist 1301	Eng 1302	Eco 2301	US Hist 1302
2011-12	5/5 (4 passed)	5/5 (4 passed)	10/10 (All passed)	5/5 (All passed)	5/4 (All passed)	7/5 (2 passed)
	Eng 1301	Gov 2305	US Hist 1301	Eng 1302	Eco 2301	US Hist 1302
2012-13	3/3 (1 passed)	1/1 (passed)	6/5 (All passed)	1/1 (passed)	1/1 (passed)	2/2 (All passed)

	Eng 1301	Gov 2305	US Hist 1301	Eng 1302	Eco 2301	US Hist 1302
2013-14	1/0	1/0	4/4 (All passed)	0/0	0/0	4/4 (3 passed)

2011-12	Completion Rate--	92%	Passing Rate-	85%	37 Students	participated in class
2012-13	Completion Rate--	93%	Passing Rate-	85%	14 Students	participated in class
2013-14	Completion Rate--	80%	Passing Rate-	75%	9 Students	participated in class

In comparing the 2011-12, 2012-13, and 2013-14 school years, the completion rate decreased from a high of 93% in 2012-13, to 80% in 2013-14. Even though it was only one student who failed to complete the classes, with a total of only 5 students participating, when 1 did not complete, the completion rate was significantly affected.

The dual credit passing rate remained constant at 85% in 2011-12 and 2012-13. In 2013-14 the passing rate decreased to 75%. Once again, even though only one student failed, due to only 4 students participating, the passing rate was significantly affected.

In an effort to increase dual credit passing and completion rates, the Blackboard Connect parental contact system will be implemented once again as a means of keeping parents informed **(CNA #3A)**. In addition, a dual credit failing / withdrawal policy remains in effect to increase the accountability of both the student and parent.

Advanced Classes

2011-12   98% of Student Population

2012-13   85% of Student Population

2013-14   86% of Student Population

In addition to the dual credit classes offered at Bremond High School, Pre-Advanced Placement English I-IV classes are offered to students. As can be seen from the data above, 86% of our students in 2013-14 were enrolled in the Pre-Advanced English classes. This represents a small increase in the average participation rate from 2012-13.

Drop-Out Rates

2011-12   2.4%

2012-13   .013%

2013-14   .014%

In comparing drop-out rates for the past three years at Bremond High School, the percentage rates have varied from a high of 2.4% in the 2011-12 school year to .013% in the 2012-13 school year, and .014% in the 2013-14 school year. The reason for the significant decrease in the drop-out rate beginning in the 2012-13 school year was due to the expansion of the Odyssey Ware credit recovery program allowing students to regain credit on-line.

In an effort to decrease drop-out percentages, existing resources used in the past (Study Island, Odyssey Ware, Credit by Exam, Correspondence Program, Personal Graduation Plan) will be implemented to their fullest extent **(CNA #4A)**. In addition, the Blackboard Connect system will continue to be implemented as a means of continually contacting potential drop-outs **(CNA #4B)**. This contact system will serve two purposes- to inform and to provide help and support. In addition, if the budget allows, GED prep sessions will be implemented after school in an attempt to recover students from the drop-out status **(CNA #4C)**.

School Culture/Climate

Superintendent/Principals Report of Student Attendance

	Grade 9	Grade 10	Grade 11	Grade 12
2011-12	95%	94%	96%	95%
2012-13	94%	95%	94%	92%
2013-14	94%	94%	92%	95%

Across all grade levels (9-12), the average attendance rate from 2011 to 2014 has been approximately 95%. The Blackboard Connect notification system has been implemented by the district in order to contact parents each time a student is absent **(CNA #5A)**. Attendance Review Committee meetings are held more frequently to monitor students that are habitually absent so as to file truancy on the parent and the student when necessary **(CNA #5B)**. In addition, the Parent Portal contact system allows parents to monitor student attendance **(CNA #5C)**.

Disciplinary Infractions

Infraction	2011-12 School Year	2012-13 School Year	2013-14 School Year
Tardy	49	50	37
Failure to Attend Detention	15	27	-
Dress Code Violation	99	36	34
Disruptive Behavior	51	36	11
Failure to Comply w/Directives	31	53	15
Inapp. Use of Elec. Device			31
Action			
In School Detention	141	161	76
ISS	83	80	23
DAEP	2	6	0

In comparing disciplinary infractions across the 2011 to 2014 school years, there was a significant decrease in all infractions in the 2013-14 school year as compared to the previous two years. Accordingly, the disciplinary actions implemented decreased as well, especially in the DAEP referrals from 6 in the 2012-13 school year, to 0 in the 2013-14 school year.

The infraction, "Inappropriate Use of Electronic Device" was added for the 2013-14 school year. This infraction grew out of the fact that students were allowed more freedom in using their devices for the 2013-14 school year which led to more abuses of this freedom.

In an effort to have more viable data regarding disciplinary infractions, a discipline software package (educators handbook-$499.00 annual cost) was purchased in the 2011-12 school year. The software provides disciplinary data to both the school administrator and the teacher. Disciplinary trends are analyzed across the school year, which may have contributed to the reduced referrals.

Texas School Survey

The Texas School Survey was conducted in the spring of 2013. The purpose of this survey was to measure the usage, availability, and attitude of students regarding drugs, alcohol, and tobacco. The results of the survey indicate that students feel safe at school and in their homes and community. The survey also indicated that students feel that alcohol and cigarettes are easily obtainable, but that illegal drugs are not that easy to obtain.

 The greatest concern regarding the survey was that 46% of the students surveyed reported that they had consumed alcohol within the past month, as compared to 25% from across the State. In addition, 26% of the students surveyed responded they were involved in "binge" drinking (consuming 5 or more drinks at one time), as compared to 12% from across the State.

In an effort to educate students regarding the abuse of alcohol and drugs, a variety of activities have been scheduled for the 2014-2015 school year. The premise is that education is the key to curb alcohol and drug usage among students **(CNA #6A)**.

School Safety

The Raptor System ($480 annual fee) will continue to be implemented by the district so as to scan visitor driver licenses to identify sexual predators and prevent them from entering the school. Lockdown procedures were developed and practiced by students and staff in the case of an intruder on campus **(CNA #6B)**.

The Blackboard Connect system has the capability of calling all parents in minutes in the case of an emergency. The system can also conduct parent surveys via telephone or e-mail to obtain information regarding school safety **(CNA #6C)**.

A security entrance system was installed in the spring of 2013. The system is operational at the two main entrance doorways. Visitors cannot enter the school unless they are "buzzed" through the doorway by authorized school personnel after having their identification scanned and approved through the Raptor system.

Staff Quality/Recruitment/Retention

Since 2011, all professional staff and paraprofessional staff have met all NCLB highly qualified standards. All paraprofessional staff are Level III certified.

Since 2011, the high school staff has had a retention rate of 98%, which equates to 1 new teacher being hired over the past 3 years. There were no new hires for the 2012-13 and 2013-14 school years, and one new hire for the 2011-12 school year.

Professional/Paraprofessional staff are provided surveys, so as to be cognizant of their professional needs. Staff development decisions are determined also by data-driven analysis of such sources as Texas Academic Performance Report, local benchmarks, and student, staff, and parent surveys.

As State and Federal education requirements change, the staff development needs of staff also change. The campus principals, in conjunction with their staff and Campus Improvement Committees, keep abreast of the ever-changing requirements and schedule staff development activities accordingly.

Curriculum/Instruction/Assessment

Bremond High School is currently mandated to follow the scope and sequence of the Region VI Curriculum Collaborative. The curriculum is an on-line curriculum developed by Region VI Educational Service Center. Teachers also have access to the curriculum and lesson plans. Currently, the curriculum and lesson plans may be used as an additional resource by teachers as they plan their lessons.

Parent/Community Involvement

On the Thursday evening prior to the first day of school each year, parents/guardians are invited to a grade 9-12 open house. Parents and students are encouraged to attend in order to meet their teachers for the upcoming school year.

Open communication is the key between the school and the parent/community. Parents receive information through the school website, the parent portal (immediate parent access to student grades/attendance), the Blackboard Connect system (parent phone contact), the local newspaper, letters being sent home, and through a campus newsletter published three times a year. Teachers have access to parent phone numbers, addresses, and e-mail addresses via the electronic attendance/grade program. Student report cards with teacher comments are sent home to parents each six week grading period, and student progress reports are mailed home every 3rd week of each six weeks grading period.

A parent survey was developed and mailed to all parents during the 2011-12 school year. The survey was based upon 24 statements where parents were asked to rate each statement as "exceeds expectations," "satisfactory", or "below expectations". Statements ranged from the quality of student meals to student safety. The breakdown of responses was- 17% "below expectations", 62% "satisfactory", and 21% "exceeds expectations".

Based upon parent responses, specific concerns will be addressed during the 2014-15 school year-students will be given more food options in the cafeteria, and communication

with parents will be streamlined so that student academic and behavioral issues will be communicated to parents in a timelier manner **(CNA #7A)**.

Parents may also become involved by serving on a variety of committees. The School Health Advisory Council (SHAC) promotes student wellness, the Student Assistance Team (SAT) promotes student academics and positive behavior, the Admission Review and Dismissal (ARD) Committee provides assistance to students receiving special services, and the Campus Improvement Committee (CIC) services as an advisory committee to the principal and local board of trustees.

Information and input from the parent is often sought by the campus as well. Each year a home/language survey is given to each parent in order to best meet the language needs of each individual student. Information is often sent home in both English and Spanish. The Blackboard Connect parent contact system may be sent in both English and Spanish.

A parent communication survey will be conducted to determine the most effective and efficient means of communicating with each individual parent. Results of this survey will be communicated to each parent and evaluated for use in the Campus Improvement Plan **(CNA #7A)**.

School Context and Organization

Bremond High School functions on a seven period, 52 minute class schedule. Periods 1-5 occur before student lunch and periods 6-7 occur following student lunch.

The before/after school tutorial concept has been ongoing since the 2003-04 school year. Students receive one-on-one attention with teachers in a small class environment. In all cases, teachers are provided with the necessary data of each student in order to determine and correct individual student weaknesses.

The average class size has remained constant from 2012-2014—15 to 18 students per class. The average grade level consists of 35-40 students.

The district has implemented Blackboard Connect for parents. This program automatically calls parents with pertinent information. The school website is continually updated, and parents are provided with a Parent Portal to check student grades and attendance. Parents are also made aware of school events through the local newspaper.

District decision-making comes from the top down from the local board of trustees where applicable, to the superintendent, to the campus principals, and to the teachers. Teachers are provided decision-making authority through their involvement in the Campus Improvement Committee, the Placement Review Committee, the Student Assistance Team, the Admission Review and Dismissal Committee, the District Improvement Committee, and the Faculty Review Committee.

Technology

The current technology in use at Bremond High School is as follows—

- Technology-based Teaching Forum
- DMAC benchmarking and test analysis/disaggregation of data

- 2 distance learning cameras for dual credit remote broadcast, meetings, virtual field trips, and training events via distance learning
- 2 computer labs available for teachers to enhance the classroom curriculum
- 1 technology classroom for instruction
- Interactive whiteboards (Promethean) with a set of student response systems per classroom
- 2-3 student stations per classroom
- On-line curriculum recovery program (Odyssey Ware)
- Accelerated Reader program
- On-line Study Island program (TAKS/EOC prep)
- TxAIR / MSTAR on-line websites for math/science through Project Share
- Discovery Education for downloading and streaming videos
- Digital cameras for teacher use
- On-line SAT/ACT prep. software
- Impero software for monitoring student usage
- 4 wireless portable tablets
- 6 document cameras
- Science probe software-Logger Pro for science curriculum
- Office 2013 application software-available to staff for nominal fee
- Windows 7 operating system
- Career Scope
- Sophos Antivirus-available for school/ home use
- SOCS web design program for teachers to create webpages
- Learn Key software-e-Learning model for teaching technology training for students and for teacher professional development
- Channel One-current events broadcast to whiteboards for Social Studies Dept.
- Educators Handbook Discipline Management Software
- Microsoft Office certification software (testing site)
- Installation of high bandwidth filter
- Windows 8 licensing
- Increase of circuit to 100 mg
- Stem Scope K-12 science curriculum
- Docked teacher laptops for school/home use
- Purchase of additional color printer for Journalism/Yearbook class
- EduHero for teacher professional development
- 2 carts with Learnpad tablets-50 total
- Spanish to English with Rosetta Stone software
- G mail addresses for student use
- 1 Dell laptop card
- 1 Dell touch mini laptop cart

Recent technology professional development—

- Promethean review
- Educators Handbook software training
- Learn Key online professional development
- SOCS webpage management

- Grade book/attendance program training
- Promethean student responder training
- Teacher laptop training
- Stem Scope K-12 science training
- AESOP teacher training
- Using student devices in the classroom training

Current technology is utilized to support curriculum, instruction, and assessment integration and implementation in a variety of ways. The curriculum program C-Scope is technology-based and is used to enhance and align the district's curriculum scope and sequence. The assessment program DMAC is technology-based and is used to analyze student strengths and weaknesses of the TEKS. These technologies allow teachers to become more efficient in their lesson planning and preparation.

Technology is being utilized in all content areas including art, music, and physical education. Classroom interactive whiteboards are used to view instructional videos and websites. Interactive lessons may be developed by using PDF attachments found in C-Scope, or by modifying Promethean flipcharts to develop one's own flipchart. The learner response systems allow students to actively participate with their own responses throughout the lesson and allow the teacher the opportunity to provide immediate constructive feedback. The document cameras allow students' work to be displayed, analyzed, and constructively discussed. Each of these technology tools allow the student to be more actively engaged in the learning process.

Even though technology has improved the quality of instruction and learning, it is not without problems. Frustration occurs at all levels for various reasons: the technology fails to function properly; the lack of time to properly train the faculty and staff; the lack of time to implement newly acquired technology; the lack of time to correct problems; and the feeling of being overwhelmed with new technology each year. Even with these frustrations, teachers try the new technologies and make them work in their classroom instruction in order to enhance student learning.

Bremond Independent School District
High School Campus Improvement Plan

Goal: 1. All students will demonstrate continuous improvement in all subject areas

Objective: 1: By May 2015, 90% of all student populations participating in the statewide EOC assessment will meet or exceed State standards

NCLB Goal 1. (PI 1, 2, 3), Goal 2 (PI 1, 2, 3), Goal 3 (PI 1, 2, 3), Goal 5 (PI 1, 2)   *P.L. 107-100 – 1(B), 1(C), 1(D), 1(E), 1(H), 1(I), 1(J)*   *PBMAS SPED Indicator - #14, 15,16, 18, 20*

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
1. Disaggregate TAPR data to develop strategies / expectations with EOC teachers **(CNA #1B)**	Campus Principal EOC Teachers	Staff orientation meeting Subject-content meetings TAPR Data Tables D-MAC-$4,800 Lead Forward	Each Semester	Teacher meetings On-going informal classroom observations Grade Reports	Accountability Summary Tables EOC Test results Final Grade Reports	Teachers will have specific data to enable them to develop strategies to increase student EOC performance
2. Purchase of EOC supplemental instructional materials **(CNA #1B)**	Campus Principal	$ 32,050 Budgeted High School Instructional Supplies	Each Semester	EOC Teacher meetings	Accountability Summary Tables EOC Test results Final Grade Reports	Improved EOC performance for all students
3. Schedule tutorials for EOC remediation **(CNA #1B)**	Campus Principal Teachers	EOC Resource Materials TAKS/EOC Released Tests Study Island- $4,162.92	Fall 2014 Spring 2015 July 2015	EOC Assessments EOC Benchmark Assessments	EOC Test results	Improved EOC performance for all students
4. Schedule EOC Benchmark Testing **(CNA #1B)**	Curriculum Director Campus Principal Teachers	Time-Local Payroll $ TAPR Data Tables D-MAC-$4,800 EOC Released Tests EOC Resource Materials EOC Tutorials	Each Semester	EOC Released Test results EOC Benchmark Tests	EOC Test results	Improved EOC/TEKS instruction; improved EOC student performance
5. E/LAR, Math, Science, Social Studies professional development training EOC/TCMPC **(CNA #1B)**	Campus Principal EOC Teachers Campus Imp. Committee Region VI, XII EOC Specialists	Time-Local Payroll $ 19911 Staff Development Budget- $3,000 Region VI Math/Science Fee- $300	Each Semester Scheduled trainings	Teacher Attendance Certificates Staff Development Reports Participant / Principal Meetings	Lesson Plans Classroom observations EOC Test results Final Grade Reports	Improved EOC/TEKS instruction; improved EOC student performance

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ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
6. Schedule Student Assistance Team (SAT) meetings **(CNA #1B)**	Campus Principal Counselor Teachers	Time-Local Payroll $ RtI Resources Dyslexia Resources	Each Semester	EOC assessments EOC Benchmark Assessments	EOC Test results	Improved EOC performance for all students
7. Use of instructional programs (see resources) to decrease the dropout rate and increase the completion rate **(CNA #4A, B, C)**	Campus Principal Counselor Teachers	PEIMS Report TAPR Data Tables Ody. Ware-GED Prep.-$3,600 Study Island- $4,162.92 Correspondence Program Personal Graduation Plan Credit By Exam Blackboard Connect	Each Semester	Weekly Attendance Reports 3 Week Grade Reports	Semester Attendance Reports Semester Grade Reports	All students will graduate within a four year period of time
8. Technology training for Teachers and Support Staff to enable the integration of technology into lesson plans/curriculum	Campus Principal Campus Technology Committee Campus Imp. Committee Teachers	Time-Local Payroll $ Technology monies as budgeted-$1,200 District Technology Plan Study Island- $4,162.92 D-MAC-$4,800 Promethean Boards STaR Chart Region VI Curriculum Collaborative- $4,608 Active Expression	Each Semester Aug. 20, 2014	Quarterly District Technology Committee Meetings Campus Imp. Committee Meetings Teacher sign-in list	Final Technology Training Report to District Technology Committee Final Evaluation Report	Technology will enhance and improve classroom instruction for all students
9. Campus Improvement Committee will evaluate the CIP and report their findings to the District Improvement Committee	Superintendent Campus Principal Campus Improvement Committee	Time-Local Payroll $	1st report to District Committee December 2014	Semi-annual Report	September 2015 Report	Campus Improvement Plan will be updated and revised on a continual basis

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ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
10. Schedule one-on-one LEP/ESL classes for students that qualify **(CNA #1B)**	Campus Principal LEP/ESL Teacher Counselor	Time-Local Payroll $ LEP/ESL Budget-$970 Rosetta Stone Software-$1,490	Each Semester	EOC Assessments EOC Benchmark Assessments Language Assessments	EOC Test results TAPR	Improved EOC performance for LEP/ESL students
11. Schedule training involving teaching strategies for African-American and Economically Disadvantaged student populations	Campus Principal Campus Imp. Committee Region VI, XII ESC Specialists	Time-Local Payroll $ Budgeted Staff Development-$3,000 Region VI, XII ESC Staff Presentations	Scheduled trainings	Staff sign-in list	Staff Evaluation Report Acct. Summ. Report AYP Report PBMAS Report TAPR	Increased academic achievement of the African-American and Economically Disadvantaged student populations
12. Disaggregate EOC results for African American and Economically Disadvantaged students and develop strategies / expectations with EOC teachers	Campus Principal Curriculum Director EOC Teachers	Time-Local Payroll $ TAPR Data Tables D-MAC-$4,162.92 Benchmark Testing SAT Meeting RtI Resources Lead Forward	Each Semester	On-going informal classroom observations Benchmark tests EOC Teacher meetings	EOC Test results Acct. Summ. Report	Increased academic achievement of the African-American and Economically Disadvantaged student populations

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ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
13. Use of instructional programs to increase the percentage of students scoring advanced performance on EOC **(CNA #1B)**	Campus Principal EOC Teachers	Time-Local Payroll $ EOC Resource Materials EOC Benchmarking EOC Tutorials Study Island-$4,162.92 SAT Prep. Activities-$37,125 TxAIR Lead Forward	Each Semester	EOC Benchmark assessments	EOC Test results Acct. Summ. Report	Increased percentage of students obtaining advanced performance on EOC tests
14. All students will be taught by HQ Paraprofessional and Professional Staff	Campus Principal Professional Staff Paraprofessional Staff	Time-Local Payroll $ 19911Staff Development Budget-$3,000	May 2015	On-going HQT verification each semester	On-line NCLB HQT Survey NCLB Principal Attestation Report HQT Annual Plan	Employment of highly qualified staff will enhance student achievement
15. Use of Region VI Collaborative Curriculum to vertically align instruction **(CNA #1B)**	Campus Principal Teachers	Region VI Curriculum Collaborative-$4,608 Region VI Curriculum Specialists	Each Semester	EOC Benchmark assessments	EOC Test results Acct. Summ. Report	Reduction of TEKS/ EOC-related gaps from one grade level to the next
16. Schedule summer school credit recovery for students that qualify **(CNA #1B)**	Campus Principal Summer School Teacher Students	Time-Local Payroll $6,000 Odyssey Ware-$3,600	June 2015	Admin. review of student assessments	Final Grade Reports	Students will gain the necessary credits to graduate in a four-year period of time
17. Provide accelerated instruction for students that qualify	Campus Principal Counselor Students Parents	Time-Local Payroll $ Odyssey Ware-$3,600 Credit By Exam Correspondence Program	Each Semester	Student sign-in list	Final Grade Reports	Students will accelerate their credits so as to take advanced classes

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Goal: 1. All students will demonstrate continuous improvement in all subject areas

Objective: 1: By May 2015, 90% of all student populations participating in the statewide EOC assessment will meet or exceed State standards

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
18. Parent notification of EOC benchmark testing results **(CNA #1B)**	Teachers Campus Principal Parents	Time-Local Payroll $	Each Semester	Parent contact lists	EOC Test results Acct. Summ. Report	Parent awareness of student preparedness prior to EOC testing
19. Use of TxAIR as supplemental instruction and/or diagnostic material **(CNA #1B)**	Campus Principal Math Teachers Science Teachers	TxAIR website Online training videos	Each semester	EOC assessments EOC benchmark assessments	EOC Test results Acct. Summ. Report	Improved EOC results for math and science
20. Schedule 9th grade Parent meeting **(CNA #1B)**	Campus Principal Parents Students	Time- Local Payroll $	Spring 2015	Parent/student sign-in list	Appropriate 4-year graduation plans	Parent/Student awareness of 4-year graduation plans
21. Schedule EOC Retest Tutorials **(CNA #1B)**	Campus Principal Teachers Students	Time-Local Payroll $	July 2015	EOC Assessments	EOC Test results	Improved EOC performance for all students

Bremond Independent School District
High School Campus Improvement Plan

Goal: 1. All students will demonstrate continuous improvement in all subject areas

Objective: 2: By May 2015, 90% of all student populations will enroll in higher education
NCLB Goal 5. (PI 1, 2)   P. L. 107-100 – 1(B), 1(H), 1(I), 1(J)

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
1. All freshman students will be enrolled in the Recommended, Distinguished, or Foundation Graduation Plan	Campus Principal Counselor	Time-Local Payroll $	August 2014 January 2015	Review student schedules each semester	Final Grade Reports Student schedules	Students will have taken the necessary courses to be eligible for college admission
2. Students unsuccessful on TAKS/EOC will be enrolled in remediation activities to improve their skill level **(CNA #1B)**	Campus Principal Counselor TAKS/EOC Teachers	Time-Local Payroll $ Study Island- $4,162.92 Odyssey Ware-$3,600 TAKS/EOC tutorials TAKS/EOC classes TxAIR Lead Forward	Each Semester	AEIS Report Acct. Summ. Report Grade Reports	TAKS/EOC Test results	Students will be provided the skills necessary to increase their performance on the TAKS/EOC test
3. Schedule campus visits to/from local universities/tech schools for Jr./Sr. class	Counselor Campus Principal	Time-Local Payroll $	Each Sem. 11-14-2014	Phone/e-mail contact with parents Announcements to students	Review of student lists Follow-up phone/e-mail contact with universities	Students will be provided the opportunity to receive information concerning academic interests
4. 9-12 grade students/parents will be contacted regarding the Texas Grant and Teach for Texas Grant Programs	Counselor Campus Principal	Time-Local Payroll $ Cost of newsletter	Each August **Completed**	Fall Counselor – Parent / Student meetings	Review of student lists	Improved student success through higher education admissions and financial aid opportunities
5. Schedule of "Brazos Valley/HOT College Nights/MCC College & Career Night"	Counselor Campus Principal	Time-Local Payroll $	9-23-14, 10-7-14, 10-21-14 **Completed**	Daily announcements to students /Alert Now contact with parents	Review of sign-in list Follow-up phone/e-mail contact	Improved student success through higher education admissions and financial aid opportunities

Bremond Independent School District
High School Campus Improvement Plan

Goal: 1. All students will demonstrate continuous improvement in all subject areas

Objective: 2: By May 2015, 90% of all student populations will enroll in higher education

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
6. Schedule of "College—Career Day"	Counselor Campus Principal	Time-Local Payroll $	January 29, 2015	Continued phone/e-mail contact with presenters	Follow-up phone/e-mail contact evaluations	Students will increase their knowledge regarding college selection and admissions requirements / career opportunities
7. Inform students / parents of Tech Prep agreements with local colleges	Counselor Campus Principal Tech Prep Teachers	Time-Local Payroll $	Fall Semester **Completed**	Fall Counselor – Parent / Student meetings	Student Tech Prep Class Enrollment Reports	Improved student success with students having earned college credit prior to college enrollment
8. Purchase of career software to educate students regarding career choices	Campus Principal Counselor	Bridges software- $	Spring 2015	Student/Staff sign-in list	Calculation of student/staff hits of usage	Students/Staff will be provided information to make positive career choices
9. Schedule PSAT / SAT, ACT, TSIA & ASVAB testing for Freshman, Sophomores, Juniors, & Seniors **(CNA #2A, #2B)**	Counselor Campus Principal	Time-Local Payroll $ PSAT $ / student SAT $52.50 / student ACT $54.50/$38 / student TSIA $45 / student High School Allotment Fund- $37,125	**PSAT-** 10/15/14 **SAT-** 10/11/14, 1/24/15 **ACT-** 10/25/14, 2/7/15 **ASVAB-** 11/14/14 **TSIA-** monthly	Interest Survey	Review of student sign-in list	Students will improve their opportunity for college enrollment

Bremond Independent School District
High School Campus Improvement Plan

Goal: 1. All students will demonstrate continuous improvement in all subject areas

Objective: 2: By May 2015, 90% of all student populations will enroll in higher education

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
10. Schedule student presentation with college financial aid representatives	Counselor TAMU	Time-Local Payroll $	Spring 2015	Interest Survey	Review of student sign-in sheet	Improved student success through higher education financial aid opportunities
11. Schedule financial aid (FAFSA) meeting with students/ parents	Counselor Texas A & M	Time-Local Payroll $	Spring 2015	Phone/e-mail contact with parents Announcements to students	Review of student/parent sign-in list	Improved student success through higher education financial aid opportunities
12. Use of instructional programs (see resources) to decrease the dropout rate and increase the completion rate **(CNA #4A, #4B, #4C)**	Campus Principal Counselor Teachers	PEIMS Report TAPR Data Tables Odyssey Ware/Study Island- $7,762.92 (GED Prep.) Correspondence Program Personal Graduation Plan Credit By Exam Blackboard Connect	Each Semester	Weekly Attendance Reports 3-Week Grade Reports	Semester Attendance Reports Semester Grade Reports	All students will graduate within a 4-year period of time
13. Student use of ACT/SAT software **(CNA #2A, #2B)**	Counselor Campus Principal	Time-Local Payroll $ HS Allotment Funds- $37,125	Each Semester	Student sign-in list	Final student usage list	Improved scores on college entrance examinations
14. Increase student passing rates in the dual credit program **(CNA #3A, #3B)**	Campus Principal Counselor	Time-Local Payroll $ HS Allotment Funds- $37,125 Study Skill Information Blackboard Connect	Each Semester	Student registration list	Final Grade Reports	Students will be provided the opportunity to earn college credit while in high school and improve their GPA
15. Provide accelerated instruction for students that qualify	Campus Principal Counselor Parents	Time-Local Payroll $ Odyssey Ware-$3,600 Credit By Exam/Learn Key- $2,400 Correspondence Program Mous Prep Software	Each Semester	Student sign-in list	Final Grade Reports	Students will be provided the opportunity to graduate in 3 years Mous certification

Bremond Independent School District
High School Campus Improvement Plan

Goal: 1. All students will demonstrate continuous improvement in all subject areas

Objective: 2: By May 2015, 90% of all student populations will enroll in higher education

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
16. Provide ACT/ SAT prep. to students during the instructional setting **(CNA #2A, #2B)**	Math/ELA Teachers Campus Principal	Time-Local Payroll $ HS Allotment Fund $37,125 SAT/ACT Prep. Travel- $3,000	Weekly	On-going student ACT/SAT assessments	ACT/SAT exam scores	Improved scores on college entrance examinations
17. Certiport Exam Vouchers / Testing Center	Tech. Teacher Campus Principal Students	Time-Local Payroll $ MOS Test-$ IC3 Test-$ HS Allotment Funds-$37,125	Spring 2015	Student Grade Reports	Final Exam Certification	Microsoft, AT, and IC3 certification for students
18. ACT/SAT Teacher Workshops	Teachers	Time-Local Payroll $ SAT/ACT Prep Travel-$3,000	Each Semester	In-Class Exams	ACT/SAT exam scores	Improved student test scores on college entrance exams
19. Schedule Luminant Power Track Scholarship Student Testing	Counselor Luminant Rep. Students	Time-Local Payroll $	11-21-2014 **Completed**	Student sign-in list	Luminant Power Track Scholarship Recipients	Students will be provided the opportunity to earn a Luminant Power Track Scholarship

Bremond Independent School District
High School Campus Improvement Plan

Goal: 1. All students will demonstrate continuous academic improvement in all subject areas

Objective: 3: Increase parental involvement

P.L. 107-100 – 1(B), 1(F), 1(H), 1(I), 1(J)

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
1. A campus website/facebook page will be maintained detailing events at school	Technology Teacher Inst. Tech. Coor. Students	Time-Local Payroll $	On going	Documentation of communication with parents	End of year evaluation of parents / community involvement	Improved communication between parents, community, and the school/improved positive image of the campus
2. Open door policy by the Campus Principal to encourage parents to visit the school	Campus Principal	Newsletters Local media School functions School marquee School website/facebook	Each Semester	Documentation of communication with parents	End of year evaluation of parents / community involvement	Improved relations and better communication with parents and the school
3. Orientation / open house for parents/students enrolled in grades 9-12	Campus Principal Teachers Parents	Time-Local Payroll $	August 21, 2014 **Completed**	Continued phone/e-mail contact with parents	Follow-up phone/e-mail contact evaluation	Knowledge of school policies and procedures at the 9 - 12 grade levels
4. Schedule a Career Investigations Fair in the spring	Counselor Teachers Campus Principal	Time-Local Payroll $	January 29, 2015	Continued phone/e-mail contact with presenters	Follow-up phone/e-mail contact and evaluation with presenters	Increased parent/student knowledge of career options beyond high school
5. Teachers will notify parents of student problems and successes in the classroom	Teachers Office Staff	Time-Local Payroll $ Phone, e-mail, mail Parent Portal/Remind 101 3 week progress reports Student appreciation letters	Daily	Continued phone / e-mail / mail contact with parents	Student pass-fail rate, EOC Test results	Increased academic achievement in an improved learning climate
6. Schedule a financial aid (FAFSA) meeting with students/ parents	Counselor Campus Principal Aggieland FCU Texas A & M	Time-Local Payroll $	Spring 2015	Phone/e-mail contact with presenters / parents	Follow-up phone/e-mail contact evaluation with presenters / parents	Improved student success through higher education and financial aid opportunities

Bremond Independent School District
High School Campus Improvement Plan

Goal: 1. All students will demonstrate continuous academic improvement in all subject areas

Objective: 3: Increase parental involvement

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
7. Schedule Student Assistance Team (SAT) meetings (CNA #1B)	Campus Principal Counselor Teachers Parents	Time- Local Payroll $ RtI Resources Dyslexia Resources	Each Semester	Parent sign-in list	End of year evaluation of parent participation	Improved communication between parents and teachers regarding student achievement / behavior
8. Implement a Parent Volunteer Program	Campus Principal Parents	Time- Local Payroll $ Interest Survey Teacher Needs/Parent Skill Surveys	Each Semester	Parent interest survey Parent volunteer list	End of year evaluation of parent participation	Improved relations between parents and teachers- additional instructional time for teachers
9. Ongoing Parent Portal Internet Program for parent viewing of student grades and attendance (CNA #1B)	Campus PEIMS Coordinator Campus Principal Curriculum Director Parents	Time- Local Payroll $ Parent Portal Internet	Each Semester	Internet hits to website	End of year evaluation of parent participation	Improved communication between parents and teachers regarding student achievement / attendance
10. Ongoing Dyslexia Parent Training Program	Dyslexia Specialist Campus Principal Parents	Time-Local Payroll $	Each Semester	Parent sign-in list	End of year evaluation of parent participation	Increased parental knowledge of dyslexic strategies to enhance student learning
11. Schedule 9th grade Parent meeting (CNA #1B)	Campus Principal Parents Students	Time – Local Payroll $	Spring 2015	Parent / student sign-in list	Appropriate 4-year graduation plans	Parent/Student awareness of 4-year graduation plans
12. Schedule SHAC meetings to promote student wellness	School Nurse Campus Principal Teachers Parents	Time – Local Payroll $ School Nurse SHAC Committee Members	Four meetings/ yearly	Committee sign-in list	Committee Evaluation Report	Increased student wellness/ parent awareness of student health / safety issues
13. Development of Parental Surveys (CNA #7A)	Campus Principal Parents Teachers	Time – Local Payroll $ Blackboard Connect Survey Monkey	Each Semester	Blackboard Connect responses	End of year evaluation of parent participation	Improved communication between parents, teachers, and the school

Bremond Independent School District
High School Campus Improvement Plan

Goal: 1. All students will demonstrate continuous academic improvement in all subject areas

Objective: 3: Increase parental involvement

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
14. Implement Blackboard Connect parent contact system **(CNA #1B)**	PEIMS Coor. Campus Principal	Time – Local Payroll $ Blackboard Connect	Daily	Blackboard Connect responses	End of year evaluation of parent participation	Improved communication between the campus and parents
15. Documentation of Parent Language Surveys	Office Staff	Time-Local Payroll $	August 2014 **Completed**	Returned surveys	End of year evaluation of dual documentation	Improved communication between the campus and parents
16. Project Graduation	Campus Principal Parents Students	Time-Local Payroll $ Grants Community Donations	May 2015	Parent/Community Interest	End of Year Student Participation list	Parent/Community support of graduates

Bremond Independent School District
High School Campus Improvement Plan

Goal: 2. Provide a positive and safe school environment through prevention and intervention

Objective: 1: The campus will provide students with a safe/drug free learning environment

NCLB Goal 4. (PI 1)   *P.L. 107-100- 1(B), 1(J)*   *PBMAS SPED Indicator - #18, 20*

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
1. Schedule staff training on Conflict Resolution	Campus Principal Teachers	Time-Local Payroll $ Staff orientation meeting	August 12, 2014	Staff sign-in list	Staff Evaluation Report	Staff members will be trained on proper grievance procedures
2. Schedule staff training on discipline/classroom management / CPI	Campus Principal Campus SBDM Committee Teachers	Time-Local Payroll $ Registration Fees 19911 Staff Development Fund- $3,000	Aug. 8, 11, 12, 2014	Staff sign-in list Semester Discipline Reports	Staff Evaluation Report Evaluation of PEIMS 425 Discipline Reports	Reduced number of student discipline referrals
3. Red Ribbon Week **(CNA #6A)**	Campus Principal High School Student Council Teachers	Time-Local Payroll $ Student Council Activity Fund #29	October 27, 2014 **Completed**	Scheduled SDFSC classroom activities	Evaluation of PEIMS 425 Discipline Report	Student awareness of the harmful effects of drugs and alcohol
4. Schedule Staff training on blood-borne pathogens	Campus Principal School Nurse HS Staff	Time-Local Payroll $ Blood-borne training materials	Aug. 18, 2014 **Completed**	Staff sign-in list	Staff Evaluation Report	Staff awareness of the proper disposal of blood-borne pathogens
5. Schedule presentations on drug/alcohol awareness **(CNA #6A)**	Campus Principal Counselor Teachers Students	Time-Local Payroll $ BVCASA Region VI ESC Brazos Area Health Education	Oct. 31, 2014	Staff sign-in list	Staff Evaluation Report	Student/staff awareness of the signs and effects of drug/alcohol use and abuse
6. Schedule drug testing for students in extra-curricular activities **(CNA #6A)**	Campus Principal Extra-Curricular Personnel Compliance Consortium Corp.	Time-Local Payroll $ Budgeted Monies- $4,750	Monthly	Student participation lists	Student Testing Reports	Promotion of a safe, healthy learning environment
7. Campus visits by drug detection canines	Campus Principal Interquest Detection Canines	Time-Local Payroll $ Budgeted Monies-$4,000	Monthly	Random visit documentation	Final Evaluation Report	Promotion of a safe, healthy learning environment

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Goal: 2. Provide a positive and safe school environment through prevention and intervention

Objective: 1: The campus will provide students with a safe/drug free learning environment

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
8. Schedule SHAC meetings to promote student wellness	School Nurse Campus Principal Teachers Parents	Time-Local Payroll $ School Nurse SHAC Committee Members	Four meetings/ yearly	Committee sign-in list	Committee Evaluation Report	Increased student wellness and awareness of health / safety issues
9. Schedule Student Assistance Team (SAT) meetings (CNA #1B)	Campus Principal Counselor SPED Teachers Regular Education Teachers	Time-Local Payroll $ RtI Resources Dyslexia Resources	Each Semester	Parent/student meetings	PEIMS 425 Discipline Reports	Reduction in discipline referrals
10. Review of District Discipline Management System	Campus Improvement Committee Members	Time-Local Payroll $ HS Campus Imp. Committee	Spring 2015	Committee agenda	Revised Discipline Management System	Revised Discipline Management System to meet the needs of students/ staff
11. Schedule sexual assault/harassment, dating relationship student presentations	Counselor Campus Principal Region VI ESC Specialists SARC	Time-Local Payroll $ SARC-Presentations/Video	Each Semester	Student participation lists	Student Evaluation Report	Student awareness of sexual assault/harassment prevention strategies
12. Schedule Staff training on CPR, AED, and First Aid	School Superintendent Teachers	Time-Local Payroll $ School Superintendent	Aug. 13, 2014 **Completed**	Staff sign-in list	Staff Evaluation Report	Staff will be knowledgeable in performing /using CPR, AED, and First Aid
13. Schedule DAEP placement for students who qualify	Campus Principal Teachers	SCE- .66 FTE- $39,549 SCE-.50 FTE- $27,117 SCE- .33 FTE- $17,702 SCE-.16 FTE- $5,898	Daily	Student sign-in list	PEIMS 425 Discipline Reports	Reduction in discipline referrals

Bremond Independent School District
High School Campus Improvement Plan

Goal: 2. Provide a positive and safe school environment through prevention and intervention

Objective: 1: The campus will provide students with a safe/drug free learning environment

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
14. Schedule character education/anti-bullying presentations/ announcements	Campus Principal Counselor Reg. VI ESC SARC	Time-Local Payroll $ SARC Presentation/ Video	Aug. 19, 2014	Student participation lists	Student Evaluation Report	Improved student behavior
15. Use of Raptor ID System **(CNA #6B)**	Tech. Coordinator Principal Secretary	Time-Local Payroll $ Raptor System-$480	Daily	Visitor ID lists	End-of-year Evaluation Report	Prevention of visitors to the campus with criminal backgrounds
16. Implement parent contact system **(CNA #6C)**	BISD Supt. Campus Principal	Time – Local Payroll $ Blackboard Connect	Each Semester	Blackboard Connect responses	End-of-year Evaluation Report	Improved communication between the campus/parents in the case of an emergency
17. Schedule professional development training on bully prevention, sexual harassment prevention, and sexual abuse reporting	BISD Superintendent Campus Principal Teachers	Time – Local Payroll $ Learn Key-$2,400 SARC	Aug. 18, 2014	Faculty sign-in list	Faculty completion certificates	Improved faculty knowledge/prevention of student safety issues-bullying, sexual harassment, and violence
18. Implement Educ. Handbook Discipline Mgmt. System	Campus Principals Teachers	Time – Local Payroll $ Annual Mgmt. Fee-$998	Daily	Student Discipline Reports	PEIMS 425 Discipline Reports	Reduction of student discipline reports due to data-driven discipline mgmt.
19. Administer School Health Survey to 9-12 grade students	School Nurse BVCASA Campus Principal Students	Time – Local Payroll $	Spring 2015	Student participation lists	End-of-year Evaluation Report	Administration/Staff awareness of drug/alcohol use/abuse among students
20. Schedule staff training on teacher ethics, customer service in education, and OSHA chemical safety standards	School Superintendent	Time – Local Payroll $ Edu Hero Region VI ESC	Aug. 18, 2014 **Completed**	Teacher participation lists	End-of-year Evaluation Report	Increased campus safety/security

Bremond Independent School District
High School Campus Improvement Plan

Goal: 2. Provide a positive and safe school environment through prevention and intervention

Objective: 2: Average daily attendance will be improved and maintained at the State standard of 97%
P.L. 107-100- 1(B), 1(F), 1(J)

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
1. Seniors who have three absences or less will be eligible to be exempt from semester finals	Campus Principal Attendance Clerk Teachers	Time-Local Payroll $ Daily Attendance Reports	Each Semester	Daily Attendance Reports	Semester Attendance Reports	Improved student attendance
2. Parents will be notified when students are absent 3 or more days	Attendance Clerk Campus Principal Campus Attendance Review Committee	Time-Local Payroll $ Daily Attendance Reports	Daily	Daily Attendance Reports	Weekly Attendance Reports	Improved student attendance
3. Review by Attendance Review Committee on student absences **(CNA #5B)**	Attendance Review Committee Members Attendance Clerk	Time-Local Payroll $ Daily Attendance Reports	Each Semester	Daily Attendance Reports	Weekly Attendance Reports	Improved student attendance
4. Students with more than 5 absences per semester will be required to attend make-up sessions	Campus Principal Attendance Clerk Session Supervisor	Time-Local Payroll $ Daily Attendance Reports Attendance Supervisor Logs	Each Semester	Daily Attendance Reports	Student Make-up Attendance Reports	Improved student attendance
5. Students who have excessive absences will be filed on in Municipal Court	Campus Attendance Review Committee Campus Principal Municipal Court Judge	Time-Local Payroll $ Daily Attendance Reports	Each Semester	Daily Attendance Reports	Semester Attendance Reports	Improved student attendance
6. Scheduled parent/ student meetings with Campus Principal regarding student attendance	Campus Principal Attendance Clerk Students	Time-Local Payroll $ Attendance Reports	Each Semester	Attendance Reports	End of Year Attendance Report	Decrease in student absences

Bremond Independent School District
High School Campus Improvement Plan

Goal: 2. Provide a positive and safe school environment through prevention and intervention

Objective: 2: Average daily attendance will be improved and maintained at the State standard of 97%

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
7. Ongoing Parent Portal Internet Program/Mobile App. for parent viewing of student attendance **(CNA #5C)**	Campus PEIMS Coordinator Campus Principal Parents	Time-Local Payroll $ Parent Portal Teachers Internet	Each Semester	Internet hits to website	End of year evaluation of parent participation	Improved communication between parents and the District regarding student attendance
8. Implement Blackboard Connect parent contact system **(CNA #5A)**	PEIMS Coor. Campus Principal	Time-Local Payroll $ Blackboard Connect	Daily	Parental responses	End of year evaluation of parent responses	Improved student attendance

Bremond Independent School District
High School Campus Improvement Plan

Goal: 3. Ensure the continued academic progress of students in special programs.

Objective: 1: Implement instructional strategies, curriculum, and programs to increase the academic performance of at-risk, special education, AA (GT), accelerated instruction, LEP/ESL, CTE, and Title I students.

NCLB Goal 1. (PI 1, 2, 3), Goal 2 (PI 1, 2, 3), Goal 3 (PI 1, 2, 3), Goal 5 (PI 1, 2) P.L. 107-100- 1(B), 1(C), 1(D), 1(F), 1(H), 1(I), 1(J)   PBMAS SPED Indicator – 14, 15, 16, 18, 20

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
1. The high school campus will develop and implement instructional strategies and curriculum to increase academic achievement of special program students (see resources) **(CNA #1A, #1B)**	Campus Principal Counselor Special Education Teachers Regular Education Teachers Content Mastery Teachers	EOC Released Tests IEPs Odyssey Ware- $3,600 Study Island- $4,162.92 Special Education Coop.- $68,000 DCP Programs Bridges software-$ SAT/ACT prep software(HS Allotment Funds)-$37,125 Content Mastery Region VI Curriculum Collaborative - $4,608 Lead Forward	Daily	Lesson Plans Grade Books Six Weeks Grade Reports	Student Pass – Fail Reports EOC Test results	Special program students will improve their academic achievement
2. On-going implementation of a pre-referral program- Student Assistance Team **(CNA #1B)**	Campus Principal Diagnostician Counselor Reg. Ed. and Special Ed. Teachers	Time-Local Payroll $ RtI Resources Dyslexia Resources	Each Semester	Lesson Plans Grade Books	ARD Referral Reports Student Pass – Fail Report EOC Test results	Services, strategies, and modifications will be provided for students prior to special education testing/referral
3. High School instructional and support personnel will receive continued staff development regarding GT and IEP implementation and modifications **(CNA #1A)**	Campus Principal Regular and Special Ed. Teachers Training Personnel- AA, SPED	Special Ed. Co-op Personnel (Coop Fee)- $68,000 Special Ed. Teachers ESC AA Trainees AA Membership Fee- $1,794 Travel Budget- $3,000 GT Travel Budget- $300	8-25-14 Spring 2015	Staff sign-in list	Training certificates Classroom observations	Professional and support staff will be more effective in serving our special program students
4. SPED / GT students will be provided enrichment activities **(CNA #1A)**	SPED Teachers Advanced Academic (GT) Teachers Campus Principal	Budgeted monies Travel- $300 Student Activity Fund #28	Each Semester	Lesson Plans Grade Books	Student Pass-Fail Rpts. Classroom observations EOC Test results	Improved academic achievement

Bremond Independent School District
High School Campus Improvement Plan

Goal: 3. Ensure the continued academic progress of students in special programs.

Objective: 1: Implement instructional strategies, curriculum, and programs to increase the academic performance of at-risk, special education, AA (GT), accelerated instruction, LEP/ESL, CTE, and Title I students.

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
5. Regular and Special Program Teachers shall meet regularly to coordinate instruction of special program students	Campus Principal Regular and Special Program Teachers Counselor Dyslexia Teachers	Time-Local Payroll $ Scheduled ARD meetings Scheduled GT meetings Scheduled Content Mastery / General Education meetings SAT meetings	Each week	Staff sign-in list Scheduled meetings	Lesson Plans Student Pass – Fail Reports EOC Test results	Improved student academic achievement
6. On-going development of PGP's for all students **(CNA #1B, #4A, #4B, #4C)**	Counselor Campus Principal PEIMS Coordinator	Time-Local Payroll $ DMAC- $4,800	Annually	Review of At-risk Indicator Student Reports	Review of At-risk Criteria Reports Pass-Fail Reports EOC Test results	Student academic performance will increase
7. All CATE students will be placed in a coherent sequence of courses	Campus Principal Counselor PEIMS Coordinator	Time-Local Payroll $ Region VI ESC	Fall 2014 / Spring 2015	Student / Parent meetings with Counselor / Campus Principal	Class rosters Student schedules	CATE student participation / performance will increase
8. Special Program and Regular Education Personnel shall meet with parents to discuss special programs and review data regarding academic ability and overall student progress	Campus Principal Diagnostician Counselor Special Program Teachers Regular Education Teachers	Teacher workday Additional time to meet Scheduled ARD meetings	Each Semester	Student grades IEP's Discipline referrals Past ARDS IEP Six Weeks Reports	Pass – Fail Reports PEIMS 425 Discipline Reports EOC Test results Final Student Grade Report	Parents will be better informed regarding student progress and better decisions will be made concerning each student's instructional need

Bremond Independent School District
High School Campus Improvement Plan

Goal: 3. Ensure the continued academic progress of students in special programs.

Objective: 1: Implement instructional strategies, curriculum, and programs to increase the academic performance of at-risk, special education, AA (GT), accelerated instruction, LEP/ESL, CTE, and Title I students.

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
9. Schedule training involving teaching strategies for African-American and Economically Disadvantaged student populations	Campus Principal Campus SBDM Committee Region VI, XII ESC Specialists	Time-Local Payroll $ Budgeted Staff Development $3,000 Region VI, XII ESC Staff Presentations	Each Semester	Staff sign-in list	Staff Evaluation Report Acct. Summ. Report AYP Report PBMAS Report EOC Test results	Increased academic achievement of the African-American and Economically Disadvantaged student populations
10. Disaggregate EOC results for African American and Economically Disadvantaged students and develop strategies / expectations with EOC teachers	Campus Principal Curriculum Director EOC Teachers Region VI, XII ESC Specialists	Time-Local Payroll $ D-MAC- $4,800 Region VI, XII ESC EOC tutorials Benchmark testing	Each Semester	On-going informal classroom observations Benchmark tests EOC Teacher meetings	EOC results Acct. Summ. Report EOC Test results	Increased academic achievement of the African-American and Economically Disadvantaged student populations
11. Schedule accelerated instruction for students that qualify	Campus Principal Counselor Parents	Time-Local Payroll $ Odyssey Ware-$3,600 Credit By Exam Correspondence Program	Each Semester	Student sign-in list	Final Grade Report	Students provided the opportunity to graduate in 3 years/take more electives to improve GPA
12. Continued implementation of a 3-tier (RTI) math and reading model	Campus Principal Counselor SAT Committee Teachers	Time-Local Payroll $ Odyssey Ware-$3,600 SPED Coop. Personnel Teachers Content Mastery	Each Semester	Pre/post test results Informal classroom observations	SPED referral list	Increased TAKS performance of at-risk students in reading and math
13. Ongoing dyslexia program / parent training program to assist parents and students that qualify	Dyslexia Specialist Campus Principal Parents	Time-Local Payroll $	Each Semester	Student enrollment list	Final Grade Reports	Improved instructional opportunities for qualified students

Bremond Independent School District
High School Campus Improvement Plan

Goal: 3. Ensure the continued academic progress of students in special programs.

Objective: 1: Implement instructional strategies, curriculum, and programs to increase the academic performance of at-risk, special education, AA (GT), accelerated instruction, LEP/ESL, CTE, and Title I students.

ACTIVITY / STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES	TIME LINE	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	EXPECTED OUTCOME
14. Schedule one-on-one LEP/ESL classes for students that qualify **(CNA #1B)**	Campus Principal LEP/ESL Teacher Counselor	Time-Local Payroll $ LEP/ESL Budget-$970 Rosetta Stone Software-$1,490	Each Semester	EOC Assessments EOC Benchmark Assessments Language Assessments	EOC Test results Acct. Summ. Report EOC Test results	Improved EOC performance for LEP/ESL students
15. Schedule EOC Retest Tutorials **(CNA #1B)**	Campus Principal Teachers Students	Time-Local Payroll $	Fall 2014 Spring 2015 July 2015	EOC Assessments	EOC Test results	Improved EOC test performance for students in special programs
16. Schedule Summer School Credit Recovery for students that qualify **(CNA #1B)**	Campus Principal Summer School Teacher Students	Time-Local Payroll $6,000 Odyssey Ware- $3,600	June 2015	Admin. Review of student Grade Reports	Final Grade Reports	Students in special programs will gain the necessary credits to graduate in a four-year time period
17. Implement the Eco. Disadvantaged Nutritional Program **(CNA #1B)**	Campus Principal PEIMS Coor. Counselor Cafe. Personnel Students	Time-Local Payroll $ Title I Part A Funding	Each Semester	Student Enrollment Forms	NCLB/PEIMS	Improved EOC performance for eco. disadv. students
18. Identification of homeless students **(CNA #1B)**	Homeless Liaison Counselor Campus Principal PEIMS Coor.	Time-Local Payroll $ Title I Part A Funding	Each Semester	Student Enrollment Forms	PEIMS student records	Improved EOC performance for homeless students
19. Student Access to Content Mastery	CM Teachers Students	Time-Local Payroll $	Each Semester	Content Mastery Sign-In Form	Student Grade Reports	Improved student performance
20. Schedule staff training on classroom management/CPI	Campus Principal Campus Imp. Comm. Teachers	Time-Local Payroll $ Registration Fees 19911 Staff Development Fund- $3,000	Aug. 8, 11, 12, 2014	Staff sign-in list Semester Discipline Reports	PEIMS 425 Discipline Reports	Improved student academic performance in a safe/secure environment