

Banquete Independent School District
Banquete High School
2023-2024 Campus Improvement Plan

Mission Statement

BHS will provide a meaningful, well-rounded education designed to prepare *ALL* students with high-level academics and 21st-century skills, therefore, equipping them for professional and personal success.

Vision

We proactively work together to provide essential knowledge, skills, and college and career opportunities to ensure *ALL* students are prepared for success in college, the workforce, or the military.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	8
Goal 1: Recruit, support and retain teachers and principals	8
Goal 2: Build a strong foundation of reading and math	12
Goal 3: CCMR: Connect high school to college, career, and military	16
Goal 4: Improve lower performing schools	22
Goal 5: Safe, supportive learning environment	26
State Compensatory	30
Budget for Banquete High School	30
Personnel for Banquete High School	30
Title I	31
2.1: Campus Improvement Plan developed with appropriate stakeholders	31
2.2: Regular monitoring and revision	31
3.1: Annually evaluate the schoolwide plan	31
4.2: Offer flexible number of parent involvement meetings	31
Campus Based Leadership Team	32
Department Team	33
Site-Based Advisory Committee	34
Campus Funding Summary	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Banquete High School

- 289 students
- 24 teachers
- 15 % White
- 83.8% Hispanic
- 0.4% African American
- 72.8% Eco Dis.
- Gender Male 51.1% Female 48.9%
- 13.7% Mobility rate
- 100% Graduation rate
- 66% CCMR
- 18.1% Advanced Courses Enrollment
- - 12.5 % Special Education
 - 2.5 % ELL
 - 14.0% 504 Students
 - 7.7% Migrant
 - 9 avg. Number of Students per teacher

Demographics Strengths

Banquete High School

Students performed at or above the state level in STAAR

STAAR Performance all students: 54, Hispanic 52, White 69, Eco Dis 51, Special Ed 34

All Subjects % of Approaches GL Standard or Above

- 86% of all students scored at approaches grade level or above.
- 100% of African American students scored at approaches grade level or above.
- 84% of Hispanic students scored at approaches grade level or above.
- 92% of White students scored at approaches grade level or above.
- 51% of Special Education students scored at approaches grade level or above.
- 83% of Economic Disadvantage students scored at approaches grade level or above.

ELA/Reading % of Approaches GL Standard or Above

- 83% of all students scored at approaches grade level or above.
- 100% of African American students scored at approaches grade level or above.
- 81% of Hispanic students scored at approaches grade level or above.
- 92% of White students scored at approaches grade level or above.
- 81% of Economically Disadvantaged students scored at approaches grade level or above.
- 43% of Special Education students scored at approaches grade level or above.
-

ELA 2: Approaches 83% Meets 75% Masters 13%

Mathematics % of Approaches GL Standard or Above

- 85% of all students scored at approaches grade level or above.
- 100% of African American students scored at approaches grade level or above.
- 84% of Hispanic students scored at approaches grade level or above.
- 88% of White students scored at approaches grade level or above.
- 81% of Economically Disadvantaged students scored at approaches grade level or above.
- 50% of Special Education students scored at approaches grade level or above.

Biology: Approaches 100% Meets 54% Master 12%

Algebra: Approaches 89.7% Meets 60% Master 30%

US History: Approaches 100% Meets 72% Master 42%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Priority Problem Statements

Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs.

Root Cause 1: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 50% of SPED students were at the Approaches, Meets or Masters levels - 50% were at the Did Not Meet level in Algebra 25% of SPED students were at the Meets-75% Did Not Meet in ELA 1 29% of SPED students were at the Meets-57% Did Not Meet in ELA 2

Root Cause 2: Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: School processes are not in place to close the achievement gaps of students who have IEPs.

Root Cause 3: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 50% of Special Education students scored at approaches grade level or above ELA/Reading.

Root Cause 4: Historically students with IEPs have been underperforming due to the gap in proficiency rates in grade-level academic achievement standards on statewide assessments.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Parent/ Community Engagement

Root Cause 5: Parents may not be able to attend parent engagement opportunities due to the lack of transportation and job requirements.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Community Data

- Parent engagement rate



Goals








Revised/Approved: September 8, 2023

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 1: The campus implements clear selection criteria, and protocols and hiring and induction processes are in place and align with the district's mission and vision.

Evaluation Data Sources: Interview Questions, Scoring rubric, Mentorships, Induction Program

Strategy 1 Details	Reviews			
Strategy 1: The mentor teachers, administrators, and instructional specialists serve as a resource for curriculum, assessment, instruction, and classroom management strategies and resources. Strategy's Expected Result/Impact: Support and retain teachers Staff Responsible for Monitoring: Principal, department leads, instructional specialists Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Supplemental Materials for Core and STAAR Tested Subjects - Title I, Part A - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: BHS's new teacher induction program provides inexperienced teachers with the necessary tools for beginning their teaching careers, as well as specific guidance aimed at helping them meet performance standards. New teachers will be assigned a mentor and be provided with opportunities to observe experienced teachers and participate in PLCs and professional development. Strategy's Expected Result/Impact: Retain and support new teachers Staff Responsible for Monitoring: Administrators, Instructional Specialist, Mentor teachers Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - Title II, Part A - \$5,000		Formative			Summative
		Nov	Feb	Apr	June
					
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.
School Processes & Programs
Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 2: All teachers participate in ongoing professional development that enables the instructional staff to provide high-quality, research-based instruction, design effective assessments; interpret and use assessment data to guide instruction.

Evaluation Data Sources: Teacher Workshops, Eduphoria, PLCs, BISD Staff Developments, Approved Summer Conferences

Strategy 1 Details	Reviews			
Strategy 1: Teachers can choose to attend professional development of their choice that is based on professional growth goals i.e course content, classroom management, pedagogy, PLC, data-driven instruction, lesson planning etc. Strategy's Expected Result/Impact: Improve instruction Staff Responsible for Monitoring: Teachers, Instructional Specialists, Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Student Learning 2 Funding Sources: Professional Development Opportunities: ESC 2, Solution Tree PLC, MATH CAMP, AP Summer Institute - Title II, Part A - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Administrators and instructional Specialists provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. Strategy's Expected Result/Impact: Support and retain effective teachers Staff Responsible for Monitoring: Administrators, Instructional Specialists, Lead Teachers Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1 Funding Sources: Differentiation Materials for Teachers, such as books - Title I, Part A - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



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Performance Objective 2 Problem Statements:**Demographics**









Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Student Learning

Problem Statement 2: 50% of SPED students were at the Approaches, Meets or Masters levels - 50% were at the Did Not Meet level in Algebra 25% of SPED students were at the Meets-75% Did Not Meet in ELA 1 29% of SPED students were at the Meets-57% Did Not Meet in ELA 2 **Root Cause:** Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined.

Goal 2: Build a strong foundation of reading and math

Performance Objective 1: ELA/Reading: Increase the percentage of students by 10 % in STAAR EOC ELA 1 and ELA 2 state assessments i.e., approaches, meets, and masters

Strategy 1 Details	Reviews			
Strategy 1: Provide intensive reading interventions for identified students with below-grade-level reading levels. Strategy's Expected Result/Impact: Student growth, an increase in student scores Staff Responsible for Monitoring: Administrators, Instructional Specialists, Core Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2, 3 Funding Sources: - Title I, Part A - \$1,000, - Title IV, Part A, Subpart 1 - \$1,200	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide intensive tutorials for students not meeting academic targets on ELA benchmarks and or MAP assessment. Strategy's Expected Result/Impact: Academic growth on STAAR Staff Responsible for Monitoring: Instructional Specialist, ELA teachers, Sp Ed teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 1 Problem Statements:

Demographics

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Student Learning

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Problem Statement 3: 50% of Special Education students scored at approaches grade level or above ELA/Reading. **Root Cause:** Historically students with IEPs have been underperforming due to the gap in proficiency rates in grade-level academic achievement standards on statewide assessments.

Goal 2: Build a strong foundation of reading and math

Performance Objective 2: Teachers use a content-area curriculum and scope & sequence that are clearly aligned with state standards and state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Utilize TEKS Resource System, TEKS Implementation Guides, and Lead4ward resources for lesson planning and unpacking standards thus creating lesson objectives that are bite-sized, aligned, and measurable. Strategy's Expected Result/Impact: Improved classroom instruction Staff Responsible for Monitoring: Principals, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: All core teachers have protected time built into the master schedule to meet frequently during PLCs to regularly discuss: TEKS, formative and summative student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Strategy's Expected Result/Impact: Improved class instruction Staff Responsible for Monitoring: Administrators, Instructional Specialists, Core Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.









School Processes & Programs

Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 1: Increase the Student Achievement CCMR indicator component score for TSI Readiness in ELA and Math by 10%.

Evaluation Data Sources: TSI

Strategy 1 Details		Reviews			
Strategy 1: Identify and target students who have not met a CCMR indicator and provide them with opportunities to meet an indicator. Strategy's Expected Result/Impact: Increase focus on CCMR accountability outcomes. Staff Responsible for Monitoring: Counselors, Administrators, CTE teachers, Instructional Specialists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Demographics 1 Funding Sources: TSI Bootcamp Materials, TSI PD - Title I, Part A - \$2,000		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities within the school day for students to become college or career-ready by providing: TSI boot camps, SAT/ACT boot camps, work-based learning opportunities, college tours, business and industry tours Strategy's Expected Result/Impact: increase CCMR outcomes Staff Responsible for Monitoring: Administrators, Counselor, Instructional Specialists, PTECH Coordinator, Teachers Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 3 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Student Learning









Problem Statement 3: 50% of Special Education students scored at approaches grade level or above ELA/Reading. **Root Cause:** Historically students with IEPs have been underperforming due to the gap in proficiency rates in grade-level academic achievement standards on statewide assessments.

School Processes & Programs

Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 2: Increase the Industry based certification from 55% to 70%.

Strategy 1 Details	Reviews			
Strategy 1: Identify and target students who have not earned an IBC to earn an IBC by May. Strategy's Expected Result/Impact: Increase the CCMR rating. Staff Responsible for Monitoring: Counselor, CTE teachers, Instructional Specialists, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Student Lisences - Title I, Part A - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Identify students who have not earned any CCMR Indicators and provide them with an opportunity to earn 1 indicator Strategy's Expected Result/Impact: Increase CCMR Staff Responsible for Monitoring: Administrators, Counselors, Instructional Specialists Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.










School Processes & Programs

Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 3: Provide all students with opportunities to develop technical skills, earn dual credit, and pursue in-demand career paths in our Program of Studies Programs.

Evaluation Data Sources: Industry-Based Certifications, Dual Credit numbers

Strategy 1 Details	Reviews			
Strategy 1: Provide all 9th-grade students with information on the BHS Program of Studies that aligns with in-demand career paths so that students complete the Program of Studies. Strategy's Expected Result/Impact: Increase of CCMR and Perkins V Completers Staff Responsible for Monitoring: Counselors, Administrators, CTE Teachers Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Target all 9th graders to have a signed graduation plan, endorsement, and Program of Study. Strategy's Expected Result/Impact: Increase CCMR outcomes Staff Responsible for Monitoring: Counselors Title I: 2.6 Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:











Demographics
Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. Root Cause: Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Student Learning

Problem Statement 2: 50% of SPED students were at the Approaches, Meets or Masters levels - 50% were at the Did Not Meet level in Algebra 25% of SPED students were at the Meets-75% Did Not Meet in ELA 1 29% of SPED students were at the Meets-57% Did Not Meet in ELA 2 **Root Cause:** Special education students have learning gaps that presented years before the pandemic, but those gaps have grown exponentially since the 2020 school year. Their lack of individualized supports while at home magnified their learning disabilities and even their stamina for testing (working individually) declined.

Goal 4: Improve lower performing schools

Performance Objective 1: Improve all subjects of Approaches GL Standard for students with disabilities from 51% to 61%.

Strategy 1 Details	Reviews			
Strategy 1: Identify students with disabilities who need additional support and provide interventions or acceleration. Strategy's Expected Result/Impact: Academic growth Staff Responsible for Monitoring: Teachers, Instructional Specialists, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize teacher data tracker to monitor and identify students' progress or lack of progress to determine the most appropriate response i.e. reteaching, acceleration or intervention. Strategy's Expected Result/Impact: Improved academic performance Staff Responsible for Monitoring: Administrator, Counselor, Instructional Specialist, TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
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Student Learning

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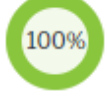
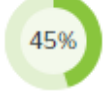




Problem Statement 3: 50% of Special Education students scored at approaches grade level or above ELA/Reading. **Root Cause:** Historically students with IEPs have been underperforming due to the gap in proficiency rates in grade-level academic achievement standards on statewide assessments.

School Processes & Programs

Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Goal 4: Improve lower performing schools

Performance Objective 2: Resources (funding, staff, materials, and time) are allocated with a specific focus on instructional improvement and increasing student achievement.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Bulldog Flex (30 minutes) to provide intervention, externships, and enrichment activities for all students Strategy's Expected Result/Impact: Improve student achievement Staff Responsible for Monitoring: Administrators, Counselors, Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide STAAR EOC Intervention during Flex for HB 4545 students. Strategy's Expected Result/Impact: Accelerate instruction Staff Responsible for Monitoring: Administrators, Counselors, Instructional Specialist Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Student Learning

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School Processes & Programs

Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Goal 5: Safe, supportive learning environment

Performance Objective 1: The school has a campus-wide program to proactively teach mental health and wellness skills to students.

Strategy 1 Details	Reviews			
Strategy 1: The school has a campus-wide program to proactively teach mental health and wellness skills to students. Strategy's Expected Result/Impact: Counseling referrals, Counseling Log Staff Responsible for Monitoring: Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: Social Emotional Learning Curriculum Resources Materials - Title IV, Part A, Subpart 1 - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: School Counselors will promote positive health and wellness through classroom presentations, informational flyers, and announcements, scheduling of presenters and parent night events. Strategy's Expected Result/Impact: Improve student social-emotional well-being Staff Responsible for Monitoring: Counselor, Administrators, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

School Processes & Programs










Problem Statement 1: School processes are not in place to close the achievement gaps of students who have IEPs. **Root Cause:** Teachers do not use a corrective action planning process to analyze data, identify trends in student misconceptions, or determine the root cause as to why students may not have learned the concept to meet the needs of struggling students.

Perceptions

Problem Statement 1: Parent/ Community Engagement **Root Cause:** Parents may not be able to attend parent engagement opportunities due to the lack of transportation and job requirements.

Goal 5: Safe, supportive learning environment

Performance Objective 2: Increasing family and community engagement opportunities throughout the year

Strategy 1 Details	Reviews			
Strategy 1: Utilize the Parent Liason to coordinate and plan family and community events that focus on critical aspects of school i.e. credits, attendance, and assessments. Strategy's Expected Result/Impact: Increase positive relationships with the school community Staff Responsible for Monitoring: Parent Liason, Administrators, Counselors, Instructional Specialists, Teachers Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Multiple communication strategies are utilized with families to provide daily, weekly, or monthly information via the BISD website, BHS website, Social Media, Blackboard, Email, Conferences, and Phone Calls. Strategy's Expected Result/Impact: Increase communication Staff Responsible for Monitoring: Administrators, Teachers, Instructional Specialists, Staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: - Title IV, Part A, Subpart 1 - \$500	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parent/ Community Engagement Root Cause: Parents may not be able to attend parent engagement opportunities due to the lack of transportation and job requirements.

State Compensatory

Budget for Banquete High School

Total SCE Funds: \$50,000.00

Total FTEs Funded by SCE: 0.1

Brief Description of SCE Services and/or Programs

SCE funds will be used to fund salaries and instructional supplies for classroom instruction and interventions.

Personnel for Banquete High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rene Sanchez	Library Aide	0.1

Title I

2.1: Campus Improvement Plan developed with appropriate stakeholders

The identified needs:

- Schoolwide structures and procedures to support effective classroom instruction
- Teachers and staff participate in the decision-making process relevant to school improvement
- Resources are needed to focus on instructional improvement and increasing student achievement
- Build family and community engagement activities that correlate to student learning and provide academic support
- Collect and analyze multiple sources of student achievement data
- Collect and examine disaggregated data to determine achievement gaps in subpopulations including Migrant Students
- Create rigorous and engaging high-leverage instructional practices

2.2: Regular monitoring and revision

Focus Areas:

- Student Demographics (CCMR, Special Programs, Gender, Graduation Rates)
- Student Achievement Data (STAAR, MAP, Benchmarks)
- School Culture & Climate (Walkthrough Data, Feedback, Suggestion Box)
- Curriculum & Instruction (PLCs, TEKS Resource & Implementation Guides)
- Recruitment and Retention of Teachers (TTESS)

3.1: Annually evaluate the schoolwide plan

- Beginning of the Year
- Middle of the Year
- End of Year

4.2: Offer flexible number of parent involvement meetings

- Title 1 Meeting September 2023
- Title 1 Meeting October 2023

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Elsa Hofstetter	Principal
Administrator	Krystal Dawson	Assistant Principal
Instructional Specialist	JoAnn Garcia	Instructional Specialist
Counselor	Adriana Gutierrez	Counselor

Department Team

Committee Role	Name	Position
Classroom Teacher	Bryan Grams	Social Studies Department Lead
Classroom Teacher	Omar Ozuna	ELA Department Lead
Classroom Teacher	Monique Medrano	MATH Department Lead
Classroom Teacher	Shannon Dusek	Science Department Lead

Site-Based Advisory Committee

Committee Role	Name	Position
Parent	Nikki Cantu	Parent
Parent	Julian Quintero	Parent

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplmental Materials for Core and STAAR Tested Subjects		\$5,000.00
1	2	2	Differentiation Mateirals for Teachers, such as books		\$1,000.00
2	1	1			\$1,000.00
3	1	1	TSI Bootcamp Materials, TSI PD		\$2,000.00
3	2	1	Student Lisences		\$10,000.00
Sub-Total					\$19,000.00
Title IV, Part A, Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,200.00
5	1	1	Social Emotional Learning Curriculum Resouces Materials		\$3,000.00
5	2	2			\$500.00
Sub-Total					\$4,700.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$5,000.00
1	2	1	Professional Developement Opportunites: ESC 2, Solution Tree PLC, MATH CAMP, AP Summer Insitute		\$5,000.00
Sub-Total					\$10,000.00