

San Antonio Independent School District
Brackenridge High School
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff of Brackenridge High School came together during our August 2021 professional learning day and collaboratively created our "Brackenridge Core Values" shown below:

1. We believe high quality instruction uses collaboration, and data driven decisions to provide authentic, innovative, student centered learning that challenges students to be continuous learners in a future they create.
2. We will cultivate a safe learning environment that uses social emotional wellness to foster relationships that empower students to communicate openly where they are successful both inside and outside the classroom.
3. We will continue to grow a culture of high expectations for students, staff and administration by holding one another and ourselves accountable for increased student achievement and academic growth.

Brackenridge offers 3 choice academic programs for students across the district and city, Early College, Dual Language, and Media & Film. In addition we offer JROTC, CTE programs such as culinary, criminal justice, cosmetology and almost 90 different student clubs. We have an increased focus on CCR which prepares students for post-secondary readiness including industry based certification programs in fields such as cosmetology, culinary, law enforcement, and business. Area institutions of higher education provide dual credit courses for students both on-campus and off campus.

School Environment Data

This year, the school took a focused effort to implement a restorative practice model to respond to the social emotional needs of our students as a result of an 18 month pandemic. As a result, we employed a full-time social worker, 2 community-in-schools team members, behavior specialist, SEAD instructional coach and team of counselors in order to bridge the gap of social emotional needs lingering from the COVID-19 pandemic and other needs our students have.

In 2022, our attendance fell to 82%.

Over the last 2 years Brackenridge has seen a steady decline in the attendance rate resulting from the COVID-19 pandemic. There are procedures in place to ensure parent contact is made when a student is excessively absent. The initial responsibility to recognize chronic absenteeism falls on classroom teachers. When a teacher notices excessive absences from a student they are urged to get in contact with a parent or guardian. If nobody is reached, the teacher must notify administration, which will then take the proper action, including notifying the counselor, family liaison, retention specialist, or social worker when appropriate. There are multiple opportunities provided to make-up lost seat time, including credit recovery, master teacher program, and twilight school.

Students Race/Ethnicity

In the 2021-22 school year, the ethnic distribution of the student population was 3.1% African American, 94.6% Hispanic, 1.7% White, 0.1% American Indian, 0.3%, Asian, and 0.3% two or more races. The campus was 49.4% female and 50.6% male. Student data on race, ethnicity, and sex has not significantly changed over the last five years.

Student Groups

In one year, we increased our ECO. DIS from 84.7% to 2021-22 school 87.6% school year.

The low socioeconomic status of the students impacts their ability to attend school regularly and learn. Academic success is not always at the forefront of the families' priorities. Students may be asked to work or take care of family members. Families may not have adequate transportation or enough vehicles to accommodate the entire family. Parents/guardians are more likely to work irregular hours that affect drop off time. All of these factors contribute to lower attendance rates and lower participation in the school community.

Staff Data

There are 131.7 total staff at Brackenridge. 75.2% (99) are teachers, 9.9% (13) are professional support, 4.6% (6) are Campus Administration (School Leadership), and 10.4% (13.7) are Educational Aides.

In 2021-22 the ethnicity of teachers at Brackenridge was 5.1% African American, 59.7% Hispanic, 31.2% White, 0.0% American Indian, 3% Asian, 0.0% Pacific Islander, and 1.9% Two or More Races.

The staff at Brackenridge come from a diverse range of backgrounds. Many of the staff come from similar communities as the students. Statistically, there is a disproportionate amount of Hispanic (underrepresented) and White (over represented) teachers when compared to the ethnic data of the students. Experience years range from 0-30 years with the majority of staff in the 3-5 year range.

Support for teacher retention/professional learning/implementation includes: Mentor teacher, SAISD District training/PLCs, NTSS, 21st century (advanced technology), 2021-22 focus SEL, Culturally conscious/ restorative justice training, PLC, Assessment and planning alignment, T-TESS/T-PESS/Appraisals, GT training, College Board/AP, Informal Observation, Learning walks, Peer observations, CLT.

Parents/Guardians and Community

The demographic composition of the neighborhood trends older, wealthier, and more White than other parts of San Antonio. Neighbors tend to be homeowners. Newer residents tend to be higher income due to the rising cost of housing and demand in the neighborhood.

The communities in which most of the students come from are quite different from the location of the school. Most of the students live in working class communities on the east and southeast side of San Antonio. These communities are rich in Mexican-American culture, and there are also many traditionally African American neighborhoods that the students live in. There are pockets of high crime and poverty that can cause distractions to the students' academic progress. Gentrification of the students' communities is happening rapidly due to an expanding downtown. The rising cost of property taxes and rent are making it harder for families to make ends meet and is driving students further outside the city.

Many parents work labor intensive jobs, such as construction, yard scape, or auto mechanic. Food service industry, hospitality, city jobs, and education are also popular jobs for parents at Brackenridge. Many students at Brackenridge have jobs, which sometimes affect their attendance. A relatively high percentage of parents attended Brackenridge themselves.

Brackenridge has programs that attract students from all over San Antonio. As such, there are students who come from outside of the traditional school boundaries. Many of these students are athletes, high achieving, or creative students looking to take advantage of Brackenridge's academic programs.

DEMOGRAPHICS Needs--

These needs are listed in priority order:

Focus on ELL/LEP student assessment performance (2021/22 STAAR ELL scores lower than peers)

Focus on SPECIAL EDUCATION student assessment performance (2021/22 STAAR SPED scores lower than peers)

Attendance Rate -daily - 95% or better as a goal

Reduce discipline referrals to include ISS/OSS/DAEP by 5%

Title I Funds expenditures for needs- NEEDED: LEAD COUNSELOR, PROFESSIONAL LEARNING including books, travel, registration, and other materials, SUPPORT STAFF INCLUDING 4 FTE teachers and and3 instructional assistant and materials/supplies (Title I 211). Supplies - materials for FACE Specialist parental engagement \$4096/ refreshments \$4096; \$300 for Lead Counselor supplies and supplies materials for teaching to include \$1000 copier clicks/repairs; \$2000 Printing services; \$1000 Library books & media including on-line; as well as \$10,000 technology items including printers. calculators and headsets. Professional learning/travel \$2000 and extra duty pay \$20,000 for increasing student achievement scores and building a positive school culture. Overarching need to increase student STAAR EOC performance by a minimum of 3 percentage points in all core content areas in the next school year and to increase, ACT/SAT/TSI and AP testing performance to assure students are college and career ready.

Demographics Strengths

College bound advisors are available on campus to promote for college bound students. Students are bright, eager, energetic learners willing to learn when provided opportunities that meet their needs. Alumni is active in the school.

Student population has been somewhat consistent over the years maintaining about 1500 students. Student demographics have been consistent with Hispanic and economically disadvantaged student percentages. Demographics diversity creates a school that celebrates students and staff differences, strengths and cultures.

Grade	9th	10th	11th	12th	Total
Students					
Student Count	32.1	26.1	21.4	20.4	1,596/100%
Gender					
Female	16.1	14.1	10.5	11.0	51.6
Male	16.0	12.0	11.0	9.4	48.4
Ethnicity					
American Indian	0.1				0.1
Asian	0.1	0.1	0.1		0.2
Black	0.9	0.6	0.4	0.4	2.4
Hispanic/Latino	30.2	24.7	20.8	19.2	94.9
White	0.6	0.7	0.1	0.5	1.9
Hawaiian or Pacific Islander					0.0
Two or More Races	0.2	0.1	0.1	0.2	0.5

Campus	Grade	October Historical Data						2023		+/-
		2017	2018	2019	2020	2021	2022	Proj	Actual	
001 Brackenridge High School	09	447	477	522	457	455	463	437	512	75
	10	488	409	415	415	409	369	406	417	11
	11	441	430	350	368	365	336	336	342	6
	12	403	401	398	321	338	355	326	325	-1
	Totals:	1779	1717	1685	1561	1567	1523	1505	1596	91

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a significant gap in grade-level ELA/Reading performance in Hispanics (29%) Economically Disadvantaged (26%), Special Education (11%), and English Learners (19%). **Root Cause:** This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.

Problem Statement 2 (Prioritized): There is a significant gap in grade-level math performance in Hispanic (13%), Economically Disadvantaged (11%) Special Education (13%), and English Learners (4%). **Root Cause:** This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.

Student Learning

Student Learning Summary

At Brackenridge High School the work continues to ensure every student receives a high quality education that diminishes the lines between race, income level, language, gender, special populations, and background. The goal is consistent, as the Department of Education website articulates well: “To promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.”

With 54% passing the ELA EOC exams, 75% passing math, 83% passing science, and 82% passing social studies we are very intentional with providing interventions for our non-passers. In order to meet the needs of all students, paying close attention to our subpopulations, the following data resources are reviewed and analyzed, BI, Edgenuity, MAP, TSI, STAAR EOC, PSAT-SAT-ACT, TELPAS, AP, district-created CBAs and teacher-created assessment/profiles. We use our data to plan interventions/enrichments, after school tutoring, calling parents, holding student conferences, and planning instruction. We make changes by collaborating, planning, and communicating with grade level teachers and administration to plan differentiated instruction and quality first instruction.

Teachers monitor TEKS specific to each student's mastery to reteach or target tutoring per student. Teachers focus on sub-populations to see what will help them. Strategies used to provide instruction, support, enrichment, and intervention include the GRR model, PLC, SIOP, literacy skills, AVID, visual aids, bilingual books, small groups, and tutoring. Teachers incorporate literacy strategies for all students but especially LEP and implement IEP for SPED and follow accommodations for 504/Dyslexia students while monitoring each individual student. Teachers utilize sheltered instruction as appropriate and work on building positive relationships. Teachers break down the data by breaking apart the sub-populations and determining who's failing, who are retesters, who are our first time testers and who can move from scoring approaches to Meets to Masters on EOC exams.

We currently have 35% scoring Meets in ELA, 30% in Math, 47% in Science, 43% in Social Studies. A campus goal is to integrate literacy in all our lesson planning, by having teachers include journaling, interdisciplinary skills, and writing lab reports, we expect to see improvements in all subpopulations. Brackenridge offers tutoring, Twilight school, Master Teachers, Saturday schools for targeted groups, in-class one-on-one support, and attendance strategies. Brackenridge goals include working on increased rigor, literacy skills, questioning skills, SIOP, not only focusing on students needing to pass tests but also focusing time and energy on moving students to the Masters level on EOC and scoring 3+ on AP exams. In 2020 we had 15% of students scoring 3+ on an AP exam and 5% of our overall student population scoring at the Masters level on EOC exams. Collaborative work through PLC helps establish student profiles and lesson planning. Professional learning to increase teacher and leadership capacity is an on-going need. Support needed for special populations including ESL/ELLs-11% of population, Special Education-13% of population and At-Risk students making up 78.3% of our population to help students make significant progress. Also, support needed to move students to mastery on STAAR EOC, increase numbers of students scoring college-ready on TSI, and increase the number of students scoring 3+ on AP exams.

In preparation for the 2022-2023 school year the entire campus participated in creating campus core values and a theory of action to increase student academic performance through intentional support. Our five drivers in our theory of action are daily exit tickets, positive student/teacher relationships, frequent checks for understanding, aggressive monitoring and progress monitoring.

District-level departments contribute to improving student academics by working in alignment with our theory of action. Support and resources are provided to our core content areas throughout the year. Professional development sessions are data driven and focus on increasing student achievement.

Achievement scores increases from 2021 to 2022 as follows:

Subject	2021	2022
ELA	45%	54%
Math	48%	75%
Science	67%	83%
Social Studies	76%	83%

Our priority is to continue focusing on high quality tier one instruction.

Student Learning Strengths

Student Academic Achievement Strengths:

Despite coming to high school from improvement required or struggling campuses, students make gains on STAAR exams and progress monitoring assessments. Students gain instructional time on task capacity from block scheduling which affects staffing needs. Student collaborative groupings for instructional focus is an expectation in classrooms. Language arts/literacy skills focus in classrooms, technology skill-building and work towards college-career readiness are learning expectations. The work of our professional learning communities focus on backwards design lesson planning with frequent common assessments/skill-based understanding checks to monitor progress and provide learning targets.

PLC departments focus on developing instruction and assessment aligned with 21st Century Learning Skills with:

Higher order thinking skills – Students are not only asked to recall and repeat information, but are given multiple opportunities during instruction and assessment to explain and justify their reasoning, perform error analysis, apply their learning to new situations, and asked to make real world predictions.

Problem solving and critical thinking – Units are planned to include multiple opportunities for students to be posed with a problem in which they have to come up with a solution either using prior knowledge or through the use of inference. In these learning scenarios, students must apply their problem solving skills to come up with reasonable and justifiable solutions.

Communication and collaboration – Students are encouraged to engage in meaningful academic discourse through the use and implementation of well-planned learning activities. These are planned in content groups and pulled from resources. In these same activities, students must work with partners or small groups to reach new understandings and address common misconceptions.

Strengths and emphasis include:

Literacy across the curriculum

Student profiles for academic success

Focus on PBIS and social-emotional wellness

Honoring the teacher-parent-student compact and the Teacher Code of Ethics

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Learning gaps in ELA is evident by an 8% drop in students meeting grade level on the EOC exam. **Root Cause:** There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Problem Statement 2 (Prioritized): There is a significant gap in grade-level ELA/Reading performance in Hispanics (29%) Economically Disadvantaged (26%), Special Education (11%), and English Learners (19%). **Root Cause:** This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.

Problem Statement 3 (Prioritized): There is a significant gap in grade-level math performance in Hispanic (13%), Economically Disadvantaged (11%) Special Education (13%),

and English Learners (4%). **Root Cause:** This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.

Problem Statement 4 (Prioritized): Learning gaps in Math is evident by a 51% drop in students meeting grade level on the EOC exam. **Root Cause:** There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Problem Statement 5 (Prioritized): Learning gaps in Bio is evident by an 19% drop in students meeting grade level on the EOC exam. **Root Cause:** There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Problem Statement 6 (Prioritized): Learning gaps in U.S. History is evident by an 22% drop in students meeting grade level on the EOC exam. **Root Cause:** There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Problem Statement 7 (Prioritized): As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

School Processes & Programs Summary

Brackenridge recruits and retains high quality teachers utilizing department chairs, academic deans, and administrators in the hiring process. We work with the district to recruit dual credit adjunct faculty for our Early College Program and dual language teachers to provide various courses in Spanish.

These needs are listed in priority order:

1. Professional learning needed in-

- Daily evidence of learning
- SEL-Positive student/teacher relationships
- Check for understanding
- Data driven instruction
- Aggressive monitoring
- Funds spent/needed for AVID, AP, PLC, social-emotional wellness, Dual Language, restorative practices, and school business subs to cover teachers to attend district professional learning opportunities; to include building teacher leader capacity and teacher effectiveness through high-functioning PLCs (professional learning communities) by attending PLC conference(s)

2. Overarching need to increase student STAAR EOC performance by a minimum of 3 percentage points in all core content areas annually and to increase, ACT/SAT/TSI and AP testing performance to assure student are college and career ready.

3. Attendance Rate -daily - 95% or better

4. Reduce discipline referrals to include ISS/OSS/DAEP for special populations

Brackenridge has determined the following needs to summarize school processes and programs:

- More training for ELLs and the instruction of ELLS in all classes
- Consistent communication with all stakeholders
- Literacy - writing process to include AP level - College ready writing as a goal
- Training on integrating ELPS into daily lesson plans - socio-emotional support. Lesson plans for differentiation all special pops
- Early College/AP/DC - evaluation of academics/prior progress - Summer Bridge / Intersession to address gaps and review of MAP/TSI as part of student classroom placements - intentional groupings
- Funding for postage for letters of attendance credit/denial - opportunity for concise process to inform student/family of attendance and for at-risk student success plan mail out

Technology needs:

- Math calculators
- Headphones with speaker/microphone for TELPAS/AP and other testing/instructional purposes
- Continued improvements in technology and training
- 21st century learning with printed presentation, research materials, etc.

The school has been working on creating clear procedures and expectations for school processes, organization and communication. Increasing personal responsibility to achieve school-wide goals. Building professional learning communities, leadership capacity and decisions driven by data to include consistent use of common assessments. Increased family and community involvement through CLT, school events and other communications were a focus and will continue next year. School safety and security are the foundations for

school context and organization plans.

Our school is creating checkpoints to monitor and reach goals. One main goal is school-wide procedures and expectations in all areas of the school. We are increasing personal responsibility of everyone who enters the campus by incorporating the best research while trying to motivate students to take responsibility for their own learning.

Our guiding questions for our work through professional learning communities are as follows:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

Commitment from stakeholders helps ensure learning for all students. We support the professional learning communities (PLC) for STAAR tested areas through our campus schedules and master schedule. Departments also meet weekly during the school day for PLC. The PLC forum requires that adequate time is devoted to subjects in which students perform poorly. This time is supported in the promotion and dedication to the PLC schedule, providing a 90-minute block which allows the common core class uninterrupted time to collaborate. Collaborative conversations happen during PLC every other day. This time allows team members to discuss goals, strategies, materials, pacing, questions, concerns, and results. These discussions give every teacher someone to turn to and talk to, and they are explicitly structured to improve the classroom practice of teachers—individually and collectively. PLC provides time to reflect about classes, schedules, and student/staff teams. The use of school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problem.

Teachers utilize Frontline, CANVAS, Google, and Edgenuity for instructional purposes.

- Increase level of technology use for hybrid and integrated instruction by teachers, staff, and students as can be evidenced through learning walks/Canvas
- Increased use of technology in instruction to address the overarching need to increase student STAAR EOC performance by a minimum of 3 percentage points in all core content areas annually and to increase, ACT/SAT/TSI and AP testing performance to assure student are college and career ready.
- Copier clicks, repairs and other supplies as needed for technology use.
- Teacher training- increase training opportunities in PLC.
- Attendance Rate -daily - 95% or better
- Reduce drop out rate
- Reduce discipline referrals to include ISS/OSS/DAEP for special populations

The Master Teacher Initiative program for 2022-2023 will be designed by the district and will include quantitative outcomes to include increased student performance on STAAR EOC, TSI, course completion, AP/DC and/or other academic measures.

School Processes & Programs Strengths

Organizational structures are in place for campus administration and course departments. Professional learning communities (PLCs) and departmental meetings are growing in effectiveness. Processes in place to address grades, behavior, PBIS/Restorative practices, and attendance. Monthly opportunities for parental and community engagement.

Administration and teacher willingness to learn and attend professional learning. Administration and teacher willingness to participate in planning and teacher recruitment process. Funds spent for school business subs to cover teachers to attend district professional learning opportunities to include building teacher leader capacity and teacher effectiveness through high-functioning PLCs (professional learning communities) and departments.

Departments/ PLCs work on programming, common assessments, and data-driven planning. Administration continues work to develop clear processes, procedures and expectations for personnel for safe and orderly operations. Professional learning opportunities as well as job embedded professional learning help teachers grow and refine their craft. Department chairpersons continue to clarify their roles as teacher leaders.

Scheduling courses to allow for intervention classes, common planning periods, Dual Credit, singleton courses, and work periods are strengths within our block schedule framework.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There was 35% increase in discipline referrals in the hallway areas. **Root Cause:** Lack of systemic approach of behavior expectations in hallways. Edit Associated Areas

Problem Statement 2: Based on Insight Survey data, Brackenridge scored in the 11% percentile on Culture and Climate. **Root Cause:** This occurred due to an inconsistent systemic approach when addressing the social-emotional needs of faculty members.

Problem Statement 3: There is a decline in enrollment in the freshman cohort for Early College **Root Cause:** Lack of systemic approach to recruiting for these programs at the middle school level.

Problem Statement 4: There was a 50% decline of parent/family engagement involvement evidenced by sign in sheets from principal coffees, academic nights and report card pick up nights. **Root Cause:** Lack of systemic approach in engaging our families to participate in Brackenridge outreach activities.

Perceptions

Perceptions Summary

Attendance is a priority focus area at Brackenridge. Students need to see the importance of being in school every day and on time. Through restorative practices, Brackenridge is developing a culture of compassion with ambition to help students achieve their potential no matter their background or ability.

School Culture, & Climate (School Safety, Student Support)

During August Professional Development the campus reviewed the school-wide Core Values:

1. We believe high quality instruction uses collaboration, and data driven decisions to provide authentic, innovative, student centered learning that challenges students to be continuous learners in a future they create.
2. We will cultivate a safe learning environment that uses social emotional wellness to foster relationships that empower students to communicate openly where they are successful both inside and outside the classroom.
3. We will continue to grow a culture of high expectations for students, staff and administration by holding one another and ourselves accountable for increased student achievement and academic growth.

Perceptions Strengths

Students are successful in activities, extracurriculars, sports, fine arts. High numbers of students are choosing magnets and programs. Students are self-advocates and teachers advocate for students. Students and staff are reflective about practices and results. There is a sense of Brack community amongst the students that feel like family.

Teachers and staff are committed to student success. School culture and climate of collaboration, communication, professionalism, and professional learning communities are growing as well as an emphasis on increasing attendance, celebrating positive behaviors, and teaching appropriate behaviors. Mission and vision along with the district goals were reinforced through professional learning August 2021 and will be a part of August 2022 professional learning. These are revisited through the CIP and CNA development annually, and will be shared in professional learning as part of August Beginning of Year (BOY) professional learning annually. A campus that is safe, orderly, welcoming, and conducive to learning and collegiality is the goal.

Needs include technology updates, spaces for dance class/studio, an auditorium, athletic facilities, a multi-purpose room are needed. Professional learning to include teacher mentoring needed. A Master Teacher plan is in place.

The FACE Specialist will serve as the parent and family engagement liaison and the community outreach and engagement liaison as a campus-based employee and a Full Time Allocation (FTE) as listed in the Campus Improvement Plan 1-3-1 GPS. The FACE Specialist sponsors monthly events. Departments and groups sponsored numerous clubs and events with family participation. Families were contacted for attendance and student grades. School sponsored events for STAAR and other testing prep like SAT/ACT/TSI and college entrance info as well as providing information for adult learning opportunities like GED, college, and other opportunities. The FACE SPECIALIST will host monthly Principal/Family/Community events to include coffees, training, and special parent nights for adult learning, college and career information, attendance information, ESL, and State/College entrance test information. Parents and partners participate in CLT. The FACE Specialist will facilitate community and family events to include carnivals, Senior Parent Nights, College/Career Fairs, Food Bank events, School-wide parent conference days, attendance celebrations, academic student recognition, and other special events in 2022-2023.

Campus wants increased parental involvement and engagement to assist in student attendance and academic achievement.

Priority Problem Statements

Problem Statement 1: There is a significant gap in grade-level ELA/Reading performance in Hispanics (29%) Economically Disadvantaged (26%), Special Education (11%), and English Learners (19%).

Root Cause 1: This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 3: Learning gaps in ELA is evident by an 8% drop in students meeting grade level on the EOC exam.

Root Cause 3: There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Problem Statement 3 Areas: Student Learning

Problem Statement 2: There is a significant gap in grade-level math performance in Hispanic (13%), Economically Disadvantaged (11%) Special Education (13%), and English Learners (4%).

Root Cause 2: This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 4: Learning gaps in Math is evident by a 51% drop in students meeting grade level on the EOC exam.

Root Cause 4: There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Learning gaps in Bio is evident by an 19% drop in students meeting grade level on the EOC exam.

Root Cause 5: There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Learning gaps in U.S. History is evident by an 22% dro in students meeting grade level on the EOC exam.

Root Cause 6: There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

Root Cause 7: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Annual dropout rate data
- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS


1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)


Performance Objective 1: By June 2023 70% of students will score approaches on the English EOC exam, 44% of students will meet grade level expectations on English EOC exam, and 20% will master grade level expectations on the English EOC exam


High Priority


Evaluation Data Sources: Weekly Exit Ticket Data, Student Exit Ticket Artifacts, PLC agenda, CBA data, EOC results for all core content assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Through PLCs, professional development and campus instructional leadership support all English teachers with providing high quality instruction, mapping curriculum, using data to identify areas of strengths and weakness, conduct frequent checks for understanding and use daily exit tickets to conduct high quality tier one instruction.</p> <p>KPI/Metric/Measure: Q1-50% approaching grade level, 15% meeting grade level, 5% mastering grade level expectations. Q2-60% approaching grade level, 20% meeting grade level, and 10% mastering grade level expectations. Q3-70% approaching grade level, 36% meeting grade level, and 20% mastering grade level expectations.</p> <p>Staff Responsible for Monitoring: Academic Deans, Campus leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Extra Duty Pay for Tutoring and Saturday School, Online Resources - 211 - ESEA Title I, Part A - Regular - \$10,000, Twilight School - 164 - State Compensatory Education (SCE) - \$12,000</p>	Formative			Summative
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Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 2: By June 2023 84% of students will score approaches on the Math EOC exam, 58% of students will meet grade level expectations on Math EOC exam, and 23% will master grade level expectations on the Math EOC exam.

High Priority

Evaluation Data Sources: Weekly Exit Ticket Data, Student Exit Ticket Artifacts, PLC agenda, CBA data, EOC results for all core content assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Through PLCs, professional development and campus instructional leadership support all math teachers with providing high quality instruction, mapping curriculum, using data to identify areas of strengths and weakness, conduct frequent checks for understanding and use daily exit tickets to conduct high quality tier one instruction.</p> <p>KPI/Metric/Measure: Q1-60% approaching grade level, 25% meeting grade level, 8% mastering grade level expectations. Q2-73% approaching grade level, 43% meeting grade level, and 15% mastering grade level expectations. Q3-84% approaching grade level, 58% meeting grade level, and 23% mastering grade level expectations.</p> <p>Staff Responsible for Monitoring: Academic Deans, Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Pay for Tutorials, Saturday School - 211 - ESEA Title I, Part A - Regular - \$12,000, Twilight School - 164 - State Compensatory Education (SCE) - \$10,000</p>	Formative			Summative
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Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS





Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 3: By June 2023 85% of students will score approaches on the EOC BIO exam, 54% of students will meet grade level expectations on BIO EOC exam, and 20% will master grade level expectations on the BIO EOC exam.

High Priority

Evaluation Data Sources: Weekly Exit Ticket Data, Student Exit Ticket Artifacts, PLC agenda, CBA data, EOC results for all core content assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Through PLCs, professional development and campus instructional leadership support all BIO teachers with providing high quality instruction, mapping curriculum, using data to identify areas of strengths and weakness, conduct frequent checks for understanding and use daily exit tickets to conduct high quality tier one instruction.</p> <p>KPI/Metric/Measure: Q1-60% approaching grade level, 25% meeting grade level, 5% mastering grade level expectations. Q2-73% approaching grade level, 38% meeting grade level, and 15% mastering grade level expectations. Q3-85% approaching grade level, 45% meeting grade level, and 20% mastering grade level expectations.</p> <p>Staff Responsible for Monitoring: Academic Deans and Campus Leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Online Resources such as NearPod, Pear Deck and other sources that will support the online state testing. - 211 - ESEA Title I, Part A - Regular - \$10,000, Extra Duty Pay for Professional Development, Tutorials and Saturday School - 211 - ESEA Title I, Part A - Regular - \$12,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in hands-on laboratory experiences in all of their science classes.</p> <p>KPI/Metric/Measure: Lesson Plan review Classroom walkthroughs</p> <p>Staff Responsible for Monitoring: Academic Deans and campus leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: supplies and materials - 164 - State Compensatory Education (SCE) - \$1,000, supplies and materials - 211 - ESEA Title I, Part A - Regular</p>	Formative			Summative
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Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 5: Learning gaps in Bio is evident by an 19% drop in students meeting grade level on the EOC exam. Root Cause: There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.</p>





Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 4: By June 2023 94% of students will score approaches on the U.S. History EOC exam, 65% of students will meet grade level expectations on U.S. History EOC exam, and 25% will master grade level expectations on the U.S. History EOC exam.

High Priority

Evaluation Data Sources: Weekly Exit Ticket Data, Student Exit Ticket Artifacts, PLC agenda, CBA data, EOC results for all core content assessments.





Strategy 1 Details	Reviews			
<p>Strategy 1: Through PLCs, professional development and campus instructional leadership support all Social Studies teachers with providing high quality instruction, mapping curriculum, using data to identify areas of strengths and weakness, conduct frequent checks for understanding and use daily exit tickets to conduct high quality tier one instruction.</p> <p>KPI/Metric/Measure: Q1-60% approaching grade level, 25% meeting grade level, 5% mastering grade level expectations. Q2-73% approaching grade level, 38% meeting grade level, and 15% mastering grade level expectations. Q3-85% approaching grade level, 45% meeting grade level, and 20% mastering grade level expectations.</p> <p>Staff Responsible for Monitoring: Academic Deans and Campus Leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Online Resources such as NearPod, Pear Deck and other sources that will support the online state testing. - 211 - ESEA Title I, Part A - Regular - \$10,000, Extra Duty Pay for Professional Development, Tutorials and Saturday School - 211 - ESEA Title I, Part A - Regular - \$12,000</p>	Formative			Summative
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Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 5: By June 2023, 100% campus leadership will be well trained on instructional leadership best practices, strategic design and trend data in order to provide high quality support for classroom teachers.

Evaluation Data Sources: TPESS evaluation tool

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leadership team will attend approved professional development opportunities in instructional leadership, strategic design and data disaggregation.</p> <p>KPI/Metric/Measure: MOY T-PESS- 50% of administrators rated proficient or above EOY T-PESS -100% of administrators rated proficient or above</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
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Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS


1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)


Performance Objective 6: By June 2022, parent engagement will increase by 20%.


- Evaluation Data Sources:** Sign In Sheets -
 Coke with Castro Monthly
 FAFSA Parent Nights
 Academic Nights
 MFI Recruitment
 ECHS Recruitment
 Open House
 Parent Report Card Pick Up Night
 Monthly Newsletter

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a system wide approach where all parent engagement nights occur on Wednesdays. Send schedule out for entire year on our website, parent smore and school messenger.</p> <p>KPI/Metric/Measure: December 2021 - increase parent involvement by at least 10%</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, FACE Specialists</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies, snacks - 211 - ESEA Title I, Part A - Regular - \$9,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

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Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 7: By June 2022, the Brackenridge library will increase the number of Non-Fiction books that support student achievement by providing high quality reading materials based on student interest and reading levels.

Evaluation Data Sources: Brackenridge High School Library Analysis-TitleWave Analysis within Follett, Children's Plus.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build the Non-Fiction book collection in the Brackenridge Library and English Classrooms by updating reading materials.</p> <p>KPI/Metric/Measure: June 2023-update 50% of Non-Fiction reading materials.</p> <p>Staff Responsible for Monitoring: Librarian, Academic Dean</p> <p>Funding Sources: Reading sources, books, online resources - 211 - ESEA Title I, Part A - Regular - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
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Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)


Performance Objective 1: By the June 2023 41% of students will meet grade level expectations in all EOC tested areas.


Evaluation Data Sources: Weekly Exit Ticket Data, Student Exit Ticket Artifacts, PLC agenda, CBA results, EOC results for all core content assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Brackenridge will add 4 additional teachers to lower class size and provide PLC for all core content.</p> <p>KPI/Metric/Measure: Q1-21% meeting grade level Q2-31% meeting grade level Q3-41% meeting grade level</p> <p>Staff Responsible for Monitoring: Academic Deans and Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: 4 Core Content Teachers - 211 - ESEA Title I, Part A - Regular - \$200,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Through PLCs, professional development and campus instructional leadership support, all teachers will map curriculum using data to identify areas of strengths and weakness, conduct frequent checks for understanding, create/use daily exit tickets, and aggressive monitoring to conduct high quality tier one instruction. In addition we will provide additional instructional time outside the school day to close learning gaps.</p> <p>KPI/Metric/Measure: Q1-21% meeting grade level Q2-31% meeting grade level Q3-41% meeting grade level</p> <p>Staff Responsible for Monitoring: Academic Deans and Campus Leadership</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 7</p> <p>Funding Sources: extra duty/supplemental duty - 211 - ESEA Title I, Part A - Regular - \$10,000, snacks and refreshments for students - 211 - ESEA Title I, Part A - Regular - \$4,000, - 164 - State Compensatory Education (SCE) - 6118 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Brackenridge will add additional two instructional assistants to provide targeted support in our classrooms.</p> <p>KPI/Metric/Measure: Q1-21% meeting grade level Q2-31% meeting grade level Q3-41% meeting grade level</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Assistant - 211 - ESEA Title I, Part A - Regular - \$80,000</p>	Formative			Summative
	Oct	Jan	Apr	June

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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a significant gap in grade-level ELA/Reading performance in Hispanics (29%) Economically Disadvantaged (26%), Special Education (11%), and English Learners (19%). **Root Cause:** This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.

Problem Statement 2: There is a significant gap in grade-level math performance in Hispanic (13%), Economically Disadvantaged (11%) Special Education (13%), and English Learners (4%). **Root Cause:** This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.

Student Learning

Problem Statement 2: There is a significant gap in grade-level ELA/Reading performance in Hispanics (29%) Economically Disadvantaged (26%), Special Education (11%), and English Learners (19%). **Root Cause:** This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.

Problem Statement 3: There is a significant gap in grade-level math performance in Hispanic (13%), Economically Disadvantaged (11%) Special Education (13%), and English Learners (4%). **Root Cause:** This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.





Problem Statement 7: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 2: By July 2023, Administrators and Academic Deans will attend workshops focusing on school improvement targeting "Grading from the Inside Out", "Professional Learning Communities at Work" and "Advancement of Math Teaching CAMT."

Evaluation Data Sources: Professional Development Agendas





Strategy 1 Details	Reviews			
<p>Strategy 1: Through Professional Development, all teachers will be trained on the strategies and tools learned at the "Grading from the Inside Out", "Professional Learning Communities at Work", "Advancement of Math Teaching CAMT," and "The Annual Assessment & Grading Conference in Austin, TX."</p> <p>KPI/Metric/Measure: Professional Development Exit Ticket (Check for Understanding).</p> <p>Staff Responsible for Monitoring: Campus Leadership</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - ESEA Title I, Part A - Regular - \$12,000</p>	Formative			Summative
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Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 1: By June 2023, 94% of the senior cohort is projected to complete all graduation requirements.

Evaluation Data Sources: Graduation Rate, Counselor Tracking Resources

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly College, Career Readiness meetings with all counselors, academic deans where each students' data is analyzed and meets a criteria for CCR.</p> <p>KPI/Metric/Measure: CCR for class of 2023 will be at 65% by December CCR for class of 2023 will be at 75% by February CCR for class of 2023 will reach 90% by May</p> <p>Staff Responsible for Monitoring: Counselors, Academic Deans, Face Specialists, College Bound Advisors, FAFSA assistant</p> <p>Title I: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Supplies, Industry Based Certifications - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hire staff that focuses on CCR, FAFSA and ensure all 12th graders graduate.</p> <p>KPI/Metric/Measure: October-30% of seniors FAFSA completed December-60% of seniors FAFSA completed March-80% of seniors FAFSA completed May-100% of seniors FAFSA completed June 2023 100% of seniors graduate</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: Instructional Assistant - 211 - ESEA Title I, Part A - Regular - \$300,000</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 7: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 2: By June 2023, there will be a decrease in hallway related discipline referrals by 10%.

Evaluation Data Sources: Frontline Discipline Reports, Tardy reports, and attendance.





Strategy 1 Details	Reviews			
<p>Strategy 1: Sustain a robust student monitoring plan that requires increased visibility and communication among administrators, counselors, behavior specialists, and hall monitors, and that includes a mediation and resource area for students and staff to proactively address concerns.</p> <p>KPI/Metric/Measure: Q1-Attendance rate 79% Q2-Attendance rate 82% Q3-Attendance rate 85% Q4-Attendance rate 90%</p> <p>Staff Responsible for Monitoring: Administrators, counselors, FACE specialists, Behavior Specialist and SEAD Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies and materials - 282 - ESSER - \$5,000, Supplies and materials - 211 - ESEA Title I, Part A - Regular - \$5,000, Supplies and materials - 164 - State Compensatory Education (SCE) - 1,000.</p>	Formative			Summative
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Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 3: By June 2023, Increase positive campus climate and culture by 5%

Evaluation Data Sources: Insight Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide tokens of gattitude to show appreciation for campus faculty and staff creating a culture of investment in the overall campus.</p> <p>KPI/Metric/Measure: Increase in climate and culture on Insight Survey.</p> <p>Staff Responsible for Monitoring: Campus Leadership and SEAD Instructional Coach</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - ESEA Title I, Part A - Regular - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit

Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Performance Objective 1: June 2023, students earning college credit will increase by 15%.

Evaluation Data Sources: Midterm grades from college and AP course, TSI college ready scores, AP exam scores, and dual credit attainment.

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Performance Objective 1: June 2023, students scoring college ready will increase by 15%.

Evaluation Data Sources: TSI /SAT/ACT scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Through College and Career Ready Meetings and campus instructional leadership support, all teachers will map curriculum using data from the Cambridge diagnostic assessment to identify areas college readiness standards, conduct frequent checks for understanding, use daily exit tickets, and aggressive monitoring to conduct high quality tier one instruction, and Cambridge instructional materials.</p> <p>KPI/Metric/Measure: Q1-5% increase in student on track for being college and career ready Q2-10% increase in student on track for being college and career ready Q3-15% increase in student on track for being college and career ready</p> <p>Staff Responsible for Monitoring: Campus Administration, College Bound Advisors and Counselors</p> <p>Title I: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize supplemental resources and materials to support core content instruction</p> <p>KPI/Metric/Measure: CBAs MAP EOC exams</p> <p>Staff Responsible for Monitoring: Instructional Deans, Administration team</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6</p> <p>Funding Sources: supplies and materials - 164 - State Compensatory Education (SCE) - \$5,000, supplies and materials - 211 - ESEA Title I, Part A - Regular - \$5,000, Online materials - 164 - State Compensatory Education (SCE) - \$2,000, Online materials - 211 - ESEA Title I, Part A - Regular - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a significant gap in grade-level ELA/Reading performance in Hispanics (29%) Economically Disadvantaged (26%), Special Education (11%), and English Learners (19%). **Root Cause:** This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.

Student Learning

Problem Statement 1: Learning gaps in ELA is evident by an 8% drop in students meeting grade level on the EOC exam. **Root Cause:** There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Problem Statement 2: There is a significant gap in grade-level ELA/Reading performance in Hispanics (29%) Economically Disadvantaged (26%), Special Education (11%), and English Learners (19%). **Root Cause:** This occurred due to the lack of a systemic approach to teaching, learning, and adjusting to real-time data in an educational setting.

Problem Statement 4: Learning gaps in Math is evident by a 51% drop in students meeting grade level on the EOC exam. **Root Cause:** There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Problem Statement 5: Learning gaps in Bio is evident by an 19% drop in students meeting grade level on the EOC exam. **Root Cause:** There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Problem Statement 6: Learning gaps in U.S. History is evident by an 22% dro in students meeting grade level on the EOC exam. **Root Cause:** There is a lack of a systemic approach to the delivery of high quality first instruction based on the campus Theory of Action.

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Performance Objective 1: By June of 2023, increase of 100% of graduating students identified as college and career ready.

Evaluation Data Sources: Earned industry certifications, TSI/ACT/SAT/AP scores, dual credit earned.


By December 60% CCR


By February 70% CCR


By April 90% CCR


By June 2023 100% CCR

Strategy 1 Details	Reviews			
<p>Strategy 1: Through College and Career Ready Meetings and campus instructional leadership support, all teachers will map curriculum using data to identify areas college readiness standards, conduct frequent checks for understanding, use daily exit tickets, and aggressive monitoring to conduct high quality tier one instruction.</p> <p>KPI/Metric/Measure: By December 60% CCR By February 70% CCR By April 90% CCR By June 2023 100% CCR</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, CBAs</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June

 0% No Progress

 100% Accomplished

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Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 1: Increase number of graduates attending college to 65%.

Evaluation Data Sources: College Acceptance data





Strategy 1 Details	Reviews			
<p>Strategy 1: Through College and Career Ready Meetings and campus instructional leadership support, all teachers will map curriculum using data to identify areas college readiness standards, conduct frequent checks for understanding, use daily exit tickets, and aggressive monitoring to conduct high quality tier one instruction.</p> <p>KPI/Metric/Measure: Q1-2% increase in student applying and being accepted to college Q2-4% increase in student applying and being accepted to college Q3-6% increase in student applying and being accepted to college</p> <p>Staff Responsible for Monitoring: CBA, Counselors, Campus Administration</p> <p>Title I: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be offered college readiness exams such as the PSAT at no cost to themselves. KPI/Metric/Measure: By the end of 2022-2023, the college ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 7 Funding Sources: PSAT Examinations - 164 - State Compensatory Education (SCE) - \$10,024</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year. KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5% Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 7 Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$7,965</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 7: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

State Compensatory

Budget for Brackenridge High School

Total SCE Funds: \$30,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Offer Twilight School twice a week that will offer tutoring, homework help, attendance make up and seat time and credit recovery.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

CNA Plan Developed- July 2022

Individuals Involved- Blanca Rojas (AP), Julissa Fisher (AP), Delinda Castro (Former Principal), Mandie Holtford (Former AP), Irena Stepanenko (Counselor).

CNA Improvement plan- Based of the needs from the 2021-2022 school year, using STAAR data and TAPR report.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Individuals Involved- Blanca Rojas (AP), Julissa Fisher (AP), Delinda Castro (Former Principal), Mandie Holtford (Former AP), Irena Stepanenko (Counselor).

Parent Involved- Suzanna Figueroa

2.2: Regular monitoring and revision

Date Revised- July 2022

Dates to regularly monitor- Oct 22, Dec 2, Feb 5, Apr 6

2.3: Available to parents and community in an understandable format and language

The CIP will be available for parents and community on the campus website by Dec 5, 2022.

2.4: Opportunities for all children to meet State standards

-Twilight school for extra tutoring and make up attendance hours

-Before and After school tutoring

- Credit Recovery classes

- MTSS interventions for TIER 1 and TIER 2 students.

-Data driven instruction based on formative and summative assessments.

2.5: Increased learning time and well-rounded education

- Twilight school for extra tutoring and make up attendance hours
- Before and After school tutoring
- Credit Recovery classes
- MTSS interventions for TIER 1 and TIER 2 students.
- Data driven instruction based on formative and summative assessments.

2.6: Address needs of all students, particularly at-risk

- Twilight school for extra tutoring and make up attendance hours
- Before and After school tutoring
- Credit Recovery classes
- MTSS interventions for TIER 1 and TIER 2 students.
- Data driven instruction based on formative and summative assessments.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

June 2023

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

During these parent meetings we bring informative quest speakers and campus instructors to assist parents and students with valuable information. Combining the needs of furthering education, continuing education, while building a bridge between home and school settings. We continue to invite and welcome the parents on campus to reach as many families as possible. This allows the parents, educators and community leaders to network and bring their strengths to the table to be able to strengthen our individual weakness.

These Parent newsletters are written in English and Spanish.

We, the FACE Specialists, make ourselves accessible to the Students, Parents and Staff. In doing so we are visible in the morning, during lunch and after school.

4.2: Offer flexible number of parent involvement meetings

Brackenridge High School

2022-2023

Parent Meetings

Tuesday, August 30, 2022 at 5:30 pm and Wednesday, August 31, 2022 at 10:30 am

Monday, September 12, 2022 at 10:00 am & 5:30 pm

Wednesday, October 12, 2022 @ 5:30 pm

Wednesday, October 26, 2022 @ 5:30 pm

Tuesday, November 29, 2022 at 5:30 pm

Thursday, December 1, 2022 at 5:30 pm

Thursday, January 5, 2023 at 5:30 pm

Tuesday, February 7, 2023 at 5:30 pm

Thursday, March 9, 2023 at 5:30 pm

Tuesday, April 4, 2023 at 5:30 pm

Thursday, May 4, 2023 at 5:30 pm

In the past, morning meetings have not been successful with our parents. Due to their work schedules and their other responsibilities at the home.

5. Targeted Assistance Schools Only