

Campus Improvement Plan

2023-2024



Brackenridge HS

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Board of Trustees



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VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

- 1. Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
- 2. Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
- 3. Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
- 4. Improve Social Emotional Readiness in all Students** - Improve social emotional readiness in all students: Increase by 25% the percentage of all students who meet the SAISD Standard for Social Emotional Readiness from the August 2024 baseline to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
<p>Meeting #1 May 18, 2023</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Brief overview of why we have the CIP/CNA meetings • Part 1: Review CIP Goals/Strategies--(Summative Review of 2022-23 • Part 2: Review problem statements/root causes (CNA for 2023-24) • Closing--Final Thoughts & plans for upcoming meetings • Measures Reviewed: Demographics, Student Learning, Processes & Procedures, Perceptions
<p>Meeting #2 May 30, 2023</p>	<ul style="list-style-type: none"> • Brief Overview of what are CNA problem statements • Review Problem Statements/ Root Causes (Still a problem or not) • Decide yes or no on problem statements for next school year • Closing- Final Thoughts, conversations about problem statements and root causes and how we plan to address these problem statements/ root causes for upcoming school year.

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

Based on the summative evaluation of the 2022 - 2023 CIP -

- Closing the gaps within our demographic needs is still a working progress, and we would like to carry over this goal into the 2023-2024 school year
- Based on student learning summative, we have raised our EOC scores amongst all content areas, but would like more students to be moved into our meets and masters areas.
- Based on referrals data from this past school year, as a campus we would like to decrease the amount of referrals and develop more restorative discipline practices with students.
- Based on student and faculty information, as a campus we would like to build more positive morale on campus and build relationships with students.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Equitable learning	2021-2022 Campus Improvement Plan information.	PS DE-1	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%)
		RC DE-1	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.
Closing the gaps/ Equitable Learning	2021-2022 Campus Improvement Plan information.	PS DE-2	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%)
		RC DE-2	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.
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	2021-2022 Demographic data		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Student academic Achievement	2022-2023 EOC student testing data.	PS SL-1	Problem Statement 1 (Prioritized): Learning gaps in ELA is evident by less than 50% of students meeting grade level on the EOC exam.
		RC SL-1	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.
Student academic Achievement	2022-2023 EOC student testing data.	PS SL-2	Problem Statement 4 (Prioritized): Learning gaps in Math is evident by less than 50% of students meeting grade level on the EOC exam.
		RC SL-2	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.
Student academic Achievement	2022-2023 EOC student testing data.	PS SL-3	Problem Statement 5 (Prioritized): Learning gaps in Bio is evident by less than 65% of students meeting grade level on the EOC exam.
		RC SL-3	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.
Student academic Achievement	2022-2023 EOC student testing data.	PS SL-4	Problem Statement 6 (Prioritized): Learning gaps in U.S. History is evident by less than 70% of students meeting grade level on the EOC exam.
		RC SL-4	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.
Data Determinations	2022-2023 EOC student testing data.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
School Discipline	2022-2023 Student referrals data.	PS PP-1	Problem Statement 1: There was 35% increase in discipline referrals in the hallway areas, common areas, bathroom, courtyard, and track & Field.
		RC PP-1	Root Cause: Lack of systemic approach of behavior expectations, lack of accountability, reinforcement in behavior, transparency in communication between admin & teacher to follow up on behavior referrals.
School community involvement	Head counts for the number of families attending different family events.	PS PP-2	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.
		RC PP-2	Root Cause: Lack of systemic approach in engaging our families to participate in Brackenridge outreach activities. Lack of communication for families to participate (phone calls? Flyers? Texts? any incentives for families to participate?)
Attendance	Attendance reports - 2022-2023	PS PP-3	Attendance rates have remain below 90%
		RC PP-3	The campus's current attendance incentives and practices to increase daily attendance have been unsuccessful .
		PS PP-4	
		RC PP-4	
Data Determinations	-2022-2023 Student referrals data -Head counts for the number of families attending different family events.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Staff/ students morale	Family survey data/ faculty input.	PS PE-1	Problem statement 1: The School Climate section of the Family-School Relationship survey shows that 74% of respondents say that classroom lessons are motivating to students.
		RC PE-1	Root cause: Student progress is not visible in every classroom and throughout the school to foster student ownership and goal setting.
Staff/ students morale	Family survey data/ faculty input.	PS PE-2	Problem statement 2: The School Climate section of the Family-School Relationship survey shows that 74% of respondents say that students enjoy going to school.
		RC PE-2	Root cause: There is an absence of community building within classrooms beyond the first weeks of school where there is concerted effort to meet new accountability system requirements.
Staff/ student morale	Family survey data/ faculty input.	PS PE-3	Problem statement 3: There is a lack of community and positive culture here on campus as noted by survey results showing that 79% of respondents believe students respect their teachers and 74% say student enjoy going to school.
		RC PE-3	Root cause: Less emphasis on relationship building as a campus and more emphasis on standardized testing,
		PS PE-4	
		RC PE-4	
Data Determinations	Family survey data/ faculty input/ student input		

2.1 - Campus Improvement Plan (CIP) The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3	Closing the gaps of different demographics groups on EOC ELA exam by 90%%	Through PLCs, professional development and campus instructional leadership support all ELA 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. Providing equitable resources for all students to succeed.	Academic dean/ Admin	211-11-6399-00-00 1-30-000 \$5,000
		Quarterly KPIs	Q1: Closing the gaps by 60%, Q2: Closing the gaps by 70%, Q3: Closing the gaps by 80%, By end of school year, closing the gaps by 90%		
DE-2	1,2,3	Closing the gaps of different demographics groups on EOC Math exam by 90%	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. Providing equitable resources for all students to succeed.	Academic dean/ Admin	211-11-6399-00-00 1-30-000 \$5,000
		Quarterly KPIs	Q1: Closing the gaps by 60%, Q2: Closing the gaps by 70%, Q3: Closing the gaps by 80%, By end of school year, closing the gaps by 90%		
DE-3	4	Attendance			
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	Increase the number on students meeting meets/masters on EOC ELA exam by 56%	Collaborate with Academic Deans, Administrators, department chairs, and teachers to develop strategies on tracking data using-Weekly Exit Ticket Data, Student Exit Ticket Artifacts, PLC agenda, CBA data, EOC results for all core content assessments.	Academic Deans/ Admin/ Dept chairs	211-11-6399-27-001-3 0-000 \$5,000 211-11-6399-00-001-3 0-000 \$3,000
		Quarterly KPIs	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.		
SL-2	1,2,3	Increase the number on students meeting meets/masters on EOC Math exam by 81%	Collaborate with Academic Deans, Administrators, department chairs, and teachers to develop strategies on tracking data using-Weekly Exit Ticket Data, Student Exit Ticket Artifacts, PLC agenda, CBA data, EOC results for all core content assessments.	Academic Deans/ Admin/ Dept chairs	211-11-6399-27-001-30- 000 \$5,000 211-11-6399-00-001-30- 000 \$3,000
		Quarterly KPIs	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.		
SL-3	1,2,3	Increase the number on students meeting meets/masters on EOC BIO exam by 65%	Collaborate with Academic Deans, Administrators, department chairs, and teachers to develop strategies on tracking data using-Weekly Exit Ticket Data, Student Exit Ticket Artifacts, PLC agenda, CBA data, EOC results for all core content assessments.	Academic Deans/ Admin/ Dept chairs	211-11-6399-27-001-3 0-000 \$5,000 211-11-6399-00-001-3 0-000 \$3,000
		Quarterly KPIs	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.		
SL-4	1,2,3	Increase the number on students meeting meets/masters on EOC SS exam by 65%	Collaborate with Academic Deans, Administrators, department chairs, and teachers to develop strategies on tracking data using-Weekly Exit Ticket Data, Student Exit Ticket Artifacts, PLC agenda, CBA data, EOC results for all core content assessments.	Academic Deans/ Admin/ Dept chairs	211-11-6399-00-001-3 0-000 \$3,000 211-11-6394-00-001-3 0-000 \$3,000
		Quarterly KPIs	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.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	4	By June 2024, there will be a decrease in hallway related discipline referrals by 10%.	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.	Admin, behavior specialist, counselors, hall monitors	
		Quarterly KPIs	Q1-Attendance rate 79% Q2-Attendance rate 82% Q3-Attendance rate 85% Q4-Attendance rate 90%, by end of school year 95%		
PP-2	4	Increase parent/ family engagement involvement 90%	Increase the communication methods to invite parents to principal coffees, academic nights, report card pick up,events etc by using social media, phone calls, text messages, and provide incentives for families to come such as food and rewards.	Face specialists. admin, teachers, etc.	
		Quarterly KPIs	Q1- Attendance rate 79% Q2 Head counts/attendance 80%, sign in sheets, Q3 Head counts/ attendance 90%, sign in sheets, by end of school year 100%		
PP-3	4	Through increased participation in CTE, Fine Arts, JROTC, and Athletic programs, contests and competitions, there will be a 1% increase in on-time graduation rate.	The campus will increase participation rates of students in extracurricular and co-curricular programs such as the JROTC, Fine Arts and Athletics Program, where students will have opportunities to participate in contests, competitions and events through the support of instructional materials, resources and consultants, thus positively impacting on-time graduation rates.	Admin, Department chairs, athletic coordinators	ESSER \$46000
		Quarterly KPIs	Q-1 Attendance rate 80% Q2- Attendance rate 84% Q3 Attendance rate 86 Q4 Attendance rate 88, By end of school year - 90%		
PP-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	Creating a more welcoming environment for students.	Establishing welcoming procedures around campus, such as meeting and greeting students at the door, learning students names, and finding out what student like to do outside of school and see if that can spark some interest in class.	Teachers, admin, faculty and staff, face specialist.	None
		Quarterly KPIs	Q1: Student surveys/Attendance 75%, Q2: Student surveys/Attendance 85%, Q3: Student surveys/Attendance 95%, by end of school year 100%		
PE-2	4	Increase community building within classrooms throughout school year	Establishing welcoming procedures around campus, such as meeting and greeting students at the door, learning students names, and finding out what student like to do outside of school and see if that can spark some interest in class. Also, using student advisory days as a time to check in on students mentally and find out how they are doing.	Teachers, admin, academic deans.	None
		Quarterly KPIs	Q1: Student surveys/Attendance 75%, Q2: Student surveys/Attendance 85%, Q3: Student surveys/Attendance 95%, by end of school year 100%		
PE-3	4	Increase positive culture and staff morale on campus.	Provide tokens of gratitude to show appreciation for campus faculty and staff creating a culture of investment in the overall campus/ conduct staff surveys throughout the school year to check in on staff's mental health. Promoting the staff peace room.	Academic deans, admin, face specialist.	None
		Quarterly KPIs	Q1: Staff participation 75%, Q2: Staff participation 80%, Q3: Staff participation 85%, By end of school year 95%		
PE-4					
		Quarterly KPIs			

sk2.2 – First Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps												
DE-1	By the end of Quarter 1, ELA content areas would have had 10 PLC meetings to look over student exit tickets/student work/ student assessments, identify students strengths and weaknesses, and discussed plans moving forward to address students shortcomings with 60% of students closing the gaps demographically.	GP	ELA teachers have been meeting as scheduled (2-3 times weekly) for PLC. Meeting discussions and decisions are focused on student needs and includes adjustment to plans to move students forward. CBA results: <table style="margin-left: 40px;"> <tr> <td></td> <td>App</td> <td>Meets</td> <td>Mstrs</td> </tr> <tr> <td>Eng. I</td> <td>63%</td> <td>45%</td> <td>5%</td> </tr> <tr> <td>Eng. II</td> <td>63%</td> <td>38%</td> <td>1%</td> </tr> </table> Next steps: continue PLCs		App	Meets	Mstrs	Eng. I	63%	45%	5%	Eng. II	63%	38%	1%
	App	Meets	Mstrs												
Eng. I	63%	45%	5%												
Eng. II	63%	38%	1%												
DE-2	By the end of Quarter 1, Math content areas would have had 10 PLC meetings to look over student exit tickets/student work/ student assessments, identify students strengths and weaknesses, and discussed plans moving forward to address students shortcomings with 60% of students closing the gaps demographically.	GP	Math teachers have been meeting as scheduled (2-3 times weekly) for PLC. Meeting discussions and decisions are focused on student needs and includes adjustment to plans to move students forward. CBA results: <table style="margin-left: 40px;"> <tr> <td></td> <td>App</td> <td>Meets</td> <td>Mstrs</td> </tr> <tr> <td>Alg. I</td> <td>63%</td> <td>19%</td> <td>4%</td> </tr> </table> Next steps: continue PLCs		App	Meets	Mstrs	Alg. I	63%	19%	4%				
	App	Meets	Mstrs												
Alg. I	63%	19%	4%												
SL-1	ELA -50% approaching grade level, 15% meeting grade level, 5% mastering grade level expectations.	SP	<table style="margin-left: 40px;"> <tr> <td></td> <td>App</td> <td>Meets</td> <td>Mstrs</td> </tr> <tr> <td>Eng. I</td> <td>63%</td> <td>45%</td> <td>5%</td> </tr> <tr> <td>Eng. II</td> <td>63%</td> <td>38%</td> <td>1%</td> </tr> </table> Data shows significant progress in meeting goals for Approaches and Meets level whereas the masters levels for Eng II need to increase by 4 percentage points. Next Steps: focus on strategies to move students from meets level to masters level.		App	Meets	Mstrs	Eng. I	63%	45%	5%	Eng. II	63%	38%	1%
	App	Meets	Mstrs												
Eng. I	63%	45%	5%												
Eng. II	63%	38%	1%												
SL-2	MATH - 60% approaching grade level, 25% meeting grade level, 8% mastering grade level expectations.	GP	<table style="margin-left: 40px;"> <tr> <td></td> <td>App</td> <td>Meets</td> <td>Mstrs</td> </tr> <tr> <td>Alg. I</td> <td>63%</td> <td>19%</td> <td>4%</td> </tr> </table> Data shows the goal for approaches was met. The goal for meets and masters was not met. Next Steps - focus on strategies to move students to the meets and masters level of performance.		App	Meets	Mstrs	Alg. I	63%	19%	4%				
	App	Meets	Mstrs												
Alg. I	63%	19%	4%												
SL-3	BIO - 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.	MT	<table style="margin-left: 40px;"> <tr> <td></td> <td>App</td> <td>Meets</td> <td>Mstrs</td> </tr> <tr> <td>BIO</td> <td>80%</td> <td>46%</td> <td>18%</td> </tr> </table> Data shows that the goal was met for Q1. Next steps: continue with current strategies.		App	Meets	Mstrs	BIO	80%	46%	18%				
	App	Meets	Mstrs												
BIO	80%	46%	18%												
SL-4	SS - 60% approaching grade level, 25% meeting grade level, 5% mastering grade level expectations.		<table style="margin-left: 40px;"> <tr> <td></td> <td>App</td> <td>Meets</td> <td>Mstrs</td> </tr> <tr> <td>SS</td> <td>64%</td> <td>29%</td> <td>10%</td> </tr> </table> Data shows that the goal was met for Q1. Next steps: continue with current strategies.		App	Meets	Mstrs	SS	64%	29%	10%				
	App	Meets	Mstrs												
SS	64%	29%	10%												

sk2.2 – First Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	Attendance rate 79%	MT	Average weekly attendance rate is 83.2% Next steps: continue following through with the monitoring plan for students, the resource/mediation (ex. Go Center, Peace Room, CIS,)
PP-2	Attendance rate 79%	MT	Average weekly attendance rate of students is 83.2%; a significant increase in attendance for family events was seen. Ex. Average of 20 families at principal's coffee, Average of 50 families at academic nights. Next steps: continue with timely communication of events for parents to attend and gain knowledge (ex. principal's coffee, senior nights, academic nights)
PP-3	Attendance rate 80%	MT	Average weekly attendance rate is 83.2% Next Steps: Continue to support students' participation in extracurricular and c0-curricular programs.
PE-1	Student surveys/Attendance 75%,	MT	Attendance rate - 83.2%; teachers are observed outside their classrooms welcoming students however it has been inconsistent with some departments; students are met and greeted at the school door daily by administration and/or monitoring staff. Next Steps - Continue to support welcoming procedures around campus by providing reminders to staff, meet with departments that are not following through to discuss expectations.
PE-2	Student surveys/Attendance 75%	MT	Attendance rate - 83.2%; Student advisory time is provided daily to students; however some students prefer not to attend stating they do not see the significance of it; not all staff have maximized advisory time to make connections with students. Next steps - revisit the purpose of advisory time and review resources available to teachers and activities that can be done.
PE-3	Staff participation/survey 75%,	MT	Tokens of appreciation have been provided to all staff such as snacks, luncheons, gifts, etc.. All staff are open to partake/participate.

2.2 – Second Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of Quarter 2, ELA content areas would have had 20 PLC meetings to look over student exit tickets/student work/ student assessments, identify students strengths and weaknesses, and discussed plans moving forward to address students shortcomings with 70% of students closing the gaps demographically.		
DE-2	By the end of Quarter 2, Math content areas would have had 20 PLC meetings to look over student exit tickets/student work/ student assessments, identify students strengths and weaknesses, and discussed plans moving forward to address students shortcomings with 70% of students closing the gaps demographically.		

2.2 – Third Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of Quarter 3, ELA content areas would have had 30 PLC meetings to look over student exit tickets/student work/ student assessments, identify students strengths and weaknesses, and discussed plans moving forward to address students shortcomings with 80% of students closing the gaps demographically.		
DE-2	By the end of Quarter 3, Math content areas would have had 30 PLC meetings to look over student exit tickets/student work/ student assessments, identify students strengths and weaknesses, and discussed plans moving forward to address students shortcomings with 80% of students closing the gaps demographically.		

2.2 – Fourth Quarterly Review Meeting
 The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of Quarter 4, ELA content areas would have had 40 PLC meetings to look over student exit tickets/student work/ student assessments, identify students strengths and weaknesses, and discussed plans moving forward to address students shortcomings with 90% of students closing the gaps demographically.		
DE-2	By the end of Quarter 4, Math content areas would have had 40 PLC meetings to look over student exit tickets/student work/ student assessments, identify students strengths and weaknesses, and discussed plans moving forward to address students shortcomings with 90% of students closing the gaps demographically.		

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives

The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps
By the end of the year, Brack HS will have closed the gaps of student performance on EOC exams demographically by 90%, meeting needs of students.		

Assurances and Approval Information

Assistant Superintendent Assurance

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Brackenridge High School	15907- 001
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Julio Gracia
Principal	SAISD Board Approval Date
Noemi Davila	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
October 10, 2023	November 29, 2023