

Campus Improvement Plan

2024 - 2025



Brackenridge High School

Section	Page
Board of Trustees	3
Vision, Mission, and Core Beliefs	4
SAISD Goals	5
Comprehensive Needs Assessment (CNA) Processes	6 - 7
Demographics - CNA Problem Statements and Root Causes	8
Student Learning - CNA Problem Statements and Root Causes	9
Processes and Programs - CNA Problem Statements and Root Causes	10
Perceptions - CNA Problem Statements and Root Causes	11
Demographics - Plan for Improvement	12
Student Learning - Plan for Improvement	13
Processes and Programs - Plan for Improvement	14
Perceptions - Plan for Improvement	15
First Quarterly Review	16
Second Quarterly Review	17
Third Quarterly Review	18
Fourth Quarterly Review	19
Annual Summative Review	20
Assurances and Plan Approval Information	21
Committees Members	22
Data Tables	23
District Purchases	24
Title I Campus Program Requirements	25
Artifacts	26

Board of Trustees



**President
Christina Martinez
District 6**



**Vice President
Alicia Sebastian
District 2**



**Secretary
Arthur Valdez
District 4**



**Trustee
Sarah Sorenson
District 1**



**Trustee
Leticia Ozuna
District 3**



**Trustee
Stephanie Torres
District 5**



**Trustee
Ed Garza
District 7**



**Superintendent of Schools
Dr. Jaime Aquino**

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

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.

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.

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.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

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 ___ in August 2024, to ___ in August 2025.

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 ___ in August 2024, to ___ in August 2025.

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 ___ in August 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

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 ___ in August 2024, to ___ in August 2025.

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 ___ in August 2024, to ___ in August 2025.

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 ___ in 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” 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

CNA Meeting Dates	Meeting Topics and Actions
<p>Meeting #1 April 17, 2024 4:30 PM</p>	<p>Demographics: DE-1 from 2021-2022 to the present, the curriculum has greatly improved according to the ESOL teacher who using the curriculum. We discussed if we could see data for this 2022-2023 school year. We requested to use the 2022-2023 data to see if we have met the goal to move forward. Looking at last year's data, we are wonder if it was on the path to achieving the strategy and did we show growth. Just to make sure that it is still working and if we are closing the gap of 60% for this strategy. For the English ESOL, there used to not be 3/6/9/ in Eduphoria and now there is so they we can see if the students are mastering the track. ESL did not have this consistently and now they do.</p> <p>DE-2 PLC/Professional Development: all students get the same resources; teachers are doing everything in their power to implement these supports within their power. Requesting for the IA's to attend the PLC so they can understand and help implement the upcoming lessons but on the other hand, that means they are missing time with a student who may really need it. Budget constraints.</p> <p>DE-3 Recruitment: some resignations occurred in late June and July 2024. The result was that there were not many high-quality applicants to fulfill the vacancy positions needed at Brackenridge HS.</p>

Student Learning:

SL-1: ELAR teachers held PLC meetings as per the master schedule; teachers implemented centers/work stations. English I and II assesment results reflect the campus continuing to fall below their goal in the meets and masters area. Campus wide literacy strategies are not present. Suggestion: unified literacy strategies should be implemented in each content area; select and use resources that will support the specific student needs based on data. Include cross curriculum to include CTE.

SL-2: Algebra 1 teachers held PLC meetings as per the master schedule; teachers consistenly implemented unified strategies among the teachers; Algebra 1 results are showing growth. Select and use resources that will support the specific student needs based on data. Include cross curriculum to include CTE.

SL-3: Biology teachers held PLC meetings as per the master schedule; teacher conducted model teaching to their colleagues and discussed adjustments to instruction and strategies; Biology teachers consistently implemented unified strategies; biology results showing path of growth. Select and use resources that will support the specific student needs based on data. Include cross curriculum to include CTE.

SL-4: Social Studies teachers held PLC meetings as per the master schedule; teachers discussed adjustments to instruction and strategies; teachers implemented unified strategies; results are showing growth. Select and use resources that will support the specific student needs based on data. Include cross curriculum to include CTE.

SL-5: Lack of an appropriate system of communication was in place to document CCMR between all stakeholders associated with CCMR. CCMR meetings were held throughout the year but did not have all stakeholders in attendance. The goal for 2024-25 is to host monthly meetings with all stakeholders to ensure CCMR data is accurate.

Processes & Programs:

PP-1: Discipline records show that there is an increase in students using vape pens and students leaving class to be in the hallways. The campus needs to sustain a robust monitoring plan that requires consistent visibility in the common areas, especially the restrooms, This is an all-hands-on deck approach that will require all teachers and staff members to be proactive and visible in tn the restrooms and common areas. Proactively inform students of potential consequences for vaping and violating campus expectations / policies. The campus needs to take a proactive approach by adjusting classroom environment, instruction and connections with students to increase students' desire to want to remain in class.

PP-2: Parent involvement meetings were held monthly; sign-in sheets show an increase in attendance when students are presenting/sharing their work (ex: SS parent meetings), when parents receive information about their child's progress (ex: Senior Nights) and when parents are active participants (ex: Mexican American student parent meetings and Dual Language Platicas meetings). The campus needed to improve the dissemination of information on community resources.

PP-3: CTE, Fine Arts, JROTC, and Athletic Programs continued to be of great interest to the students and participation in the programs is healthy. Anticipated graduation rates show that there will be an increase of 1% from the previous year.

Perceptions:

PE-1: The implementation for the attendance policy was established in the Spring of 2024. The process to hold parents and students accountable for attendance was established late in the year. Suggestion: Begin the school year by sending out the attendance policy to all parents. In addition, warning letters will be sent out to parents with oportunities for students to recover attendance time. Incentives will be implemented throughtout the year to improve ADA.

Meeting #2
April 17, 2024
5:00 PM

The Campus Improvement Council met in groups: demographics, student learning, process & programs, and perceptions. Each group reviewed the artifacts and data and began developing 1-2 problem statements. The groups used the Effective Schools Framework to develop the problem statements that were data-informed (narrow in focus, defined by data, based on trend data, addresses an issue the campus can control). Before the end of the meeting, all groups shared out their problem statements.

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

Administrators, teachers and community members met to discuss the 2023-24 plan. In the groups, the determination was that the CIP was not specific to the problem statement. Using the effective school framework, the CIP committee revised and implemented targeted problem statements with root causes to begin developing SMART strategies to improve the school campus.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate	X	Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	X	Local Benchmark Results		State Interim Results		MAP Data	
CIRCLE Data		CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores	X	IB/DC/AP Scores	X
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data		Sign-Ins / Minutes		Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)	X	Early College Program		Other (Indicate to the Right)	X	Media Film Program	

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys	X	Classroom Observations		Parental Involvement Data	
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers	X	Mission, Values, and Vision	
Other (Indicate to the Right)	X	Attendance Data		Other (Indicate to the Right)			

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	Problem Statements and Root Causes	
Student Discipline	PS DE-1	Brackenridge High School is experiencing a rise in discipline referrals across campus, particularly related to substance use among students. The data reveals a notable increase in discipline referrals, with 40 incidents reported for vaping with THC, 19 for marijuana, and 10 for controlled substances. This trend signals a growing issue of substance abuse among students, posing significant challenges to maintaining a safe and conducive learning environment.
	RC DE-1	3.2.4 Students have access to unsupervised areas where they can congregate in large numbers and engage in illegal activity. There is no campaign for character development that can be presented to students to be proactive.
Student Attendance	PS DE-2	Despite efforts to maintain consistent attendance rates at Brackenridge High School, there has been a concerning trend of fluctuating attendance over the past five years. While attendance started at 91.3% in 2019 and slightly increased to 91.6% in 2020, it significantly declined to 88.5% in 2021 and further dropped to 81.9% in 2022. Although there was a marginal improvement in 2023, with attendance rising to 83.9%, the overall trend indicates an issue that requires investigation and intervention. This inconsistency in attendance poses challenges for student learning outcomes and school performance metrics, highlighting the need for targeted strategies to address the underlying factors contributing to this decline.
	RC DE-2	3.2.4 Lack of motivation in students and difficulty in transportation to/from school, lack of incentives, and family issues.
Teacher Turnover	PS DE-3	In efforts to have 100% of the faculty and staff hired for the 2024-25 school year at Brackenridge HS, there were several late resignations in late summer that did not allow many potential applicants to apply including teachers and counselors.
	RC DE-3	2.1.1 The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.
Choose One	PS DE-4	
	RC DE-4	

ve Needs Assessment - Demographics

**Strengths &
Areas for
Improvement
Based on your
Data Analysis**

DE-1 from 2021-2022 to the present, the curriculum has greatly improved according to the ESOL teacher who using the curriculum. We discussed if we could see data for this 2022-2023 school year. We requested to use the 2022-2023 data to see if we have met the goal to move forward. Looking at last year's data, we are wonder if it was on the path to achieving the strategy and did we show growth. Just to make sure that it is still working and if we are closing the gap of 60% for this strategy. For the English ESOL, there used to not be 3/6/9/ in Eduphoria and now there is so they we can see if the students are mastering the track. ESL did not have this consistently and now they do.

DE-2 PLC/Professional Development: all students get the same resources; teachers are doing everything in their power to implement these supports within their power. Requesting for the IA's to attend the PLC so they can understand and help implement the upcoming lessons but on the other hand, that means they are missing time with a student who may really need it. Budget constraints.

DE-3 Recruitment: some resignations occurred in late June and July 2024. The result was that there were not many high-quality applicants to fulfill the vacancy positions needed at Brackenridge HS.

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	Problem Statements and Root Causes	
EOY Assessment Outcomes	PS SL-1	Learning gaps in ELAR is evident because less than 66% of students are not scoring at meets or above grade level on the EOC exam.
	RC SL-1	Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.
EOY Assessment Outcomes	PS SL-2	Learning gaps in Algebra 1 is evident because less than 59% of students are not scoring at meets or above grade level on the EOC exam.
	RC SL-2	Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.
EOY Assessment Outcomes	PS SL-3	Learning gaps in Biology is evident because less than 55% of students are not scoring at meets or above grade level on the EOC exam.
	RC SL-3	All staff and students are taught, practice, and reinforce behavioral / academic expectations with a consistent, common language. (consistent attendance expectations)
EOY Assessment Outcomes	PS SL-4	Learning gaps in US History is evident because less than 60% of students are not scoring at meets or above grade level on the EOC exam.
	RC SL-4	All staff and students are taught, practice, and reinforce behavioral expectations with a common language.
CCMR Certifications	PS SL-5	The lack of a protocol for communication between all stakeholders associated with CCMR.
	RC SL-5	Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

Comprehensive Needs Assessment - Student Learning

**Strengths &
Areas for
Improvement
Based on your
Data Analysis**

SL-1: ELAR teachers held PLC meetings as per the master schedule; teachers implemented centers/work stations. English I and II assessment results reflect the campus continuing to fall below their goal in the meets and masters area. Campus wide literacy strategies are not present. Suggestion: unified literacy strategies should be implemented in each content area; select and use resources that will support the specific student needs based on data. Include cross curriculum to include CTE.

SL-2: Algebra 1 teachers held PLC meetings as per the master schedule; teachers consistently implemented unified strategies among the teachers; Algebra 1 results are showing growth. Select and use resources that will support the specific student needs based on data. Include cross curriculum to include CTE.

SL-3: Biology teachers held PLC meetings as per the master schedule; teacher conducted model teaching to their colleagues and discussed adjustments to instruction and strategies; Biology teachers consistently implemented unified strategies; biology results showing path of growth. Select and use resources that will support the specific student needs based on data. Include cross curriculum to include CTE.

SL-4: Social Studies teachers held PLC meetings as per the master schedule; teachers discussed adjustments to instruction and strategies; teachers implemented unified strategies; results are showing growth. Select and use resources that will support the specific student needs based on data. Include cross curriculum to include CTE.

SL-5: Lack of an appropriate system of communication was in place to document CCMR between all stakeholders associated with CCMR. CCMR meetings were held throughout the year but did not have all stakeholders in attendance. The goal for 2024-25 is to host monthly meetings with all stakeholders to ensure CCMR data is accurate.

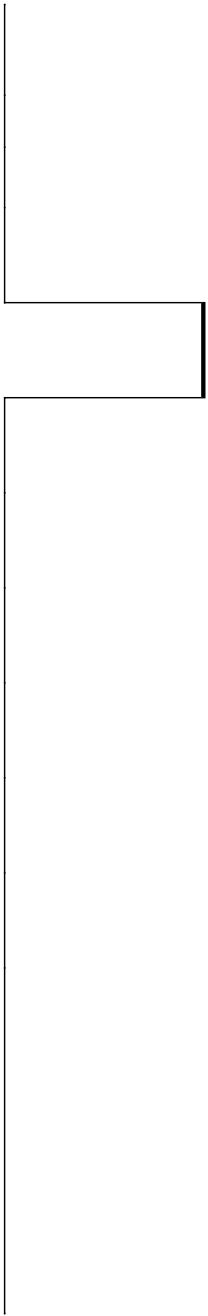
ess.
ess.

Comprehensive Needs Assessment - Perceptions

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	Problem Statements and Root Causes	
Services Support	PS PE-1	The 23-24 attendance increased 1% from the previous year, however it is still about 4 percentage points lower than the district average.
	RC PE-1	Absence of structure procedures, deficiency in follow through mechanisms, and incontinency in enforcement.
Choose One	PS PE-2	
	RC PE-2	
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis	PE-1: The implementation for the attendance policy was established in the Spring of 2024. The process to hold parents and students accountable for attendance was established late in the year. Suggestion: Begin the school year by sending out the attendance policy to all parents. In addition, warning letters will be sent out to parents with opportunities for students to recover attendance time. Incentives will be implemented throughout the year to improve ADA.	

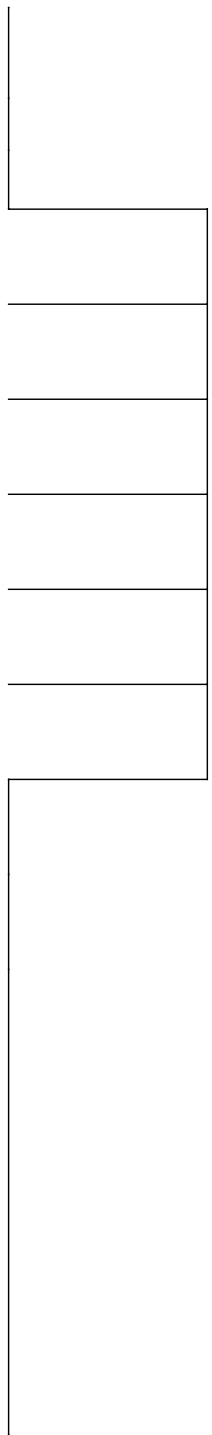


Comprehensive Needs Assessment - Processes & Programs

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 & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Teacher PD	PS PP-1	Students in the ECHS program have a high failure/drop rate on online courses.
	RC PP-1	Effective Instruction: There is insufficient training for ECHS Teachers who monitor the online classes to ensure that the students are successful.
Enrichment Opportunities	PS PP-2	Dual Language students do not pass TSIA2 and are not able to enroll into Dual Credit classes.
	RC PP-2	Effective Instruction: Foundational skill and closing the gaps
Communication	PS PP-3	There a significant drop in MFI student enrollment from the 23-24 to 24-25 school year freshmen class.
	RC PP-3	Positive School Culture: Create an inclusive and welcoming enviorment that engages all families in critical aspects of student learning.
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>PP-1: Discipline records show that there is an increase in students using vape pens and students leaving class to be in the hallways. The campus needs to sustain a robust monitoring plan that requires consistent visibility in the common areas, especially the restrooms, This is an all-hands-on deck approach that will require all teachers and staff members to be proactive and visible in tn the restrooms and common areas. Proactively inform students of potential consequences for vaping and violating campus expectations / policies. The campus needs to take a proactive approach by adjusting classroom environment, instruction and connections with students to increase students' desire to want to remain in class.</p> <p>PP-2: CTE, Fine Arts, JROTC, and Athletic Programs continued to be of great interest to the students and participation in the programs is healthy. Anticipated graduation rates show that there will be an increase of 1% from the previous year.</p> <p>PP-3: Parent involmtent meetings were held monthly; sign-in sheets show an increase in attendance when students are presenting/sharing their work (ex: SS parent meetings), when parents receive information about their child's progress (ex: Senior Nights) and when parents are active participants (ex: Mexican American student parent meetings and Dual Language Platicas meetings). The campus needed to improve the dissemination of information on community resources.</p>	



0000019

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4 Social Emotional	By the end of the year, 100% of faculty, staff and students will feel safe to come to campus.	Systems will be in place to ensure safety on campus including campus visibility at all times, ensuring restrooms are safe and drug free, dress code is enforced, cell phone policy is enforced, etc.	PBIS/Character Ed Committee, Assistant Principal, Lead Counselor	
		Quarterly KPIs	By the end of the first quarter, 25% of faculty, staff and students will feel safe to come to on campus.		
	PS #		By the end of the second quarter, 50% of faculty, staff and students will feel safe to come to on campus.		
	DE-1		By the end of the third quarter, 75% of faculty, staff and students will feel safe to come to on campus.		
			By the end of the fourth quarter, 100% of faculty, staff and students will feel safe to come to on campus.		
DE-2	4 Social Emotional	By the end of the year, the school attendance will increase from 83.9% to 90%.	The campus will develop and communicate an attendance and tardy plan. Students will be provided with attendance incentives to motivate them to come to school and be on time.	Attendance Clerk, Attendance Committee, Assistant Principal leading the Attendance Committee	
		Quarterly KPIs	By the end of the first quarter, the attendance team will be divided by grade levels to check one-dotters; parent phone calls will be made for TIER 2, 3, and 4 students; begin offering attendance incentives; parent nights.		
	PS #		By the end of the second quarter, the attendance team will continue to check one-dotters; parent phone calls will be made for TIER 2, 3, and 4 students; student attendance individual action plan implemented; attendance incentives will continue; parent nights.		
	DE-2		By the end of the third quarter, the attendance team will continue to check one-dotters; parent phone calls will be made for TIER 2, 3, and 4 students; student attendance individual action plan implemented; attendance incentives will continue; parent nights.		
			By the end of the fourth quarter, the attendance team will continue to check one-dotters; parent phone calls will be made for TIER 2, 3, and 4 students; student attendance individual action plan implemented; attendance incentives will continue; parent nights.		
DE-3	4 Social Emotional	By the end of the year, Brackenridge HS will be 100 % fully staffed to support campus needs for all students.	Due to a very limited number of school counseling applicants for the 24-25 school year, and to provide academic, social, and emotional support as well as consistency with personnel, we are needing to pay for a sub counselor. By TRS limitation, we can hire a full-time counselor for 20-days and then move this position to part-time until a highly qualified counselor is hired.	Principal, Lead Counselor, Administrators	Fund 211 \$20,506.00
		Quarterly KPIs	By the end of the first quarter, ensure that 100% of student schedules and transcript audits are fully completed.		
	PS #		By the end of the second quarter, ensure that 50% students have been able to see their counselor for academic, social and emotional support.		
	DE-3		By the end of the third quarter, ensure that 75% students have access to school counseling for academic, social and emotional support.		
			By the end of the fourth quarter, ensure that 100% students have access to school counseling for academic, social and emotional support.		
DE-4		By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
	PS #		By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		



Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	3 Improve Writing	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the English STAAR.	Consistently use a TPT engagement strategy to reinforce academic/ behavior expectations; for example, classroom routines and procedures. In addition, provide students enrichment and engaging opportunities to receive ELAR tutoring sessions afterschool or on Saturdays.	Leadership Team, Deans, Dept. Chairs	Tutoring Fund 164 \$1,831.00
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained in student engagement strategies like Total Participation Techniques (TPT) including Read the Dang Thing Strategy (RTDT) & Claim Evidence Reading (CER) Writing Strategy.		
	PS SL-1		By the end of the second quarter, 50% of teachers will implement TPT, RTDT and CER strategies to address identified gaps.		
			By the end of the third quarter, 70% of teachers will implement TPT, RTDT and CER strategies to address identified gaps.		
	By the end of the fourth quarter, the percentage of students scoring above Meets on the 2025 Reading STAAR is above 50%.				
SL-2	3 Improve Writing	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Algebra 1 STAAR.	Consistently use a TPT engagement strategy to reinforce academic/ behavior expectations; for example, classroom routines and procedures. In addition, provide students enrichment and engaging opportunities to receive Math tutoring sessions afterschool or on Saturdays.	Leadership Team, Deans, Dept. Chairs	Tutoring Fund 164 \$1,831.00
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained in student engagement strategies like Total Participation Techniques (TPT) including Read the Dang Thing Strategy (RTDT) & Claim Evidence Reading (CER) Writing Strategy.		
	PS SL-2		By the end of the second quarter, 50% of teachers will implement TPT, RTDT and CER strategies to address identified gaps.		
			By the end of the third quarter, 70% of teachers will implement TPT, RTDT and CER strategies to address identified gaps.		
	By the end of the fourth quarter, the percentage of students scoring above Meets on the 2025 Algebra 1 STAAR is above 50%.				
SL-3	4 Social Emotional	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Biology STAAR.	Consistently use a TPT engagement strategy to reinforce academic/ behavior expectations; for example, classroom routines and procedures. In addition, provide students enrichment and engaging opportunities to receive Science tutoring sessions afterschool or on Saturdays. To support science classrooms, Science Classroom Supplies & Materials will need to be purchased to support instructional engaging lessons.	Leadership Team, Deans, Dept. Chairs	Tutoring Fund 164 \$1,831.00 Supplies & Materials Fund 164 \$4,474.00
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained in student engagement strategies like Total Participation Techniques (TPT) including Read the Dang Thing Strategy (RTDT) & Claim Evidence Reading (CER) Writing Strategy.		
	PS SL-3		By the end of the second quarter, 50% of teachers will implement TPT, RTDT and CER strategies to address identified gaps.		
			By the end of the third quarter, 70% of teachers will implement TPT, RTDT and CER strategies to address identified gaps.		
	By the end of the fourth quarter, the percentage of students scoring above Meets on the 2025 Biology STAAR is above 50%.				
SL-4	3 Improve Writing	At the end of the academic year, 55 % of students or above will perform at meets or above grade level on the US History STAAR.	Consistently use a TPT engagement strategy to reinforce academic/ behavior expectations; for example, classroom routines and procedures. In addition, provide students enrichment and engaging opportunities to receive Social Studies tutoring sessions afterschool or on Saturdays.	Leadership Team, Deans, Dept. Chairs	Tutoring Fund 164 \$1,831.00
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained in student engagement strategies like Total Participation Techniques (TPT) including Read the Dang Thing Strategy (RTDT) & Claim Evidence Reading (CER) Writing Strategy.		
	PS SL-4		By the end of the second quarter, 50% of teachers will implement TPT, RTDT and CER strategies to address identified gaps.		
			By the end of the third quarter, 70% of teachers will implement TPT, RTDT and CER strategies to address identified gaps.		
	By the end of the fourth quarter, the percentage of students scoring above Meets on the 2025 US History STAAR is above 55%.				

SL-5		Throughout the academic school year, maintain intentional agenda-focused monthly meetings to communicate a CCMR Tracker: SPED graduation Codes (Special Pops. Coordinator), CTE certifications, ECHS tracker (All Counselors), AP, SAT, TSI Data Tracker (Testing Coordinator), and TCB Math & ELAR tracker (Deans); Spring Semester - bimonthly meetings.	Agenda & Schedule in advance strategic CCMR planning meetings. In addition, provide students opportunities to receive PSAT/SAT/ACT/ TSIA 2.0 tutoring sessions afterschool or on Saturdays.	Principal, Admin, Counselors, CCMR Coordinator, Deans, C3 Coach	Tutoring Fund 164 \$1,831.00
	PS #	Quarterly KPIs	By the end of the first quarter, 25% of the graduating class of 2025 are CCMR ready.		
	PS		By the end of the second quarter, 50% of the graduating class of 2025 are CCMR ready.		
	SL-5		By the end of the third quarter, 75% of the graduating class of 2025 are CCMR ready.		
	By the end of the fourth quarter, 100% of the graduating class of 2025 are CCMR ready.				

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

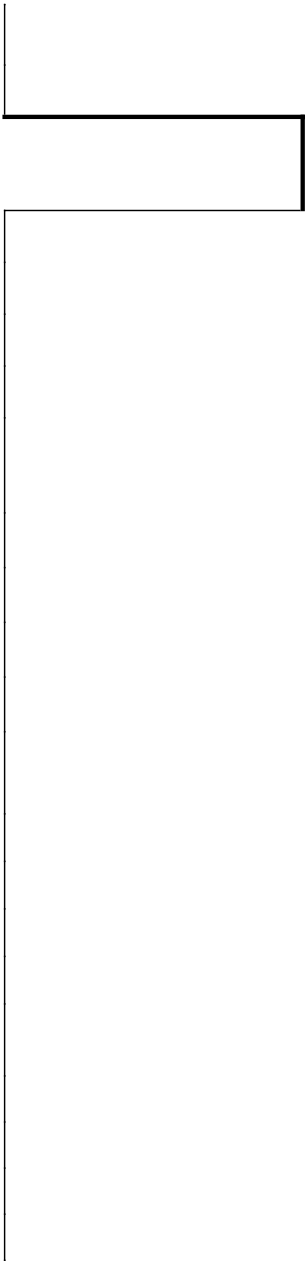
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	2 Improve Readiness	By the end of the year, when provided with an in-person (ECHS) teacher, failure/dropout rates will decrease by at least 25% for all students in the areas of Speech and Government.	5.1 Quarterly progress check meetings by Admin over ECHS, Counselor, Special Pops Coordinator and CCMR rep.	Admin over ECHS, Counselor, Special Pops Coordinator, and CCMR rep.	
	PS #	Quarterly KPIs	By the end of the first quarter, monitor 100% of ECHS students through the data tracker the first half of the fall semester and have needed parent conferences; have adjunct teacher action plans with a high failure rate.		
	PS PP-1		By the end of the second quarter, continue to monitor 100% of ECHS students through the data tracker the second half of the fall semester and have needed parent conferences; follow-up of adjunct teacher intervention action plan.		
			By the end of the third quarter, monitor 100% of ECHS students through the data tracker the first half of the spring semester and have needed parent conferences; have adjunct teacher action plans with a high failure rate.		
	By the end of the fourth quarter, continue to monitor 100% of ECHS students through the data tracker the second half of the spring semester and have needed parent conferences; follow-up of adjunct teacher intervention action plan.				
PP-2	3 Improve Writing	By the end of the school year, a system will be created and refined throughout the school year to help DL students receive practice opportunities and support from TSI.	Create a process where target (DL) students are provided TSI tutoring intervention and supports to increase the percentage of students passing and allotted the opportunity to take Dual-Credit courses.	Testing Coordinator, Admin, DL Lead	
	PS #	Quarterly KPIs	By the end of the first quarter, provide opportunities for TSI tutoring for all students including Dual Language students: afterschool and on Saturdays.		
	PS PP-2		By the end of the second quarter, continue to provide opportunities for TSI tutoring for all students including Dual Language students: afterschool and on Saturdays.		
			By the end of the third quarter, continue to provide opportunities for TSI tutoring for all students including Dual Language students: afterschool and on Saturdays.		
	By the end of the fourth quarter, continue to provide opportunities for TSI tutoring for all students including Dual Language students: afterschool and on Saturdays.				
PP-3	3 Improve Writing	By the end of the school year student enrollment numbers for the MFI program will increase by 5%.	3.4 (3) Multiple communication strategies with families are integrated into teacher roles and responsibilities. 3.4 (4) Family and community engagement and impact data reviewed regularly, and plans are adapted as needed.	Admin over MFI, C3 Coach, CCMR rep., Deans	
	PS #	Quarterly KPIs	By the end of the first quarter, have at least 2 parent engagement night to promote campus programs, Senior events, campus events.		
	PS PP-3		By the end of the second quarter, have at least 2 parent engagement nights to promote campus programs, Senior events, campus events.		
			By the end of the third quarter, have another 2 parent engagement nights to promote campus programs, Senior events, campus events.		
	By the end of the fourth quarter, have another 2 parent engagement nights to promote campus programs, Senior events, campus events.				
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
	By the end of the fourth quarter,				

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	3 Improve Writing	By the end of the 24-25 school year, campus attendance will increase by 1%.	Create a school-wide communication system that promotes staff, teacher, and student with clear communication of expectations related to attendance. Schoolwide tiered system of processes and accountability to address students not in class.		
	PS #	Quarterly KPIs	By the end of the first quarter, the attendance committee will have a tiered attendance list for monitoring, and students wil 90% attendance or higher will receive an incentive.		
	PS PE-1		By the end of the second quarter, the attendance committee will have a tiered attendance list for monitoring, and students wil 90% attendance or higher will receive an incentive.		
			By the end of the third quarter, the attendance committee will have a tiered attendance list for monitoring, and students wil 90% attendance or higher will receive an incentive.		
			By the end of the fourth quarter, the attendance committee will have a tiered attendance list for monitoring, and students wil 90% attendance or higher will receive an incentive.		
PE-2	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-3	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		



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

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the year, 100% of faculty, staff and students will feel safe to come to campus.	Good Progress (51% - 75%)	Campus visibility plan, dress code policy enforced, cell phone policy enforced.
DE-2	By the end of the year, the school attendance will increase from 83.9% to 90%.	Significant Progress (76% - 99%)	Continue with attendance meetings, tardy tracking.
DE-3	By the end of the first quarter, ensure that 100% of student schedules and transcript audits are fully completed.	Significant Progress (76% - 99%)	Continue with updating transcripts; begin having in danger of not graduating meetings for seniors behind in credits.
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the English STAAR.	Good Progress (51% - 75%)	Teachers will continue to plan in PLC, track data and provide interventions.
SL-2	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Algebra 1 STAAR.	Good Progress (51% - 75%)	Teachers will continue to plan in PLC, track data and provide interventions.
SL-3	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Biology STAAR.	Met Target (100%)	Teachers will continue to plan in PLC, track data and provide interventions.
SL-4	At the end of the academic year, 55 % of students or above will perform at meets or above grade level on the US History STAAR.	Good Progress (51% - 75%)	Teachers will continue to plan in PLC, track data and provide interventions.
SL-5	Throughout the academic school year, maintain intentional agenda-focused monthly meetings to communicate a CCMR Tracker: SPED graduation Codes (Special Pops. Coordinator), CTE certifications, ECHS tracker (All Counselors), AP, SAT, TSI Data Tracker (Testing Coordinator), and TCB Math & ELAR tracker (Deans); Spring Semester - bimonthly meetings.	Good Progress (51% - 75%)	Monthly meetings will occur with CCMR Coordinator, C3 Coordinator and leadership team to discuss CCMR progress for all students, especially - senior class of 2025.

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the year, when provided with an in-person (ECHS) teacher, failure/dropout rates will decrease by at least 25% for all students in the areas of Speech and Government.	Good Progress (51% - 75%)	Speech is Online; Government is in person; Systems & procedures to track ECHS students.
PP-2	By the end of the school year, a system will be created and refined throughout the school year to help DL students receive practice opportunities and support fro TSI.	Good Progress (51% - 75%)	TSI Intervention Plan for all students began in mid-September.
PP-3	By the end of the school year student enrollment numbers for the MFI program will increase by 5%.	No Progress (0% - 50%)	Enrollment for MFI 9th grade decrease this school year; beginning planning recruitment nights in Fall 2024.
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the 24-25 school year, campus attendance will increase by 1%.	Significant Progress (76% - 99%)	Continue with attendance meetings, tardy tracking.
PE-2	By the end of the first quarter,	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the year, 100% of faculty, staff and students will feel safe to come to campus.	Good Progress (51% - 75%)	Campus visibility plan, dress code policy enforced, cell phone policy enforced.
DE-2	By the end of the year, the school attendance will increase from 83.9% to 90%.	Significant Progress (76% - 99%)	Continue with attendance meetings, tardy tracking; continue with parent phone calls.
DE-3	By the end of the second quarter, ensure that 50% students have been able to see their counselor for academic, social and emotional support.	Significant Progress (76% - 99%)	Continue with updating transcripts; begin having in danger of not graduating meetings for seniors behind in credits; continue with senior meetings.
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the English STAAR.	Good Progress (51% - 75%)	Teachers will continue to plan in PLC, track data and provide interventions.
SL-2	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Algebra 1 STAAR.	Good Progress (51% - 75%)	Teachers will continue to plan in PLC, track data and provide interventions.
SL-3	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Biology STAAR.	Met Target (100%)	Teachers will continue to plan in PLC, track data and provide interventions.
SL-4	At the end of the academic year, 55 % of students or above will perform at meets or above grade level on the US History STAAR.	Good Progress (51% - 75%)	Teachers will continue to plan in PLC, track data and provide interventions.
SL-5	Throughout the academic school year, maintain intentional agenda-focused monthly meetings to communicate a CCMR Tracker: SPED graduation Codes (Special Pops. Coordinator), CTE certifications, ECHS tracker (All Counselors), AP, SAT, TSI Data Tracker (Testing Coordinator), and TCB Math & ELAR tracker (Deans); Spring Semester - bimonthly meetings.	Good Progress (51% - 75%)	Monthly meetings will occur with CCMR Coordinator, C3 Coordinator and leadership team to discuss CCMR progress for all students, especially - senior class of 2025; continue with senior monthly meetings.

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the year, when provided with an in-person (ECHS) teacher, failure/dropout rates will decrease by at least 25% for all students in the areas of Speech and Government.	Significant Progress (76% - 99%)	Speech is Online; Government is in person; Systems & procedures to track ECHS students.
PP-2	By the end of the school year, a system will be created and refined throughout the school year to help DL students receive practice opportunities and support fro TSI.	Good Progress (51% - 75%)	TSI Intervention Plan for all students began in mid-September; Intervention continued in Fall / Winter.
PP-3	By the end of the school year student enrollment numbers for the MFI program will increase by 5%.	No Progress (0% - 50%)	Enrollment for MFI 9th grade decrease this school year; beginning planning recruitment nights in Fall 2024; we need to be creative on how we advertise MFI to boost enrollment.
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the 24-25 school year, campus attendance will increase by 1%.	Significant Progress (76% - 99%)	Continue with attendance meetings, tardy tracking.
PE-2	By the end of the second quarter,	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the year, 100% of faculty, staff and students will feel safe to come to campus.	Choose One	
DE-2	By the end of the year, the school attendance will increase from 83.9% to 90%.	Choose One	
DE-3	By the end of the third quarter, ensure that 75% students have access to school counseling for academic, social and emotional support.	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the English STAAR.	Choose One	
SL-2	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Algebra 1 STAAR.	Choose One	
SL-3	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Biology STAAR.	Choose One	
SL-4	At the end of the academic year, 55 % of students or above will perform at meets or above grade level on the US History STAAR.	Choose One	
SL-5	Throughout the academic school year, maintain intentional agenda-focused monthly meetings to communicate a CCMR Tracker: SPED graduation Codes (Special Pops. Coordinator), CTE certifications, ECHS tracker (All Counselors), AP, SAT, TSI Data Tracker (Testing Coordinator), and TCB Math & ELAR tracker (Deans); Spring Semester - bimonthly meetings.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the year, when provided with an in-person (ECHS) teacher, failure/dropout rates will decrease by at least 25% for all students in the areas of Speech and Government.	Choose One	
PP-2	By the end of the school year, a system will be created and refined throughout the school year to help DL students receive practice opportunities and support fro TSI.	Choose One	
PP-3	By the end of the school year student enrollment numbers for the MFI program will increase by 5%.	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the 24-25 school year, campus attendance will increase by 1%.	Choose One	
PE-2	By the end of the third quarter,	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

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

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the year, 100% of faculty, staff and students will feel safe to come to campus.	Choose One	
DE-2	By the end of the year, the school attendance will increase from 83.9% to 90%.	Choose One	
DE-3	By the end of the fourth quarter, ensure that 100% students have access to school counseling for academic, social and emotional support.	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the English STAAR.	Choose One	
SL-2	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Algebra 1 STAAR.	Choose One	
SL-3	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Biology STAAR.	Choose One	
SL-4	At the end of the academic year, 55 % of students or above will perform at meets or above grade level on the US History STAAR.	Choose One	
SL-5	Throughout the academic school year, maintain intentional agenda-focused monthly meetings to communicate a CCMR Tracker: SPED graduation Codes (Special Pops. Coordinator), CTE certifications, ECHS tracker (All Counselors), AP, SAT, TSI Data Tracker (Testing Coordinator), and TCB Math & ELAR tracker (Deans); Spring Semester - bimonthly meetings.	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the year, when provided with an in-person (ECHS) teacher, failure/dropout rates will decrease by at least 25% for all students in the areas of Speech and Government.	Choose One	
PP-2	By the end of the school year, a system will be created and refined throughout the school year to help DL students receive practice opportunities and support fro TSI.	Choose One	
PP-3	By the end of the school year student enrollment numbers for the MFI program will increase by 5%.	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the 24-25 school year, campus attendance will increase by 1%.	Choose One	
PE-2	By the end of the fourth quarter,	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, 100% of faculty, staff and students will feel safe to come to campus.	Choose One	
DE-2	By the end of the year, the school attendance will increase from 83.9% to 90%.	Choose One	
DE-3	By the end of the year, Brackenridge HS will be 100 % fully staffed to support campus needs for all students.	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the English STAAR.	Choose One	
SL-2	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Algebra 1 STAAR.	Choose One	
SL-3	At the end of the academic year, 50 % of students or above will perform at meets or above grade level on the Biology STAAR.	Choose One	
SL-4	At the end of the academic year, 55 % of students or above will perform at meets or above grade level on the US History STAAR.	Choose One	
SL-4	Throughout the academic school year, maintain intentional agenda-focused monthly meetings to communicate a CCMR Tracker: SPED graduation Codes (Special Pops. Coordinator), CTE certifications, ECHS tracker (All Counselors), AP, SAT, TSI Data Tracker (Testing Coordinator), and TCB Math & ELAR tracker (Deans); Spring Semester - bimonthly meetings.	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, when provided with an in-person (ECHS) teacher, failure/dropout rates will decrease by at least 25% for all students in the areas of Speech and Government.	Choose One	
PP-2	By the end of the school year, a system will be created and refined throughout the school year to help DL students receive practice opportunities and support fro TSI.	Choose One	
PP-3	By the end of the school year student enrollment numbers for the MFI program will increase by 5%.	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the 24-25 school year, campus attendance will increase by 1%.	Choose One	
PE-2	By the end of the year,	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor 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 Principal Supervisor 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. Roberto Hernandez
Principal	SAISD Board Approval Date
Ms. Mandie Holtsford-Suarez	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Assurances and Plan Approval Information

Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

Committee Members

Name	Role	Name	Role
Mandie Holtsford-Suarez	Campus Principal 24-25	Thomas Flores	Face Specialist
Noemi Davila	Campus Principal 23-24		
Dr. David Villalobos	Assistant Principal		
Lilly Calaway	Assistant Principal		
Dr. Hugo Orantes	Assistant Principal		
Gabriella Menchaca	Assistant Principal		
Jocelyn Hernandez	Academic Dean		
Tamiko Matthews	Academic Dean		
Dr. David Villalobos	Assistant Principal		
Kenneth Davis	Science Teacher		
Adlee Simoneaux	Science Teacher		
James Lerma	Social Studies Teacher		
Kathryne Hanovice	Art Teacher		
Natasha Beck-King	Social Studies Teacher		
Lora Castilleja	Special Pops Coordinator		
Richard Gabriel	English Teacher		
Stevens Kahn	Librarian		
Joseph Olson	Social Studies Teacher		
Grace Pena	ESL Teacher		
Tina Rose	Retention Specialist		
Irena Stepanenko	Counselor		

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input checked="" type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Website / Principal's Office		
<input checked="" type="checkbox"/>	CCMR - Secondary	Languages Available	English		
<input checked="" type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version	https://schools.saisd.net/upload/template/0214/docs/Brackenridge_2024_2025_CIP.pdf		
<input checked="" type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input checked="" type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	FACE Office / Campus Website		
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available	English & Spanish		
<input checked="" type="checkbox"/>	Physical Activity	URL to Online Version	https://schools.saisd.net/page/open/171166/0/Parent%20Policy%201.pdf		
<input checked="" type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input checked="" type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	FACE Office / Campus Website		
<input checked="" type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English & Spanish		
<input checked="" type="checkbox"/>	Social and Emotional Support	URL to Online Version	https://schools.saisd.net/page/Family%20Engagement%20Specialist		
<input checked="" type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input checked="" type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input checked="" type="checkbox"/>	Support for Special Populations	Posted on Campus Website	8/28/2024		
<input type="checkbox"/>	Transition PK to K				
<input checked="" type="checkbox"/>	Violence Prevention/Intervention				

Title I Compliance Documentation and Submissions

Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

		Campus Parents Right to Know information was included in Title I meeting presentation/slide deck	Google Shared Folder	
		Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
	Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
		All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		