

# Braswell High School



Campus Improvement Plan 2016-17

## Table of Contents

- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
  - 1: Student Achievement
  - 2: Student/Stakeholder Engagement
  - 3: Internal Processes
  - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

## Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b)** [see **BQ**], the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

## Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

# Mission, Vision, and Values

## District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

## School Mission

Braswell High School will empower lifelong learners to be engaged citizens who positively impact their local and global community.

## School Vision

Our shared purpose is to create Braswell High School graduates who are empowered to fulfill our mission to positively impact our local and global community.

## School Values

- We take pride in growing together and in our authentic relationships with each other.
- We take pride in our collective commitment to develop the social, emotional, and academic needs of our children.
- We take pride in celebrating our common successes.
- We take pride in embracing our opportunities for growth through transparent communication.
- We take pride in collaborating to improve learning for students at all Braswell schools.

**WIG 1: BHS will meet or exceed the district average in all State Assessments by May 2017.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Math, science, social studies, and English departments will establish its own goals regarding tested grade levels based on district baseline data	Teachers in 4 depts			Goals will be shared with all stakeholders	Teachers are aware of department goals, common assessment data is analyzed	November January April
Establish a Learning Plan that incorporates the SE learning model and high yield instructional strategies	Lead Teachers, Admins			Teachers are turning in well developed lesson plans that correlate with T-Tess and State Standards	Teachers are easily using the template and finding it useful	January March May
Administrators will establish goals for the number of walk throughs to be conducted during the school year	Admins			Monitoring and feedback of instructional standards between administrators and teachers	Teachers are receiving relevant feedback that help facilitate the T-Tess process in the Spring	October January March May
Establish and facilitate subject grade level PLCs that meet weekly	Admins; Teachers			Teachers are meeting and planning together regularly	Instruction is aligned; State Standards are being taught with fidelity	November January March May

**WIG 2: BHS will establish a positive social, emotional, and academic culture through events, committees, and communication that will build collegiality among all stakeholders by June of 2017.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will communicate with parents regularly when students are not progressing in class	Teachers			Establish a baseline for number of complaints from parents of failing students	Parents are more involved with students' progress	October December March May
Administrators will meet monthly with student leadership to help establish student traditions	Admin; StuCo sponsors; students			Monthly meetings are on the calendar	Development of student programs and outreach	October December February May
BHS Admin will send out a monthly newsletter via email to parents with information about upcoming events for the school	Admin			Parents receive newsletter via email Establish baseline data of parents who indicate they did not receive information	Parents are informed about school activities.	November February April
Establish a procedure for students to start new clubs and organizations at BHS; Include information in daily announcements	Admin; Teachers			Students are aware of process for starting a club; New clubs are formed monthly	Each month at least one new club is formed	Every month



## Comprehensive Needs Assessment

### Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

#### Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

### Data Sources Reviewed

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

#### List the actual data sources reviewed below...

BYOD Task Force meeting minutes and processes  
State and District 2015/2016 STAAR Scores  
Denton ISD Culture/Climate Survey  
Curriculum Designs for each content area  
Braswell Zone PLC notes



## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
The vertical zone is clearly defined; one feeder school Curriculum coordinators are heavily involved in opening processes	Advanced academics in need of GT/AP training Specialized areas are lacking resources and training

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

BHS needs to work on finding all available curriculum resources for teachers in all content areas. We also need to make sure our curriculum coordinators stay involved with our staff.



## Comprehensive Needs Assessment

### Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

#### Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

### Data Sources Reviewed

*Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt*

#### List the actual data sources reviewed below...

BYOD Task Force meeting minutes and processes  
State and District 2015/2016 STAAR Scores  
Denton ISD Culture/Climate Survey  
Curriculum Designs for each content area  
Braswell Zone PLC notes  
Report Card information

### Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
BHS is a decently diverse school BHS staff is diverse Neighborhood school	Low SES statistics may be increasing Rapid growth High rate of failure/discipline among African American males

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

In our rapid growth area, we will need to also need to monitor (and adjust to) a potentially shifting demographic
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## Comprehensive Needs Assessment

### Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

#### Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

### Data Sources Reviewed

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

#### List the actual data sources reviewed below...

BYOD Task Force meeting minutes and processes  
State and District 2015/2016 STAAR Scores  
Denton ISD Culture/Climate Survey  
Curriculum Designs for each content area  
Braswell Zone PLC notes

### Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which**

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Parents and the community want to be involved Parents/community have looked forward to BHS for a long time Strong PTA presence	Communication

**Summary of Needs**

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Parents and the community want constant communication as early as possible.



## Comprehensive Needs Assessment

### School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

#### Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

### Data Sources Reviewed

*Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown*

#### List the actual data sources reviewed below...

BYOD Task Force meeting minutes and processes  
Master Schedule  
Duty Roster  
Denton ISD Culture/Climate Survey  
Campus Emergency Plan  
Braswell Zone PLC notes

### Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
Leadership is conducive to a systematic approach to processes and procedures We have an opportunity to start from scratch	We are starting from scratch We are behind with building our processes due to late construction Class space is crowded

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Campus leadership (including teachers) must continue to work on our systemic processes. The eclectic origins of stakeholders has been a barrier.
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## Comprehensive Needs Assessment

### School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

#### Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

### Data Sources Reviewed

*Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown*

#### List the actual data sources reviewed below...

BYOD Task Force meeting minutes and processes  
Denton ISD Culture/Climate Survey  
Curriculum Designs for each content area  
Braswell Zone PLC notes  
StuCo meetings

### Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*



Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...

### Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We have to communicate to our community that we will not have an established culture (traditions, processes, etc) like an existing school. With the collaboration of students, staff, and families, we will work to create these things that will eventually emerge as our Braswell Culture and Climate. Admin will continue seeking the input of all stakeholders in a variety of ways.



## Comprehensive Needs Assessment

### Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

#### Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

### Data Sources Reviewed

*An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey*

#### List the actual data sources reviewed below...

Master Schedule
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### Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Being a brand new staff, no real data is available to evaluate retention.



## Comprehensive Needs Assessment

### Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

#### Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

### Data Sources Reviewed

*We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt*

#### List the actual data sources reviewed below...

State and District 2015/2016 STAAR Scores Marking Period grades and failure lists Attendance data from eSchool Braswell Zone PLC notes
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### Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Student scores are above state levels	High marking period failure rate High truancy/students losing credit in classes

**Summary of Needs**

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We need to work on establishing a strong attendance procedure to work with students and families before issues move to court. We also need to establish a strong emphasis on protecting the instructional integrity of the classroom.



## Comprehensive Needs Assessment

### Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

#### Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

### Data Sources Reviewed

*The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown*

#### List the actual data sources reviewed below...

BYOD Task Force meeting minutes and processes  
State and District 2015/2016 STAAR Scores  
Denton ISD Culture/Climate Survey  
Braswell Zone PLC notes  
Staff Feedback

### Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

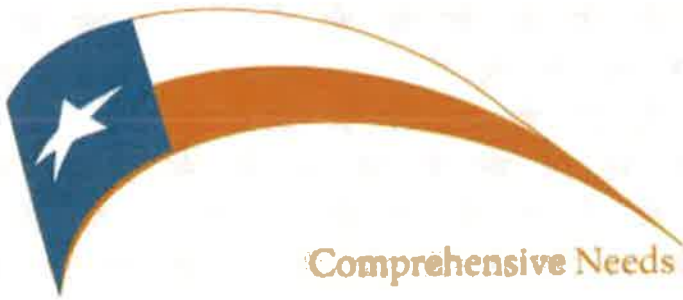
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<b>Strengths...</b>	<b>Needs...</b>
BHS is committed to our BYOD climate Teachers want to learn	Technology hardware is not all in place Continuous training

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

Our technology trainers will continue to offer appropriate training for our teachers. We need to revisit some of the practices we put in place at the beginning of the year.



## Comprehensive Needs Assessment

### Summary of Priority Needs

#### Demographics...

#### Student Achievement...

#### School Culture and Climate...

#### Staff Quality, Recruitment and Retention...

#### Curriculum, Instruction, and Assessment...

#### Family and Community Involvement...

#### School Context and Organization...

#### Technology...



# Campus Leadership Team (CLT)

## CLT Members

Role	Name
Teacher	Phylicia Anderson
Teacher	Angela Farley
Teacher	Michelle Greene
Teacher	Magan Locey
Teacher	Shannon McCuiston
Teacher	Yatishe Milner
Teacher	Carly Sperry
Campus-Based Nonteaching Professional	Maranda Matheson
Campus-Based Para or Operations Staff Rep	Cameron Killian
District-Level Professional	
Parent Rep	Karen King
Parent Rep	
Community Rep	Bryan Roberson
Community Rep	
Business Rep	Steve Workman
Business Rep	

## CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
October 25, 2016	5:00 pm	Braswell HS
November 29, 2016	5:00 pm	Braswell HS
January 24, 2017	5:00 pm	Braswell HS
February 21, 2017	5:00 pm	Braswell HS
April 18, 2017	5:00 pm	Braswell HS

