

Brazos Independent School District

Brazos High School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Vision

Brazos ISD inspires each student to become a productive citizen who demonstrates leadership, passion, and self-reliability. We foster a culture of respect, community, perseverance, and achievement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	2018-19		2017-2018	
	#	%	#	%
Brazos High School				
All Students	223	100%	222	100%
Male	112	56%	133	57%
Female	111	43%	102	43%
Hispanic	112	49%	116	48%
Asian	2	1%	2	1%
Black	18	9%	21	11%
White	90	39%	93	38%
2 Or More Races	1	1%	3	2%
Economically Disadvantaged	119	56%	133	49%
ELL	15	6%	13	3%
Special Ed	15	8%	18	4%
Gifted & Talented	3	2%	4	3%
At Risk	40	36%	85	34%
Career & Technical Education	209	97%	230	97%

Student Learning

Student Learning Summary

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	133	47	-	62	63	305	
Approaches GL or Above	96	41	-	60	59	256	84
Meets GL or Above	70	28	-	31	51	180	59
Masters GL	9	13	-	10	30	62	20
Total Percentage Points							163
Component Score							54

All Subjects

Percent of Tests								
% at Approaches GL Standard or Above	84%	62%	79%	92%	77%	71%	69%	
% at Meets GL Standard or Above	59%	27%	54%	68%	52%	34%	35%	
% at Masters GL Standard	20%	4%	16%	26%	18%	5%	4%	
Number of Tests								
# at Approaches GL Standard or Above	256	**	102	137	117	29	34	
# at Meets GL Standard or Above	180	**	70	102	79	14	17	
# at Masters GL Standard	62	**	21	39	27	2	2	
Total Tests	305	**	129	149	151	41	49	
								ELA/Reading

All Subjects

Percent of Tests							
% at Approaches GL Standard or Above	72%	38%	62%	89%	62%	48%	48%
% at Meets GL Standard or Above	53%	15%	45%	68%	46%	19%	20%
% at Masters GL Standard	7%	0%	3%	11%	4%	0%	0%
Number of Tests							
# at Approaches GL Standard or Above	96	5	36	55	42	10	12
# at Meets GL Standard or Above	70	2	26	42	31	4	5
# at Masters GL Standard	9	0	2	7	3	0	0
Total Tests	133	13	58	62	68	21	25

Mathematics

Percent of Tests							
% at Approaches GL Standard or Above	87%	*	89%	88%	86%	100%	100%
% at Meets GL Standard or Above	60%	*	67%	62%	57%	86%	86%
% at Masters GL Standard	28%	*	33%	27%	29%	14%	14%
Number of Tests							
# at Approaches GL Standard or Above	41	*	**	23	18	7	7
# at Meets GL Standard or Above	28	*	**	16	12	6	6
# at Masters GL Standard	13	*	**	7	6	1	1
Total Tests	47	*	**	26	21	7	7

Science

Percent of Tests							
% at Approaches GL Standard or Above	97%	*	100%	97%	93%	100%	100%
% at Meets GL Standard or Above	50%	*	36%	61%	37%	11%	20%
% at Masters GL Standard	16%	*	5%	25%	10%	0%	0%
Number of Tests							
# at Approaches GL Standard or Above	60	*	**	35	28	9	10
# at Meets GL Standard or Above	31	*	**	22	11	1	2
# at Masters GL Standard	10	*	**	9	3	0	0
Total Tests	62	*	**	36	30	9	10

Social Studies

All Subjects

Percent of Tests							
% at Approaches GL Standard or Above	94%	100%	90%	96%	91%	*	71%
% at Meets GL Standard or Above	81%	67%	77%	88%	78%	*	57%
% at Masters GL Standard	48%	17%	39%	64%	47%	*	14%
Number of Tests							
# at Approaches GL Standard or Above	59	**	28	24	29	*	5
# at Meets GL Standard or Above	51	**	24	22	25	*	4
# at Masters GL Standard	30	**	12	16	15	*	1
Total Tests	63	**	31	25	32	*	7

Texas Success Initiative (TSI) Criteria

Met TSI criteria in both ELA/Reading and Mathematics	28	51%
ELA/Reading	36	65%
Met TSI criteria for at least one indicator		
Met TSI assessment criteria	34	62%
Met ACT criteria	1	2%
Met SAT criteria	20	36%
Earned credit for a college prep course	0	0%
Mathematics	38	69%
Met TSI criteria for at least one indicator		
Met TSI assessment criteria	25	45%
Met ACT criteria	1	2%
Met SAT criteria	15	27%
Earned credit for a college prep course	14	25%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	0	0%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	12	22%

Industry-Based Certifications

Texas Success Initiative (TSI) Criteria

Earned an industry-based certification from approved list	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	0	0%
Associate's Degree		
Earned an associate's degree while in high school	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	0	0%
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	3	5%
Met Non-CTE Criteria		
Met at least one criteria above	31	56%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications		
CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and did not meet any other criteria (1/2 credit)	5	9%

Student Learning Strengths

- Allowing the students to choose the subjects of future projects has worked. Students take more ownership of the project.
- Measuring student learning through multiple means. Having students complete projects that measure student learning through multiple means allows different types of learners to show what they know.
- Reviewing and re-teaching is always a good thing for the students. It helps strengthen their academic skills, but also helps them understand what they may have not understood before.
- Students who take their education seriously (mostly Honors) do very well at learning and being able to use what they have learned previously.
- using data to monitor student weaknesses worked because it allowed for intervention in needed areas
- Students are feeling the ability to take more dual credit class in English. They are feeling more prepared for the opportunity that have been given to them. Consistence within the department has been important to them feeling this way.
- They enjoy hands on and outside the box assignments and will work hard on them
- Getting more students on the recommended plan
- Students that have come in - know how to log into Gale Databases to search for information for research.
- Using competition as motivation to drive student achievement
- Small and large projects done in class seem to get the students interested in learning new information.
- Hands on practice
- Improved focus on UIL brought higher achievement
- Talking and building relationships with students has worked
- The students that are involved in extra curricular activities tend to do well because they have an extra extrinsic motivation.
- Hands on and fun activities. It works because they don't have to sit down and work out of a book or look at a board
- building good relationships with all of my students
- Due to the variation of instruction style and types of activities in the chemistry class the chances of student growth and success is increased tremendously. The difference of activities allows all students to have a learning style that accommodates their style of learning.
- Student achivement improved across the board

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Brazos High School students are struggling with writing **Root Cause:** Lack of writing foundation and reading skills

Problem Statement 2 (Prioritized): ELL students are not passing EOC's at the rate and percentage that their peers are.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention

- I am not sure how to answer this question. What has worked in the past has been for staff to be able to spend more time with each other. A time in which information can be shared and student performance can be discussed. Currently, peer to peer contact is only in the afternoon when everyone is leaving.
- Communication between the principal and the teachers. Being an effective communicator has allowed school to be conducted smoothly.
- We have some really great teachers in this school. As with any work environment, staff members need to feel valued in order to give their best work and want to stay in their position.
- We have excellent teachers and we recruited many excellent new employees this year.
- Hired some good coaches.
- We hired a much younger staff this year! I think this is positive. We need to be hiring younger instead of retire rehires.
- Again approachable admin
- Teachers certified in the particular area they are teaching.
- Everyone seems to be doing their job and care about the students.
- Dedicated teachers
- Staff seems to enjoy coming to work (minus a few)
- Staff that truly care about the students.
- Staff collaboration about students they have in common
- Staff is interested in working together and sharing ideas
- Staff quality is good
- The students with teachers that are on time every day, offering help to students in the morning and school tend to do better. They need to know that the teachers are just as invested in their success as they are.
- Working with every member that knows the job and area that needs to be done and worked out. Making sure that each staff member can do their job
- All of the faculty meeting have been organized and highly effective.
- The staff hiring very qualified teachers in their field and teachers that are excited about what they are teaching is a great strength.

Curriculum, Instruction and Assessment

- Continued exposure to TEKS and the push to meet each objective I believe has worked.
- Using exams coded by the TEKS. It is focused on the TEKS and ensures students are being taught what is required by the state.
- We have pretty adequate resources for the most part.
- We have access to all resources required and needed to teach successfully. Anytime a need arises, administration can find ways to buy what is needed.
- Supports and encourages staff to try new technology and curriculum offerings in the classroom.

- TEKS Resources is only nice because it gives me the ability to do what I want within the confines of their scope and sequence.
- Flexibility
- Making sure we are all aligned properly with our YAG.
- The Gale databases are great for the students to use during projects and research that is assigned in their classes.
- Teaching content you are familiar with
- ASVAB is a good start.
- Using TEKS strategies and in service to guide our curriculum.
- Curriculum resources such as ICEV
- Don't be a robot and try different things
- The support of administration for the program has been great. Everything i have needed has so far been provided. Thank you.
- Easy access to resources. Being able to find materials to teach students makes it easier
- The DMAC assessments have been working well, giving the teacher data to show which questions are frequently missed.
- Our lab is supplied with materials and equipment that is necessary for excellence in teaching of the topic.

Priority Problem Statements

Problem Statement 1: Brazos High School students are struggling with writing

Root Cause 1: Lack of writing foundation and reading skills

Problem Statement 1 Areas: Student Learning

Problem Statement 2: ELL students are not passing EOC's at the rate and percentage that their peers are.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Employee Data

- Campus leadership data

Goals

Goal 1: CCMR - To create a community culture of college, career and military readiness mindset, promoting post-secondary plans for all students.

Performance Objective 1: CCMR - Students will take the ASVAB Exam and TSI, which is designed to prepare them for College and Career Readiness.


HB3 Goal


Evaluation Data Sources: Test Results

Summative Evaluation: None

Strategy 1: Students will use advisory period to prepare for the TSI testing by using the practice resources in PLATO as well as use the resources posted on the College Board website.							
Strategy's Expected Result/Impact: increase in score results.	<table border="1"> <tr><td>Formative</td></tr> <tr><td>Nov</td></tr> <tr><td>Jan</td></tr> <tr><td>Mar</td></tr> <tr><td>Summative</td></tr> <tr><td>June</td></tr> </table>	Formative	Nov	Jan	Mar	Summative	June
Formative							
Nov							
Jan							
Mar							
Summative							
June							
Staff Responsible for Monitoring: Counselor, Principal, Teachers							
Title I Schoolwide Elements: None							
TEA Priorities: None							
ESF Levers: None							
Problem Statements: None	<table border="1"> <tr><td>Funding Sources:</td></tr> <tr><td>None</td></tr> </table>	Funding Sources:	None				
Funding Sources:							
None							
Funding Sources:							

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 2: Increase Brazos ISD stakeholders awareness, understanding and knowledge of incorporating CCMR goals into curriculum and learning outcomes.

Evaluation Data Sources: Increase in CCMR numbers, TAPR, Certification Results.

Summative Evaluation: None

Goal 2: Safe and Healthy Environment - Safety drills will be conducted each month. A Safety Committee will be established and will frequently meet throughout the school year, in order to discuss safety and ways to improved. A new vestibule has been built and additional surveillance cameras have been established.

Performance Objective 1: Students, staff, and parents will regard BHS as a safe, supportive, and quality environment in which to learn

Strategy 1: Provide staff development opportunities which focus on research based instructional strategies	
Strategy's Expected Result/Impact: Workshop requests Workshop certificates Lesson Plans Grades EOC Scores <hr/> Staff Responsible for Monitoring: Principal Special Programs Coordinator Superintendent <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative Nov Jan Mar
	Summative
	June
	Problem Statements: None <hr/> Funding Sources: None
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: Student Achievement - Our goal is to prepare students for the STAAR Test, while closing the Achievement Gap for all students, which will ultimately improve our campus report score to an A.

Performance Objective 1: By June of 2021, Brazos High School will achieve EOC scores resulting in an accountability rating of "Met Standard" from the State of Texas and meet 100% of System Safeguards

Performance Objective 2: Brazos High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student centered programs.

Performance Objective 3: Infuse technology into engaging teaching and learning experiences which foster authentic learning that will be relevant to students in the 21st century.

Goal 4: Improving School & Community Relations - Create a warm and inviting campus for parents, community members, and all visitors.

Performance Objective 1: Promote parent and community involvement through use of website and social media.

Strategy 1: Disseminate positive district/campus/teacher information via website, local news media, newsletters, and social media and school reach.	
Strategy's Expected Result/Impact: Community response Social Media Responses	Formative
Staff Responsible for Monitoring: Principal Counselor Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Celebrate Texas Public Schools Week including Open House	
Strategy's Expected Result/Impact: Community response Social Media Responses	Formative
Staff Responsible for Monitoring: Principal Counselor Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Brazos High School will host a parent night for the parents of incoming 9th graders to explain course selection, career paths, graduation plans, and endorsements


Strategy's Expected Result/Impact: Community response Social Media Responses		Formative
Staff Responsible for Monitoring: Principal Counselor Teachers		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June

Strategy 4: Student accomplishments including Honor Roll, Letter Jackets, Outside Awards, will be recognized at six weeks awards ceremonies and end of year awards ceremonies.

Strategy's Expected Result/Impact: Community response Social Media Responses		Formative
Staff Responsible for Monitoring: Principal Counselor Teachers		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 5: Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.

Performance Objective 1: 100% of all professional and paraprofessional personnel will meet the definition of "highly qualified" 2020-2021 school year.

Strategy 1: Provide all staff with required professional training on Bloodborne Pathogens, Sexual Harassment, and safety and other required training implemented by the state.	
Strategy's Expected Result/Impact: Workshop requests Workshop certificates	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Recruit, support, retain teachers and principals	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Provide ongoing training opportunities to core subject teachers on effective strategies for implementing the TEKS	
Strategy's Expected Result/Impact: Workshop requests Workshop certificates Lesson Plans Grades EOC Scores	Formative
Staff Responsible for Monitoring: Special Programs Coordinator, Principal	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Recruit, support, retain teachers and principals	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Provide inclusion training to inclusion teachers and core subject teachers

Strategy's Expected Result/Impact: Workshop requests Workshop certificates Lesson Plans Grades EOC Scores <hr/> Staff Responsible for Monitoring: Special Programs Coordinator, Principal, Special Education Director <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: Recruit, support, retain teachers and principals <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: Provide effective and timely training on student management software.

Strategy's Expected Result/Impact: Workshop requests Workshop certificates Lesson Plans Grades EOC Scores <hr/> Staff Responsible for Monitoring: Special Programs Coordinator, Principal <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: Recruit, support, retain teachers and principals <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Funding Summary

Addendums