

Brazos Independent School District
Brazos High School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: July 28, 2021
Public Presentation Date: July 28, 2021

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: CCMR - To create a community culture of college, career and military readiness mindset, promoting post-secondary plans for all students.	13
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.	15
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.	16
Goal 4: Improving School & Community Relations - Create a warm and inviting campus for parents, community members, and all visitors.	19
Goal 5: Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.	20
Addendums	21

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	84%	62%	79%	92%	77%	71%	69%	40%
% at Approaches GL Standard or Above								
% at Meets GL Standard or Above	59%	27%	54%	68%	52%	34%	35%	7%
% at Masters GL Standard	20%	4%	16%	26%	18%	5%	4%	3%
Number of Tests	256	**	102	137	117	29	34	12
# at Approaches GL Standard or Above								
# at Meets GL Standard or Above	180	**	70	102	79	14	17	2
# at Masters GL Standard	62	**	21	39	27	2	2	1
Total Tests	305	**	129	149	151	41	49	30
ELA/Reading								
Percent of Tests	72%	38%	62%	89%	62%	48%	48%	8%
% at Approaches GL Standard or Above								
% at Meets GL Standard or Above	53%	15%	45%	68%	46%	19%	20%	0%
% at Masters GL Standard	7%	0%	3%	11%	4%	0%	0%	0%
Number of Tests	96	5	36	55	42	10	12	1
# at Approaches GL Standard or Above								
# at Meets GL Standard or Above	70	2	26	42	31	4	5	0
# at Masters GL Standard	9	0	2	7	3	0	0	0
Total Tests	133	13	58	62	68	21	25	12
Mathematics								

All Subjects

Percent of Tests								
% at Approaches GL Standard or Above	87%	*	89%	88%	86%	100%	100%	50%
% at Meets GL Standard or Above	60%	*	67%	62%	57%	86%	86%	33%
% at Masters GL Standard	28%	*	33%	27%	29%	14%	14%	17%
Number of Tests								
# at Approaches GL Standard or Above	41	*	**	23	18	7	7	3
# at Meets GL Standard or Above	28	*	**	16	12	6	6	2
# at Masters GL Standard	13	*	**	7	6	1	1	1
Total Tests	47	*	**	26	21	7	7	6

Science

Percent of Tests								
% at Approaches GL Standard or Above	97%	*	100%	97%	93%	100%	100%	86%
% at Meets GL Standard or Above	50%	*	36%	61%	37%	11%	20%	0%
% at Masters GL Standard	16%	*	5%	25%	10%	0%	0%	0%
Number of Tests								
# at Approaches GL Standard or Above	60	*	**	35	28	9	10	6
# at Meets GL Standard or Above	31	*	**	22	11	1	2	0
# at Masters GL Standard	10	*	**	9	3	0	0	0
Total Tests	62	*	**	36	30	9	10	7

Social Studies

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		
Met TSI criteria for at least one indicator	36	65%
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		
Met TSI criteria for at least one indicator	38	69%
Met TSI assessment criteria	25	45%

Texas Success Initiative (TSI) Criteria

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		
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%

Texas Success Initiative (TSI) Criteria

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: increase in score results.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

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

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.

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

Performance Objective 3: Increase amount of Industry Based Certifications offered.

Evaluation Data Sources: increase in amount of students earning industry based certification.

Strategy 1 Details	Reviews			
<p>Strategy 1: District administration will guide CTE teachers and provide the necessary resources to CTE staff in order for them to offer IBC's to students.</p> <p>Strategy's Expected Result/Impact: Increase in knowledge of IBC's, increase in certification tests offered.</p>	Formative			Summative
	Nov	Jan	Mar	June

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 Details	Reviews			
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 Staff Responsible for Monitoring: Principal Special Programs Coordinator Superintendent	Formative			Summative
	Nov	Jan	Mar	June

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: Brazos High School EOC scores will resulting in a 5 point increase in the areas of Approaches, Meets and Masters for all EOC tests.

Strategy 1 Details	Reviews			
Strategy 1: EOC tutorials will be provided during advisory and before school . Strategy's Expected Result/Impact: increase STAAR scores, higher benchmark scores.	Formative			Summative
	Nov	Jan	Mar	June

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 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.

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 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 Details	Reviews			
<p>Strategy 1: Disseminate positive district/campus/teacher information via website, local news media, newsletters, and social media and school reach.</p> <p>Strategy's Expected Result/Impact: Community response Social Media Responses</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebrate Texas Public Schools Week including Open House</p> <p>Strategy's Expected Result/Impact: Community response Social Media Responses</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Community response Social Media Responses</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Community response Social Media Responses</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

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 Details	Reviews			
<p>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 TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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 Staff Responsible for Monitoring: Special Programs Coordinator, Principal TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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 Staff Responsible for Monitoring: Special Programs Coordinator, Principal, Special Education Director TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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 Staff Responsible for Monitoring: Special Programs Coordinator, Principal TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Addendums