

Waco Independent School District

Brazos High School

2023-2024 Improvement Plan



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Goals

Goal 1: Develop and implement plans, systems, and processes to support improved campus A-F rating, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for all students.





Performance Objective 1: Increase Domain 1 performance by at least 5 points for the 2023-2024 school year.

High Priority

Evaluation Data Sources: Accountability data for the 2023-24 school year, starting with the summer

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continuously utilize data driven instruction (DDI) and action coaching to maximize the foundation for data based decision making.</p> <p>Strategy's Expected Result/Impact: Consistently implemented PLCs and job embedded professional development</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Leadership personnel - State Compensatory Education</p>	Formative		
	Jan	May	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize the following instructional strategies/procedures to provide targeted intervention for at-risk students as well as supporting the unique needs of school operations:</p> <ul style="list-style-type: none"> * Job-embedded professional development *Technology and supplementary materials to support instruction *Small group instruction sessions for EOC intervention *Maintain a consistent supply of instructional materials that support the daily operations of the campus <p>Strategy's Expected Result/Impact: Increased overall accountability rating by at least 5 points through consistent implementation of small group instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I: 2.4, 2.5</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy <p>Problem Statements: Demographics 2</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the following intervention methods and strategies to increase composite score on TELPAS:</p> <ul style="list-style-type: none"> *ESL certified teachers *Bilingual staff member(s) *District improved classroom interventions <p>Strategy's Expected Result/Impact: Increased composite score on TELPAS by 5%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, TELPAS Coordinator, LPAC Chairperson, Teachers</p> <p>Title I: 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy 	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide IGC portfolio intervention, outside of school hours for students who qualify.</p> <p>Strategy's Expected Result/Impact: Increased student success with IGC portfolios leading to increased graduation rate</p> <p>Staff Responsible for Monitoring: Testing Coordinator and EOC Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Brazos fails to consistently meet the federal graduation rate of 67% annually. Root Cause: The district has not created a baseline of credits earned and EOC proficiency standard to increase the graduation rate for student transfers.</p>
School Processes & Programs
<p>Problem Statement 1: There is a continued need for the implementation of post-secondary goal setting that is aligned to college, military, and/or workforce readiness. Root Cause : Student course priorities need to be modified to align to an accelerated setting where graduation is imminent.</p>

Goal 1: Develop and implement plans, systems, and processes to support improved campus A-F rating, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for all students.

Performance Objective 2: Increase student attendance rate by 5-10% for the 2023-2024 school year.





High Priority

Evaluation Data Sources: Weekly cumulative attendance report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Celebrate student achievement for meeting weekly attendance goals as well as credit accrued via events such as:</p> <ul style="list-style-type: none"> * "Lunch with Latch" (at the end of every grading period) * Positive home contact made by teachers * Weekly Facebook "knighting" advertisements * Personalized Facebook graduate announcements <p>Strategy's Expected Result/Impact: Increased student attendance and credits earned</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PEIMS Clerk, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Coordinate campus and support services from the community to meet specific needs of students.</p> <p>Strategy's Expected Result/Impact: Review of all applications and determine success rate of students enrolled based on recovered credit from attendance, credit earned, graduation rate, grad transition by accessing all records of participation and completion.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PEIMS Specialist, CIS Site Coordinator</p> <p>Title I: 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture <p>Problem Statements: Perceptions 1</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Schedule transition parent conference with students in order to re-orient them with available resources and revise graduation plans as needed.</p> <p>Strategy's Expected Result/Impact: Increased attendance and lower retention rates of returning pregnancy home bound students</p> <p>Staff Responsible for Monitoring: Principal, Counselor, CEHI Teacher, Zoned HS Social Workers, CIS Site Coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will maintain their Game Plan binder with teacher of record by printing/monitoring daily progress on Edmentum curriculum, goal-setting, note taking guides, and graduation plan.</p> <p>Strategy's Expected Result/Impact: Increased timely course completion through effective maintenance of Game Plan binders by teachers</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	May	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Incentivize students on a weekly basis who attend school at least 4 days a week by providing "quality of life" items from our Knights' Korner Store as a supplement to the Dropout Prevention Program.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate of 5-10%</p> <p>Staff Responsible for Monitoring: Dropout Prevention Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Personnel - State Compensatory Education - \$75,636</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Maximize the purpose of the Attendance Review Committee (ARC) that tracks daily attendance for every student via case management in order to increase "present" attendance percentage reporting.</p> <p>Strategy's Expected Result/Impact: Increase in "present" attendance as reported in the PEIMS weekly attendance report</p> <p>Staff Responsible for Monitoring: Principal and ARD case managers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Attendance personnel - State Compensatory Education - \$39,046</p>	Formative		
	Jan	May	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Review attendance and credit reporting monthly to identify barriers and/or areas of growth/need that will result in increased attendance by at least 5-10%.</p> <p>Strategy's Expected Result/Impact: Increased credit attainment to fulfill individual graduation plans and decreased student leavers</p> <p>Staff Responsible for Monitoring: Counselor, Dropout Prevention Specialist, and Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Cumulative weekly attendance rate consistently falls at least 30% below state standard of 90%. Root Cause: Maintaining consistent monitoring and truancy response plans to reduce the barriers that negatively impact student attendance, achievement, and graduation rate.</p>
<p>Problem Statement 2: Brazos fails to consistently meet the federal graduation rate of 67% annually. Root Cause: The district has not created a baseline of credits earned and EOC proficiency standard to increase the graduation rate for student transfers.</p>
School Processes & Programs
<p>Problem Statement 1: There is a continued need for the implementation of post-secondary goal setting that is aligned to college, military, and/or workforce readiness. Root Cause : Student course priorities need to be modified to align to an accelerated setting where graduation is imminent.</p>
Perceptions
<p>Problem Statement 1: Continuous need of intentional use of Restorative Practices and SEL strategies to address behavioral and emotional student needs. Root Cause: Absence of Restorative Practices and SEL philosophies being practiced on the high school level across the district.</p>

Goal 1: Develop and implement plans, systems, and processes to support improved campus A-F rating, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for all students.

Performance Objective 3: Develop and implement processes and procedures to meet student academic, behavioral, and social-emotional needs.





High Priority

Evaluation Data Sources: Branching Minds and PEIMS discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide students with learning tools that are aligned to CCMR accountability and TSI preparation. Strategy's Expected Result/Impact: Increased participation and passing rates by 5-10% Staff Responsible for Monitoring: Counselor and TSI Prep teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: School Processes & Programs 1 Funding Sources: Counseling personnel - State Compensatory Education - \$85,490</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Schedule routine meetings with campus and district leaders to monitor student performance for students receiving special education services. Strategy's Expected Result/Impact: Improved academic achievement for SPED students by at least 5% Staff Responsible for Monitoring: Assistant Principal, SPED Inclusion Teacher, All Teachers</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to support teachers through effective restorative practices by providing 1 on 1 intervention to both teachers and students.</p> <p>Strategy's Expected Result/Impact: Increased teacher use of restorative practices that result in a decrease of weekly behavior incident reporting, and ISS/OSS placement</p> <p>Staff Responsible for Monitoring: Assistant Principal, Restorative Discipline Facilitator, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement RtI (Response to Intervention) process with fidelity using consistent RtI practices and documentation through the Branching Minds database to identify and track struggling students (academically/behaviorally), collects teacher observations, parent communication logs, tracks student assessment history, and monitors individual student progress and student interventions.</p> <p>Strategy's Expected Result/Impact: Correct interventions implemented for students and improved monitoring of student progress by campus administration and the RtI Coordinator</p> <p>Staff Responsible for Monitoring: Assistant Principal, RTI Coordinator, Teachers, Restorative Discipline Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative		
	Jan	May	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Meet with the Director of Accountability (BOY, MOY, EOY) to evaluate student cohort progress (2021, 2022, 2023) along with transcripts to audit individual student needs</p> <p>Strategy's Expected Result/Impact: Improved performance on STAAR accountability ratings</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Director of Accountability</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention Team meets regularly to ensure that all student leavers are coded appropriately per PEIMS accountability.</p> <p>Strategy's Expected Result/Impact: Increased graduation/continuers and reduced dropout coding across cohorts 2022, 2023, and 2024</p> <p>Staff Responsible for Monitoring: Principal, Dropout Prevention Specialist, and PEIMS Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Jan	May	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide mid-day transportation for half-day students to improve truancy rate.</p> <p>Strategy's Expected Result/Impact: Increased number of half-day students riding mid-day transportation</p> <p>Staff Responsible for Monitoring: Campus Secretary</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	May	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Maintain efficiency within the Optional Flexible School Day by effectively scheduling for at-risk students on a need basis</p> <p>Strategy's Expected Result/Impact: Increased attendance and graduation of at-risk students</p> <p>Staff Responsible for Monitoring: PEIMS Specialist and Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Cumulative weekly attendance rate consistently falls at least 30% below state standard of 90%. Root Cause: Maintaining consistent monitoring and truancy response plans to reduce the barriers that negatively impact student attendance, achievement, and graduation rate.</p>
<p>Problem Statement 2: Brazos fails to consistently meet the federal graduation rate of 67% annually. Root Cause: The district has not created a baseline of credits earned and EOC proficiency standard to increase the graduation rate for student transfers.</p>
School Processes & Programs
<p>Problem Statement 1: There is a continued need for the implementation of post-secondary goal setting that is aligned to college, military, and/or workforce readiness. Root Cause : Student course priorities need to be modified to align to an accelerated setting where graduation is imminent.</p>
Perceptions
<p>Problem Statement 1: Continuous need of intentional use of Restorative Practices and SEL strategies to address behavioral and emotional student needs. Root Cause: Absence of Restorative Practices and SEL philosophies being practiced on the high school level across the district.</p>





Goal 2: Recruit, develop, and retain highly effective teachers/staff to increase the percentage of teachers/staff with more than 5 years of experience and decrease the turnover rate.

Performance Objective 1: Increase Domain 1 performance by at least 5 points for the 2023-2024 school year.

High Priority

Evaluation Data Sources: Fall 2023 and Spring 2024 accountability data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize district C & I department as well as supplemental resources to assist teachers in designing, implementing, and monitoring targeted instruction based on the academic needs of students.</p> <p>Strategy's Expected Result/Impact: Improved lesson planning and support for improving teacher pedagogy to positively impact student outcomes</p> <p>Staff Responsible for Monitoring: Assistant Principal and Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Classroom teachers - State Compensatory Education - \$343,769</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize targeted professional development initiatives for teachers and administrators to support the achievement of all students.</p> <p>Strategy's Expected Result/Impact: Increased teacher performance as documented by T-TESS summative evaluations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Push in school support staff and "Bears for Education" tutors to help supplement the online learning platform in order to increase credit attainment, and/or improve truancy prevention measures</p> <p>Strategy's Expected Result/Impact: Improved credit attainment and attendance as reflected in the credit attainment and attendance reporting</p> <p>Staff Responsible for Monitoring: Assistant Principal, Dropout Prevention Specialist, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Celebrate staff appreciation through annual events (e.g. National Principals' Week, Teacher Appreciation Week, ParaPro Appreciation Day, Secretary Appreciation Day, and Custodian's Day).</p> <p>Strategy's Expected Result/Impact: Increased positive responses as noted on the staff climate survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize targeted improvement planning and coaching by district VIP partner to identify highest leverage action steps in order to improve teacher and student learning.</p> <p>Strategy's Expected Result/Impact: Increased leadership efficiency</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Jan	May	May
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Performance Objective 1 Problem Statements:

Demographics





Problem Statement 1: Cumulative weekly attendance rate consistently falls at least 30% below state standard of 90%. **Root Cause:** Maintaining consistent monitoring and truancy response plans to reduce the barriers that negatively impact student attendance, achievement, and graduation rate.

Problem Statement 2: Brazos fails to consistently meet the federal graduation rate of 67% annually. **Root Cause:** The district has not created a baseline of credits earned and EOC proficiency standard to increase the graduation rate for student transfers.

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 1: Effectively monitor and celebrate student credit attainment.

Evaluation Data Sources: Edmentum curriculum reporting, student incident reports, and credit celebration boards

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide all students with goal setting opportunities/resources and strategies to decrease negative behavior that impedes student success (absences, suspensions, etc).</p> <p>Strategy's Expected Result/Impact: Decrease incident reporting as well as increase in positive truancy prevention measures</p> <p>Staff Responsible for Monitoring: Restorative Discipline Facilitator, Dropout Prevention Specialist</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p> <p>Funding Sources: Behavior personnel - State Compensatory Education - \$75,111</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Purchase high school diplomas, covers, caps and gowns, and graduation cords for every student per the need.</p> <p>Strategy's Expected Result/Impact: Purchased graduation regalia and supplies</p> <p>Staff Responsible for Monitoring: Campus secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Personnel - State Compensatory Education - \$42,158</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Brazos fails to consistently meet the federal graduation rate of 67% annually. Root Cause: The district has not created a baseline of credits earned and EOC proficiency standard to increase the graduation rate for student transfers.</p>

School Processes & Programs

Problem Statement 1: There is a continued need for the implementation of post-secondary goal setting that is aligned to college, military, and/or workforce readiness. **Root Cause**
: Student course priorities need to be modified to align to an accelerated setting where graduation is imminent.





Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 2: Build capacity and alignment amongst restorative and truancy initiatives to support student social-emotional needs as well as reduce school barriers.

High Priority

Evaluation Data Sources: Attendance records and PEIMS discipline data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coordinate weekly student community building circles to foster positive relationships and create safe classrooms. Strategy's Expected Result/Impact: Decrease in OSS and DAEP placements Staff Responsible for Monitoring: Restorative Discipline Facilitator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Coordinate monthly staff community building circles to foster positive relationships and maintain cohesiveness amongst all parties. Strategy's Expected Result/Impact: Increased staff morale Staff Responsible for Monitoring: Restorative Discipline Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate district-wide PBIS initiative through campus based procedures in order to strengthen the overall school culture. Strategy's Expected Result/Impact: Improved school culture and climate as reflected in the staff survey responses Staff Responsible for Monitoring: PBIS Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Maximize the efficiency of Knight School operations through effective monitoring of student progress on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Increased recovery of over cohort and previous dropout students in order to complete their graduation plan.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Knight School staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 2: Brazos fails to consistently meet the federal graduation rate of 67% annually. Root Cause: The district has not created a baseline of credits earned and EOC proficiency standard to increase the graduation rate for student transfers.</p>
Perceptions
<p>Problem Statement 1: Continuous need of intentional use of Restorative Practices and SEL strategies to address behavioral and emotional student needs. Root Cause: Absence of Restorative Practices and SEL philosophies being practiced on the high school level across the district.</p>

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 3: Build capacity amongst truancy prevention measures and provide support to at-risk students in danger of dropping out.

Evaluation Data Sources: PEIMS Leaver Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the Dropout Prevention Specialist to conduct home visits when needed in order to establish a positive connection between home and school.</p> <p>Strategy's Expected Result/Impact: Decrease in dropout rate by at least 5%</p> <p>Staff Responsible for Monitoring: Dropout Prevention Team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize the Dropout Prevention Specialist to track student attendance and implement truancy prevention measures in order to improve overall attendance and graduation rates.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate of truant/detached students, TAPR Report</p> <p>Staff Responsible for Monitoring: Dropout Prevention Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to utilize the Knights' Korner Store that will be maintained and managed by the Dropout Prevention Specialist that awards students with non-perishable grocery item for meeting each week they meet their attendance goal.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate percentage and reduction of barriers to school such as hunger, hygiene, etc.</p> <p>Staff Responsible for Monitoring: Drop Out Prevention Team, Principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:





Demographics
<p>Problem Statement 1: Cumulative weekly attendance rate consistently falls at least 30% below state standard of 90%. Root Cause: Maintaining consistent monitoring and truancy response plans to reduce the barriers that negatively impact student attendance, achievement, and graduation rate.</p>
Perceptions
<p>Problem Statement 1: Continuous need of intentional use of Restorative Practices and SEL strategies to address behavioral and emotional student needs. Root Cause: Absence of Restorative Practices and SEL philosophies being practiced on the high school level across the district.</p>
<p>Problem Statement 2: Lack of consistent parental and community involvement. Root Cause: Need to explore creative ways to elicit parental and community involvement.</p>

Goal 3: Create and sustain a safe and supportive learning environment.

Performance Objective 4: Ensure all facilities are safe and advance the learning of every student.

High Priority

Evaluation Data Sources: Campus admin observations and "BHS Safety & Security" Google folder





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure all students have school ID badges and that they are held accountable with necessary protocol. Strategy's Expected Result/Impact: Increased percentages of students wearing ID's daily as measured by random ID checks Staff Responsible for Monitoring: Restorative Discipline Facilitator and Campus Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure all staff and students understand safety procedures and terminology in order to execute (when needed) proper response during an emergency situation. Strategy's Expected Result/Impact: Improved proficiency with emergency response protocols Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide Knight School security utilizing district's uniformed officers during the evening hours for approximately 2 hours, Monday through Friday. Strategy's Expected Result/Impact: Provide a safe and secured environment for students to learn Staff Responsible for Monitoring: Principal and Campus Secretary</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
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Goal 4: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 1: Work with parents, community members, and business partners to build a solid network of support.

Evaluation Data Sources: Increase ratings on campus climate survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use Student Services Department and/or Community in Schools (CIS) wraparound services to support at-risk student needs.</p> <p>Strategy's Expected Result/Impact: Increase attendance rates</p> <p>Staff Responsible for Monitoring: Counselor, CIS Site Coordinator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain a productive relationship with Adopt-a-School partner Extraco Banks.</p> <p>Strategy's Expected Result/Impact: Improved campus culture</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct parent meetings promptly when students are in danger of failing to address any concerns about student progress/achievement in order to bridge the gap between home and school.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal, and Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Refreshments - Title 1 - \$273</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure that Brazos Childcare complies with state regulations by providing supplies that support the development of infant and toddler needs.</p> <p>Strategy's Expected Result/Impact: State compliance of childcare regulations</p> <p>Staff Responsible for Monitoring: Childcare Director and Childcare Aide</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: "College Preview Day" field trips will be conducted every semester to peak student interest of the post-secondary world in order to obtain a work-based certificate and/or degree.</p> <p>Strategy's Expected Result/Impact: Increased TREX requests for student records in post-secondary institutions</p> <p>Staff Responsible for Monitoring: Counselor and CIS Site Coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
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Performance Objective 1 Problem Statements:

Perceptions





Problem Statement 2: Lack of consistent parental and community involvement. **Root Cause:** Need to explore creative ways to elicit parental and community involvement.

Goal 5: Provide technology to support teaching and learning initiatives and support district operations.

Performance Objective 1: Incorporate efficient technology measures to encourage positive connections and enhance the learning experience among students and families.

Evaluation Data Sources: Survey data will indicate a strong response

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use materials to support efficient and effective instruction such as online learning management system, small group instruction with graphing calculators, iPads, laptops, STAAR intervention materials, print materials, and technology applications for students.</p> <p>Strategy's Expected Result/Impact: Increased integration of instructional technology and increased positive feedback on technology resources and support provided to teachers</p> <p>Staff Responsible for Monitoring: Campus Secretary, Assistant Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Streamline campus communication via monthly newsletter to keep staff updated on pertinent information.</p> <p>Strategy's Expected Result/Impact: Improved campus culture and communication</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote monthly communication to parents about important dates and school news through a variety of media platforms such as Facebook, school website, emails, and School-Messenger call-outs.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and engagement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Campus Webmaster</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Jan	May	May
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Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Lack of consistent parental and community involvement. Root Cause: Need to explore creative ways to elicit parental and community involvement.</p>