



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

BRANDEIS HIGH SCHOOL

2017-2018

BRANDEIS HS

Needs Assessment 2017-2018

Process

In the textbox below document the process you followed when completing the needs assessment.

The school improvement process at Brandeis has been an inclusive process during the 2016-17 school year. Our SAT team met in September, November, February, and April and SIP elements were included in each meeting. We discussed data in September and got parent and teacher input regarding community involvement opportunities. The team also met to review School Improvement Survey data, to discuss student learning needs, and to talk about future staff development opportunities.

In March of 2017, The updated School Improvement Survey was sent out to the faculty and questions were formulated for teachers to assess and communicate overall TEKS understandings, DI by student interest in lessons and planning, teacher use of technology with ELL and SE students to increase rigor, teacher data needs, ELL support and needs for teachers, effectiveness of Collab. training, frequency/effectiveness of TELPAS and STAAR data dissemination, Collab. needs and resources, community involvement to support ELLs, ideas to increase overall parental and community support to help all learners, positive attributes at BHS, changes needed to increase student success, IPAD training input, current communication efforts and effectiveness, and barriers that need to be removed.

The month of May brought 2 School Improvement session (May 16 and May 23) which were facilitated by Bernadette Gonzales. After planning together prior to the session, the session format was set and a full, one day session ended up morphing into an additional half day session. Members of the School Improvement group included 4 core coordinators, our ELL coach, our SE department coordinator, our CATE department coordinator, our principal, and myself. We also brought in Matt Patty to facilitate a piece on effective communication with Twitter.

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization's priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.
<input checked="" type="checkbox"/> STAAR/EOC/TAKS
<input checked="" type="checkbox"/> Regression graphs
<input checked="" type="checkbox"/> Student demographics
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE
<input checked="" type="checkbox"/> TELPAS
<input checked="" type="checkbox"/> Promotion/retention (Elementary)
<input checked="" type="checkbox"/> Failure rates (Secondary)
<input checked="" type="checkbox"/> Completion and graduation rates (High School)
<input checked="" type="checkbox"/> SAT/ACT (High School)
<input checked="" type="checkbox"/> AP (High School)
<input type="checkbox"/> Other

Findings	<p>STAAR All Students (Compared to NISD) E1 +13, E2 +11, A1 +3, B +5, USH +2</p> <p>Strengths/Weaknesses E1 Eco Dis +4 compared to NISD (-8 compared to BHS All) Phase-In 2 data is 4 pts below PI 1 A1 had high SE (+7) and low LEP performance (-9) compared to NISD. A1 had a 7 point gap between Eco Dis and BHS all. A1 has a need to focus instruction due to the 7 pt performance gap between PI1 and PI2. The gap has improved greatly from the previous year. Bio students performed below NISD averages in several areas. Advanced Academic Performance was at 20%. PI1 and PI2 gaps are large (20) in SE and LEP. Bio needs to focus on cutting the PI1 and P12 gaps with SE and LEP students. USH had a high African American performance compared to NISD. USH SE performance was 8 pts higher than NISD. Need to focus on closing the PI1 AND PI2 gaps in SE and LEP. Lines of Regression: BHS was above the line in E1 and E2. BHS was on the line for USH and below the line in all other content areas (A1 and Bio.) Student Demographics: H: 54% W 32% AA 6% As 8% 2 or Eco Dis 25% ELL 5.1 % SE 7.14 % SAT Info: BHS is above state and district on SAT performance ACT info: BHS continues to rank above nation, state, and district on ACT performance. AP: BHS continues to increase the number of students tested and continues to increase 3s, 4s and 5s.</p> <p>Failure Rate Data: English 1-4, Algebra 1, and Bio failure rates are above the district average. English 1 and 3 failure rates are the highest in the district. US history and World Geography failure rates are higher than the district average.</p> <p>Graduation Rate/ Completion Rate: 94.8%</p> <p>TELPAS: In 2015, Brandeis ranked as one of the lowest in the district with 45% on the TELPAS composite % Progressed Chart</p>
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CSF 2: Use of Quality Data to Drive Instruction	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/>	Student attendance
<input checked="" type="checkbox"/>	Discipline
<input checked="" type="checkbox"/>	Grades
<input checked="" type="checkbox"/>	CDBs
<input checked="" type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Other

Findings	<p>Attendance: BHS increased .2 % from 95.8 to 96 (BHS is above the district avg of 94.9%)</p> <p>Discipline: Perceived bullying situations have decreased due to admin collaboration with counselors and we have instituted a student club to encourage tolerance, acceptance, and confidence among students. Grades:</p> <p>Continued monitoring has occurred based on the overall trend from the previous year, student success increased in most of the courses. BHS failure rates (in regular courses) are above the district failure rates in 12 of the 27 reported courses. We will focus on student success in all academic areas.</p> <p>CDBs: there will be a continued focus on data analysis to drive instruction.</p> <p>Common assessments: We have increased our overall usage of common assessments in US History, World Geography, Algebra 1, and Biology. English teachers continue to collaborate with English 3 and 4 utilizing common assessment on a frequent basis.</p> <p>DMAC reports: Departments looked at the data early in the year to aid in planning and to focus instruction. These reports are vital to planning.</p> <p>There will be an increased focus on student success in advanced academics for the upcoming year.</p>
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CSF 3: Leadership Effectiveness
<p>Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.</p>
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities
<input checked="" type="checkbox"/> Decision making structures on the campus
<input checked="" type="checkbox"/> Teacher input
<input checked="" type="checkbox"/> Campus goals
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff
<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> Master schedule
<input checked="" type="checkbox"/> Teacher and parent surveys
<input type="checkbox"/> Other

Findings	<p>Leadership and responsibilities: We have continued to empower coordinators and departments by using HSA funds to secure resources and provide training. There will be an increased focus on weekly core coordinators meetings to address our retesters, RTI, ELL students, and student success.</p> <p>Decision making structures on campus: Coordinator meetings, core meetings, various pullouts, intervention team meetings, SAT meetings, LPAC process.</p> <p>Teacher input: Our open door policy continues to exist with the aid of Department Coordinators advocacy. Admin and counselors attend late start meetings to receive input and to share initiatives.</p> <p>Campus goals: data is shared at the beginning of the school year with the entire faculty and goals (and SIP) are communicated with coordinators in August. Goals are established through the collaboration of all stakeholders and our goals and progress are discussed throughout the year. Goals and progress will be discussed weekly with our ESL team and also weekly with our ELL Coach in order to assess growth .</p> <p>Monitoring of teacher performance; feedback to staff: 100% of our teachers had a walkthrough by the first week in October 2015. To improve upon our goal, we will continue to conduct targeted walkthroughs to address the goals of TTESS.</p> <p>Communication: Effective communication will continue to be a focal point for the 2016-17 year. Internal communication occurs through targeted emails, campus updates, the weekly agenda, department meetings, late start meetings, teacher surveys, inservices, and dept. coordinator meetings. We will continue to improve upon our effective communication practices by communicating to parents the progress of RTI, SSD accommodations, student success, testing and 504 accommodations, and targeted call outs for major events and initiatives. We will also continue with Berger's Brown Bag to learn from students.</p> <p>Master Schedule: This year, we hand-scheduled our ELL, Spec Ed, and various at-risk students. Our goal is to place ELL students in small, sheltered classes with appropriate teachers. In science, we are placing ELL students in IPC before Biology when necessary; this will allow our ELL students to receive science instruction and build background knowledge and vocabulary prior to taking and testing in biology. In English, we have created English I and English II ELL classes to meet the needs of our ELLs. We will continue to provide at-risk classes for tested areas.</p>
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CSF 4: Increased Learning Time	
Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.	
<input checked="" type="checkbox"/>	Response to Intervention
<input checked="" type="checkbox"/>	Interventions implementation and effectiveness
<input checked="" type="checkbox"/>	Student identification for increased learning time
<input checked="" type="checkbox"/>	Tutorials
<input type="checkbox"/>	Other

Findings	<p>Response to Intervention: As of June 16, 2015, Brandeis had 31 (1.2%) students that have been placed in Tiers 1, 2, or 3 of RTI. This is below the district average, but practices at various campuses vary greatly. In 2016-17, we will monitor RTI input and require input for all GPC students and students who have not been academically successful (EOC results, grades, attendance).</p> <p>Interventions implementation and effectiveness: We will be utilizing our Reading Specialist to offer reading classes to teach our ELL students, and other at-risk students, to become stronger readers. This will occur during the day on a regular basis, and during lunch when necessary. We will be utilizing our ELL coach to provide frequent and relevant staff development to appropriate teachers and departments.</p> <p>We will also implement a Math support position (similar to Stevens and JMHS) to provide daily support for our GPC students in Algebra 1. We are continuing to utilize our ELL coach and we are adding additional layers of sheltered classes to help our ELLs.</p> <p>Student identification for increased learning time: We are creating classes with hand-picked teachers to provide support to our ELL and at-risk students. Support structures include IPC placement for selected ELL freshmen; sheltered classes in Math, Social Studies, and Science; an ELL Health class that will focus on biology-based vocabulary; reading classes; ESL Math for newcomers; our ELL coach will provide support for selected 9th and 10th grade ELL students.</p> <p>Tutorials: We will be offering lunch-time tutorials for at-risk/struggling students with our Reading Specialist. As always, teachers will continue tutorials before school, after school, and during lunch. We will use Think Through Math and other software-based tutoring in appropriate classes, as needed.</p>
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CSF 5: Family/Community Engagement
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.
<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> Family and community activities
<input checked="" type="checkbox"/> Family and community input
<input checked="" type="checkbox"/> Family and community services
<input type="checkbox"/> Second language communication
<input type="checkbox"/> Other

Findings	<p>Communication: We continue to communicate with stakeholders through school messenger, school website, emails, marquee, teacher phone calls, PTSA newsletters, and parent nights such as, Open House, AP Parent Night, FAFSA Nights, Booster Club Meetings, HB 5 nights, Dual Credit Nights, etc.</p> <p>Family and community activities: In the 2015 NISD community and student engagement accountability system, Brandeis scored a 3.88, which made us one of only three schools achieving exemplary status. Parent turnout is high at: student performances and athletic events, FAFSA nights, scholarship nights, Open House, Awards Night, etc.</p> <p>Family and community input: The School Advisory Team meets four times a year to discuss the state of Brandeis and to provide input to Brandeis Administration and Faculty.</p> <p>Family and community services: We have provided services for School Age-Parenting, Connections, and Migrant students to families. We refer students to Clarity Guidance Center, Laurel Ridge, Center for Healthcare Services</p> <p>Second language communication: We are continuing to focus on providing second language communication to our resettlement students.</p>
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CSF 6: School Climate

<p>School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.</p>

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| <input checked="" type="checkbox"/> Teacher surveys |
| <input type="checkbox"/> Parent surveys |
| <input checked="" type="checkbox"/> Student surveys or panels |
| <input type="checkbox"/> Discipline |
| <input checked="" type="checkbox"/> Student attendance |
| <input checked="" type="checkbox"/> Extra-curricular activities and clubs |
| <input type="checkbox"/> Other |

Findings	<p>Teacher surveys: We conducted a teacher survey in March of 2017, disaggregated the information, and will present the findings at our initial back-to-school faculty meeting in August of 2017. The survey focused on understanding of the TEKS, understanding of DI interest, assessment usage, parental communication, ELL support, SE support, technology needs, admin. support, collaboration efforts, middle school transition, workplace environment, the concept of "celebration", and campus communication efforts. We strive to improve in the aforementioned domains and continue to rely on faculty input to promote continuous improvement.</p> <p>Parent surveys: We did not conduct a formal parent survey, however, we do communicate with our parents on a regular basis at campus events. We are one of the few campuses that take time to provide campus tours to prospective students and their families as the embark on the decision making process that is associated with choosing a quality school. The experience and communication with these incoming parents and students creates a strong bond promotes school support. The academic dean gives approximately 50-75 tours per year to students and parents that are coming due to work changes, military reasons, or change from a private school to a public high school.</p>
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CSF 7: Teacher Quality

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

Findings	<p>Teacher attendance: Brandeis teacher attendance increased and was equal to the high school teacher attendance.</p> <p>Teacher experience and years on campus: On average, the Brandeis teacher has 12.0 years of experience, which is .7 years higher than district average.</p> <p>Class size: TAPR indicates that Brandeis class size averages 22.6, which seems to be pretty realistic for an average. Most of our class sizes are slightly larger than the district average.</p> <p>Staff retention rates: We will be hiring 10-15 teachers this year due to various reasons.</p> <p>Alignment of curriculum, instruction, assessment: Brandeis relies heavily on campus department coordinators to communicate with district specialists to implement district created curriculum and district supported instructional initiatives. Departments work to vertically align curriculum within the content, and to prepare students for advanced courses.</p> <p>Alignment of CDB scores and STAAR results: Alignment exists between student performance on CDBs and the STAAR across the content areas. We are now looking at course grades in relation to AP test results. We have noticed that relatively speaking, decent alignment exists between the levels of rigor in our AP classes when compared to AP test results.</p> <p>Effectiveness of planning and collaboration: Effective planning and collaboration continue among the content areas. In 2016-17, we will continue to have our ELL coach support 9th and 10th grade content areas and will provide limited interventions to selected students. The ELL coach will increase the level of collaboration with all departments. We will continue to have our ELL coach work on language objectives with all teachers. In 2016-17, the Academic Dean will continue to work closely with ELL department to monitor planning and to positively affect overall student success. The Special Education campus coordinators will continue to monitor and build capacity in all special education teachers and we have placed an increased focus on strengthening our SE collab classes.</p> <p>Professional development experiences for 2016-17 will continue to focus on improving SE and ESL strategies and much of our time will be spent with the new TTESS appraisal system and new technology rollout.</p>
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Priority Needs

Based on the needs assessment, the following are campus priority needs:

Priority Need 1

Differentiated instruction is not consistently implemented by all teachers

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 4 Increased Learning Time
CSF 6 School Climate
CSF 7 Teacher Quality

Priority Need 2

Teachers need to know how to analyze ELL Student data and gain knowledge of quality instructional strategies to meet the needs of ELL population

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 6 School Climate
CSF 7 Teacher Quality

Priority Need 3

Special Education students are not being academically successful (high failure rates, low test scores)

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 6 School Climate
CSF 7 Teacher Quality

Campus: BRANDEIS HS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 04/04/2017

SAT Member	Name	Signature
Principal	Geri Berger	
Parent Community Representative	Angela Gillig	
Staff Representative	Jennifer Brewer	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Geri Berger	Principal
Jason Schmidt	Administrator
Cynthia Barrera	Administrator
Jennifer Brewer	Staff Member
John Paul	Staff Member
Thomas Wilson	Staff Member
Annette Aleman	Staff Member
Danielle Moya	Business Representative
Cynthia Leonard	Parent
Carole Anne Payne	Parent
Elizabeth Perz	Parent
Joe Medina	Parent
Angela Gillig	Parent

CAMPUS: BRANDEIS HS

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Data Overview, SIP Review, Introducing PLC/Bronco Time, ELL/SE/504 Update/ Gradebook, TTESS UPDATE	Instruction	All Teachers	All Students	HSA	5
08/22/2017		Data Overview, SIP Review, Introducing PLC/Bronco Time, ELL/SE/504 Update/ Gradebook	Instruction	All Teachers	All Students	HSA	1.5
08/23/2017		Data Overview, SIP Review, Introducing PLC/Bronco Time, ELL/SE/504 Update/ Gradebook/AP Instructional Meeting	Instruction	All Teachers	All Students	HSA	3
10/09/2017		PLC/Bronco Time /Rtl	Instruction	All Teachers	All Students	HSA	6
11/20/2017		TEACHER CHOICE	Instruction	All Teachers	All Students	HSA	6
11/21/2017		TEACHER CHOICE	Instruction	All Teachers	All Students	HSA	6
02/19/2018		STAAR PREP/Training/Vignettes/PC/Bronco Time	Instruction	All Teachers	All Students	HSA	6

Staff Development on Late Start Dates

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
09/06/17		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Instruction, Collaboration, Assessment	Teachers	All Students	HSA	1
09/20/17		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1
10/04/17		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1

10/18/17		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1
11/01/17		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1
11/29/17		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1

12/13/17		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1
01/10/18		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1
01/31/18		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1

02/14/18		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1
02/28/18		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1
03/07/18		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1

03/21/18		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1
04/11/18		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1
04/25/18		Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.	Collaboration, Assessment	Teachers	All Students	HSA	1

05/16/18		<p>Campus/Department Based Staff Development. The late start dates will be used essential to our focus on developing quality learning communities through Bronco Time commitment. Bronco Time will focus on student learning and will be driven by SIP alignment to meet the needs of our diverse learners.</p>	<p>Collaboration, Assessment</p>	<p>Teachers</p>	<p>All Students</p>	<p>HSA</p>	<p>1</p>
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ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

ELAR 1 EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	84%	72%	86%	60%	76%	86%	75%	26%	90%
African-American	71%	50%	73%	48%	71%	81%	61%	10%	85%
Hispanic	86%	72%	87%	53%	73%	83%	70%	19%	90%
White	85%	76%	89%	76%	85%	91%	83%	34%	95%
Economically Disadvantaged	68%	53%	70%	49%	65%	70%	53%	12%	75%
Special Education	38%	29%	65%	21%	35%	45%	40%	13%	65%
At-Risk	63%	43%	63%	39%	57%	65%	44%	4%	70%
Limited English Proficient	32%	13%	65%	20%	18%	30%	10%	0%	65%
Asian	77%	65%	77%	83%	80%	85%	83%	45%	90%
American Indian	100%	100%	100%	59%	83%	100%	50%	50%	100%
Hawaiian Pacific Islander	100%	100%	100%	63%	92%	0%	0%	0%	100%
Two or More	78%	70%	84%	74%	86%	95%	95%	58%	95%

ELAR 2 EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	85%	71%	88%	63%	75%	82%	71%	16%	85%
African-American	84%	65%	79%	51%	68%	69%	52%	14%	80%
Hispanic	85%	68%	88%	56%	73%	85%	72%	13%	90%
White	91%	79%	94%	79%	84%	84%	75%	19%	90%
Economically Disadvantaged	66%	45%	68%	52%	65%	68%	51%	6%	75%

Special Education	43%	34%	65%	23%	31%	37%	34%	5%	65%
At-Risk	60%	30%	65%	40%	54%	59%	41%	1%	65%
Limited English Proficient	37%	16%	65%	17%	20%	28%	19%	0%	65%
Asian	71%	63%	76%	82%	76%	73%	67%	29%	80%
American Indian	100%	100%	100%	60%	90%	50%	50%	0%	80%
Hawaiian Pacific Islander	N/A	N/A	N/A	60%	75%	67%	67%	33%	80%
Two or More	75%	68%	80%	76%	84%	81%	76%	38%	85%

ALGEBRA I EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	88%	58%	89%	82%	88%	94%	64%	28%	96%
African-American	82%	39%	80%	73%	85%	85%	50%	19%	90%
Hispanic	88%	58%	88%	80%	87%	94%	64%	28%	90%
White	88%	64%	94%	90%	93%	98%	69%	31%	99%
Economically Disadvantaged	82%	44%	83%	77%	84%	87%	54%	24%	90%
Special Education	49%	25%	65%	47%	64%	82%	44%	19%	85%
At-Risk	79%	37%	78%	71%	83%	89%	47%	14%	92%
Limited English Proficient	90%	60%	92%	63%	71%	71%	34%	14%	85%
Asian	96%	70%	98%	96%	90%	83%	52%	31%	85%
American Indian	N/A	N/A	N/A	79%	100%	100%	100%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	83%	85%	100%	100%	0%	100%
Two or More	85%	38%	90%	87%	94%	100%	83%	50%	100%

BIOLOGY EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	

All Students	96%	79%	98%	86%	92%	94%	79%	40%	97%
African-American	86%	60%	85%	79%	90%	91%	71%	23%	95%
Hispanic	97%	75%	98%	82%	90%	93%	75%	35%	95%
White	96%	88%	97%	93%	96%	98%	89%	49%	99%
Economically Disadvantaged	92%	62%	94%	80%	87%	87%	63%	23%	90%
Special Education	65%	37%	65%	54%	68%	69%	42%	15%	75%
At-Risk	90%	52%	91%	75%	85%	86%	54%	12%	90%
Limited English Proficient	81%	38%	86%	59%	67%	73%	27%	9%	86%
Asian	96%	84%	98%	95%	92%	89%	75%	49%	92%
American Indian	100%	100%	100%	86%	100%	100%	100%	50%	100%
Hawaiian Pacific Islander	100%	100%	100%	85%	96%	0%	0%	0%	100%
Two or More	100%	88%	100%	93%	99%	100%	90%	65%	100%

US HISTORY EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus
	Standard	Final Rec		Approaches Standard	Approaches Standard	Approaches Standard	Meets Standard	Masters Standard	CPO 2017-2018
All Students	96%	75%	97%	92%	96%	96%	84%	55%	98%
African-American	98%	83%	97%	87%	93%	100%	81%	45%	100%
Hispanic	95%	71%	96%	90%	96%	97%	82%	50%	98%
White	98%	84%	99%	96%	97%	96%	88%	62%	98%
Economically Disadvantaged	93%	65%	95%	88%	93%	92%	70%	37%	95%
Special Education	69%	44%	74%	64%	78%	76%	51%	20%	82%
At-Risk	85%	48%	86%	84%	91%	89%	62%	31%	95%
Limited English Proficient	74%	34%	75%	69%	76%	84%	43%	23%	90%
Asian	91%	65%	92%	96%	96%	91%	78%	61%	93%
American Indian	N/A	N/A	N/A	92%	100%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	91%	81%	N/A	N/A	N/A	98%
Two or More	100%	75%	100%	95%	98%	95%	86%	68%	98%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.8%	97%
African-American	95.4%	95.8%	96.1%	97%
Hispanic	95.6%	95%	95.5%	97%
White	96%	95.8%	96%	97%
Economically Disadvantaged	95.4%	94.4%	94.3%	96%
Special Education	94.5%	93.9%	92.6%	95%
Limited English Proficient	96.4%	95.8%	95.4%	97%
Asian	97.8%	96.8%	97.3%	98%
American Indian	95.3%	95.2%	96%	98%
Hawaiian Pacific Islander	95.5%	96.1%	97.4%	98%
Two or More	95.9%	96%	96.4%	97%

COMPLETION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	99.1%	99.5%
African-American	90.5%	96.6%	100%	100%
Hispanic	92.1%	96.7%	99.7%	100%
White	96%	98%	98.4%	100%
Economically Disadvantaged	91.1%	94.5%	97.8%	99%
Special Education	89.5%	94.1%	95.2%	97%
Limited English Proficient	81.3%	84.4%	96.2%	97%
Asian	97.9%	98.2%	97.7%	99%
American Indian	91.8%	100%	N/A	N/A
Hawaiian Pacific Islander	93.7%	100%	N/A	N/A
Two or More	94.6%	99.5%	95%	96%

ADVANCED MEASURES

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%	40%	50%
Number of AP Test Takers	6996	743	775
Number of AP Tests Taken	14110	1630	1800
% Scoring 3 or Higher AP Exams	43%	63%	68%
% College-Ready Graduates-ELA	45%	60%	65%
% College-Ready Graduates-Math	37%	50%	55%
SAT Total Score Mean	990	1050	1100
SAT Reading/Writing Section Mean	500	529	550
SAT Math Section Mean	490	521	550

GRADUATION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	98.3%	99%
African-American	85.4%	94.8%	97.5%	99%
Hispanic	86.9%	94.9%	99.7%	100%
White	93.4%	96.7%	98.4%	99%
Economically Disadvantaged	86%	92.3%	95.5%	97%
Special Education	77.9%	92%	95.2%	97%
Limited English Proficient	71.3%	77.6%	80.8%	85%
Asian	95.7%	95.4%	88.6%	90%
American Indian	87.4%	100%	N/A	N/A
Hawaiian Pacific Islander	88%	100%	N/A	N/A
Two or More	90.8%	99.5%	95%	99%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Differentiated instruction is not consistently implemented by all teachers

Goal : By the end of the 2017-18 school year, 100% of BHS teachers will incorporate DI strategies into their planning and instruction to meet the needs of the diverse range of learners at Brandeis High School.

Goal Details

Student Groups Impacted	All Students
Funding Needed	HSA
Timeline for Implementation	The 2017-18 school year.
November Progress Check	<p>Activity One: Special Education has created a folder with strategies. Need GT, AVID and ELL to add. These strategies need to be taught so that teachers will access the folders.</p> <p>Activity Two: Varied implementation of re-teach/ re-test exists among departments. This will become an area of greater focus through coordinator meetings and lead teacher meetings. Teachers need to know "how" to implement re-teach/ re-test.</p> <p>Activity Three: Lead teachers need training to implement this aspect of PLC (Bronco Time). Most lead meetings are centered around planning calendars rather than data reflection. Lead teacher training is needed and planned for the spring semester to support this activity.</p> <p>Activity Four: Teachers are sharing differentiated instruction through Twitter. Matt Patty has met with teachers to create Twitter accounts. The edChat helped promote Twitter as a communication tool and more teachers are engaging in this platform.</p>

March Progress Check	<ul style="list-style-type: none"> - Protocols for re-teach/ re-test have been established and are followed consistently among the levels. -Teachers were taught during lead teacher training to consider Q2 of the Bronco Time process as they plan instruction. - Teachers are reviewing student assessment data during Bronco Time. Adjustments to instruction are developing. -Teachers are continuing to use Twitter to share out success and instructional strategies.
June Progress Check	SIP team reviewed progress on goal May 21st at our leadership meeting. Staff survey feedback was also included. It was determined staff need more support to include differentiation in their planning and teaching. We will continue to develop in this area by incorporating depth and complexity tools. Teachers feel like the incorporation of the four questions of PLC have helped to identify planning areas where differentiation strategies are needed.

Activity 1

Activity	Activity 1 -Create and maintain an instructional folder housed on Google Drive where all staff can collaborate to build a bank of instructional strategies, technology resources, and instructional materials to meet the needs of all levels of learners at Brandeis High School; to include, ELL, SE, GT, AVID, and Advanced Academics
Person Responsible	Academic Dean Department Coordinators GT Specialist ELL Coach Teachers
Monitoring Measures	Folders created in Drive
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Activity 2 - Department Coordinators and Administration will collaboratively develop a protocol for Reteach/Retest policies that will be implemented campus-wide to meet the needs of all students.
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Person Responsible	Department Coordinators Academic Dean Teachers
Monitoring Measures	Department written protocol
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Activity 3 - Utilize common assessment data in conjunction with other forms of data during Bronco time to adjust instructional planning to ensure growth for all students.
Person Responsible	Academic Dean Department Coordinators Teachers
Monitoring Measures	Bronco Time Department Feedback
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Activity 4 - Department coordinators will use twitter to share out successful implementation of differentiated instructional strategies within their department.
Person Responsible	Department Coordinators
Monitoring Measures	Department Coordinators Department Twitter Accounts
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Goal 2

Need : Teachers need to know how to analyze ELL Student data and gain knowledge of quality instructional strategies to meet the needs of ELL population

Goal : SYSTEM SAFEGUARD: Teachers will analyze ELL student data to guide planning and appropriate use of quality instructional strategies to ensure an increase in student performance for all English Language Learners as measured by EOC, TELPAS, and classroom performance.

Goal Details

Student Groups Impacted	At Risk, Eco-Dis, ELL
Funding Needed	
Timeline for Implementation	During the 2017-18 school year.
November Progress Check	<p>Activity One: Data has not been shared at regular intervals by the ELL coach. Teachers are now instructed how to find their ELL data and read it when it is not provided.</p> <p>Activity Two: Newcomers have been scheduled and schedules will be revised at semester to ensure each student is placed correctly.</p> <p>Activity Three: No cultural club has been established. Bea Ramirez is scheduled to meet with each ELL student to invite them to the District Cultural Celebration in the spring.</p> <p>Activity Four: ELL Specialist brought data and training in November. She will return in February. No strategies have been added to the Google folder. Some teachers (teachers from core content with high numbers of ELLs & all coordinators) have been encouraged to attend training with ELL support from Bilingual/ ESL department which provided differentiated instruction techniques designed for ELLs. Teachers were taught how to use data and read reports for ELLs. Teachers were asked to implement two strategies in the classroom. A survey followed the training indicating teachers wanted more time to learn and practice the strategies. Future Lunch and Learns will be planned to support teachers as they learn more strategies. All teachers will attend a 45 min session rotations in February for ELLs.</p>

March Progress Check	<ul style="list-style-type: none"> -Activity one needed to be strategically abandoned due to the loss of the ELL coach. -Teachers have been trained how to access ELL student data to plan their instruction. - Student schedule changes have been made at semester to meet the current needs of our students. -Students have been invited and encouraged to attend the NISD cultural celebration on April 30th. ELL students have been encouraged and had the opportunity to participate in current Brandeis clubs, especially student council. -During English department meeting, teachers were trained to use reading strategies for comprehension with district support. Next steps will be for peer observations and feedback.
June Progress Check	<ul style="list-style-type: none"> -Activity one needed to be strategically abandoned due to the loss of the ELL coach. <p>Continuous work has occurred to plan for the 2018-2019 school year under the guidance of our HS ELL specialist. We have hired 4 new ELL teachers and will incorporate AVID EXCEL next year to close achievement gaps in the ELL population.</p>

Activity 1

Activity	Activity 1 -ELL Coach will share ELL student data with department coordinators at the beginning of the school year, updating every 6 weeks, in order for coordinators to utilize Bronco Time to share data with team to guide ELL student instructional decisions
Person Responsible	ELL Coach Academic Dean
Monitoring Measures	Data Emails Bronco Time Feedback Dean/ELL Coach Meeting
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Activity 2 -ELL Newcomers will be hand scheduled in the spring by a team consisting of the Vice Principal, Counselor, Department Coordinators, ESL teacher, and ELL coach to ensure proper placement based on teacher input and relevant data. Student schedule will be fluid if changes are needed after opportunity for instruction has occurred.
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Person Responsible	Academic Dean VP Counseling Staff ELL Coach ESL Teachers
Monitoring Measures	Student course schedules Academic Dean feedback
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Activity 3 - Develop a teacher sponsored Cultural Club to celebrate ELL culture and help connect ELL students to campus opportunities.
Person Responsible	Sponsors Academic Dean ELL Coach
Monitoring Measures	Teacher/Sponsor Feedback
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 4

Activity	ELL coach will add quality relevant instructional strategies to the ELL instructional folder on Google Drive every six weeks. ELL Coach will create and deliver short trainings on utilizing strategies during Bronco Time. Using student data referred to in Activity 1, the ELL Coach will work collaboratively with targeted teachers to guide ELL based instructional decisions and delivery.
Person Responsible	ELL Coach Department Coordinators Academic Dean
Monitoring Measures	Instructional Folder Dean/ELL Coach Meetings Bronco Time Feedback
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : Special Education students are not being academically successful (high failure rates, low test scores)

Goal : SYSTEM SAFEGUARD: The Brandeis Learning Community will effectively collaborate to understand Special Education student needs to increase Special Education student performance as measured by EOC and classroom performance.

Goal Details

Student Groups Impacted	Special Education, At Risk
Funding Needed	HSA
Timeline for Implementation	The 2017-18 school year.
November Progress Check	<p>Activity One: Special education department is working with co-lab teams on a regular basis. More staff training is needed to communicate co-lab protocols campus-wide.</p> <p>Activity Two: Special education coordinator is working to provide strategies for teachers on as requested basis. We may use the Lunch and Learn format to expand this training to more teachers. More training need for teachers.</p> <p>Activity Three: Strategies have been added (and are updated) to the Google special education folder for teacher access.</p> <p>Activity Four: Some teachers have implemented these new strategies---more training is needed with lead teachers and coordinators to ensure these strategies are being discussed and built in during Bronco Time planning.</p>

March Progress Check	<ul style="list-style-type: none"> -Special Education Department coordinators have purchased EOC materials to strengthen special education learning of essential standards. -Snack and learns will be offered throughout the spring semester to help address teacher understanding of the differences between modifications and accommodations to apply to their instruction. - Special Education coordinator individualized department training to provide instructional strategies for each area of eligibility.
June Progress Check	After reviewing data and teacher responses form the survey, this will continue to be one of our areas of focus in the 2018-2019 school year. Snack and learn sessions were offered but not well-attended. Special education coordinators will be designing learning opportunities for August staff development.

Activity 1

Activity	Brandeis Special Education Leadership will Develop and Deliver customized collaborative teacher training to set expectations, roles, responsibilities, norms, and nonnegotiables for collaborative partners and department coordinators to ensure campus-wide common understanding of collaborative teaching practices.
Person Responsible	Special Ed Coordinators SE Teachers Collab Teachers
Monitoring Measures	Sign in sheets Collaborative forms
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Brandeis Special Education and campus leadership will collaboratively establish and communicate the guidelines for teacher practices regarding Special Education students (grading procedures, modifications, reteach/retest, alternative assignments, data to guide instruction)
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Person Responsible	Special Education Coordinators Teachers Department Coordinators
Monitoring Measures	Special Education guidelines document
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Brandeis Special Education Leadership will add quality relevant instructional strategies to the Special Education instructional folder on Google Drive every six weeks. SE Leadership will create and deliver short trainings on understanding IEPs and utilizing strategies with an emphasis on SE reading during Bronco Time.
Person Responsible	SE Department Coordinators Academic Dean
Monitoring Measures	Special Education Instructional Folder (Google Drive) Bronco Time feedback
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Teachers will implement Special Education instructional strategies and analyze assessment results to evaluate the effectiveness of targeted strategies utilizing reteach/retest as needed
Person Responsible	Department Coordinators Lead Teachers Teachers
Monitoring Measures	Teacher Feedback Special Education failure report Failure report by student
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	