



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

BRENNAN HIGH SCHOOL

2017-2018

BRENNAN HS

Needs Assessment 2017-2018

Process

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

The first discussion about the SIP was held at the weekly Administration meeting on Wednesday March 22. The next meeting followed on March 23 and included Department Coordinators and additional teacher leaders (level leaders). Each department was asked to discuss concerns with their departments at the next Late Start, April 19. Mr. Troimble, Ms. Greff, Coordinators and other leaders met on May 18 to discuss the concerns of the departments. The initial concerns included:

1. Student accountability & responsibilities:
 - homework, make-up work
 - tardies, truancies and attendance
2. lack of administrative support
3. lack of Communication between administration, teachers and parents.
4. drop in English I and II scores.
5. only a small increase in SAT scores
6. minor increase in the number of students eligible for the Dual Credit Program
7. little progress in Math and ELA scores of Special Education
8. number of Commended scores increased only in USH.
9. Campus goals are known and supported by all stakeholders

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 type="checkbox"/> Student demographics
<input type="checkbox"/> Special populations enrollment, performance, and LRE
<input checked="" type="checkbox"/> TELPAS
<input type="checkbox"/> Promotion/retention (Elementary)
<input 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	EOC (First time takers) Algebra: Biology: English I: English II: USH STUDENT DEMOGRAPHICS At Risk: ESL: Eco Dis GT: LEP: SE: SPECIAL EDUCATION PERFORMANCE PERFORMANCE: STAAR A Algebra 1 Biology English I English II USH COMPLETION AND GRADUATION RATES 2015-2016: 99.8 SAT ERW MATH AP TBD JULY 2017 Algebra: Biology: English I: English II: USH PERFORMANCE: STAAR L
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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.

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>STUDENT ATTENDANCE: 95.6</p> <p>DISCIPLINE</p> <p>Truancy Tardies Fighting Disrupting school environment</p> <p>GRADES:</p> <p>CDBs</p> <p>COMMON ASSESSMENTS</p>

CSF 3: Leadership Effectiveness	
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.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input 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 type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<p>Increase leadership opportunities to Department Coordinators, level leaders, Student Success Advisor and Interns.</p> <p>Dept Coordinator provide input to Admin and feedback to teachers.</p> <p>Dept Coordinators provide information about new courses, sequences, and placement of courses.</p>

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.

 Response to Intervention Interventions implementation and effectiveness Student identification for increased learning time Tutorials Other

Findings	Increase Learning time through Freshmen Transition Program Provide additional support for English I and English II GPCs, Retesters and ELs through Freshmen Transition and Sophomore Practical Writing classes
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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.

 Communication Family and community activities Family and community input Family and community services Second language communication Other

Findings	Communication: Newsletters, Website, Teacher Webpages, phone messenger, Twitter Provide translators when appropriate Parent Meetings: 1. Monthly Coffees for new to Brennan Parents 2. Dual Credit Night 3. Athletic parent meetings 4. GT parent meeting
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CSF 6: School Climate

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.

<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Decrease the number of office referrals for truancy and excessive absents Create Case Managers for At-Risk students Promote participation in extra-curricular activities (from 60% to 80%)

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.	
<input checked="" type="checkbox"/> Teacher attendance	
<input checked="" type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input checked="" type="checkbox"/> Staff retention rates	
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	Hire and retain experienced teachers who are highly qualified. Provide opportunities for Professional Development both school wide and individually. Maintain district recommendation for class size

Priority Needs

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

Priority Need 1

ACADEMIC PERFORMANCE

Students are not prepared for the level of work required for Advanced Placement classes. Pre-AP teachers need to be trained in College Board strategies that will bridge the gap between Pre-AP and AP classes.

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

Priority Need 2

COMMUNICATION
There is a need to develop methods for communicating with teachers, students, parents and the community in order to improve trust between administration and all stakeholders.

CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement
CSF 6 School Climate

Priority Need 3

Students are not prepared for Advanced Placement coursework

CSF 3 Leadership Effectiveness
CSF 6 School Climate

Priority Need 4

Student and Staff attendance needs to improve and remain above the district average attendance.

CSF 2 Use of Quality Data to Drive Instruction
CSF 6 School Climate

Campus: BRENNAN HS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/19/2017

SAT Member	Name	Signature
Principal	John Trimble	
Parent Community Representative	Jerry Ortiz	
Staff Representative	Sean Callihan	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
John Trimble	Principal
Margaret Greff	Administrator
Sean Callihan	Staff Member
Roxanne Miranda	Staff Member
Michael Simpson	Staff Member
Jennifer Almanza	Staff Member
Veronica Ramirez	Parent
Paula Biggs	Parent

CAMPUS: BRENNAN 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	08/22/2017	Convocation	Curriculum	All teachers and staff			2
08/22/2017		T-TESS Update; New grade book update	Assessment	All teachers			4
08/23/2017		Student Learning Objectives;	Assessment	English I and Algebra I teachers			2
10/09/2017	10/09/2017	Professional Learning Communities	Collaboration	All Teachers			4
11/20/2017		Teacher Choice	Technology	All Teachers			6
11/21/2017		Teacher Choice	Collaboration	All teachers			6
02/19/2018		Student Learning Objectives	Assessment	All teachers			4

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		PLC	Collaboration	All teachers			1
09/20/17		PLC	Collaboration	All teachers			1

10/04/17		PLC	Collaboration	All teachers			1
10/18/17		PLC	Collaboration	All teachers			1
11/01/17		PLC	Collaboration	All teachers			1
11/29/17		PLC	Collaboration	All teachers			1
12/13/17		PLC	Collaboration	All teachers			1
01/10/18		PLC	Collaboration	All teachers			1
01/31/18		PLC	Collaboration	All teachers			1
02/14/18		PLC	Collaboration	All teachers			1
02/28/18		PLC	Collaboration	All teachers			1
03/07/18		PLC	Collaboration	All teachers			1
03/21/18		PLC	Collaboration	All teachers			1
04/11/18		PLC	Collaboration	All teachers			1
04/25/18		PLC	Collaboration	All teachers			1
05/16/18		PLC	Collaboration	All teachers			1

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	75%	54%	80%	60%	76%	79%	65%	9%	82%
African-American	71%	50%	80%	48%	71%	73%	52%	6%	75%
Hispanic	74%	50%	80%	53%	73%	79%	65%	7%	82%
White	78%	67%	80%	76%	85%	84%	69%	12%	85%
Economically Disadvantaged	66%	42%	80%	49%	65%	71%	56%	4%	75%
Special Education	27%	15%	60%	21%	35%	35%	26%	2%	70%
At-Risk	58%	28%	80%	39%	57%	65%	45%	1%	75%
Limited English Proficient	19%	4%	30%	20%	18%	23%	13%	0%	70%
Asian	75%	50%	80%	83%	80%	78%	78%	11%	80%
American Indian	N/A	N/A	N/A	59%	83%	100%	100%	33%	100%
Hawaiian Pacific Islander	40%	40%	50%	63%	92%	100%	100%	0%	100%
Two or More	93%	50%	80%	74%	86%	76%	76%	12%	80%

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	81%	58%	80%	63%	75%	77%	60%	7%	80%
African-American	77%	54%	80%	51%	68%	75%	58%	4%	80%
Hispanic	80%	57%	80%	56%	73%	74%	55%	5%	80%
White	86%	63%	80%	79%	84%	85%	70%	11%	90%
Economically Disadvantaged	78%	48%	80%	52%	65%	67%	47%	2%	75%

Special Education	46%	17%	60%	23%	31%	32%	17%	5%	70%
At-Risk	53%	19%	60%	40%	54%	57%	29%	1%	70%
Limited English Proficient	35%	18%	60%	17%	20%	40%	13%	0%	70%
Asian	88%	53%	60%	82%	76%	86%	71%	14%	90%
American Indian	100%	50%	60%	60%	90%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	60%	75%	60%	20%	0%	70%
Two or More	83%	63%	80%	76%	84%	88%	75%	9%	92%

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%	59%	90%	82%	88%	93%	61%	22%	95%
African-American	84%	52%	90%	73%	85%	94%	51%	18%	96%
Hispanic	89%	57%	90%	80%	87%	92%	62%	22%	94%
White	87%	67%	90%	90%	93%	95%	64%	22%	97%
Economically Disadvantaged	85%	52%	90%	77%	84%	91%	57%	17%	93%
Special Education	54%	26%	60%	47%	64%	80%	35%	12%	85%
At-Risk	82%	41%	80%	71%	83%	90%	49%	12%	92%
Limited English Proficient	64%	27%	60%	63%	71%	80%	40%	28%	85%
Asian	92%	69%	95%	96%	90%	86%	71%	57%	90%
American Indian	N/A	N/A	N/A	79%	100%	100%	0%	0%	100%
Hawaiian Pacific Islander	67%	0%	80%	83%	85%	50%	50%	0%	88%
Two or More	100%	64%	90%	87%	94%	97%	70%	30%	98%

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	92%	70%	90%	86%	92%	94%	72%	26%	96%
African-American	89%	64%	90%	79%	90%	94%	65%	20%	96%
Hispanic	92%	67%	90%	82%	90%	93%	70%	20%	95%
White	94%	77%	90%	93%	96%	96%	79%	40%	98%
Economically Disadvantaged	88%	57%	90%	80%	87%	92%	65%	18%	94%
Special Education	62%	33%	70%	54%	68%	71%	34%	8%	75%
At-Risk	86%	48%	85%	75%	85%	90%	54%	8%	92%
Limited English Proficient	52%	26%	70%	59%	67%	78%	33%	4%	80%
Asian	88%	75%	90%	95%	92%	100%	78%	56%	100%
American Indian	N/A	N/A	N/A	86%	100%	100%	100%	67%	100%
Hawaiian Pacific Islander	80%	40%	80%	85%	96%	100%	67%	0%	100%
Two or More	100%	90%	90%	93%	99%	100%	79%	33%	100%

US HISTORY 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%	71%	95%	92%	96%	98%	84%	52%	99%
African-American	95%	70%	95%	87%	93%	97%	85%	47%	98%
Hispanic	95%	67%	95%	90%	96%	98%	82%	50%	99%
White	98%	81%	98%	96%	97%	99%	86%	61%	99%
Economically Disadvantaged	94%	60%	90%	88%	93%	95%	76%	40%	97%
Special Education	78%	39%	75%	64%	78%	82%	60%	27%	85%
At-Risk	87%	42%	85%	84%	91%	93%	65%	25%	95%
Limited English Proficient	72%	28%	75%	69%	76%	100%	69%	8%	100%
Asian	100%	56%	100%	96%	96%	100%	93%	43%	100%
American Indian	100%	100%	100%	92%	100%	100%	100%	100%	100%
Hawaiian Pacific Islander	100%	50%	100%	91%	81%	100%	0%	0%	100%
Two or More	97%	76%	95%	95%	98%	96%	83%	52%	98%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.4%	96%
African-American	95.4%	95.8%	96.2%	96.5%
Hispanic	95.6%	95%	95.2%	95.6%
White	96%	95.8%	95.3%	95.8%
Economically Disadvantaged	95.4%	94.4%	94.7%	95%
Special Education	94.5%	93.9%	93.7%	94%
Limited English Proficient	96.4%	95.8%	95.1%	95.5%
Asian	97.8%	96.8%	96.5%	97%
American Indian	95.3%	95.2%	95.9%	96%
Hawaiian Pacific Islander	95.5%	96.1%	95.9%	96%
Two or More	95.9%	96%	95.5%	95.8%

COMPLETION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	99.8%	100%
African-American	90.5%	96.6%	100%	100%
Hispanic	92.1%	96.7%	99.7%	100%
White	96%	98%	100%	100%
Economically Disadvantaged	91.1%	94.5%	100%	100%
Special Education	89.5%	94.1%	100%	100%
Limited English Proficient	81.3%	84.4%	100%	100%
Asian	97.9%	98.2%	100%	100%
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%	100%	100%

ADVANCED MEASURES

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%	43%	70%
Number of AP Test Takers	6996	641	65
Number of AP Tests Taken	14110	1161	1121
% Scoring 3 or Higher AP Exams	43%	32%	60%
% College-Ready Graduates-ELA	45%	43%	60%
% College-Ready Graduates-Math	37%	35%	60%
SAT Total Score Mean	990	990	1000
SAT Reading/Writing Section Mean	500	500	510
SAT Math Section Mean	490	490	500

GRADUATION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	99.8%	99.9%
African-American	85.4%	94.8%	100%	100%
Hispanic	86.9%	94.9%	99.7%	100%
White	93.4%	96.7%	100%	100%
Economically Disadvantaged	86%	92.3%	100%	100%
Special Education	77.9%	92%	100%	100%
Limited English Proficient	71.3%	77.6%	100%	100%
Asian	95.7%	95.4%	100%	100%
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%	100%	100%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : ACADEMIC PERFORMANCE
 Students are not prepared for the level of work required for Advanced Placement classes. Pre-AP teachers need to be trained in College Board strategies that will bridge the gap between Pre-AP and AP classes.

Goal : System Safeguard: Improve English I and II End of Course Exams scores overall by 5% for all students, focusing on ELs and Special Education.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August 2017 - June 2018
November Progress Check	Students were given interventions leading up to the December Retest. 92% of the students retested. English I and II teachers provided pull-outs through their classes to improve writing. Algebra 1, Biology and USH provided packets for review.

March Progress Check	<p>During PLC meetings, English I teachers prepared for English I EOC Three Week Blitz to begin Monday, March 19th. Blitz was to focus on reinforcing strategies and content taught during the school year; as well as, encouragement for 9th grade students. Teachers also met with English IST, Tracy Winstead, who provided techniques, strategies as to finish the last week of the blitz strong. English I teachers also worked with English I IST Barbara Bloomingdale in cooperating technology through Chromebook.</p> <p>During PLC meetings, English 2 teachers prepared for English Two EOC Three Week Blitz to begin Monday, March 19th. Blitz is to focus on reinforcing strategies and content taught during the school year; as well as, building confidence in their students through encouragement. Teachers also met with English IST Tracy Winstead, provided techniques, strategies as to finish the last week of the blitz strong. Activities, to help with the development of student ideas, such as: Badges and evolved essay writing.</p> <p>Sophomore teachers also worked with Junior re-testers by having pull outs during their academic periods. And our Student Success Advisor, Roxanne Miranda, worked our Senior re-testers by having pull outs during the day.</p>
June Progress Check	<p>English 1 all-Spring 2018 71%; Spring 2017 72%</p> <p>English 2 all-Spring 2018 78%; Spring 2017 73%-Improvement of 5%</p>

Activity 1

Activity	Provide common planning periods for all tested areas to analyze Special Education and English Learners data and to create common assessments
Person Responsible	Margaret Greff, Academic Dean Department Coordinators
Monitoring Measures	Agendas Log-ins Look at common assessments
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	

Activity 2

Activity	Provide additional learning time for GPCs, ELs, and Retesters through a Practical Writing class
Person Responsible	Margaret Greff, Academic Dean
Monitoring Measures	Grades, Attendance, test scores
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	

Activity 3

Activity	Provide for Case Managers to meet with ELA I and II teachers to review student progress.
Person Responsible	Margaret Greff, Academic Dean Javier Lazo, Student Success Advisor
Monitoring Measures	TSI Scores
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	

Activity 4

Activity	Provide pull-out day for collaborative teams every 6 weeks to plan the next unit and to modify common assessments.
Person Responsible	Cynthia Guidry, Special Education Department coordinator
Monitoring Measures	Grades and attendance
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	

Activity 5

Activity	All Pre-AP teachers will attend a Pre-AP or AP summer institute once every three years.
Person Responsible	Academic Dean Department coordinator
Monitoring Measures	Certificates of attendance
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : COMMUNICATION
 There is a need to develop methods for communicating with teachers, students, parents and the community in order to improve trust between administration and all stakeholders.

Goal : Improve communication through technology to target the following groups: parents, students and faculty and staff.

Goal Details

Student Groups Impacted	All Students
Funding Needed	HSA
Timeline for Implementation	August 2017 - June 2017
November Progress Check	The Weekly Buzz, Brennan Fantastic News, BTV, and Student Newspaper have provided information to parents and students. We continue with call-outs and Remind to alert parents and student about upcoming events.
March Progress Check	We are continuing with publishing The Weekly Buzz (provides information of campus activities during the week), Brennan Fantastic News (provides faculty and staff with positive news on our campus), and our student newspaper "The Paw Print". Our student broadcast, BTV, also provides daily information to our campus, and we continue with call outs and remind to inform parents and students about upcoming events.
June Progress Check	The publishing The Weekly Buzz (provides information of campus activities during the week), Brennan Fantastic News (provides faculty and staff with positive news on our campus), and our student newspaper "The Paw Print" completed this goal. Our student broadcast, BTV, also provides daily information to our campus, and we continue with call outs and remind to inform parents and students about upcoming events.

Activity 1

Activity	Fall newsletter mailout and posting on website. Post additional newsletters on websites Weekly Buzz - school activities Fantastic News - Student, faculty and staff achievements Admin newsletter - specific to faculty and staff
Person Responsible	Assistant Principals
Monitoring Measures	Feedback from teachers

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	

Activity 2

Activity	Maintain an accurate and up to date website.
Person Responsible	Fernando SErna Adrian Urbina
Monitoring Measures	Track number of visits to website
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	

Activity 3

Activity	Maintain Twitter account.
Person Responsible	Regina Prewitt-Campbell

Monitoring Measures	Feedback and usage
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	

Activity 4

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	

Activity 5

Activity	
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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 : Students are not prepared for Advanced Placement coursework

Goal : Pre-AP teachers will prepare students for success in AP classes through the implementation of rigorous coursework based on the Pre-AP strategies developed by the College Board and NISD.

Goal Details

Student Groups Impacted	All Students
Funding Needed	HSA
Timeline for Implementation	August 2017 - June 2018
November Progress Check	AP Teachers have completed AP Audits; attended district pull-outs. New teachers have registered for 2-Day workshops. Walkthroughs have been implemented and will continue during 2nd semester.

March Progress Check	Walkthroughs have been implemented and will continue during 2nd semester, and pre-AP teachers that did not attend College Board 2-day Summer Institute are encouraged to do so for this summer. Discussion with coordinators about establishing PLC Vertical Alignment Meetings as to discuss learning gaps that AP teachers have identified and would like to be addressed for next school year.
June Progress Check	Continued growth in this area.

Activity 1

Activity	Teachers will implement college Board and NISD Pre-AP Curriculum with fidelity and develop weekly lessons plans that reflect the curriculum.
Person Responsible	Margaret Greff Department Coordinators Level Leaders
Monitoring Measures	Attend PLC meetings Walkthroughs
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	During common planning time, PLCs will plan and incorporate Pre-AP and higher order thinking and questioning strategies.
Person Responsible	Academic Dean Department coordinators Level Leaders Student Success Advisor
Monitoring Measures	Attend PLC and Level meetings
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	

Activity 3

Activity	Department Coordinators in conjunction with the Academic Dean will observe Pre-AP classrooms weekly to ensure quality instruction and offer quality feedback to teachers.
Person Responsible	Department Coordinators Margaret Greff Level Leaders
Monitoring Measures	Collection of evidence during walkthroughs Attend PLC meetings
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

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	

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 4

Need : Student and Staff attendance needs to improve and remain above the district average attendance.

Goal : Improve student and staff attendance by .5% over 2016-2017 rate of 95.5.

Goal Details

Student Groups Impacted	All Students
Funding Needed	HSA
Timeline for Implementation	August 2017 - June 2018
November Progress Check	Ms. Prewitt-Campbell continues to monitor attendance. At present, Brennan is above the district average for daily attendance.
March Progress Check	Faculty and staff have received an "Excessive Absences Memo for the Record" memo if they have more than 10 absences. Ms. Prewitt-Campbell continues to monitor attendance. We have also implemented the following: Targeted letters sent to 9-12 grade students Multiple targeted callouts to parents Admin and counselors meet as to discuss our attendance rate, ways to improve our attendance rate, and 1/2 semester credits. Academic Initiative Committee, which consists of 48 teachers, Principal, Academic Dean, and Vice-Principal, meet once a week as to as decide what areas of improvement they would like to focus on for next school year. The committee determined that attendance along with the development of school-wide mandatory tutoring/advisory will be a focus.
June Progress Check	As of June 8, 2018, our attendance rate was 94.3% and we did not meet our goal.

Activity 1

Activity	Student Success Team Advisors will monitor students with high attendance issues. They will make contact with parents, counselors, and administration to address the issues
Person Responsible	Academic Dean Assistant Principal in charge of Attendance
Monitoring Measures	Individual student attendance.

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	

Activity 2

Activity	Recognition of teachers with exceptional attendance.
Person Responsible	Academic Dean Assistant Principal in charge of Teacher attendance
Monitoring Measures	Teacher attendance rates.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Recognition of students with exceptional attendance.
Person Responsible	Margaret Greff, Academic Dean Assistant Principal in charge of student attendance

Monitoring Measures	Faculty attendance
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	

Activity 4

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	

Activity 5

Activity	
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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 :

Goal Details

Student Groups Impacted	
Funding Needed	
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

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	

Activity 2

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	

Activity 3

Activity	
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Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
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Hire, Develop, and Retain Quality Staff	
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Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
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Activity 5

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