

Spring Branch Independent School District
Northbrook High School
2015-2016 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Comprehensive Needs Assessment Data Documentation	4
Goals	5
Goal 1: By shifting more of the campus focus to soft skills, such as problem solving and critical reading, the students will learn the necessary skills needed to apply concepts from content areas and learn strategies to understand difficult reading material; the students will learn how to learn and think through problems in order to excel in all areas.	4
Goal 2: Based on concern with teacher retention, the campus will work to establish a more effective new teacher program and system of support in order to minimize turnover and maximize job satisfaction.	6
Goal 3: To offer Dual Credit courses on campus to help with T-2-4 effort as well as allow more students exposure to college level expectations and course credit.	7
Goal 4: To remain in compliance with Federal and State law.	8
Campus Funding Summary	15

Comprehensive Needs Assessment


Comprehensive Needs Assessment Data Documentation

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

Goals






Goal 1: By shifting more of the campus focus to soft skills, such as problem solving and critical reading, the students will learn the necessary skills needed to apply concepts from content areas and learn strategies to understand difficult reading material; the students will learn how to learn and think through problems in order to excel in all areas.

Performance Objective 1: The campus will show a 15% increase in Biology, Algebra I, and English I/II EOC passing rates.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will create 6 week goals that are evaluate, fine tuned, and possibly changed at each 6 week period. include the following: pacing, order of skills taught, and lessons more frequently.	Principals I-Coach Team Leaders	Test scores increase			
2) Staff development- Focus on creating support and help teachers reach and focus more on specific needs based on specific goals.	Principals I-Coach Team Leaders	Test scores increase Teacher goals are being met.			
3) Non-tested teachers will incorporate whole data into their goals to support testing teachers and it becomes a common practice.	Principals I-Coach Team Leaders	Test scores increase.			
					


Goal 2: Based on concern with teacher retention, the campus will work to establish a more effective new teacher program and system of support in order to minimize turnover and maximize job satisfaction.

Performance Objective 1: NHS collaborative teams and new teacher programs will work to establish better systems that will help our retention rate.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Professional Development in the following areas: 1. lesson planning 2. specific day to day life 3. working with struggling students 4. other support as needed	Principals Team Leaders Teacher leaders I-Coach	1. morale of teachers increases 2. Sustainability increases.			
2) Create a tool to survey staff in order to pinpoint what is and is not working currently	Principals	1. morale increases 2. sustainability increases			
3) Establish a new program to help new teachers over the summer and implement with new teachers next year.	Principals New Teacher Leaders	Sustainability increases. Morale increases.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: To offer Dual Credit courses on campus to help with T-2-4 effort as well as allow more students exposure to college level expectations and course credit.

Performance Objective 1: Students enrollment in Dual Credit courses will increase.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Survey staff to see who is qualified/interested in offering Dual credit courses in the spring of 2015	Principals Other Staff	List of qualified/interested teachers for Dual Language.			
2) Gather the HCC rules/regulations surrounding dual credit and ensure the school has all they need to offer the courses	Principal Other Staff	1. NHS will be able to offer Dual Credit courses.			
3) Create a tool for counselors to use when considering students who would do well in the HCC class.	Principal Other Staff	Counselors will provide a list of students who qualify for Dual Credit.			
4) Promote Dual Credit classes during lunches and through subjects where course may be offered.	Principals Counselors Teachers	Counselors will provide a list of students who qualify for Dual Credit.			
5) Select 1 or 2 courses to offer the following year.	Principal	Students will be enrolled in Dual Credit class for the school year 2016-2017.			
					

Goal 4: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Summative Evaluation: All strategies will be implemented.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>1) Conduct annual program evaluation (CATE, SCE, G/T, LEP, Safe & Drug-Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.</p> <p>-incorporate ELPS- 7 Steps to Creating a Language-Rich interactive Classroom for ELL. -G/T testing and parent meetings</p>	Principals Counselors	-increase number of students showing growth on the TELPAS test - identify G/T students.			
<p>2) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p> <p>(Provide specific information about the remediation and monitoring of SSI students on your campus.)</p> <p>Teachers will work with small groups, individual students who have not passed an EOC test during the school day. Teachers will monitor each student by completing a form that states which intervention has been used for each objective the student is low in.</p>	Principals I-Coach Teachers	Increase number of students passing EOC tests.			
<p>3) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness(STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>- Alan November -Technology -11 Tools for the 21st Century -Classroom technology</p>	Principals iCoach Technology Team Teacher	Lesson plans Technology goals			






<p>4) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>Drug & Alcohol Program-DAEP Conversations With Counselors Communities in Schools Systems of Care</p>	<p>Systems of Care representatives Principals Counselors</p>	<p>Student referrals decrease Students attendance increases</p>			
<p>5) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention- counselors and principals meet with students * Violence/conflict resolution- principals and counselors meet with students * Recent drug use trends-principals meet with each other. * Love and Logic- weekly emails and reminders SEL- lessons prepared by counselors for advisory class.</p>	<p>Principals Counselors Love and Logic Liaison</p>	<p>Student discipline decreases -Referrals to DAEP decrease</p>			
<p>6) SPECIAL EDUCATION - *Monitor LRE ratio. *Develop campus capacity to support inclusive programming for students with disabilities. *Evaluate campus LRE ratio.</p> <p>Co-teach and modified curriculum classes in the regular education setting.</p>	<p>Principals Sp. Ed Campus Support Staff</p>	<p>LRE campus ratio Students receiving credit and support from tracking teacher</p>			

<p>7) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>As a result of the ever-changing state assessment system for students with disabilities , ARD committees no longer make recommendations or predictions regarding student assessments. Students identified with disabilities participate in the state assessments with or without allowed accommodation. Prior to this school year, ARD committees would determine if a student would take a STAAR / TAKS, STAAR Accommodated / TAKS Accommodated, STAAR Modified / TAKS Modified, or STAAR Alternate / TAKS Alternate. Approved accommodations that were used regularly within the classroom could also be utilized on the state assessments. If an ARD committee considered a modified or alternate test for a student, participation requirements set by TEA were reviewed and the student had to meet each requirement in order to be eligible for the modified or alternate test. Beginning this school year, the modified tests and participation requirements have been retired. According to TEA, students will take STAAR with or without allowable accommodations; a student with a disability may have choices regarding which of these assessments is most appropriate. Specific information regarding the 2015 testing for students with disabilities is still unavailable at this time.</p>	<p>Principal Special Ed Diagnosticians Special Education Transition Specialist</p>	<p>Increase number of students meeting the requirements for testing.</p> <p>Increase number of students meeting expectations on testing.</p>			
<p>8) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>(What is your campus plan and timeline to meet this expectation.)</p> <p>Attend in services that provide Sp.Ed compliance requirements and how to interpret BIP, IEP, ARDs</p>	<p>Diagnosticians Principals</p>	<p>Attendance to trainings Analysis of reports</p>			

<p>9) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP</p> <p>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p> <p>Our iCoach meets and supports teams of teachers or individual teachers to help them create lessons, products, and assessments to support our students who are at risk in Language Arts, Math, Science, and Social Studies.</p> <p>Our ESL department chair will create professional development opportunities for all core area and electives to share with them good teaching practices and strategies to use with their limited English Proficiency students.</p>	Principals iCoach ESL Department Chair	At risk students are passing classes. LEP students are engaged in learning by participating in class lessons. LEP students are passing classes.			
<p>10) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual materials- students who are struggling will be in an intervention/advisory class</p> <p>Summer School- receive original or restore credit</p> <p>Night School at AOC</p>	Principals iCoach Team Leaders	passing rate on EOC increases Students earn original credit increases Students show growth on TELPAS			
<p>11) CAMPUS VOLUNTEER/PARTNERSHIP - Develop, monitor, and evaluate campus volunteer/partnership programs that include: (1) recruitment, (2) training/support, (3) recognition of volunteers/partnerships.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Our mentors will meet with their students during lunch or after school. Counselor will meet with mentors and welcome them back.</p>	Principals Counselor	Mentoring sign in sheet Number of mentors meeting with students on a regular basis			

<p>12) TITLE II, A - Provide professional development that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. <p>We will continue to use DDI along with 7-Steps strategies, technology enriched student products to drive instruction. Teachers and co-teachers will attend training's throughout the year. Teachers will implement and attend small group instruction training's. Teacher will attend pull out sessions with iCoach. Teachers will attend training's on co-teach models. Teachers will integrate technology into their lessons. Teachers will meet with other core area teachers to address alignment.</p>	<p>Principals iCoach</p>	<p>Student survey/questionnaire comments improve. -Students attendance and grades increase. -EOC passing scores increase.</p>			
<p>13) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Teachers will attend professional development dealing with their content area or areas that need to be addressed. Teachers will continue to use the components of DDI in their lesson plans. New teachers will be trained in implementing quality lesson plans.</p> <p>Interdisciplinary Coaches will work with teams to incorporate technology using the methods of Alan November and 11 Tools</p>	<p>Principals iCoach</p>	<p>End of the year professional development records show training's.</p>			

<p>14) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Novice and new to the building teachers are paired with a mentor. New teachers are required to meet monthly throughout the school year with the New Teacher Liaison.</p>	-principals	Teacher retention rate increased.			
<p>15) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on the campus website.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus plan.)</p> <p>Attend job fairs and recruit quality new teachers. Teachers meet with mentors on a regular basis.</p>	Principals	Personnel rosters			
<p>16) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>CIT team will meet 3 times each semester to discuss improvements and future planning</p>	Principal	<p>-Attendance to meeting increase</p> <p>-Participation increases during meetings</p>			
<p>17) Identify students eligible for Pregnancy Related Services and provide a support system that includes - but is not limited to - counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction.</p> <p>(The nurse , coueslors and administartors join forces to assits any student in this situation. We also receive District support in this area.)</p>	Counselors' Principals CIS caseworkers Nurses	<p>-Attendance rate increases for students</p> <p>-Students pass class and receive credit.</p>			
<p>18) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <p>c) Differentiating Curriculum for G/T students</p> <p>e) Creativity and instructional strategies for G/T students.</p> <p>Teachers will create lessons that meet the needs of their Gifted and Talented students.</p>	Principals Teachers Counselors	Teachers will differentiate instruction by creating lesson plans that meet the needs of gifted and talented students.			

<p>19) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Teacher will attend GT training</p>	<p>Principals Teachers</p>	<p>-Lesson plans show differentiation -observations that show differentiation</p>			
<p>20) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing, and nomination of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> <p>Counselors will contact parents and students. Teachers will recommend students.</p>	<p>Principals Counselors Teachers</p>	<p>-increase student nominations -increase number of identified students</p>			
<p>21) COORDINATED SCHOOL HEALTH (CSH) and CIP:</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ol style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey 	<p>Administrator Chairperson</p>	<p>-student awareness to improve healthy lifestyle. -parental awareness to improve healthy lifestyle</p>			
<p>22) Review and revisit both the Home/School Compact and Parental Involvement Policy: *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document</p> <p>(This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p>					
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Campus Funding Summary

199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	10	At-Risk		\$13,258.00
Sub-Total					\$13,258.00
Grand Total					\$13,258.00