

Spring Branch Independent School District

Northbrook High School

2018-2019 NHS 2018-2019 Campus Improvement Plan



Mission Statement

In pursuit of excellence, Northbrook High School will monitor student achievement to provide academic growth for all students in a safe environment.

Vision

Northbrook High School will be a comprehensive high school that provides its students the opportunity to engage in the learning process, to increase student academic achievement and to participate in extracurricular activities in a safe and structured environment.

Core Beliefs

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations

- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Table of Contents

Comprehensive Needs Assessment	5
Comprehensive Needs Assessment Data Documentation	6
Goals	9
Goal 1: In order to achieve T-M-2-4, graduating students will enroll in their choice of post-secondary education opportunities.	9
Goal 2: In order to achieve T-M-2-4, students will feel connected to their school community as both an individual and a learner.	11
Goal 3: In order to achieve, T-M-2-4, students will demonstrate college-ready academic performance.	12
Goal 4: In order to achieve T-M-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.	13
Goal 5: To remain in compliance with Federal and State law.....	14
Campus Improvement Team	15
Campus Funding Summary	16

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 11, 2015

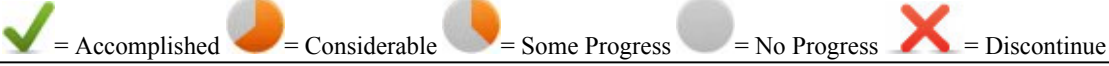
Goal 1: In order to achieve T-M-2-4, graduating students will enroll in their choice of post-secondary education opportunities.

Performance Objective 1: By November 2019, at least 45% of Northbrook High School graduates will have enrolled successfully in a postsecondary option (T, M, 2, 4) .

Evaluation Data Source(s) 1: Post Secondary Enrollment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) NHS will continue to work with Collegiate Challenge, CCC, One Goal, Emerge and the Mentoring Program to increase post-secondary enrollment.	2.4, 2.5	Administration Post-Secondary Counselor Grade Level Counselors Teachers	An increase in post-secondary enrollment (Technical, Military, 2 year and 4 year College)			
	Funding Sources: 199 PIC 22 - Career & Technology - 8000.00					
2) NHS will effectively utilize Advisory Classes to provide exposure and information regarding post- secondary options.	2.4, 2.5, 2.6	Post Secondary Counselor Grade Level Counselors Advisory Teachers Administration	An increase in post-secondary enrollment (Technical, Military, 2 year and 4 year College).			
	Funding Sources: 199 PIC 24 - At Risk - 9000.00					
3) NHS Core Teachers will continue to implement the use of student proficiency scales to progress towards mastery of curriculum goals/priority standards and increase students depth of understanding to ultimately prepare students for post-secondary enrollment.	2.4, 2.5, 2.6	Teachers Counselors Administration	Increase in NHS post-secondary enrollment (Technical, Military, 2 year and 4 year College), standardized test scores and classroom performance.			
	Funding Sources: 199 PIC 24 - At Risk - 4500.00					


4) NHS will establish a collaborative cohort and participate in the SBISD School Redesign process to increase academic outcomes and post-secondary enrollment. NHS will seek input from students, staff, family members and community members.	2.4, 2.6, 3.2	NHS Redesign Cohort	Increase in NHS post-secondary enrollment (Technical, Military, 2 year and 4 year College), standardized test scores and classroom performance.			
	Funding Sources: 199 PIC 24 - At Risk - 8000.00					
						

Goal 2: In order to achieve T-M-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2019, at least 55% of High School students will respond favorably on the Panorama survey.

Evaluation Data Source(s) 1: Panorama end-of-year survey

Summative Evaluation 1: Met Performance Objective


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) NHS will continue utilize the results of the Panorama School Climate and Connectedness Survey to foster a positive school climate and school connectedness.	2.4, 2.5, 2.6	Administration Counselors Teachers	NHS will continue to examine data from Panorama School Climate and Connectedness Student Survey and develop an action plan based on student and campus needs.			
	Funding Sources: 199 PIC 11 - Instructional Services - 2500.00					
2) NHS will promote and expand upon clubs and extracurricular activities for students.	2.4, 2.6	Administration Directors Sponsors Coaches	An increase participation in clubs and extracurricular activities and an increase in favorable responses on Panorama School Survey			
	Funding Sources: 199 PIC 22 - Career & Technology - 3500.00					
3) NHS staff will continue to work in PLC's to develop lessons that focus on SBISD Priority Standards.	2.4, 2.5, 2.6	NHS Administration NHS Core Teachers	Increase in favorable Panorama survey responses and EOC scores			
	Funding Sources: 199 PIC 24 - At Risk - 5500.00					
						

Goal 3: In order to achieve, T-M-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2019, at least 18.2% of Northbrook High School students will perform at post-secondary-ready levels on the ACT (23 or higher; min. 19 in English AND math).

Evaluation Data Source(s) 1: ACT Data

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Personalized learning classes to address ACT	2.4, 2.5	Associate Principal, Interventionist	Increase in ACT scores and an increase in post-secondary enrollment			
	Funding Sources: 199 PIC 24 - At Risk - 5000.00					
2) NHS will create Advisory/Core and classes specific to the academic needs of students. Advisory classes will target identified areas of academic needs based on performance on standardized testing. Advisory/Core Teachers will utilize differentiated instructional strategies to holistically increase student performance.	2.4, 2.5, 2.6	Administration Counselors Core Teachers Advisory Teachers	Increase in ACT Composite Scores, post-secondary enrollment, standardized test scores and classroom performance.			
	Funding Sources: 199 PIC 11 - Instructional Services - 10000.00					
3) NHS will create advisory classes for English Language Learners and utilize strategies that are specific to language acquisitions and proficiency.	2.4, 2.5, 2.6	Administration Counselors Advisory Teachers Department chairs Teachers	Increase in ACT Composite Scores, post-secondary enrollment, standardized test scores and classroom performance.			
	Funding Sources: 199 PIC 11 - Instructional Services - 8000.00					
4) NHS Core Teachers will continue to implement the use of student proficiency scales to progress towards mastery of curriculum goals/priority standards and increase students depth of understanding to prepare students for taking the ACT.	2.4, 2.5, 2.6	Administration Counselors Core Teachers	Increase in ACT Composite Scores, post-secondary enrollment, standardized test scores and classroom performance.			
	Funding Sources: 199 PIC 24 - At Risk - 4000.00					
						

Goal 4: In order to achieve T-M-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2019, Northbrook High School will close existing achievement gaps by at least 3% economically disadvantaged groups while all performance improves.

Evaluation Data Source(s) 1: ACT Data

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) NHS Eleventh Grade Core and Advisory Teachers will effectively implement strategies to increase student performance on the ACT.	2.4, 2.5, 2.6	Administration Eleventh Grade Core Teachers Advisory Teachers Counselors	Increase in ACT Composite Score, decrease performance gaps between economically disadvantaged students and non-economically disadvantaged students and an increase in classroom performance			
	Funding Sources: 199 PIC 24 - At Risk - 7000.00					
2) NHS will create intervention classes specific to the academic needs of students. Classes will target identified areas of academic needs based on performance on standardized testing. Teachers will utilize differentiated instructional strategies to holistically increase student performance.	2.4, 2.5, 2.6	Administration Counselors Core Teachers Advisory Teachers	Increase in ACT Composite Score, decrease performance gaps between economically disadvantaged students and non-economically disadvantaged students and an increase in classroom performance			
	Funding Sources: 199 PIC 99 - Undistributed - 13000.00					
3) NHS Core Teachers will continue to implement the use of student proficiency scales to progress towards mastery of curriculum goals/priority standards and increase students depth of understanding to prepare students for taking the ACT and close achievement gaps.	2.4, 2.5, 2.6	Administration Counselors Core Teachers	Increase in ACT Composite Score, decrease performance gaps between economically disadvantaged students and non-economically disadvantaged students and an increase in classroom performance.			
	Funding Sources: 199 PIC 24 - At Risk - 8000.00					
						

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: Remain in compliance with all Federal and State Laws

Evaluation Data Source(s) 1: Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) ELL Department Chairs will provide instructional support to students and NHS staff by teaching and modeling strategies that are specific to language acquisition and proficiency.	2.4, 2.5, 2.6	Administration Counselors ELL Team	Increase in ELL standardized testing and ELL communication skills that transfer to the academic setting.			
	Funding Sources: 199 PIC 24 - At Risk - 15000.00					
2) ELL Department Chairs will continually monitor the progress of ELL students through standardized data, LPAC records, report cards, communication with teachers, students and parents. NHS staff will make academic decisions/placements and implement academic interventions based on students individualized needs.	2.4, 2.5	Administration Counselors ELL Team Teachers	Increase in ELL standardized testing and an increase in ELL communication skills that transfer to the academic setting.			
	Funding Sources: 199 PIC 24 - At Risk - 11000.00					
						

Campus Improvement Team

Committee Role	Name	Position
Administrator	Ara Adami	Principal
Administrator	Terry Estes	Associate Principal
Administrator	Alison Butler	Assistant Principal
District-level Professional	Karen Heath	Executive Director
Classroom Teacher	Valarie Nappier	English Teacher
Classroom Teacher	Justin Wheeler	Science Teacher
Classroom Teacher	Artan Zhuri	Orchestra Teacher
Classroom Teacher	Lisa Kelly	Sp. Ed. Teacher
Paraprofessional	Lisa Mclaurin	Grade Level Secretary
Classroom Teacher	Katie Reid	Social Studies Teacher
Business Representative	Taylor Dillingham	Balfour Rep
Community Representative	Kenny Baldwin	Community Rep.
Classroom Teacher	Vanessa Garcia-Wheeler	Athletics
Non-classroom Professional	Kevin Route	Testing Coordinator
Non-classroom Professional	Hector Maldonado	Dropout prevention
Classroom Teacher	Nahal Yazdani	Math Teacher

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$2,500.00
3	1	2			\$10,000.00
3	1	3			\$8,000.00
Sub-Total					\$20,500.00
Budgeted Fund Source Amount					\$41,200.00
+/- Difference					\$20,700.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$8,000.00
2	1	2			\$3,500.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$30,130.00
+/- Difference					\$18,630.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,130.00
+/- Difference					\$1,130.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$9,000.00
1	1	3			\$4,500.00
1	1	4			\$8,000.00

2	1	3			\$5,500.00
3	1	1			\$5,000.00
3	1	4			\$4,000.00
4	1	1			\$7,000.00
4	1	3			\$8,000.00
5	1	1			\$15,000.00
5	1	2			\$11,000.00
Sub-Total					\$77,000.00
Budgeted Fund Source Amount					\$159,694.00
+/- Difference					\$82,694.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,225.00
+/- Difference					\$3,225.00
199 PIC 91 - Athletics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$5,000.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$13,000.00
Sub-Total					\$13,000.00
Budgeted Fund Source Amount					\$90,307.00
+/- Difference					\$77,307.00

Grand Total	\$122,000.00