

Spring Branch Independent School District

Northbrook High School

2019-2020 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Mathematics



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 Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: For the 2019 school year, at least 40% of Northbrook High School graduates will have enrolled successfully in a postsecondary option (T, 2, 4). For the 2020 school year, by November of 2020 at least 45% of graduates will have enrolled successfully in a postsecondary option.

Clearinghouse Data:




Nov. 2018 = 36% enrolled in fall following graduation

Nov. 2017 = 39% enrolled in fall following graduation

Evaluation Data Source(s) 1: Clearinghouse Data Provided by the National Clearing House

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue with the processes below but improve communication and review of data.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) NHS will continue to work with Collegiate Challenge, CCC, One Goal, Emerge and the Mentoring Program to increase post-secondary enrollment.</p>	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)			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
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<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>2) 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.</p>	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).			
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>3) NHS will effectively utilize Advisory Classes to provide exposure and information regarding post-secondary options.</p>	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).			
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>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.</p>	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			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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

Performance Objective 1: By June 2020, at least 50% of High School students will respond favorably on the Panorama survey.







2018-19: School Connectedness- 44%




2017-18: School Connectedness - 47%

Evaluation Data Source(s) 1: Panorama EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue with the processes below in an effort to find new and creative ways to engage our students and staff.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) NHS will continue utilize the results of the Panorama School Climate and Connectedness Survey to foster a positive school climate and school connectedness.</p>	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.			
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) NHS staff will continue to work in PLC's to develop lessons that focus on SBISD Priority Standards.</p>	2.4, 2.5, 2.6	NHS Administration NHS Core Teachers	Increase in favorable Panorama survey responses and EOC scores			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2020, at least 25% of NHS students will perform at post-secondary-ready levels SAT (480 in Evidence-Based Reading & Writing and 530 in Math) and/or ACT (composite score of 23 or higher; min 19 in English and Math).




2018-19: 7% performed at post-secondary readiness levels as defined by SBISD Measures of Success

2017-18: 17% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue to improve our use of advisory classes and embed specific support classes to help provide needed intervention for all students. Redesign our support program for SAT and ACT testing to help support increased performance.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) 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.</p>	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.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Personalized learning classes to address ACT	2.4, 2.5	Associate Principal, Interventionist	Increase in ACT scores and an increase in post-secondary enrollment			
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 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.			
= Accomplished = No Progress = Discontinue						

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

Performance Objective 1: By June 2020, Northbrook High School will close existing achievement gaps by at least 3% between economically disadvantaged and non-economically disadvantaged groups while all performance improves.







2018-19: Economically Disadvantaged 8%; non-Economically Disadvantaged 5%







2017-18: Economically Disadvantaged 13%; non-Economically Disadvantaged 15%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue to redesign support programs using data to help guide our instruction.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) NHS Eleventh Grade Core and Advisory Teachers will effectively implement strategies to increase student performance on the ACT.</p>	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			
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>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.</p>	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			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>Additional Targeted Support Strategy</p> <p>TEA Priorities</p> <p>Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>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.</p>	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.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						







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




Performance Objective 1: Meet all compliance timelines and reporting requirements.

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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue improving our processes to provide testing support and interventions to all of our sub-pops.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
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<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 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.</p>	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.			
<p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 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.</p>	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.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	NHS will continue to work with Collegiate Challenge, CCC, One Goal, Emerge and the Mentoring Program to increase post-secondary enrollment.
1	1	2	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.
1	1	3	NHS will effectively utilize Advisory Classes to provide exposure and information regarding post- secondary options.
1	1	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	1	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	1	2	NHS staff will continue to work in PLC's to develop lessons that focus on SBISD Priority Standards.
3	1	1	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.
3	1	2	Personalized learning classes to address ACT
3	1	3	NHS will create advisory classes for English Language Learners and utilize strategies that are specific to language acquisitions and proficiency.
4	1	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.
4	1	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.
5	1	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.

Goal	Objective	Strategy	Description
5	1	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.

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$59,250.00
+/- Difference					\$59,250.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$30,315.00
+/- Difference					\$30,315.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,870.00
+/- Difference					\$1,870.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$266,725.00

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$266,725.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$17,775.00
				+/- Difference	\$17,775.00
199 PIC 91 - Athletics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$6,000.00
				+/- Difference	\$6,000.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$84,650.00
				+/- Difference	\$84,650.00
				Grand Total	\$0.00