

# **Spring Branch Independent School District**

## **Northbrook High School**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

Northbrook High School is dedicated to equitable instruction that empowers every learner to succeed.

## Vision

Northbrook High School will cultivate a community dedicated to literacy in pursuit of success by engaging in data-driven growth, student-centered instruction, and an inclusive campus culture.

## 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.

## Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: STUDENT ACHIEVEMENT. Northbrook High School students will master rigorous academic standards to ensure college and career readiness.	12
Goal 2: STUDENT SUPPORT. Northbrook High School students will benefit from multi-tiered systems of support.	25
Goal 3: SAFE SCHOOLS. Northbrook High School will ensure a safe and orderly environment.	30
Goal 4: FISCAL RESPONSIBILITY. Northbrook High School will ensure efficient and effective fiscal management of resources and operations.	34
Campus Funding Summary	35

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Northbrook High School is a comprehensive public high school located in Northwest Houston within the Spring Branch Independent School District. We serve a very diverse population with students enrolled from different countries. We are a flagship school for the SKY Partnership with KIPP Houston Public Schools and YES Prep Public Schools. We offer a variety of courses and opportunities to help prepare students for the workforce, technical school, military, and 2 or 4 year college or university. We have ongoing partnerships with College Community Career, Emerge, and One Goal organizations that foster a college-going culture for low income, first generation high school students and families.

We ended the 2021-2022 school year with 2,475 students. Of the 2,475 students, approximately 92% were Hispanic, 3% were White, 3% were African American, 1% were Asian, and 0.4% were American Indian. With respect to special programming, about 44% of our students were Emergent Bilinguals (EBs), 11% were students who received special education services, and 3% were Gifted and Talented. We proudly served a high percentage of economically disadvantaged students, about 82%. Our mobility rate for the previous year was about 14%.

At the conclusion of the school year, our overall attendance averaged a little less than 90%.

### Demographics Strengths

Northbrook High School's student population and demographics have remained consistent over the years. Our student population consists of resilient, goal-driven individuals who strive to reach their learning potential as they prepare for life after high school.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Many of our students lack the needed language proficiency to exit the EB program. **Root Cause:** Intentional practices are not outlined to support language proficiency in all 4 language domains in all courses.

**Problem Statement 2 (Prioritized):** The percentage of students who attend school on a consistent basis is declining. **Root Cause:** A detailed attendance plan with specific prevention and intervention strategies has not been outlined and communicated.

# Student Learning

## Student Learning Summary

Below are the 2021-2022 preliminary STAAR EOC data for Northbrook High School:

EOC	Approaches Performance	2022 vs 2021	Meets Performance	2022 vs 2021	Masters Performance	2022 vs 2021
Algebra I	62%	-17%	24%	-11%	9%	No Change
Biology I	70%	No Change	36%	-1%	9%	-5%
English I	32%	-15%	18%	-11%	1%	-2%
English II	42%	-5%	28%	-1%	2%	-1%
US History	78%	-2%	55%	No Change	28%	+2%

## Student Learning Strengths

Northbrook High School has a population of committed teachers who want the best for Every Child.

Speciifcally, we are proud of the following strengths:

- There was no decline in Approaches level performance in Biology.
- The were minimal declines in Meets level performance in Biology and the Meets and Masters level performance in English II.
- The Approaches performance level saw a minimal decline in US History while the Meets and Masters levels remained the same or increased.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our student achievement data declined in almost every tested content area based on the preliminary STAAR EOC 2021-2022 data. **Root Cause:** Refinements are needed in how the PLC Process is executed in each content area.

**Problem Statement 2 (Prioritized):** Given the preliminary data, it can be inferred that the performance of our special populations will reflect declines. **Root Cause:** Differentiation and scaffolding strategies are not being consistently implemented to meet the unique needs of Every Child.

# School Processes & Programs

## School Processes & Programs Summary

**Personnel:** Our teacher retention rates have decreased over the last couple of years. As an Instructional Leadership Team (ILT), we are working to revise our hiring, recruiting, support, and retention practices to reverse this trend. The ILT has started the reversal process by drafting interview questions that afford us an opportunity to glean whether the applicant's experiences and practices align with our campus mission and vision. We have also created interview committees to garner multiple perceptions and reinforce the importance of teacher voice.

**Professional Practice:** Our campus develops instructional leaders by providing professional development, coaching, and support. The process for developing improvement plans to address the root causes of low performance is being refined. We understand that a tighter system is needed to ensure we are leveraging the appropriate staff, resources, and instructional best practices to close learning gaps. While professional development is provided, it needs to be differentiated based on teacher need, content area, and data.

**Programs and Opportunities:** At Northbrook High School, we offer several programs that aid in meeting our students' needs; such as, Special Education, Emergent Bilingual, Gifted and Talented (Advanced Academics), CTE, Dyslexia, and Section 504. As a campus, we use data to make sure students receive the correct programming. For example, to promote high expectations, we also use data to identify students for advanced courses who did not independently select those courses. We also use our data to determine if students receiving special education services are appropriately placed. While these measures are taken, the percentage of Emergent Bilingual students can be decreased and the percentage of Gifted and Talented students and/or those who enroll in advanced courses can be increased. Our campus offers several postsecondary readiness programs to support students with varied GPAs; for example, EMERGE, CCC, and One Goal. Our students have opportunities to participate in college visits throughout their high school career to become familiar with college life. In alignment with our district's digital expansion priority, Every Child is provided a Chromebook to use during and after school.

**Procedures:** To support powerful teaching and learning, teachers have received training on the PLC Process which promotes identifying essential standards, creating common formative assessments, analyzing the data, intervening, and changing instructional practices. We will continue to strengthen consistent implementation across all content areas to reinforce our commitment to students learning. As a campus, we recognize that we need to refine our practices to maximize instructional time, reduce discipline infractions and tardies, and decrease students' time outside of the learning environment.

## School Processes & Programs Strengths

Northbrook High School has identified the following strengths:

- Most of our teachers have received the PLC Process training that has strengthened student learning outcomes.
- Our teachers are supported by Multi-Classroom Leaders (MCLs) in all core content areas and an MCL who supports our Emergent Bilingual program.
- We have partnered with multiple postsecondary readiness programs to increase the number of T-2-4 graduates.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our instructional processes are not yielded consistent increases in student performance. **Root Cause:** There are no explicit, well-communicated instructional expectations in place that support the PLC Process, lesson planning, and instructional strategies.

**Problem Statement 2 (Prioritized):** Our students are not reporting to class on time or remaining in class for the duration of the instructional period. **Root Cause:** There is no discipline management plan in place that lays the foundation for behavior expectations and consequences.

# Perceptions

## Perceptions Summary

Our attendance rate for the 2021-2022 school year drastically decreased when compared to the previous year. After reviewing our discipline data, we saw an uptick in discipline infractions which resulted in many out-of-classroom or off-campus placements. As a collective faculty and staff, we own the fact that we must reimagine our systems and structures with respect to our attendance and discipline practices. Our teacher turnover rates have increased which greatly impacts the continuity of systems and structures on the campus. This results in us starting the year at a deficit because so many staff members need to be trained on and buy-in to our practices.

Fortunately, we have reauthorized the Northbrook High School PTA. We have an elected body of officers who are committed to building relationships and soliciting alumni and community leaders to engage with our campus. With our PTA, we aspire to increase our family engagement rates at curricular, extracurricular, and other school-related events. In addition to our families being more involved, we recognize that our students' voices need to be heard and valued when campus-wide decisions are made. Our goal is to create Student Advisory groups that solicit input from our students on what they want to see in our school.

Through a survey instrument, the staff has provided detailed insight on what is working on our campus and what needs immediate attention. Given the survey results, the leadership team understands that changes in how we do business is a non-negotiable.

## Perceptions Strengths

Northbrook High School identified the following strengths:

- We have a talented faculty and staff who care about the students and want them to excel.
- Our students are resilient and have a lot of potential.
- We are primed to change the perception of our campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** A large percentage of our school community does not feel supported and valued. **Root Cause:** There is no clearly outlined and communicated plan to receive input from all stakeholders in order to impact change.

**Problem Statement 2 (Prioritized):** A significant percentage of the student population does not attend school on a regular basis and does not report to or remain in class. **Root Cause:** Our campus is lacking attendance and discipline management plans.

# Priority Problem Statements

**Problem Statement 1:** Many of our students lack the needed language proficiency to exit the EB program.

**Root Cause 1:** Intentional practices are not outlined to support language proficiency in all 4 language domains in all courses.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** Our student achievement data declined in almost every tested content area based on the preliminary STAAR EOC 2021-2022 data.

**Root Cause 3:** Refinements are needed in how the PLC Process is executed in each content area.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 5:** Our instructional processes are not yielded consistent increases in student performance.

**Root Cause 5:** There are no explicit, well-communicated instructional expectations in place that support the PLC Process, lesson planning, and instructional strategies.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 7:** A large percentage of our school community does not feel supported and valued.

**Root Cause 7:** There is no clearly outlined and communicated plan to receive input from all stakeholders in order to impact change.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 2:** The percentage of students who attend school on a consistent basis is declining.

**Root Cause 2:** A detailed attendance plan with specific prevention and intervention strategies has not been outlined and communicated.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 4:** Given the preliminary data, it can be inferred that the performance of our special populations will reflect declines.

**Root Cause 4:** Differentiation and scaffolding strategies are not being consistently implemented to meet the unique needs of Every Child.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 6:** Our students are not reporting to class on time or remaining in class for the duration of the instructional period.

**Root Cause 6:** There is no discipline management plan in place that lays the foundation for behavior expectations and consequences.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 8:** A significant percentage of the student population does not attend school on a regular basis and does not report to or remain in class.

**Root Cause 8:** Our campus is lacking attendance and discipline management plans.

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **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
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Northbrook High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: POST-SECONDARY READINESS:** By June 2023, at least 25% of Northbrook High School graduates will perform at the postsecondary ready levels on SAT (480 in Evidence-Based Reading & Writing and 530 in Math) or ACT (composite score of 23 or higher; min 19 in English and Math) or TSIA-2 (351 in Reading, 350 in Math) or complete and earn credit for ELA/math through college prep courses.





Class of 2022: [Pending]

Class of 2021: 21% performed at post-secondary readiness levels as defined by Texas Success Initiative

Class of 2020: 26% performed at post-secondary readiness levels as defined by Texas Success Initiative

**Evaluation Data Sources:** State Accountability Reports (Domain I CCMR)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase instructional resources to support and supplement instruction in the SAT/ACT preparation courses. <b>Strategy's Expected Result/Impact:</b> Increase student achievement on SAT and ACT as measured by composite scores. <b>Staff Responsible for Monitoring:</b> Administration SAT/ACT Teacher Post-secondary counselors  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> Instructional Resources - 199 PIC 11 - Instructional Services - 6399 - \$5,000, Professional Development - 199 PIC 11 - Instructional Services - 6299 - \$2,000, Supplies & Materials - 199 PIC 24 - At Risk - \$5,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide students with opportunities to engage with practice tests during advisory time, analyze results, and offer after school tutorial sessions to meet students' individualized needs to prepare for ACT/SAT. <b>Strategy's Expected Result/Impact:</b> Increase student achievement on SAT and ACT as measured by composite scores. Increase in post-secondary enrollment. <b>Staff Responsible for Monitoring:</b> Associate Principal Post-Secondary Counselors  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: STUDENT ACHIEVEMENT.** Northbrook High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: ACHIEVEMENT:** By June 2023, Northbrook High School will increase student performance on STAAR end-of-course exams in reading and math by at least 10% in approaches, 5% in meets, and 5% in masters.

All Students:

2021-22: Reading: 46% (approaches), 28% (meets), 2% (masters); Math: 67% (approaches), 28% (meets), 10% (masters)

2020-21: Reading: 51% (approaches), 33% (meets), 4% (masters); Math: 78% (approaches), 36% (meets), 11% (masters)

Only NBH Students (excludes YES Prep):

2021-22: Reading: 41% (approaches), 23% (meets), 2% (masters); Math: 68% (approaches), 27% (meets), 7% (masters)

2020-21: Reading: 47% (approaches), 29% (meets), 3% (masters); Math: 79% (approaches), 35% (meets), 9% (masters)

**Evaluation Data Sources:** State Accountability Report Domain 1 (available mid- August)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Execute the PLC Process with fidelity in all STAAR EOC tested content areas. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR EOC in each performance level. <b>Staff Responsible for Monitoring:</b> Administration MCLs  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Offer during, after, and Saturday School acceleration sessions and transportation for targeted students. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR EOC in each performance level. <b>Staff Responsible for Monitoring:</b> Administration MCLs Department Chairs Team Leaders  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Student Travel & Transportation - 282 ARP21 (ESSER III Campus Allocations) - 6494 - \$10,000, Payroll - Tutorials - 282 ARP21 (ESSER III Campus Allocations) - 6116 - \$15,000, Instructional Resources - 282 ARP21 (ESSER III Campus Allocations) - 6399 - \$15,000, Supplies & Materials - 199 PIC 24 - At Risk - \$10,000, Transportation - 199 PIC 99 - Undistributed - \$4,180		Formative			Summative
		Oct	Jan	Apr	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Purchase instructional resources/supplies and technology to support and supplement instruction and assessments in all content areas and programs. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR EOC in all performance levels. <b>Staff Responsible for Monitoring:</b> Administration MCLs Department Chairs Team Leaders  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Resources - EL Materials - 199 PIC 25 - ESL/Bilingual - 6399 - \$18,775, Instructional Resources - 282 ARP21 (ESSER III Campus Allocations) - 6399 - \$50,000, Technology (Document Cameras) - 199 PIC 24 - At Risk - 6397 - \$50,000, Software - 199 PIC 24 - At Risk - 6398 - \$15,000, Instructional Resources - SpEd - 199 PIC 23 - Special Education - 6399 - \$2,450, Supplies and Materials - 199 PIC 22 - Career & Technology - 6399 - \$15,540, Library Books - 282 ARP21 (ESSER III Campus Allocations) - 6329 - \$25,000, Instructional Resources - 199 PIC 11 - Instructional Services - \$19,055		Formative			Summative
		Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Offer job-embedded training and collaboration opportunities for content areas teachers during the school day focused on instructional practices and calibration. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR EOC in all performance levels. <b>Staff Responsible for Monitoring:</b> Administration MCLs  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Payroll - Substitutes - 199 PIC 11 - Instructional Services - 6112 - \$9,000, Professional Books & Resources - 199 PIC 11 - Instructional Services - \$5,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to offer reading intervention classes to support students who are reading significantly below grade level. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR EOC in all performance levels. <b>Staff Responsible for Monitoring:</b> Administration MCL - English  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Resources - 282 ARP21 (ESSER III Campus Allocations) - 6399 - \$5,000, Other Reading Materials - 199 PIC 25 - ESL/Bilingual - 6329 - \$5,000, Instructional Resources - 199 PIC 24 - At Risk - 6399 - \$10,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Research, create, and facilitate professional learning opportunities focused on improving learning outcomes for Every Child. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR EOC in all performance levels. <b>Staff Responsible for Monitoring:</b> Administration MCLs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Professional Development (Teachers and Administrators - 282 ARP21 (ESSER III Campus Allocations) - \$15,000, Miscellaneous Operating Expenses - 199 PIC 11 - Instructional Services - 6499 - \$15,000, Other Reading Materials - 199 PIC 11 - Instructional Services - \$5,000, Substitutes - 282 ARP21 (ESSER III Campus Allocations) - 6129 - \$10,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide TELPAS-focused interventions for newcomers and long-term EBs with composite scores of Beginning and Intermediate during advisory. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR EOC in all performance levels. Increased percentage of students advancing one proficiency level as measured by TELPAS. <b>Staff Responsible for Monitoring:</b> Administration MCL - EB  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Resources - 199 PIC 24 - At Risk - 6399 - \$35,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> ILT members will create their weekly schedules using the 4 categories (walk-throughs/observations, coaching and feedback, collaborative meetings, and key data meetings) to schedule walk-throughs/observations, coaching and feedback, data analysis, and weekly collaborative meetings.</p> <p>ILT members will review and adhere to their clearly defined roles and responsibilities and submit at least 2 artifacts from each calendar category.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2022-2023 school year, 100% of the Instructional Leadership Team (ILT) will use and structure their weekly calendars to strategically schedule at least 60% of their time for teacher walk-throughs/observations, data analysis, progress monitoring, coaching and feedback, and collaborative meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> ILT will create exemplar NHS Planning Protocols that will be used to train EOC-tested teachers to assist with lesson internalization.</p> <p>ILT will provide 1-3 pieces of constructive feedback on at least 4 weekly lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2022-2023 school year, 100% of the EOC-tested teachers will use a planning protocol to internalize the standards before creating lessons that tightly align the scope and sequence to the learning objectives, activities, exit tickets, and formative assessments. In addition, 100% of the ILT will review lesson plans weekly to provide 1-3 pieces of timely constructive feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1: STUDENT ACHIEVEMENT.** Northbrook High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: ADVANCED COURSES:** Increase the number of students enrolled in advanced courses.

Fall 2022: 297 students enrolled in one or more Dual Credit/Dual Enrollment/Advanced Placement courses.

Fall 2021: 284 students enrolled in one or more Dual Credit/Dual Enrollment/Advanced Placement courses.

**Evaluation Data Sources:** Skyward Course Enrollment Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Execute the PLC Process with fidelity in all advanced courses. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in advanced courses as measured by STAAR EOC at the meets and masters performance levels and AP exam performance. <b>Staff Responsible for Monitoring:</b> Administration MCLs  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer during, after, and Saturday School intervention sessions for targeted students enrolled in advanced courses. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in advanced courses as measured by STAAR EOC at the meets and masters performance levels and AP exam performance. <b>Staff Responsible for Monitoring:</b> Administration MCLs  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Payroll - Tutorials - 282 ARP21 (ESSER III Campus Allocations) - 6116 - \$5,000, Instructional Resources - 199 PIC 24 - At Risk - \$5,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Offer differentiated professional development for advanced academic teachers to enhance instructional practices. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in advanced courses as measured by STAAR EOC at the meets and masters performance levels and AP exam performance. <b>Staff Responsible for Monitoring:</b> Administration MCLs  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Other Reading Materials - Teachers - 199 PIC 11 - Instructional Services - 6329 - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase OnRamps course offerings to include English III. <b>Strategy's Expected Result/Impact:</b> Increased number of students enrolled in advanced courses. Increased student achievement in advanced courses as measured by STAAR EOC at the meets and masters performance levels and AP exam performance. <b>Staff Responsible for Monitoring:</b> Administration MCLs  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1: STUDENT ACHIEVEMENT.** Northbrook High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4: COLLEGE, CAREER, MILITARY READINESS (CCMR):** By June 2023, Northbrook High School will increase the % of graduates achieving College, Career, Military Readiness status by at least 5 points.

Class of 2022: [ Pending]

Class of 2021: 40% of graduates met CCMR indicator

Class of 2020: 44% of graduates met CCMR indicator

**Evaluation Data Sources:** School Accountability Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor CTE coherent sequence coursework completion and industry-based certifications. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who complete CTE coherent sequence coursework and earn a TEA-approved Industry Based Certification. Increase percentage of graduates achieving College, Career, Military Readiness status. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Supplies and Materials - 199 PIC 22 - Career & Technology - 6399 - \$14,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use various data sources to identify and monitor student enrollment in college-level dual credit, OnRamps, and Advanced Placement (AP) courses. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who enroll and complete a college-level dual credit, OnRamps, and AP courses. Increase percentage of graduates achieving College, Career, Military Readiness status. <b>Staff Responsible for Monitoring:</b> Associate Principal Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Partner with military recruiters to communicate the benefits of joining the armed forces after graduation. <b>Strategy's Expected Result/Impact:</b> Increase student interest and enrollment in T-2-4 programs after graduation. Increase percentage of graduates achieving College, Career, Military Readiness status. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide opportunities for students to visit colleges to gain exposure to college life and learn about the admission requirements. <b>Strategy's Expected Result/Impact:</b> Increase student interest and enrollment in T-2-4 programs after graduation. Increase percentage of graduates achieving College, Career, Military Readiness status. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> Transportation - College Visits - 199 PIC 24 - At Risk - 6494 - \$10,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Review various data sources to identify and monitor students successful completion of the TSI requirement. <b>Strategy's Expected Result/Impact:</b> Increase number of students who meet the TSI requirement. Increase percentage of graduates achieving College, Career, Military Readiness status. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1: STUDENT ACHIEVEMENT.** Northbrook High School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: POST-SECONDARY ENROLLMENT:** For the graduating class, 40% of Northbrook High School graduates will have enrolled successfully in a post-secondary option (T, 2, 4).

Class of 2022: [ Pending]





Class of 2021: 38% enrolled in fall following graduation

Class of 2020: 36% enrolled in fall following graduation

**Evaluation Data Sources:** National Student Clearinghouse (available November/December following graduation)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to partner with Collegiate Challenge, CCC, One Goal, Emerge and the Mentoring Program to increase post-secondary exposure and enrollment. <b>Strategy's Expected Result/Impact:</b> Increased number of students enrolled in post-secondary programs. Increased number of students enrolled in post-secondary options to support T-2-4 goal. <b>Staff Responsible for Monitoring:</b> Administration Post-Secondary Counselors  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Supplies & Materials - 199 PIC 99 - Undistributed - 6399 - \$5,000, Instructional Resources - 199 PIC 24 - At Risk - \$20,000, Travel - 199 PIC 11 - Instructional Services - 6494 - \$5,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize advisory classes to educate students on the requirements to be a T-2-4 graduate. <b>Strategy's Expected Result/Impact:</b> Increase student post-secondary interest and enrollment (Technical, Military, 2 year and 4 year College). Increase percentage of graduates achieving College, Career, Military Readiness status. <b>Staff Responsible for Monitoring:</b> Administration Post-Secondary Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Resources - 199 PIC 11 - Instructional Services - \$15,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create the Career Cafe that welcomes industry professionals and speakers to the campus to present information about their field to provide career exposure. <b>Strategy's Expected Result/Impact:</b> Increase student post-secondary interest and enrollment (Technical, Military, 2 year and 4 year College). Increase percentage of graduates achieving College, Career, Military Readiness status. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Materials - 199 PIC 24 - At Risk - \$5,000, Resources - 199 PIC 11 - Instructional Services - \$10,000	Formative			Summative
	Oct	Jan	Apr	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Incorporate T-2-4 information into student academic goal discussions while visiting with students who fail classes after each 9-week grading cycle. <b>Strategy's Expected Result/Impact:</b> Improve students academic standings during the next grading cycle and build interest in T-2-4 related goals. Increase percentage of graduates who enroll successfully in a post-secondary T-2-4 option. Increase percentage of graduates achieving College, Career, Military Readiness status. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Confer with 12th grade students to review and discuss their post-secondary plans. <b>Strategy's Expected Result/Impact:</b> Increase percentage of graduates who enroll successfully in a post-secondary T-2-4 option. Increase percentage of graduates achieving College, Career, Military Readiness status. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2: STUDENT SUPPORT.** Northbrook High School students will benefit from multi-tiered systems of support.

**Performance Objective 1: INTERVENTIONS:** By June 2023, Northbrook High School will develop and implement an SSC process, aligning with the District's SSC protocol, to respond to students with academic and/or behavior needs to determine appropriate interventions, referral to Section 504, or referral to Special Education.

**Evaluation Data Sources:** Self-Assessment Rubric Developed by Intervention Services





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Outline a campus SSC process to support students who need more than Tier 1 academic and behavior supports. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR EOC in all performance levels. <b>Staff Responsible for Monitoring:</b> Associate Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Professional Development - 199 PIC 24 - At Risk - 6299 - \$10,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create Tier 2 and Tier 3 intervention supports during advisory periods. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR EOC in all performance levels. <b>Staff Responsible for Monitoring:</b> Associate Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Resources - 199 PIC 24 - At Risk - 6399 - \$20,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Offer mini-mesters to provide students with an opportunity to earn credit, receive targeted interventions, and/or engage in CCMR activities. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR EOC in all performance levels. Increased percentage of students graduating with their cohort. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>Funding Sources:</b> Instructional Resources/Materials - 199 PIC 11 - Instructional Services - \$15,000, Supplemental Pay - 282 ARP21 (ESSER III Campus Allocations) - \$21,400, Supplies & Materials - 199 PIC 24 - At Risk - \$18,750	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 2: STUDENT SUPPORT.** Northbrook High School students will benefit from multi-tiered systems of support.

**Performance Objective 2: POST-SECONDARY PLANNING:** 100% of 9th graders will have an informed four-year plan and 100% of 11th graders will have a preliminary post-secondary plan.

**Evaluation Data Sources:** Naviance Reports, Skyward Reports





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create and/or review 9th grade students four-year plan by the end of the school year. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who graduate with an endorsement. 100% of 9th grade students have a documented four-year plan. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and/or review 11th grade students' preliminary post-secondary plans by the end of the school year. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who graduate T-2-4 ready. 100% of the 11th grade students have a preliminary post-secondary plan. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2: STUDENT SUPPORT.** Northbrook High School students will benefit from multi-tiered systems of support.

**Performance Objective 3: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** By June 2023, Northbrook High School will implement at least three strategies that advance the focus on Core Characteristics for every child.

**Evaluation Data Sources:** Campus calendar and newsletters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create advisory lessons that help students learn effective study and time management skills. <b>Strategy's Expected Result/Impact:</b> Improve the overall rating of Academically Prepared from Emerging to Progressing. Increased student achievement in all content areas as measured by STAAR EOC in all performance levels. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create advisory lessons that help students learn how to be accountable for commitments and high-quality work. <b>Strategy's Expected Result/Impact:</b> Improve the overall rating of Ethical & Service Minded from Emerging to Progressing. Increased student achievement in all content areas as measured by STAAR EOC in all performance levels.  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create advisory lessons that teach students how to analyze academic and behavior situations with a solutions-minded approach. <b>Strategy's Expected Result/Impact:</b> Improve the overall rating of Resourceful Problem-Solver from Emerging to Progressing. Increased student achievement in all content areas as measured by STAAR EOC in all performance levels. Decrease in discipline referrals when compared to previous year. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3: SAFE SCHOOLS.** Northbrook High School will ensure a safe and orderly environment.

**Performance Objective 1: SAFE SCHOOL ENVIRONMENT:** Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

**Evaluation Data Sources:** Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Outline a campus discipline management plan to articulate behavior expectations and responses to Code of Conduct violations. <b>Strategy's Expected Result/Impact:</b> Decrease in student referrals when compared to the previous year. <b>Staff Responsible for Monitoring:</b> Administration Campus Safety Officer  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement our campus PBIS Plan to intentionally communicate and reinforce positive behavior expectations. <b>Strategy's Expected Result/Impact:</b> Decrease in student referrals when compared to the previous year. <b>Staff Responsible for Monitoring:</b> Administration PBIS Team  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> PBIS Incentives - 199 PIC 99 - Undistributed - 6399 - \$20,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase discipline management programs and incentives to track student tardies, out of classroom experiences, and reward positive behavior. <b>Strategy's Expected Result/Impact:</b> Decrease in student tardies when compared to the previous year. Increased student achievement in all content areas as measured by STAAR EOC in each performance level. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Software - Discipline Management - 282 ARP21 (ESSER III Campus Allocations) - 6397 - \$15,000, Incentives - 199 PIC 99 - Undistributed - \$10,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase resources to brand the campus as a learning environment that promotes safety and school pride. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals when compared to the previous year. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Motivational Resources - 199 PIC 99 - Undistributed - \$25,000	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3: SAFE SCHOOLS.** Northbrook High School will ensure a safe and orderly environment.

**Performance Objective 2: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.





**Evaluation Data Sources:** Campus Safety Committee roster

Strategy 1 Details	Reviews			
<b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. <b>Strategy's Expected Result/Impact:</b> Each campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. <b>Staff Responsible for Monitoring:</b> Administrators Campus Safety Committee	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit. <b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits. <b>Staff Responsible for Monitoring:</b> Administrators Campus Safety Committee	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3: SAFE SCHOOLS.** Northbrook High School will ensure a safe and orderly environment.

**Performance Objective 3: EMERGENCY OPERATIONS:** Maintain Campus Emergency Operations Procedures that comply with SB 11, and include Standard Operating Procedures.





**Evaluation Data Sources:** Campus emergency operation procedures documents

Strategy 1 Details	Reviews			
<b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. <b>Strategy's Expected Result/Impact:</b> Campus EOP turned in and filed by September 1st. <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOPs annually and train staff at the start of each school year. <b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOP. Staff training documents maintained. EOP submitted by September 1st. <b>Staff Responsible for Monitoring:</b> Administrators Campus Safety Committee	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4: FISCAL RESPONSIBILITY.** Northbrook High School will ensure efficient and effective fiscal management of resources and operations.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct weekly budget meetings with the Campus Finance Specialist to monitor and reconcile campus budgets. <b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders. <b>Staff Responsible for Monitoring:</b> Principal Campus Finance Specialist	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use campus needs assessment and other data to determine appropriate expenditures. <b>Strategy's Expected Result/Impact:</b> Resources purchased align to campus goals and district T-2-4 priority. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources	6399	\$5,000.00
1	1	1	Professional Development	6299	\$2,000.00
1	2	3	Instructional Resources		\$19,055.00
1	2	4	Professional Books & Resources		\$5,000.00
1	2	4	Payroll - Substitutes	6112	\$9,000.00
1	2	6	Miscellaneous Operating Expenses	6499	\$15,000.00
1	2	6	Other Reading Materials		\$5,000.00
1	3	3	Other Reading Materials - Teachers	6329	\$2,000.00
1	5	1	Travel	6494	\$5,000.00
1	5	2	Resources		\$15,000.00
1	5	3	Resources		\$10,000.00
2	1	3	Instructional Resources/Materials		\$15,000.00
Sub-Total					\$107,055.00
Budgeted Fund Source Amount					\$107,055.00
+/- Difference					\$0.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplies and Materials	6399	\$15,540.00
1	4	1	Supplies and Materials	6399	\$14,000.00
Sub-Total					\$29,540.00
Budgeted Fund Source Amount					\$29,540.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Instructional Resources - SpEd	6399	\$2,450.00
Sub-Total					\$2,450.00
Budgeted Fund Source Amount					\$2,450.00

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies & Materials		\$5,000.00
1	2	2	Supplies & Materials		\$10,000.00
1	2	3	Technology (Document Cameras)	6397	\$50,000.00
1	2	3	Software	6398	\$15,000.00
1	2	5	Instructional Resources	6399	\$10,000.00
1	2	7	Instructional Resources	6399	\$35,000.00
1	3	2	Instructional Resources		\$5,000.00
1	4	4	Transportation - College Visits	6494	\$10,000.00
1	5	1	Instructional Resources		\$20,000.00
1	5	3	Materials		\$5,000.00
2	1	1	Professional Development	6299	\$10,000.00
2	1	2	Instructional Resources	6399	\$20,000.00
2	1	3	Supplies & Materials		\$18,750.00
Sub-Total					\$213,750.00
Budgeted Fund Source Amount					\$213,750.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Instructional Resources - EL Materials	6399	\$18,775.00
1	2	5	Other Reading Materials	6329	\$5,000.00
Sub-Total					\$23,775.00
Budgeted Fund Source Amount					\$23,775.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Transportation		\$4,180.00
1	5	1	Supplies & Materials	6399	\$5,000.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	PBIS Incentives	6399	\$20,000.00
3	1	3	Incentives		\$10,000.00
3	1	4	Motivational Resources		\$25,000.00
Sub-Total					\$64,180.00
Budgeted Fund Source Amount					\$64,180.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Student Travel & Transportation	6494	\$10,000.00
1	2	2	Instructional Resources	6399	\$15,000.00
1	2	2	Payroll - Tutorials	6116	\$15,000.00
1	2	3	Library Books	6329	\$25,000.00
1	2	3	Instructional Resources	6399	\$50,000.00
1	2	5	Instructional Resources	6399	\$5,000.00
1	2	6	Professional Development (Teachers and Administrators		\$15,000.00
1	2	6	Substitutes	6129	\$10,000.00
1	3	2	Payroll - Tutorials	6116	\$5,000.00
2	1	3	Supplemental Pay		\$21,400.00
3	1	3	Software - Discipline Management	6397	\$15,000.00
Sub-Total					\$186,400.00
Budgeted Fund Source Amount					\$250,660.00
+/- Difference					\$64,260.00
Grand Total Budgeted					\$691,410.00
Grand Total Spent					\$627,150.00
+/- Difference					\$64,260.00