

BRAVES ADACEMY

Campus Improvement Plan

2024/2025

Walking The Fine Line Together.



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Mission Statement

The educators at the Braves Center will partner with our community to equip all students with the necessary behavior, academic, and social skills to continue their path to become successful members of society.

Braves Center Vision

Braves Center will provide a safe and supportive environment inspire our community of leaders and learners to believe, lead, unite, and excel.

Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1 (Prioritized):Students who are placed at DAEP frequently show lower scores on state-mandated assessment. The Braves Center is committed to providing quality Tier III instruction in addition to the classwork sent from the student's home campus as well as utilizing Edgenuity for core subjects.

Problem Statement 2 (Prioritized):Behavior frequently impedes the learning of students who are in the SEAS program. The Braves Center is committed to providing Positive Behavioral Interventions and Supports to all the students in the program in order to help them achieve their annual behavioral goals.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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 (not utilized because most recent report not out yet)
- Student Achievement Domain (not utilized because data was not available at the time of the report)
- Student Progress Domain (not utilized because data was not available at the time of the report)
- Closing the Gaps Domain (not utilized because data was not available at the time of the report)
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (not utilized because data was not available at the time of the report)
- (STAAR) current and longitudinal results, including all versions (not utilized because data was not available at the time of the report)
- STAAR EL progress measure data (not utilized because data was not available at the time of the report)
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), TejasLEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Male / Female performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

BRAVES ADACEMY

Goal 1. The Braves Center will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 1. The Braves Center will collaborate with the district's campuses to achieve the district's goal of a "B" rating as determined through TEA accountability framework.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize bi weekly PLCs to disaggregate data to evaluate student growth to create and implement intervention plans. Using the district format to ensure all elements of PLC are implemented. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,1.1,1.2,4,5,5.1,5.4)	All Core Teachers, Campus Administration, Campus Principals & Assistant Principals, Curriculum Coordinators, Special Education Behavioral Staff, Special Education Teachers	May 2025		Criteria: Unit Assessments Student growth Tier 3 Intervention Data
2. Student goal setting will take place after each diagnostic assessment(BOY, MOY, EOY) to allow students to take ownership of their learning and growth. Teachers will help students create with the students to create short term and long term measurable goals. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.3,5.4)	Administration, All teachers	2024-2025		Criteria: Student data and growth throughout the year, goal setting
3. Utilize student-centered instructional strategies and differentiated instructed such as sheltered instruction, small group, intervention, and extension activities. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1)	Administration, All teachers, Special Education Teachers	2024-2025		Criteria: Classroom observation and student growth T-TESS evaluations
4. Campus Leadership team will intentionally plan walk throughs in the classroom to focus on campus expected, research based instructional strategies. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1,5.2)	Administrative Team	2024-2025		Criteria: TTESS evaluations, student growth, increased teacher performance
5. Professional learning will be provided to better support our at risk students. Including but not limited to: - Sheltered instruction - Small Group Instruction - Community Classroom (Best Practices) - Dyslexia Training	Administrative Team, All Staff	Aug-May		Criteria: Student growth on unit test, iReady, and benchmarks

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
- Capturing Kids Hearts (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,5.1,5.3)				
6. DAEP teachers will provide Tier III interventions based on student data and performance for all DAEP students. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,5.3,5.4)	Administrative Team, Instructional Coaches, Instructional Specialists	August-May		Criteria: Data from Unit test and documentation from interventionist on growth from data obtained from weekly assessment

BRAVES ADACEMY

Goal 1. The Braves Center will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 2. Increase student achievement in approaches, meets, and masters across all areas evidenced by state performance standards and increase the number of academic distinctions received by the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor the progress of all student groups monthly, in particular SPED and EB, and implement MTSS/ARD committee intervention plans as needed. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,3.1,3.2,4.1,5.1,5.3,5.4)	Administration, All teachers, C&I Department, Special Education Teachers	2024-2025		Criteria: Student growth
2. Special Education/Dyslexia teachers will provide tailored instruction based on students needs as well as collaborate with gen ed teachers to increase Tier 1 instruction and implement research based intervention. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED,AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Administration, All teachers, SPED Teachers	August-May		Criteria: Student growth data

BRAVES ADACEMY

Goal 1. The Braves Center will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 3. The Braves Center will provide innovative and authentic instructional experiences that challenge and empower all student to be active participants in their own learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student conferencing/goal setting will be used to guide individualized instruction based on grade level TEKS/Student goals. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.2,4.1,5.1,5.3)	All teachers	Aug-May		Criteria: Increased student achievement on classroom and district assessments, benchmarks, and STAAR

BRAVES ADACEMY

Goal 2. The Braves Center shall recruit, hire, train, and retain highly effective and qualified teachers.

Objective 1. Teaching staff will grow in the areas of instruction and management through weekly walkthroughs and feedback sessions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly walkthroughs will be conducted by the administration team. Feedback will be provided to provide the teacher with data for personal growth. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1)	Administrative Team	September- May		Criteria: TTESS walkthrough data reports

BRAVES ADACEMY

Goal 3. The Braves Center will maintain a safe and orderly environment.

Objective 1. In partnership with the CISD police department and counselors, The Braves Center will maintain a safe and orderly environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will complete monthly safety drills including fire, tornado, hold in place, and lock down drills to assure the safety of our campus in conjunction with Edge Middle School. (Title I SW Elements: 1.1) (Target Group: All)	Administrative Team, CISD Police Department and Chief of Police	Aug-May		Criteria: Drill debriefs
2. Teachers will conduct frequent lessons on student topics centered around safety, conflict resolution, and behavior. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.2,3.3)	Administrative Team, All teachers	Aug-May		Criteria: Discipline referrals
3. DAEP students who have been identified as at risk for drug/alcohol/vape addiction will participate in Drug Prevention materials and lessons during throughout term of DAEP placement (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.3)	Administrative Team, Counselors	2024-2025	(S)6399 General Supplies - \$250	Criteria: Completion of the program
4. The Braves Center will utilize the security measures to assure the safety of the building. These measure include, but not limited to, all visitors must show their ID to enter the building and have their ID scanned by the Raptor system to go into the main building. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2,3.3)	Administrative Team, Front Office Staff	2024-2025		Criteria: Raptor Reports
5. Social Emotional Learning lessons will be delivered weekly by teachers utilizing the Navigate 360 curriculum. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2,3.3)	Administrative Team, All teachers	Aug-May		Criteria: Discipline referrals, surveys
6. All staff members will be trained prior to the first day of school on Safety and Security measures and Standard Response Protocol, by the CISD Police Department. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1,3.3)	Administrative Team, CISD Police Department and Chief of Police	August		Criteria: Staff will be able to conduct drills correctly, expectations will be met
7. The Braves Center will conduct daily safety	Administrative Team, All Staff,	August-May		Criteria: CISD Police

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checks to ensure all new safety protocols are implemented such as outside door checks, singular entry and exit point, closed and locked classroom doors, etc (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1,3.2)	CISD Police Department and Chief of Police			documentation, walkthrough observation
8. All teachers and staff will incorporate the components of Capturing Kids Heart, Traits of a Brave, and PBIS (Positive Behavior Interventions and Supports) in the classrooms. Components will include, but not limited to, social contracts, greeting students at the door, celebrating students positive behavior, using the 4 question model, etc. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)	All Staff, All teachers	2024-2025		Criteria: Classroom walkthrough, behavior documentation

BRAVES ADACEMY

Goal 3. The Braves Center will maintain a safe and orderly environment.

Objective 2. The Braves Center will have a designate team in place for medical emergencies and any crisis situations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The faculty of The Braves Center will be trained on how to handle medical emergencies at on our campus. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2,3.3)	Administrative Team, All Staff, Campus Nurses, Campus SRO	August-September		Criteria: Nurse feedback after an emergency has taken place.

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Goal 4. The Braves Center shall exhibit excellence in financial and facility planning, management, and stewardship.

Objective 1. The Braves Center will utilize the instructional budget to provide resources and professional development necessary for improvement in student progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Braves Center will use all campus budgeted instructional monies to impact student achievement. This will include the purchase of research based intervention material teachers to use during intervention to close the education gaps. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,3.3,4.1,5.1,5.4)	Administration, All teachers, Finance Department	2024-2025	(S)6218 Professional Services - Locally Defined - \$1,200	Criteria: Student growth report
2. The Braves Center will provide staff with professional development that is aligned with campus and district goals such as but not limited to Capturing Kids Hearts, 7 steps to a language rich classroom, DMAC training, etc. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,2.1,3.1,3.2,3.3,5.1)	Administration, All teachers, C&I Department	August to May	(S)6218 Professional Services - Locally Defined	Criteria: Classroom observations, student data

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Goal 5. Parents and members of the community will have meaningful opportunities to participate in the educational processes of The Braves Center.

Objective 1. The Braves Center will partner with businesses, community organizations, local government, and higher education institutions to engage students and promote community involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Braves Center will conduct conferences with parents at least once during the time that the students are enrolled at The Braves Center in order to build a strong partnership that ensures all students are successful. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3.1,3.4)	All teachers	2023-2024		Criteria: Sign in sheets

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Goal 6. The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Objective 1. The Braves Center will conduct customer satisfaction surveys with the campuses we serve in the spring to evaluate effectiveness of programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Braves Center will create surveys for other campus staff to evaluate learning and culture offered at The Braves Center throughout the year. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 1.2)	Administrative Team	2024-2025		Criteria: Surveys completed to be used throughout the year