

Cypress-Fairbanks Independent School District

Brautigam Center

2023-2024



Mission Statement

District Mission Statement: "We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st century global learners."

Leonard Brautigam Center's Mission Statement: The Brautigam Center will create a safe, nurturing, and challenging learning community where all students are inspired to become productive, self-reliant, lifelong learners. Faculty and staff members pledge to support and mentor each student as well as each other, embracing a "whatever-it-takes" attitude to promote academic, emotional, and social confidence for all.

Vision

The Leonard Brautigam Center's Vision is to: Nurture...Guide...Challenge...Inspire...Every Student, Every Day!

Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
School Culture and Climate	5
Staff Quality, Recruitment, and Retention	7
Parent and Community Engagement	8
Goals	9
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.	9
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.	17
Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.	22
Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.	25
Addendums	27

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The Brautigam Center continues to serve many students who are not successful the first time they attempt a required test for graduation. Students who have had remediation may not pass the EOC the first time they take it at Brautigam Center, but almost all students showed improvement in English I, English II, Biology, Algebra, and U.S. History EOC scores with extensive remediation.

The Brautigam Center supports students in the area of assessment by offering End-of-Course (EOC) preparation courses. LBC coordinates with our testing coordinator and each team leader to make sure students who need to test for an EOC are targeted for support so that they are prepared for each required EOC. We offer tutoring, A.I., and pull-outs for U.S. History, English, Algebra, and Biology EOC exams before the scheduled test dates. Our reading specialist meets weekly with designated students to help increase reading and writing levels.

Our passing rates for all classes offered at Brautigam are typically high due to our teachers making sure students are engaged in curriculum on a daily basis.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student Achievement: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 2: ELA: The majority of the students are reading on an elementary or middle school level. **Root Cause:** We need to work on teaching various reading and writing strategies to help students increase their reading level.

Problem Statement 3: Math: Algebra I students lack the critical thinking skills necessary to be successful in Math. **Root Cause:** We need to review math concepts that have previously been taught to help students progress and be successful in math.

Problem Statement 4: Science: Performance is negatively impacted by poor reading levels, lack of vocabulary skills, and low comprehension. **Root Cause:** As science teachers, we need to work on multiple strategies to incorporate reading, writing, and vocabulary skills into lessons.

Problem Statement 5: Social Studies: The majority of our students read below a high school level. **Root Cause:** We need to help students build reading, vocabulary, and comprehension skills by incorporating reading strategies in lesson plans on a weekly basis .

School Culture and Climate

School Culture and Climate Strengths

The Leonard Brautigam Center opened in 2019-20.

Since opening Brautigam Center, we have added a Bridge to High School program, Welding, Plumbing, Introduction to Culinary, and Construction Technology. We are now able to serve over-aged eighth grade students, re-classed ninth grade students, tenth through twelfth grade students, and students who travel to us from other high schools for Welding and Construction Technology.

Leonard Brautigam Center is developing a program that makes it possible for students who have struggled in school to start over, catch up, and graduate. It also gives students who are ready to move on to post-secondary opportunities a chance to complete their high school courses at a faster pace and graduate early.

Leonard Brautigam Center is a place for at-risk students to accomplish their goal of graduation through condensed course completion (four semesters in one year). All courses offered have a small student to teacher ratio. The environment is highly conducive to student success because the faculty is committed to facilitating this success through rigorous instruction, energy, expertise, experience, and by building a positive relationship with each student. A high level of warmth and support is evident among staff members on both a professional and personal level.

Our students hear our LBC Code of Ethics daily during announcements to encourage them throughout the day.

"As a Leonard Brautigam Center student, I will do 'Whatever It Takes' to meet my goal of graduation. This means I will.....

- Work diligently each day, giving my personal best at school, at home, and in my community.
- Honor myself and my school by having a responsible, adult attitude and by making positive decisions about my education and future.
- Seek success by attending school every day and making a commitment to complete all requirements for graduation."

We have a "Whatever it Takes" mentality on a daily basis at Brautigam Center to help students achieve their goal of graduation.

Each week, multiple students are recognized as "Students' of the Week." Students are nominated by staff members, and the students are recognized on announcements.

Brautigam Center Student Leadership Team was established to provide an opportunity for students to participate in relationship-building activities with peers and staff. This year, our Student Leaders will participate in the Chick-fil-A Leadership Academy.

Students are recognized at the end of each grading period for outstanding academic accomplishments with a special celebration called "The GAP Celebration." Students' pictures are taken and are shared on X, Instagram, our school web page, and Facebook.

Throughout the school year, staff members nominate each other to receive "The Anchor of Hope" award. During each staff meeting, "The Anchor of Hope" is presented to six staff members, and the awards recognize staff members who have gone above and beyond to do outstanding work that makes a positive difference. Staff members also recognize each other with Lighthouse Recognition notes on our "Beacon of Light" board. All staff members who receive a note are put in a drawing for a special parking place, and jeans for a month. Drawings are held once a month.

Safety: Staff and students participate in drills to make sure all students and staff members understand proper procedures when there is an emergency. There is a clear backpack initiative in place, and students and staff are expected to wear an identification badge at all times. We conduct random metal detector searches, the K9 unit searches our parking lots and classrooms, and we have high visibility in the halls by all staff members. Students are not allowed to wear a hoodie in the hallway, so we can recognize students at all times. Our students understand that they should only have one ear bud in at a time, so they are aware of everything going on around them.

Student attendance: We recognize students with perfect attendance each nine weeks during the GAP (Great Achievement Party) celebration.

Restorative discipline: Each class builds their own social contract based on The Capturing Kids' Hearts model, and teachers refer to the social contract to help hold students accountable for their behavior. We have a focus to keep students in class, so our teachers follow a discipline continuum with the least restrictive consequence in place first.

The 2022-23 Employee Perception Survey resulted in an overall acceptance rate of 90% for safety, collaboration is encouraged and practiced, information is accessible, and job responsibilities are clear which is indicative of the employees' perception of a positive school climate.

Fluid collaboration continues between teachers and departments which enhances the educational climate.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Student attendance rates are low at Brautigam Center. **Root Cause:** School Culture and Climate: We need to utilize all staff members to ensure students are attending school regularly.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Strengths

The Brautigam Center faculty retention is always high which is a good indicator of our staff's level of commitment. All teachers are highly qualified in the content area/s they are assigned.

Mentoring is provided for all new staff members by veteran staff members. Our mentors/men-tees meet as often as needed throughout the year to discuss concerns, ask questions, and to get to know each other.

We are observing strong teaching skills and positive attitudes from many of our teachers which adds value to the school climate. New ideas and experiences are shared between our new teachers and veteran staff.

In May of 2023, our Director of Instruction sent out a catalog with multiple opportunities for our staff to earn staff development hours during the 2023-24 school year. Many district course opportunities for professional growth were sent to teachers by the Director of Instruction and our technology liaison, so teachers had the opportunity to complete professional growth courses during the summer of 2023. All professional opportunities sent align with our campus goals. For our campus time equivalency days, our staff members read *School Culture Rewired* and completed an extensive book study to share ideas to build our campus culture. During staff development in August, we discussed ideas presented throughout the book and completed various activities to implement ideas after reading and studying *School Culture Rewired*.

Teachers receive feedback on their teaching progress through CF-TESS walk-throughs and/or formal appraisals, as well as conferences with administrators and/or team leaders. Teachers are acknowledged for their contribution to student success through individual positive notes, the "Anchor of Hope" award, the "Beacon of Light" award, and special events throughout the school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff Quality, Recruitment, and Retention: Teacher absences were better during the 2022-2023 school year; although, there were still many absences. When a teacher is absent, the quality of first time instruction goes down. **Root Cause:** Staff Quality, Recruitment, and Retention: We need to continue to provide more resources and incentives for teachers to help them cope physically, mentally, and emotionally with the demands of the teaching profession post-Covid.

Parent and Community Engagement

Parent and Community Engagement Strengths

Leonard Brautigam Center has many opportunities throughout the school year for family and community involvement. Community/parent involvement for Brautigam Center includes: Cy-Hope Backpack Buddies, Lone Star College staff (counselor), Discover the Brautigam Center, Catholic Daughters, Knights of Columbus, Cy-Fair Christian Church, The MET Church, Chick Fil A, sponsors for our Brautigam Student Summit, and Brautigam Center orientation. Technical schools are visiting our campus more frequently to expose our students to various careers available through a technical degree and/or certification. In January, we will have a Career Day where various representatives from the work force will visit with our students about opportunities that are available after graduation. Our goal is to interest our students in as many job/career opportunities available to them as they prepare to graduate from high school.

Communication and community/parent involvement includes: parent conferences, principal/parent mail-outs, School Messenger, Schoology, Remind, progress reports, report cards, teacher web pages, the campus web page, social media accounts, parent participation on the CPOC committee, donation solicitations, and visits to businesses.

Students collect Thanksgiving/Christmas food and gifts to give to our community families in need.

We have had numerous donations from churches including "Christmas in September" to help provide our staff members and students with things they need to be successful.

We continually encourage communication with our students' parents to increase parent involvement, and we reach out to local businesses and churches to ask for help to support our school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent engagement and community engagement at Brautigam Center is lower than at a traditional high school. **Root Cause:** Parent and Community Engagement: We need to make sure all parents and community members are completely aware of the need we have at Brautigam Center for parent and community volunteers.




Goals







Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.







Performance Objective 1: Curriculum and Instruction & Accountability: By June 2024, students will meet or exceed the state and federal STAAR performance targets.










Evaluation Data Sources: STAAR EOC English, Algebra, Biology, and US History results district assessments and campus unit exams


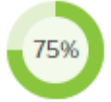


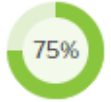





Next Year's Recommendation: Most of our students that don't pass their classes and/or STAAR is due to not attending school. We will continue to offer attendance incentives, and we will continue to track reading level growth. Along with this, we will work on reading stamina daily and teach skills to make sure students are ready for STAAR/EOC exams.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: During the 2023-24 school year, teachers will make independent reading the priority at the beginning of each class. Teachers will determine what skills need to be taught with independent novels and through conferencing with students on a regular basis. English teachers will model with mentor text, and then, they will apply what they modeled to independent text.</p> <p>Strategy's Expected Result/Impact: An increase in the passing rate of students in eighth grade English, English I, English II, English III, and English IV classes during each nine week grading period to at least a 70% or higher for each student.</p> <p>An increase in the re-test score and passing rate for English I and English II EOC and unit exams</p> <p>An increase in reading levels for all students</p> <p>Staff Responsible for Monitoring: All English Teachers Reading Specialist Director of Instruction Academic Coordinator Team Leader Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: WRITING: During the 2023-24 school year, teachers will devise better vertical alignment in the writing process from English I, English II, English III, and English IV classes by using similar writing structures and terminology for STAAR writing. Teachers will give timely feedback to students through writing conferences on a regular basis in all English classes.</p> <p>Strategy's Expected Result/Impact: An increase in the passing rate of all English classes during each 9 week grading period to at least a 70% for each student</p> <p>An increase in the re-test scores of English I and English II EOC's and an increase in the first time passing rate on English I and English II EOC's</p> <p>Staff Responsible for Monitoring: All English Teachers Reading Specialist Director of Instruction Principal Academic Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: MATH: During the 2023-24 school year, students in mathematics courses will be given warm-up activities and unit pre-tests to determine where a teacher should begin instruction. Students will be placed in cooperative learning groups to enhance mastery of skills, and teachers will utilize many hands-on-activities to highly engage students.</p> <p>Strategy's Expected Result/Impact: Increased passing rates for each nine week grading period to at least a 70% passing rate for each student.</p> <p>An increase in passing scores on the Algebra I STAAR exam and unit exams</p> <p>Staff Responsible for Monitoring: All Math Teachers Team Leader Director of Instruction Principal Academic Coordinator</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SCIENCE: Teachers will use purposeful questioning techniques, graphic organizers, labs, and small group instruction to build content vocabulary and reading comprehension skills of science content. Through meaningful and purposeful strategies, students will be inspired to read and write in science each day to build vocabulary and to increase reading and writing levels.</p> <p>Strategy's Expected Result/Impact: An increase in the passing rate of the Biology STAAR exam and unit exams</p> <p>Increased passing rates for each nine week grading period with at least a 70% passing rate for each student</p> <p>An increase in each student's reading, vocabulary, and writing level</p> <p>Staff Responsible for Monitoring: All Science Teachers Director of Instruction Team Leader Principal Academic Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SOCIAL STUDIES: Through the use of teaching methods that address multiple modalities of learning for students, social studies teachers will teach content specific vocabulary. Through purposeful planning and instruction, students will learn how to provide proof/evidence of their answers through inductive/deductive reasoning, feedback, and modeling. To help students improve their reading level, vocabulary, and comprehension level, teachers will utilize reading passages and/or current events to practice providing proof/evidence of answers.</p> <p>Strategy's Expected Result/Impact: An increase in the passing rate of the United States History EOC and unit exams</p> <p>Increased passing rates for each nine week grading period to at least 70% for each student</p> <p>An increase in each student's reading, vocabulary and comprehension level</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Social Studies Team Leader Principal Director of Instruction Academic Coordinator</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CROSS-CURRICULAR: Throughout the year, Career Technology Education (CTE), foreign language, art, and core courses will collaborate to solidify common skills among them, and teachers in all courses will develop activities that allow practice in reading, writing, and thinking skills. A "Book Bash" will be held campus-wide two times a year to encourage students to explore new genres and new educational topics, and a Student Summit, True North Camp, and a Career Day will be held in the spring to build knowledge of various careers, to help students build healthy relationships, and to help students understand expectations at LBC.</p> <p>Strategy's Expected Result/Impact: An increase in the passing rates of all classes to 70% for all students</p> <p>An increase in each student's reading level</p> <p>An increase in knowledge of various careers</p> <p>An increase in healthy relationships and social skills</p> <p>Staff Responsible for Monitoring: All Teachers Principal Director of Instructor Assistant Principal Academic Coordinator Assistant Principal Transition Coordinator Librarian</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Certification Exams: CTE Teachers will provide multiple opportunities for students to prepare and practice for certification exams. Students will be given a practice exam to help students learn test-taking strategies and study skills.</p> <p>Strategy's Expected Result/Impact: The number of students earning industry certifications will increase by 1%.</p> <p>Staff Responsible for Monitoring: CTE teachers Principal Director of Instructor Administrative Helping Teacher</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide targeted instruction in English, math, science, and social studies each week on Monday, Tuesday, Thursday, and Friday.</p> <p>Strategy's Expected Result/Impact: Students' gaps in learning will be decreased.</p> <p>Staff Responsible for Monitoring: Director of Instruction Academic Coordinator All Teachers Principal</p>	Formative		
	Nov	Feb	May
			








Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Small Group Instruction: Students will be taught reading and writing strategies in small groups or individually by our reading interventionist.</p> <p>Strategy's Expected Result/Impact: Students' gaps in learning will be decreased.</p> <p>An increase in reading and writing levels</p> <p>Staff Responsible for Monitoring: Director of Instruction Academic Coordinator All Teachers Principal Reading Teacher</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: CROSS-CURRICULAR: To build vocabulary and have a well rounded education, students will be exposed to curriculum through real-life experiences including; a school garden, virtual field trips, and in person field trips.</p> <p>Strategy's Expected Result/Impact: An increase in passing rates for each nine week grading period to at least 70% for each student</p> <p>An increase in each student's reading, vocabulary and comprehension level</p> <p>An increase in all EOC scores and content specific unit exams</p> <p>Staff Responsible for Monitoring: Director of Instruction Principal Academic Coordinator All Teachers Assistant Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, the campus will use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19

Evaluation Data Sources: STAAR and Locally Developed Assessments

Next Year's Recommendation: Next year, we will not be allocated any ESSER III funds, but we will continue to offer tutoring to students each day after school.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Provide after school tutoring for any student that has not mastered any of the five EOC's and/or is failing any current class.</p> <p>Strategy's Expected Result/Impact: Students that attend extended day tutoring will have at least a 70% in all courses taken throughout the 2022-23 school year.</p> <p>Students' EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Academic Coordinator All Teachers Transition Coordinator Assistant Principal Counselors A.I./Tutoring Program Coordinators</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			











Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR

Next Year's Recommendation: Continue to monitor reading levels of students, and monitor student growth on STAAR exams. We will continue to use Capturing Kids' Hearts on our campus to encourage a cohesive learning environment, and we have been told that we will have funds to hire an additional counselor a few days a week.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other students.</p> <p>Strategy's Expected Result/Impact: Educationally disadvantaged and at-risk students will pass all courses with at least a 70% and will increase STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Academic Coordinator Transition Specialist All Teachers Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: State Compensatory Education: Increase reading campus-wide by providing a wide selection of books during our fall and spring Book Bash and provide a variety of magazines for all classrooms.</p> <p>Strategy's Expected Result/Impact: Students' reading levels will increase campus-wide.</p> <p>Staff Responsible for Monitoring: Director of Instruction Academic Coordinator Principal Reading Interventionist Librarian</p>	Formative		
	Nov	Feb	May
			




Strategy 3 Details	Formative Reviews		
<p>Strategy 3: State Compensatory Education: Hire a temporary worker that has a counselor certification to work with our at-risk students.</p> <p>Strategy's Expected Result/Impact: An increase in passing rates for all courses</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Counselor Reading Interventionist Academic Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: State Compensatory Education: Partner with the Flippen group to implement Capturing Kids' Hearts campus-wide.</p> <p>Strategy's Expected Result/Impact: An increase in attendance, passing rates, and social skills</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Counselor Assistant Principal Reading Interventionist Academic Coordinator All Teachers Transition Coordinator</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			




Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.





Performance Objective 1: Student Safety: By the end of the 2023-24 school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Records of safety drills and other required safety procedures: Clear Backpacks, CFPD Canine, Student ID's, ID Blitz, Project Safety Lessons, Electronic Sign IN/OUT

Next Year's Recommendation: Continue to fully implement all of the district's safety policies.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All staff members of LBC will actively supervise students in classrooms, hallways, and the Student Union to maintain a safe environment for all students. Staff members with cameras will monitor cameras daily, and tip-line will be monitored daily by administrators with rights to tip-line. The staff of LBC will actively supervise students who attend extended day tutoring.</p> <p>Strategy's Expected Result/Impact: Full participation and successful implementation of all safety procedures</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Director of Instruction All Brautigam Center Staff Academic Coordinator Transition Specialist</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus Safety: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.). Students and staff will report a sense of safety through the use of crisis/fire drills, metal detector walk-through/s, all outside and classroom locked-door policy, use of the CFISD police department as needed, continued use of cameras inside/outside the building, drug dog searches, Cy-Fair Tip-line availability, a high visibility of staff in hallways during passing periods, and the receptionist monitoring main doors through Vsoft. Entry points are checked throughout the day to make sure the building is secure.</p> <p>Brautigam Center's Assistant Principal will train all staff each school year in crisis management and procedures for all possible crisis situations as required in the EOP.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Follow up information will be provided to staff, students, and parents on any major crisis or incident that happens within the school.</p> <p>Staff Responsible for Monitoring: All Brautigam staff CFISD Police Officer Principal Assistant Principal Academic Coordinator Transition Specialist</p>	Formative		
	Nov	Feb	May
	 70%	 85%	 90%








 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2023-24 school year, student attendance will increase by at least 1%.

Evaluation Data Sources: Student attendance records

Next Year's Recommendation: We will continue to offer attendance incentives to students. We are hoping buses will pick up the majority of our students earlier, so they are not waiting on the bus for one hour before going home. We have found that students don't come to school many days because their day is so long when they ride the bus.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Attendance will be monitored: 1. The teacher of record will call home when there is an extended absence. 2. The teacher will let the Counselor, AP, DI, Principal, Transition Specialist, and the Academic Coordinator know if the student continues to be absent. 3. An administrator will reach out to the student and family to find solutions and/or provide support. Students with exemplary attendance are invited to a GAP (Great Achievement) party each nine week grading period.</p> <p>Strategy's Expected Result/Impact: Student attendance will increase by at least 1%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Instruction Counselor Academic Coordinator All Brautigam Center staff members CYS Transition Specialist Nurse</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.


Evaluation Data Sources: Discipline reports
Tardy reports

Next Year's Recommendation: Restorative discipline practices will continue to be used regularly on our campus. When teachers/staff use the Capturing Kids' Hearts method, restorative discipline is naturally implemented, and this is the expectation on our campus.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. LBC staff members will implement Capturing Kids' Hearts strategies to help educate students how to properly address conflict. LBC staff members will attend professional development that focuses on building relationships. Through our proactive campus-wide expectation of implementing Capturing Kids' Hearts strategies daily, we should not have any violent incidents on our campus.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Assistant Principal Director of Instruction All LBC Staff Members Campus Officers Principal Transition Coordinator Academic Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our Assistant Principal, Director of Instruction, Principal, Transition Specialist, and our Academic Coordinator will utilize the CFISD Code of Conduct and our Campus Discipline procedures as the main resources when addressing student discipline. Implementing Capturing Kids' Hearts campus-wide is vital when helping all teachers and staff members understand the importance of building relationships with our students and the parents/guardians of those students. True North Time will also be implemented each Wednesday campus-wide to complete a Capturing Kids' Heart lesson, or Bringing Out the Best lesson.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: All LBC Staff Members Assistant Principal Director of Instruction Principal Academic Coordinator Transition Specialist</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify








 Discontinue

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2023-24 school year, teacher/non-teaching professionals' attendance will increase by 1%.

Evaluation Data Sources: Teacher/Non-Teaching Professional Attendance Reports

Next Year's Recommendation: Continue to offer incentives for attendance.


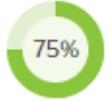




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We provide teachers and paraprofessionals with support needed to do their jobs effectively through frequent campus communication of expectations, professional development opportunities, and mentors for new staff members. The administrative team provides positive written feedback to all staff members on a monthly basis. During our staff meetings, we pass out "The Anchor of Hope" awards. Staff members nominate each other for this award by identifying staff members who have gone above and beyond to help the campus culture. Our campus also has "The Beacon of Light" award, and this award is obtained by staff members writing "Lighthouse Recognition" notes to colleagues each month. All of the staff members nominated by peers go into a "spin the wheel" drawing, and the staff member who wins gets a special parking spot for a month and jeans for a month.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Academic Coordinator Transition Specialist Assistant Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.


Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2023-24 school year, 100% of teachers will receive job targeted professional development based on identified needs.


Evaluation Data Sources: Classroom implementation of professional learning, walk-throughs, lesson plans, utilization of staff development opportunities

Next Year's Recommendation: Continue to offer various staff development opportunities to meet identified professional development goals, and continue to communicate professional development opportunities that are offered by our district to meet personal professional goals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Staff members will receive individualized coaching from our Technology Liaison, Assistant Principal, Principal, Director of Instruction, Team Leaders, Librarian, Transition Specialist, and our Academic Coordinator. We will encourage teachers to attend professional conferences, CKH training, professional development in person and via Zoom specific to their content area, training for Schoology, Performance Matters, and various technology platforms.</p> <p>Strategy's Expected Result/Impact: Teachers will feel more confident in their use of technology, Schoology, and various technology platforms. Teachers will develop instructional strategies to effectively teach their content and build positive relationships with students.</p> <p>Staff Responsible for Monitoring: Director of Instruction Principal Assistant Principal Academic Coordinator Technology Liaison Transition Specialist Librarian</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: High Quality Professional Development: We will continue to implement Capturing Kids' Hearts on our campus, and staff members will continue to be trained in CKH practices to help us build a positive campus culture. This helps staff members build positive relationships with students, parents, and each other, and it helps staff members understand that perseverance, a positive spirit, and relationship building between all students and staff members create a safe learning environment.</p> <p>Strategy's Expected Result/Impact: A positive campus culture</p> <p>Students feeling they are in a safe learning environment which leads to greater student success</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Instruction Academic Coordinator Counselor Transition Specialist Assistant Principal</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify


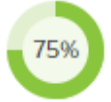




 Discontinue








Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent, family, and community engagement will increase by 1%.

Evaluation Data Sources: Facebook, Twitter, and Instagram activity, community resources available to our campus

Next Year's Recommendation: We will use more social media to communicate with our parents, students, and community about what is going on at Brautigam throughout the school year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will share information with parents/guardians using School Messenger, email, Facebook, Twitter, Instagram, Schoology, and Remind to communicate upcoming information, important dates, and student deadlines.</p> <p>Strategy's Expected Result/Impact: Parent, guardian, and family engagement will increase by 1%.</p> <p>Staff Responsible for Monitoring: All administration Webmaster Teachers Administrative Assistants</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Community Engagement: We will reach out to local businesses and churches to partner with them for resources that will help our students be successful academically and social/emotionally.</p> <p>Strategy's Expected Result/Impact: Community engagement to support our school will increase by 1%</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Counselor Academic Coordinator Teachers Administrative Assistants</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parent and Family Engagement: We will invite parents to Open House, Celebration of Success ceremonies for our graduates, and other special events through School Messenger, Remind, and postal mail.</p> <p>Strategy's Expected Result/Impact: Attendance of parents/guardians to special events on campus</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Assistant Principal Transition Coordinator Administrative Assistant Academic Coordinator Counselors All Teachers Administrative Assistants</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

High School Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching strategies and questions designed to promote higher-level thinking and to maximize first-time instruction.
- Model reading with anchor passages or texts to increase students' confidence in comprehending, analyzing, and evaluating texts of varying complexity.
 - Provide opportunities for students to engage in independent choice reading to improve fluency and stamina. (may see "silent reading" at start or end of class for this purpose)
- Model and facilitate students engaging in the writing process (planning, drafting, revising, editing, publishing, and reflection).
 - Conduct informal and more structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
 - Encourage application of varied sentence patterns and sophisticated vocabulary in writing.
- Create collaborative peer opportunities for students to clarify, solidify, or deepen their thinking.
- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).
- 1:1 Technology in the English classroom should provide opportunities for students to:
 - Engage with digital texts and resources to create, collaborate with peers, and think.
 - Exercise digital literacy through judicious use of appropriate online resources for the research process.
 - Produce original products in a digital environment.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
 - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
 - encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
 - provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
 - allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
 - seek current level of student understanding and provide appropriate next steps for learning;
 - clearly define and communicate learning outcomes to students;
 - incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
 - allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
 - provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
 - locate and access information and resources stored in different platforms;
 - explore simulations;
 - collect and represent data using probeware and other digital tools;
 - analyze and interpret data using various digital tools;
 - communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - engage in collaborative problem-solving activities and discussions
 - use research tools such as primary and secondary sources for in depth study and relevant applications
 - analyze visuals (cartoons, maps, images) using critical thinking skills
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.

- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face to face and/or digital communication.
 - locate and access information and resources stored in different platforms such as Schoology.
 - receive immediate, individualized feedback.
 - connect to speakers outside of the classroom.
 - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
 - increase opportunities for individuals participating in unrehearsed communication.