# White Settlement Independent School District

# Brewer High School

# 2024-2025 Campus Improvement Plan

# Mission Statement

In our house, we foster relationships and prepare all students to be successful members of society.

# Vision

Empowering all students to be life-long learners.

# Value Statement

We Believe

Students are our top priority.

Every student has value and purpose.

Our students deserve a passionate teacher in every classroom everyday.

A safe, secure and enriched environment enhances learning.

Learning is a shared responsibility that requires active involvement by students, staff, families and the community.

Continuous professional growth is essential for student success.

# Table of Contents

# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:
(1) the date(s) that the CNA was reviewed and revised for the current school year,
(2) list of stakeholders involved that includes the individuals by name and roles
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
(3) areas examined, and
(4) list of multiple data sources analyzed.

# Demographics

**Demographics Summary**

Brewer High School, home of the Fightin' Brewer Bears, offers a hometown, community atmosphere with all the benefits of city living. BHS has a 51% economically disadvantaged and 8.1% English Learners student populations. 48% of our students are considered at risk. We are conveniently located west of downtown Fort Worth and just minutes from Lockheed Martin and the Naval Air Station Joint Reserve Base. Located in the Dallas/Fort Worth metroplex, we are just minutes from two popular shopping malls, and we're surrounded by numerous department stores, restaurants and entertainment venues. Fort Worth's Cultural Arts District offers a science and history museum, two worldrenown art museums, and numerous performing arts facilities.

**Demographics Strengths**

Brewer High School is diverse in population and demographics which houses 12.2% African American, 42.2% Hispanic, 39.3% White, 0.4% American Indian, 1.7% Asian, 0.3% Pacific Islander, and 3.9% 2 or more races.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our African American and Hispanic population has performed lower on STAAR than other demographics   **Root Cause:** Lack of sufficient training in culturally relevant curriculum and instruction

# Student Learning

**Student Learning Summary**

During the 23-24 school year, our teachers and students experienced a STAAR redesign process which the state of Texas re-designed the test. Throughout this process, our students showed growth in every tested area except for ELA 1.

We have yet to receive the official rating for the 23-24 school year, but have received our STAAR scores as of August 2024. Overall, BHS improved in all 4 tested categories. Increase in Alg. 1, increase in US History, increase in Biology, and increase in ELA 2.

|  | Approaches | Meets | Masters |
|---|---|---|---|
| Algebra 1 | 69% | 25% | 10% |
| Biology | 90% | 58% | 17% |
| ELA 1 | 58% | 44% | 10% |
| ELA 2 | 56% | 56% | 9% |
| US History | 96% | 68% | 37% |

**Student Learning Strengths**

Establishment of full time CCMR coordinator

Instructional Coaches

District Initiative Training (Thinking Maps, Fundamental Five, Workshop Model)

Targeted Improvement Plan specifics in the areas of special populations

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. **Root Cause:** There has been in improper balance of caseworker/student ratio for supervision and oversight purposes.

**Problem Statement 2 (Prioritized):** Alg. 1 students are performing lower than the state average on the STAAR Exam. **Root Cause:** Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies.

**Problem Statement 3 (Prioritized):** BHS is still below the state standard in ELA. **Root Cause:** Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.

# School Processes & Programs

**School Processes & Programs Strengths**

PLCs EOC tested subjects every day

Safe environment for learning

Effective Crisis Plans in place and practicing the saftey drills

Effective work order process

Restorative Discipline - Train all teachers and student leaders

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign.   **Root Cause:** Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.

# Perceptions

**Perceptions Summary**

The Parent Advisory Committee worked on amending this CIP in early August. Within this meeting, academics, safety, and school culture was brought up. Because of this, we will focus in on 3 key areas.

1. Student academic success

2. Safety protocols, specifically within the restrooms (vaping).

3. School pride

**Perceptions Strengths**

Professional Learning Communities - in test area meet everyday

Core Subjects have a common lunch period

BHS Mission and Vision Statements align with the district's statements

Extra & Co Curricular Activities Athletic and Fine Art Booster Clubs

Communities in School

TCU Advise

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a lack of understanding with systems and processes by the community and parents **Root Cause:** Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues.

# Priority Problem Statements

**Problem Statement 1**: Alg. 1 students are performing lower than the state average on the STAAR Exam.
**Root Cause 1**: Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies.
**Problem Statement 1 Areas**: Student Learning

**Problem Statement 2**: BHS is still below the state standard in ELA.
**Root Cause 2**: Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.
**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign.
**Root Cause 3**: Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.
**Problem Statement 3 Areas**: School Processes & Programs

**Problem Statement 4**: There is a lack of understanding with systems and processes by the community and parents
**Root Cause 4**: Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues.
**Problem Statement 4 Areas**: Perceptions

**Problem Statement 5**: Our African American and Hispanic population has performed lower on STAAR than other demographics
**Root Cause 5**: Lack of sufficient training in culturally relevant curriculum and instruction
**Problem Statement 5 Areas**: Demographics

**Problem Statement 6**: Special Education students are performing lower than all students in ELA, Mathematics and graduation rate.
**Root Cause 6**: There has been in improper balance of caseworker/student ratio for supervision and oversight purposes.
**Problem Statement 6 Areas**: Student Learning

# 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

**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
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Community Based Accountability System (CBAS)

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

**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

- Section 504 data
- Homeless 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

**Employee Data**

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

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

# Goals
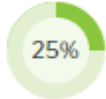
**Goal 1:** Maximize student achievement through high standards across all disciplines, which incorporate critical thinking/questioning, creativity, collaboration, high quality instructional strategies and innovative teaching.

**Performance Objective 1:** Brewer High School will strive to increase scores to at least 50% in the "meets" category ELA 1, ELA 2, 20% for Algebra 1; and 70% in Biology and US History

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** PLCs, Benchmarks, CFAs, STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continually focus on Meets within the PLC process. All departments will meet in PLCs and follow the agenda provided | **Formative** | | | **Summative** |
| | Oct | Dec | Feb | Apr |
| **Strategy's Expected Result/Impact:** Continual Growth in specified areas<br>**Staff Responsible for Monitoring:** Administration, ICs, Department Heads<br><br>**Title I:**<br>2.4, 2.6, 4.2<br> **- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br> **- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br> **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**<br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3<br>**Funding Sources:** After School Tutoring Buses - Title I Funds - $4,000 | 25% | 50% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** More rigorous walk through and feedback cycle. We will now involve Instructional Coaches in the process and provide feedback on the spot. | **Formative** | | | **Summative** |
| | **Oct** | **Dec** | **Feb** | **Apr** |
| **Strategy's Expected Result/Impact:** Continued growth for teachers which will help student growth<br>**Staff Responsible for Monitoring:** Administration and Instructional Coaches<br><br>**Title I:**<br>2.4, 2.6<br> **- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br> **- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments<br> **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**<br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 | 25% | 50% | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Our African American and Hispanic population has performed lower on STAAR than other demographics   **Root Cause**: Lack of sufficient training in culturally relevant curriculum and instruction |
| **Student Learning** |
| **Problem Statement 1**: Special Education students are performing lower than all students in ELA, Mathematics and graduation rate.   **Root Cause**: There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. |
| **Problem Statement 2**: Alg. 1 students are performing lower than the state average on the STAAR Exam.   **Root Cause**: Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies. |
| **Problem Statement 3**: BHS is still below the state standard in ELA.   **Root Cause**: Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance. |

**Goal 1:** Maximize student achievement through high standards across all disciplines, which incorporate critical thinking/questioning, creativity, collaboration, high quality instructional strategies and innovative teaching.

**Performance Objective 2:** BHS will increase our CCMR student indicators by 20% over the next year.

    **High Priority**

    **Evaluation Data Sources:** ACT, SAT, TSI, OnRamps, Dual Credit, AP scores

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Incentive based strategy which tracks class CCMR scores and provides rewards for those who hit points. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Awareness for CCMR | **Oct** | **Dec** | **Feb** | **Apr** |
| **Staff Responsible for Monitoring:** Director of Secondary, BHS Principal, CCMR Coordinator.<br><br>**Title I:**<br>2.4, 2.6<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br> - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**<br>**Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1<br>**Funding Sources:** CCMR Incentive Program - Campus General Fund - $1,000 | 25% | 50% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Our special education department will work with our counselors and CTE Director to ensure that proper pathways are being implemented | **Formative** | | | **Summative** |
| | **Oct** | **Dec** | **Feb** | **Apr** |
| **Strategy's Expected Result/Impact:** More students who are considered special education can post secondary ready and obtain a CCMR point<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br> - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**<br>**Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | 25% | 50% | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** The TCU College Go Center will be housed centrally in the library and will have goals on specific achievement areas such as college applications and planning meetings | **Formative** | | | **Summative** |
| | **Oct** | **Dec** | **Feb** | **Apr** |
| **Strategy's Expected Result/Impact:** Students are more aware of the possibilities of post secondary culture. **Staff Responsible for Monitoring:** Administration, TCU College go Center, CCMR coordinator<br><br>**Title I:**<br>2.4, 2.6, 4.2<br> **- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br> **- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br> **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**<br>**Problem Statements:** School Processes & Programs 1 - Perceptions 1 | N/A | 50% | | |

0% No Progress         100% Accomplished         → Continue/Modify         ✕ Discontinue

## Performance Objective 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Our African American and Hispanic population has performed lower on STAAR than other demographics   **Root Cause**: Lack of sufficient training in culturally relevant curriculum and instruction |

| Student Learning |
|---|
| **Problem Statement 1**: Special Education students are performing lower than all students in ELA, Mathematics and graduation rate.   **Root Cause**: There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign.   **Root Cause**: Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure. |

| Perceptions |
|---|
| **Problem Statement 1**: There is a lack of understanding with systems and processes by the community and parents   **Root Cause**: Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues. |

**Goal 1:** Maximize student achievement through high standards across all disciplines, which incorporate critical thinking/questioning, creativity, collaboration, high quality instructional strategies and innovative teaching.

**Performance Objective 3:** By the end of May 2025, 100% of All teachers will engage in the PLC process to identify gaps through tracking and plan and deliver corrective instruction action plan so that we will meet our targeted goals for all students. All members of the Instructional Leadership Team will provide feedback to teachers during PLCs, coaching walks, and observations. An additional measure will be provided by administrators and walk through data.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** PLC Tracker system, Continual trainings through meetings.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continuously involve both ICs and Administrators in the PLC process. Administration is expected to be in as many PLCs as possible. | **Formative** | | | **Summative** |
| | Oct | Dec | Feb | Apr |
| **Strategy's Expected Result/Impact:** Continual growth on the 4 questions that drive the PLCs. **Staff Responsible for Monitoring:** Admin, Department Heads, ICs. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1 | 25% | 50% | | |
| | 0% No Progress | 100% Accomplished | Continue/Modify | ✕ Discontinue |

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Our African American and Hispanic population has performed lower on STAAR than other demographics   **Root Cause**: Lack of sufficient training in culturally relevant curriculum and instruction |

## Student Learning

**Problem Statement 1**: Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. **Root Cause**: There has been in improper balance of caseworker/student ratio for supervision and oversight purposes.

**Problem Statement 2**: Alg. 1 students are performing lower than the state average on the STAAR Exam. **Root Cause**: Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies.

**Problem Statement 3**: BHS is still below the state standard in ELA. **Root Cause**: Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance.

## School Processes & Programs

**Problem Statement 1**: Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign. **Root Cause**: Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.

**Goal 1:** Maximize student achievement through high standards across all disciplines, which incorporate critical thinking/questioning, creativity, collaboration, high quality instructional strategies and innovative teaching.

**Performance Objective 4:** Brewer High School will work to move from an overall 92% to a 93% student attendance rate each month.

**Evaluation Data Sources:** Our attendance period was moved from 4/5th period to 2/3rd period to be able to better track students.

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Create open lines of communication regarding compulsory attendance and attendance for credit | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Hopefully the "annoying seatbelt ding" will help with the connection between the campus and home. | | **Oct** | **Dec** | **Feb** | **Apr** |
| **Staff Responsible for Monitoring:** Administration and attendance coordinator<br><br>**Title I:**<br>2.4<br> - **TEA Priorities:**<br>Improve low-performing schools<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture<br> - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**<br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1 | | 25% | 55% | | |
| **Strategy 2 Details** | | Reviews | | | |
| **Strategy 2:** Continue to offer programs that are appealing to students as well as functional for post-secondary aspirations | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Students will enjoy being on campus so that they want to come to school | | **Oct** | **Dec** | **Feb** | **Apr** |
| **Staff Responsible for Monitoring:** Admin<br><br>**Title I:**<br>2.4, 2.6<br> - **TEA Priorities:**<br>Connect high school to career and college<br> - **ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments<br> - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**<br>**Problem Statements:** School Processes & Programs 1 - Perceptions 1 | | 25% | 50% | | |

0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue
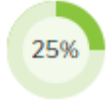
**Performance Objective 4 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Our African American and Hispanic population has performed lower on STAAR than other demographics   **Root Cause**: Lack of sufficient training in culturally relevant curriculum and instruction |

| Student Learning |
|---|
| **Problem Statement 1**: Special Education students are performing lower than all students in ELA, Mathematics and graduation rate.   **Root Cause**: There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. |
| **Problem Statement 2**: Alg. 1 students are performing lower than the state average on the STAAR Exam.   **Root Cause**: Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies. |
| **Problem Statement 3**: BHS is still below the state standard in ELA.   **Root Cause**: Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign.   **Root Cause**: Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure. |

| Perceptions |
|---|
| **Problem Statement 1**: There is a lack of understanding with systems and processes by the community and parents   **Root Cause**: Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues. |

**Goal 2:** Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

**Performance Objective 1:** 100% of our students will have an ID on at all times during the day.

    **Evaluation Data Sources:** Admin at front door checking and providing all IDs.
Teachers not allowing students in their room without proper identification

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** We have administrators standing at the door to ensure all students who enter the building have an ID | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Students will get the understanding that it is important to have an ID | **Oct** | **Dec** | **Feb** | **Apr** |
|     **Staff Responsible for Monitoring:** Admin<br><br>    **Title I:**<br>4.1<br> **- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br> **- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br> **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**<br>    **Problem Statements:** Perceptions 1 | 25% | 50% | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Teachers will not allow students to enter into their classrooms without an ID | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Only students who have an ID are able to enter classroom | **Oct** | **Dec** | **Feb** | **Apr** |
|     **Staff Responsible for Monitoring:** Teachers/Admin<br><br>    **Title I:**<br>2.4, 2.6<br> **- TEA Priorities:**<br>Connect high school to career and college, Improve low-performing schools<br> **- ESF Levers:**<br>Lever 3: Positive School Culture<br>    **Problem Statements:** Perceptions 1 | 25% | 50% | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | |

**Performance Objective 1 Problem Statements:**

| **Perceptions** |
|---|
| **Problem Statement 1**: There is a lack of understanding with systems and processes by the community and parents   **Root Cause**: Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues. |

**Goal 2:** Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

**Performance Objective 2:** Provide a newsletter to parents every Sunday which allows transparency for all stakeholders.

**Evaluation Data Sources:** Weekly communication data from School Status and Social Media Platforms.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Work with Smore Newsletters to provide consistent newsletter | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Parents will be more informed on what is going on at BHS | **Oct** | **Dec** | **Feb** | **Apr** |
| **Staff Responsible for Monitoring:** Principal <br><br> **Title I:** <br> 2.4 <br> - **TEA Priorities:** <br> Connect high school to career and college <br> - **ESF Levers:** <br> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments <br> - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** <br> **Problem Statements:** Perceptions 1 <br> **Funding Sources:** Smore Account - Campus General Fund - $100 | 25% | 50% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide information and strategies to parents, students, and families during Fish Camp and Meet the Teacher Night for how to experience academic success in high school. | **Formative** | | | **Summative** |
| | **Oct** | **Dec** | **Feb** | **Apr** |
| **Title I:** <br> 2.4 <br> - **TEA Priorities:** <br> Recruit, support, retain teachers and principals, Build a foundation of reading and math <br> - **ESF Levers:** <br> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <br> - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** <br> **Problem Statements:** Student Learning 1, 2, 3 - Perceptions 1 <br> **Funding Sources:** PFE - Woodburn Press - Title I Funds - $3,150 | 25% | 50% | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Performance Objective 2 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 1**: Special Education students are performing lower than all students in ELA, Mathematics and graduation rate.   **Root Cause**: There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. |
| **Problem Statement 2**: Alg. 1 students are performing lower than the state average on the STAAR Exam.   **Root Cause**: Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies. |
| **Problem Statement 3**: BHS is still below the state standard in ELA.   **Root Cause**: Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance. |

| Perceptions |
|---|
| **Problem Statement 1**: There is a lack of understanding with systems and processes by the community and parents   **Root Cause**: Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues. |

**Goal 2:** Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

**Performance Objective 3:** BHS Will implement a cell phone procedure which restricts student cell phone use during all instructional time to ensure academic engagement and lessen situations caused by social media.
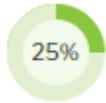
    **High Priority**

    **HB3 Goal**

    **Evaluation Data Sources:** Skyward, cell phone pickup email, binder in AP office tracking cell phone pickups.

**Goal 3:** Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

**Performance Objective 1:** Exercise fiscal responsibility to maintain financial strength and provide the financial resources for BHS educational program and support needs that are 100% tied to the campus plan.

| Strategy 1 Details | | | Reviews | | | |
|---|---|---|---|---|---|---|
| **Strategy 1:** Continue to monitor department and campus spending on needs to improve student achievement | | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Student Success | | | Oct | Dec | Feb | Apr |
| **Staff Responsible for Monitoring:** Faculty/Staff, Comptroller, Administration<br><br>**Title I:**<br>2.4, 2.6<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br> - **ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br> - **Targeted Support Strategy**<br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - Perceptions 1 | | | 25% | 50% | | |

| Strategy 2 Details | | | Reviews | | | |
|---|---|---|---|---|---|---|
| **Strategy 2:** Work with department heads, instructional coaches, directors, and administrators to customize a budget that is geared towards student success | | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Build a foundation in all areas of curriculum | | | Oct | Dec | Feb | Apr |
| **Staff Responsible for Monitoring:** teachers, comptroller, administration<br><br>**Title I:**<br>2.6<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br> - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**<br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1 | | | 25% | 50% | | |

0% **No Progress**    100% **Accomplished**    ➡ **Continue/Modify**    ✖ **Discontinue**

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Our African American and Hispanic population has performed lower on STAAR than other demographics    **Root Cause**: Lack of sufficient training in culturally relevant curriculum and instruction |

| Student Learning |
|---|
| **Problem Statement 1**: Special Education students are performing lower than all students in ELA, Mathematics and graduation rate.    **Root Cause**: There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. |
| **Problem Statement 2**: Alg. 1 students are performing lower than the state average on the STAAR Exam.    **Root Cause**: Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies. |
| **Problem Statement 3**: BHS is still below the state standard in ELA.    **Root Cause**: Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign.    **Root Cause**: Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure. |

| Perceptions |
|---|
| **Problem Statement 1**: There is a lack of understanding with systems and processes by the community and parents    **Root Cause**: Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues. |

**Goal 3:** Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

**Performance Objective 2:** Ensure the budgeting process supports integrity and efficient management of resources at Brewer High School

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue to use the spending justification forms to ensure department spending is aligned with the comprehensive needs and campus plan | **Formative** | | | **Summative** |
| | **Oct** | **Dec** | **Feb** | **Apr** |
| **Strategy's Expected Result/Impact:** Student Success<br><br>**Staff Responsible for Monitoring:** Faculty/Staff, Comptroller, Administration<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> - **TEA Priorities:**<br>Improve low-performing schools<br> - **ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br> - **Additional Targeted Support Strategy - Results Driven Accountability**<br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1 | 25% | 50% | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Each department submits a timeline on spending to ensure money is being spent on this years students | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** End of year spending | **Oct** | **Dec** | **Feb** | **Apr** |
| **Title I:**<br>2.4<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments<br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1 | 25% | 50% | | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Our African American and Hispanic population has performed lower on STAAR than other demographics   **Root Cause**: Lack of sufficient training in culturally relevant curriculum and instruction |

| Student Learning |
|---|
| **Problem Statement 1**: Special Education students are performing lower than all students in ELA, Mathematics and graduation rate.   **Root Cause**: There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. |
| **Problem Statement 2**: Alg. 1 students are performing lower than the state average on the STAAR Exam.   **Root Cause**: Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies. |
| **Problem Statement 3**: BHS is still below the state standard in ELA.   **Root Cause**: Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign.   **Root Cause**: Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure. |

| Perceptions |
|---|
| **Problem Statement 1**: There is a lack of understanding with systems and processes by the community and parents   **Root Cause**: Educators know the verbiage, however, the parents and community may not. There is a lack of clarity when it comes to communicating the issues. |

**Goal 4:** Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

**Performance Objective 1:** Professional Development is driven by weekly faculty meetings that drive a culture of collaboration on campus.

    **Evaluation Data Sources:** Feedback from weekly faculty meetings.

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Create sources of feedback to teachers that allow them to provide opportunity to have a say in what they need. | | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** More relevant instruction and development | | **Oct** | **Dec** | **Feb** | **Apr** |
|     **Staff Responsible for Monitoring:** administration<br><br>    **Title I:**<br>2.6<br>  **- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools<br>  **- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>  **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**<br>  **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 | | 25% | 50% | | |
| Strategy 2 Details | | Reviews | | | |
| **Strategy 2:** Utilize walk through forms to assess what is needed in the classroom | | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** More relevant instruction and development | | **Oct** | **Dec** | **Feb** | **Apr** |
|     **Staff Responsible for Monitoring:** Administration<br><br>    **Title I:**<br>2.4, 2.6<br>  **- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools<br>  **- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments<br>  **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**<br>  **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1 | | 25% | 50% | | |

0% No Progress      100% Accomplished      ➡ Continue/Modify      ✖ Discontinue

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**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Our African American and Hispanic population has performed lower on STAAR than other demographics **Root Cause**: Lack of sufficient training in culturally relevant curriculum and instruction |

| Student Learning |
|---|
| **Problem Statement 1**: Special Education students are performing lower than all students in ELA, Mathematics and graduation rate. **Root Cause**: There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. |
| **Problem Statement 2**: Alg. 1 students are performing lower than the state average on the STAAR Exam. **Root Cause**: Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies. |
| **Problem Statement 3**: BHS is still below the state standard in ELA. **Root Cause**: Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign. **Root Cause**: Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure. |

**Goal 5:** The district will recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 1:** The turnover rate for BHS will be less than 15%

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** BHS will create an inclusive atmosphere that is held to high standards and accountability. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Teachers will begin to see success<br>**Staff Responsible for Monitoring:** Admin<br><br>**Title I:**<br>2.4, 2.6, 4.1<br> **- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> **- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br> **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**<br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1 | **Oct** | **Dec** | **Feb** | **Apr** |
| | 25% | 50% | | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Our African American and Hispanic population has performed lower on STAAR than other demographics   **Root Cause**: Lack of sufficient training in culturally relevant curriculum and instruction |
| **Student Learning** |
| **Problem Statement 1**: Special Education students are performing lower than all students in ELA, Mathematics and graduation rate.   **Root Cause**: There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. |
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| **Problem Statement 3**: BHS is still below the state standard in ELA.   **Root Cause**: Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance. |

## School Processes & Programs

**Problem Statement 1**: Curriculum is implemented, however, there are still gaps in the process it takes to be successful on the updated STAAR Redesign.    **Root Cause**: Our students took the new STAAR test last year and we found that the test taking strategies lacked due to lack of exposure.

**Goal 5:** The district will recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 2:** 100% of teachers in all subject areas will be highly qualified

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Principal and Assistant Principal/Director/department heads over the interview process | **Formative** | | | **Summative** |
| **Title I:**<br>2.5, 2.6<br> - **TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br> - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**<br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 | **Oct** | **Dec** | **Feb** | **Apr** |
| | 25% | 50% | | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Our African American and Hispanic population has performed lower on STAAR than other demographics   **Root Cause**: Lack of sufficient training in culturally relevant curriculum and instruction |
| **Student Learning** |
| **Problem Statement 1**: Special Education students are performing lower than all students in ELA, Mathematics and graduation rate.   **Root Cause**: There has been in improper balance of caseworker/student ratio for supervision and oversight purposes. |
| **Problem Statement 2**: Alg. 1 students are performing lower than the state average on the STAAR Exam.   **Root Cause**: Students are entering 9th grade with gaps in their learning and teachers are continuing to grow in relevant strategies. |
| **Problem Statement 3**: BHS is still below the state standard in ELA.   **Root Cause**: Prior to the 24-25 school year, there was a lack in specific and intentional scheduling and planning based on student performance. |

# State Compensatory

## Budget for Brewer High School

**Total SCE Funds:** $1,117,590.00
**Total FTEs Funded by SCE:** 14.37
**Brief Description of SCE Services and/or Programs**

## Personnel for Brewer High School

| Name | Position | FTE |
|---|---|---|
| Amanda Crolley | Teacher | 1 |
| Anthony Brown | Assistant Principal | 0.25 |
| Briana Hudson | Teacher | 0.14 |
| Christal Sullivan | Paraprofessional | 0.3 |
| Christopher Pimpton | Behavior Interventionist/Truancy Officer | 1 |
| Clifton Watkins | Paraprofessional | 1 |
| Clinton Bartel | Teacher | 0.14 |
| Crystal Intfen | Instructional Coach | 0.8 |
| Desmon White | Teaching Assistant | 0.13 |
| Gaudalupe Esparza | Assistant Principal | 0.25 |
| James Bolton | Teacher | 0.14 |
| Jason Wheeler | Teacher | 0.25 |
| Joshua Ferguson | Assistant Principal | 0.25 |
| Joshua Walker | Teaching Assistant | 1 |
| Kara Touliatos | | 0.3 |
| Katrina Diaz | | 0.5 |
| Lance Miles | Teacher | 0.14 |
| Lauren Wallis | Instructional Coach | 0.6 |

| Name | Position | FTE |
|---|---|---|
| Layla Arzanipour | Teacher | 1 |
| Martha Chanona | Teacher | 1 |
| Michael Dickinson | Assistant Principal | 0.5 |
| Rowdy Myers | Assistant Principal | 0.25 |
| Russ Welch | Teacher | 1 |
| Seth Atkinson | Teacher | 0.43 |
| Steven Ganninger | Teacher | 1 |
| Traci Jean Crispen | Teacher | 1 |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Christina Williams | Instructional Coach | Title I | 1.0 |
| Denise Benton | Instructional Coach | Title I | .5 |

# Campus Funding Summary

| | | | | | |
|---|---|---|---|---|---|
| **Campus General Fund** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | CCMR Incentive Program | | $1,000.00 |
| 2 | 2 | 1 | Smore Account | | $100.00 |
| | | | | **Sub-Total** | $1,100.00 |
| **Title I Funds** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | After School Tutoring Buses | | $4,000.00 |
| 2 | 2 | 2 | PFE - Woodburn Press | | $3,150.00 |
| | | | | **Sub-Total** | $7,150.00 |