



Brenham
INDEPENDENT SCHOOL DISTRICT EST. 1875

BREHAM HIGH SCHOOL
IMPROVEMENT PLAN 2017 - 2018

BREHAM ISD DOES NOT DISCRIMINATE ON THE BASIS OF RACE, RELIGION, COLOR, NATIONAL ORIGIN, SEX, AGE, OR DISABILITY IN PROVIDING EDUCATION SERVICES, ACTIVITIES, AND PROGRAMS, INCLUDING VOCATIONAL PROGRAMS, IN ACCORDANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED; TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972; AND SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED.

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of Brenham High School is to ensure that all students will graduate from BHS with the tools necessary to be successful and productive in life.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc
Barber, Jason	Dept. Chairperson
Bosse, Ginger	Parent
Campbell, Tracey	Dept. Chairperson
Chandler, Joe	Principal
Dorsey, KeShauna	Parent
Eschete, Kaci	Teacher
Halfmann, Lindsey	Dept. Chairperson
Hansen, Stasia	Dept. Chairperson
Hinds, Julie	Teacher
Jenkins, Susan	Board Member
Logan, Sharon	Non-teaching Professional
Markos, Cindy	Teacher
Puckett, Lori	Non-teaching Professional
Pyle, Charlie	Business

Ruiz, Madi	Teacher
Schoener, Joey	Non-teaching Professional
Schulze, Scott	Teacher
Seilheimer, Ali	Teacher
Stafford, Donald	Community
VanDyke, Christie	Teacher
Whitehead, Charlie	Community

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on September 5, 2017.

Participants in Attendance	Data Sources Examined
<i>Jason Barber</i>	<i>EOC</i> <i>AP Exams</i>
<i>Brittni Branton</i>	
<i>Tracey Campbell</i>	
<i>Martha Guajardo</i>	
<i>Lindsey Halfmann</i>	
<i>Stasie Hansen</i>	
<i>Joseph Chandler</i>	
<i>Kirk Still</i>	
<i>Joey Schoener</i>	

**Comprehensive Needs Assessment:
Summary of Findings**

Prioritized Areas of Concern	
Areas of Concern	Data Source
Low Socioeconomic Students	STAAR EOC Results 2017
All Subpopulations	STAAR EOC Results 2017
English Language Learners	STAAR EOC Results 2017
Social Studies, ELA, Math, and Science scores	STAAR EOC Results 2017

State Compensatory Education

Total SCE funds allotted to BHS \$48,876.

Total FTEs funded through SCE at BHS is 2.

The process we use to identify students at risk is state assessments.

The process we use to exit students from the SCE program who no longer qualify is state assessments.

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 9 thru 12**

	Enrollment			STAAR ELA			STAAR Mathematics			STAAR Science			STAAR Soc. Stud.		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Afri. Amer.	18.5	18.6	19.6	41	37	44	59	50	68	77	81	75	69	81	77
Hispanic	24.2	26.8	30.4	59	44	77	64	68	80	86	85	96	85	88	93
White	53.6	51.0	46.0	83	66	56	84	85	68	94	95	79	98	96	84
Eco Dis	38.9	40.5	44.1	57	41	28	62	60	42	82	83	46	79	85	50
ELL	4.4	5.5													
Spec. Ed.	12.5	12.5													

STAA R	Math % Met Standard			Reading/ELA % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Eco. Dis.	62	60	42	57	41	28	82	83	46	79	85	50

2016-2017% Met Standard	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	At-Risk	Male	Female
Algebra I	74	70	80	68	68	not applic.	33	29	100	56	68	82
Biology I	86	79	97	74	78		35	26	100	67	84	89
English I	53	44	70	36	37		11	5	97	27	46	62
English II	62	58	80	37	47		29	4	97	38	54	71
U.S. Hist.	88	87	93	79	81		52	55	100	78	88	89

	Dropout Data		
	2015	2016	2017
Afri. Amer.	1.1	.7	.3
Hispanic	.3	1.1	.7
White	.3	.4	0
Eco Dis	.5	.8	
ELL			3.6
Spec. Ed.			.5

Brenham H.S. AP Information	2015	2016	2017
Total AP Students	164	126	173
Number of Exams	210	185	257
AP Students with 3+	86	71	73
% of Total AP Students with Scores of 3+	52.4	56.3	42.2

The comprehensive, intensive, accelerated instruction program at Brenham H.S. consists of

- **after school tutorials for students at-risk,**
- **pull-out tutorials for students who have previously failed,**
- **AVID,**
- **Credit Recovery**

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Goal 1: BISD will provide a coordinated curriculum that is implemented through effective instructional practices.

Objective 1: Eighty percent (80%) of students will reach mastery on each individual EOC STAAR exams given and a twenty percent (20%) increase will occur in the passing rate of students in subpopulations on all EOC STAAR exams given.

Summative Evaluation: Eighty percent (80%) of students will reach mastery on each individual EOC STAAR exam given and all subpopulations will increase twenty percent (20%).

2016-2017 % Met Standard	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT	At-Risk	Male	Femal e
Algebra I	74	70	80	68	68	not applic.	33	29	100	56	68	82
Biology I	86	79	97	74	78		35	26	100	67	84	89
English I	53	44	70	36	37		11	5	97	27	46	62
English II	62	58	80	37	47		29	4	97	38	54	71
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Fundamental Five - Increase rigor in lesson plans by implementing fundamental five method	Core teachers	Every 6 weeks	Local	Twenty percent (20%) increase in passing rate of subpopulations on all EOC tests Improvement in six weeks averages Reduction in failure rate
AVID - Increase the use of WICOR strategies by 20% in instructional planning and	AVID Team	Semester I Semester II	Local	Twenty percent (20%) increase in WICOR strategies as shown in lesson plans and walk-through data

Teachers observing teachers	Administration	Monthly	Local	Increase in strategies on teachers' lesson plans and walk-through data
In house professional development	Administration	Monthly	Local	Increase in strategies by teachers through walk-through data
Minimum number of walk-throughs weekly	Administration	Weekly	Local	Increase in strategies by teachers through walk-through data
T-TESS Coaching Sessions between administrators	Administration	Semester I Semester II	Local	Increase in strategies on teachers' lesson plans and through walk-through data
Hour of Power Tutorials	Dept. Heads	Semester I Semester II	SCE	Increase in EOC scores with ELLs and students at-risk of failing state assessments
Credit Recovery	Counselors	Semester I Semester II	SCE	Increase in number of students graduating with their cohort group
AP and AVID methods to increase the rigor in all classes	Administration	Weekly	Local	Increase in strategies by teachers through walk-through data

Goal 1: BISD will provide a coordinated curriculum that is implemented through effective instructional practices.

Objective 2: Both student participation and students scoring a three (3) or higher will increase by ten percent (10%) on AP exams.

Summative Evaluation: Increase in participation on AP exams and increase in students scoring three or higher ten percent (10%) increase.

Brenham H.S.	2015	2016	2017
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Number of Exams	210	185	257
AP Students with 3+	86	71	73
% of Total AP Students with Scores of 3+	52.4	56.3	42.2

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Utilize data to push students into preAP and AP classes	Administration	Oct. thru March	Local	Increase in number of students in preAP and AP classes
Increase subpopulations in preAP and AP classes through AVID program	Administration	Oct. thru March	Local	Increase in number of subpopulations in preAP and AP classes

Goal 2: BISD will provide a safe and secure environment at all BISD facilities.

Objective 3: The campus will decrease the referrals from 1,860 to 1,000 referrals or less this school year.

Summative Evaluation: A decrease to 1,000 or fewer referrals by June 2018.

Data 2016-17	All Students
Discipline/Incidents	1,860

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Monitoring referrals	Administration	Monthly	Local	Decrease in number of referrals
Professional development that addresses emotional needs of all students	Administration	Semester I Semester II	Local	Decrease in number of referrals
Coaching strategies with teachers having classroom management issues	Administration	Semester I Semester II	Local	Decrease in number of referrals

Teachers observing teachers observe effect strategies being implemented by veteran staff	Administration	Monthly	Local	Decrease in number of referrals
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