



Brenham
INDEPENDENT SCHOOL DISTRICT EST. 1875

BREHAM HIGH SCHOOL
IMPROVEMENT PLAN 2019-2020

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.

Site Leadership Team

Name	Position Parent, Business, Community, Teacher, etc
Barber, Jason	Dept. Chairperson
Campbell, Tracey	Instructional Specialist
Castellanos, Noe	Teacher
Chandler, Joe	Principal
Clark, Lisa	Teacher
Cloud, Katie	Dept. Chairperson
Cook, Laura	SPED
Dismukes, Amanda	Teacher
Eschete, Kaci	Teacher
Finke, Colby	Teacher
Freeman, Kara	Teacher
Gonzalez, Travis	Teacher
Halfmann, Lindsey	Dept. Chairperson
Hansen, Stasie	Dept. Chairperson

Kenjura, Chris	Teacher
Knebel, Brittni	Technology Specialist
Kocian, Linda	Teacher
Lowes, Kelley	Non-teaching Professional
Markos, Cindy	Teacher
Morales, Lillianna	dept. Chairperson
Morgan, LaKesha	Non-teaching Professional
Ross, Erica	Teacher
Ruiz, Madi	Teacher
Seilheimer, Ali	Teacher
Silvey, Don	Non-teaching Professional
Still, Kirk	Non-teaching Professional
Stolz, Amanda	Teacher
Thibodeaux, Erin	Non-teaching Professional
VanDyke, Christie	Teacher
Watts, Fon'Shall	Counselor

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Site Leadership Team.

Participants in Attendance	Data Sources Examined
<i>Jason Barber</i>	<i>EOC AP Exams TELPAS Walk-through Data Attendance Data</i>
<i>Brittini Branton</i>	
<i>Tracey Campbell</i>	
<i>Laura Cook</i>	
<i>Colby Finke</i>	
<i>Erin Thibodeaux</i>	
<i>Stasie Hansen</i>	
<i>Joseph Chandler</i>	
<i>Kirk Still</i>	
<i>Cindy Markos</i>	<i>Tracey Campbell</i>
<i>Christie Van Dyke</i>	<i>Erin Thibodeaux</i>
<i>Kaci Eschete</i>	<i>Amanda Stolz</i>
<i>Chris Kenjura</i>	
<i>Alison Seilheimer</i>	
<i>Amanda Stolz</i>	
<i>Fon'Shal Watts</i>	
<i>Lindsey Halfmann</i>	
<i>Kirk Still</i>	
<i>Sharon Jones</i>	
<i>LaKesha Morgan</i>	
<i>Don Silvey</i>	
<i>Linda Kocian</i>	
<i>Madison Ruiz</i>	

**Comprehensive Needs Assessment:
Summary of Findings**

Prioritized Areas of Concern	
Areas of Concern	Data Source
English Language Learners	2019 Accountability Report Card
All Subpopulations	2019 Accountability Report Card
Low Socioeconomic Students	2019 Accountability Report Card
ELA, math, social studies, science	2019 Accountability Report Card

State Compensatory Education

Total SCE funds allotted to BHS \$\$603,166.32

Total FTEs funded through SCE at BHS is two (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.		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Afri. Amer.	19.6	20.25	19.97	44	45	50	68	67	63	75	68	87	77	78	91
Hispanic	30.4	30.6	32.09	77	51	59	80	67	74	96	82	83	93	88	86
White	46.0	44.6	44.54	56	76	76	68	85	81	79	95	95	84	95	99
Eco Dis	44.1	41.7	43.14	28	48	55	42	67	71	46	77	87	50	80	88
EL	7.8	10.1	8		28	27		67	53		65	54			54
Spec. Ed.	12.7	13.2	12.84		33	32			50			67			73

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Eco. Dis.	42	67	43	28	48	35	46	77	53	50	80	54

2018-2019	All Students	H	W	AA	ED	EL	SPED	Continuously Enrolled	Non-Continuously Enrolled
ELA/Reading	64	59	76	50	55	27	32	64	65
Mathematics	74	74	81	63	71	28	38	49	51
Science	89	83	95	87	87	54	67	88	95
Social Studies	93	86	99	91	88	54	73	93	93

	Graduation Rate		
	2017	2018	2019
ALL	95.9	93.0	93.9
Afri. Amer.	95.8	89.5	89.6
Hispanic	91.8	84.9	92.0
White	97.2	97.5	96.0
Eco Dis	93.3	88.7	89.8
EL			81.0
Spec. Ed.	92.9	88.9	83.8

Brenham H.S. AP Information	2017	2018	2019
Total AP Students	173	635	967
Total AP Students Taking Exam		230	252
Number of Exams	257	342	360
AP Students with 3+	73	125	115
% of Total AP Students with Scores of 3+	42.2	54.7	31.94
AP Scholars		12	25
AP Scholars with Honors		2	2
AP Scholars with Distinction		7	5
AP National Scholar			1

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

- an enrichment period during the school day,
- 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.

District Priority: BISD will exhibit growth in student achievement and engagement as evidenced by a broad range of age-appropriate academic measures and involvement in extra curricular and co-curricular activities.

Objective 1: To increase student performance through objective-driven daily lesson plans with formative assessment and data driven instruction

Objective 2: To develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities

Summative Evaluation:

- ★ Objective 1: Fifty percent (50%) of students who have previously not been successful will reach meets on each individual EOC STAAR retest - English I and Algebra I.
- ★ Objective 2: Sixty percent (60%) of all student populations, including English Learners (ELs) and African Americans, will show an increase in student scores.

2018-2019	All Students	H	W	AA	ED	EL	SPED	Continuously Enrolled	Non-Continuously Enrolled
ELA/Reading	64	59	76	50	55	27	32	64	65
Mathematics	74	74	81	63	71	28	38	49	51
Science	89	83	95	87	87	54	67	88	95
Social Studies	93	86	99	91	88	54	73	93	93

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Achieve 3000	Administration, Instructional Specialist	Sept. thru May	SCE, Fund 270, SPED	Increase in EOC scores with ELs and students at-risk of failing state assessments

Data Review	Administration, Instructional Specialist, Technology Specialist, Teachers	Semester I Semester II	Local SCE	Increase in EOC scores for all sub groups
Enrichment	Administration, Instructional Specialist, Technology Specialist, Teachers	Semester I Semester II	Local SCE Fund 270 SPED	Increase in EOC scores with ELs, SPED, and students at-risk of failing state assessments
Small Group Instruction	Administration, Instructional Specialist, Technology Specialist, Teachers	Semester I Semester II	Local SCE	Increase in EOC scores with ELs and students at-risk of failing state assessments
Fundamental Five - Increase rigor in lesson plans by continuing fundamental five method	Core teachers Administration	Every 6 weeks	Local	Fifty percent (50%) 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 50% in instructional planning	AVID Team Teachers	Semester I Semester II	Local SCE	Fifty percent (50%) increase in WICOR strategies from previous year as shown in lesson plans and walk-through data
Teachers observing teachers	Administration Teachers	Monthly	Local	Increase in strategies on teachers' lesson plans and walk-through data

In house professional development focusing on instructional strategies, AVID strategies, Fundamental Five	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
Credit Recovery for students who lose credit in course	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
Laying the Foundation training to increase the rigor in the advanced English I and advanced English II classes	Advanced English teachers	Four times	College and Career Readiness Program Intent: 38	Increase in AP test scores in 2021 and 2022
ESL Specialist	Principal	Semester I Semester II	SCE	Increase in ELs EOC scores

District Priority: BISD will be the employer of choice for educators who believe in a culture of superior work ethic, collaboration, civility, mission-driven behavior, continuous improvement, growth mindset, and positive communication and relationships with all stakeholders.

Objective 1: To develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities

Summative Evaluation:

- ★ Increase in AVID strategies and in WICOR strategies by ninety (90) percent.
- ★ Increase in all student populations, including English Learners (ELs) and African Americans

2018-2019	All Students	H	W	AA	ED	EL	SPED	Continuously Enrolled	Non-Continuously Enrolled
ELA/Reading	64	59	76	50	55	27	32	64	65
Mathematics	74	74	81	63	71	28	38	49	51
Science	89	83	95	87	87	54	67	88	95
Social Studies	93	86	99	91	88	54	73	93	93

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
English Language PLC	ELA Teachers Administration	Twice each semester	Local	Fifty percent (50%) increase in passing rate of ELs on all EOC tests Improvement in six weeks averages Reduction in failure rate
Fundamental Five - Increase rigor in lesson plans by continuing fundamental five method	Core teachers Administration	Every 6 weeks	Local	Fifty percent (50%) 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 50% in instructional planning	AVID Team Teachers	Semester I Semester II	Local	Fifty percent (50%) increase in WICOR strategies from previous year as shown in lesson plans and walk-through data
Teachers observing teachers	Administration Teachers	Monthly	Local	Increase in strategies on teachers' lesson plans and walk-through data
In-house professional development focusing on instructional strategies, AVID strategies, Fundamental Five	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
Laying the Foundation training to increase the rigor in the advanced English I and advanced English II classes	Advanced English teachers	Four times	College and Career Readiness Program Intent: 38	Increase in AP test scores in 2021 and 2022

District Priority: **BISD will be the employer of choice for educators who believe in a culture of superior work ethic, collaboration, civility, mission-driven behavior, continuous improvement, growth mindset, and positive communication and relationships with all stakeholders.**

Objective 1: To develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities

Summative Evaluation:

- ★ Increase in total minutes of PLC meetings
- ★ Increase in participation on AP exams
- ★ Increase in participation on SAT exams

Total AP Students	173	635	967
Total AP Students Taking Exam		230	252
Number of Exams	257	342	360
AP Students with 3+	73	125	115
% of Total AP Students with Scores of 3+	42.2	54.7	31.94
AP Scholars		12	25
AP Scholars with Honors		2	2
AP Scholars with Distinction		7	5
AP National Scholar			1

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue PLCs in each content area	Administration, Instructional Specialist	Sept. thru May	Local	Increase in students being college and career ready
Utilize data to push students into advanced and AP classes	Administration	Sept. thru May	Local	Increase in number of students in advanced and AP classes
Increase subpopulations in advanced and AP classes through AVID program	Administration	Sept. thru May	Local SCE	Increase in number of subpopulations in advanced and AP classes
Utilize PLCs to increase data driven instruction	Administration, Instructional Specialist	Sept. thru May	Local	Increase in students scores in all student populations, including English Learners (ELs) and African Americans
Increase in students taking SAT	Counselors	Oct. and March	Texas HB 3	Increase in the number of students taking SAT