

Cypress-Fairbanks Independent School District

Brautigam Center

2022-2023



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!

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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 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 diligent 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.

We added a Bridge to High School program, Welding, Plumbing, and Introduction to Culinary. 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.

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 caring about each student and his/her educational success. 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. Students of the Week have a chance to win a prize each week in a "Spring the Wheel" drawing that is held weekly.

Brautigam Center Student Leadership Team was established to provide an opportunity for students to participate in relationship-building activities with peers and staff, and senior class officers were elected for the first time in 2018-19 to serve our school and community.

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 Twitter, 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. 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 a 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 a 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 2021-22 Employee Perception Survey resulted in an overall acceptance rate of 88% 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/mentees will 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, 2022, our Director of Instruction sent out a catalog with multiple opportunities for our staff to earn staff development hours during the 2022-23 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 2022. All activities align with our campus goals. For our campus time equivalency days, our staff members read "A Framework for Understanding Poverty: A Cognitive Approach" by Ruby Payne and completed an extensive book study to share ideas on how to support students who come from poverty. During staff development in August, we discussed ideas presented throughout the book and completed various activities to implement ideas after studying "a framework for Understanding Poverty; A Cognitive Approach."

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 2021-2022 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: Better Business Bureau Advocates, Cy-Hope Backpack Buddies, Lone Star College staff (counselor), Discover the Brautigam Center, Delta Kappa Gamma support, CyFair Christian Church, The MET Church, Chick'fil'a, our Brautigam Student Summit (Guys with Ties and Leading Ladies), 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, electronic phone call-outs, Schoology, Remind, progress reports, report cards, teacher web pages, the campus web page, social media accounts, parent participation on the CPOC committee, donation solicitations, letters, and visits to businesses.

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

Inclusion of parents/community members on our Campus Performance Objective Committee.

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 for parent and community volunteers and engagement at Brautigam Center.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

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

Employee 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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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 2023, 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


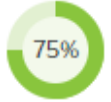


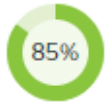




Summative Evaluation: Significant progress made toward meeting Objective








Next Year's Recommendation: We will continue to monitor grades each 9 week grading period, monitor lexile levels, and monitor STAAR scores. As a school, our goal is to increase vocabulary and reading stamina across all content areas.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: During the 2022-23 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 Administrative Helping Teacher Team Leader Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: WRITING: During the 2022-23 school year, teachers will devise better vertical alignment in the writing process from English I, English II, English III STAAR, and English IV STAAR 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 Administrative Helping Teacher</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: MATH: During the 2022-23 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</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</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: U.S. History, Economics, Government, World History and World Geography Teachers Social Studies Team Leader Principal Director of Instruction</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 and Career Day will be held in the spring to build knowledge of various careers and to help students build healthy relationships.</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 Administrative Helping Teacher Assistant Principal Transition Coordinator</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 Administrative Helping Teacher All Teachers Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Small Group Instruction: Students will be taught reading, writing, math, science, and social studies curriculum in small groups.</p> <p>Strategy's Expected Result/Impact: Students' gaps in learning will be decreased.</p> <p>An increase in reading, writing, math, science, and social studies EOC scores and content specific unit exams</p> <p>Staff Responsible for Monitoring: Director of Instruction Administrative Helping Teacher All Teachers Principal</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 Administrative Helping Teacher All Teachers Assistant Principal Principal</p>	Formative		
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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: We will use ESSER III funds to address the learning loss caused by COVID-19. The funds will be used to provide extended day tutoring throughout the 2023-24 school year.


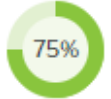





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: tutoring</p> <p>Strategy's Expected Result/Impact: Students that attend extended day tutoring will have at least a 70% in all courses taken throughout the 2022-23 school year.</p> <p>Students' EOC scores will increase</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Administrative Helping Teacher Team Leaders Transition Coordinator Assistant Principal</p>	Formative		
	Nov	Feb	May
			
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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: We will continue to help students from all 12 high school home campuses at-risk of dropping out of school be successful at Brautigam through the use of SCE funds..


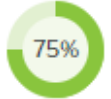

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other students.</p> <p>Strategy's Expected Result/Impact: Educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
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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 2022-23 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 implement the district's safety policies at 100%.

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. 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 Administrative Helping Teacher 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</p>	Formative		
	Nov	Feb	May

building, drug dog searches, Cy-Fair Tipline availability, a high visibility of staff in hallways during passing periods, and the receptionist monitoring main doors through Vsoft.

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.

Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

Follow up information on any major crisis or incident that happens within the school.

Staff Responsible for Monitoring: All Brautigam staff

CFISD Police Officer

Principal

Assistant Principal

Administrative Helping Teacher

Transition Specialist



No Progress

Accomplished

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



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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 2022-23 school year, student attendance will increase by at least 1%.

Evaluation Data Sources: Student attendance records

Next Year's Recommendation: Provide incentives for students to attend school on a regular basis, and deliver fun and engaging lessons on a daily basis that encourage students to attend school.





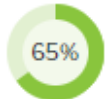

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Attendance will be monitored: 1. The teacher of record will call home when there is an extended absence. 2. The teacher will let the counselor, AP, DI, principal, Transition Specialist, and the Administrative Helping teacher know if the student continues to be absent, and administration will reach out to the family to provide support if needed. Students on HCI (Home Clinic Isolation) will be monitored closely since the student could be out up to 5 days. Students with perfect 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 Administrative Helping Teacher All Brautigam Center staff members CYS Transition Specialist Nurse</p>	Formative		
	Nov	Feb	May
			
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








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: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will decrease by 1%.

Evaluation Data Sources: Discipline reports
Tardy reports

Next Year's Recommendation: Continue implementing Capturing Kids' Hearts campus-wide to build relationships with students and to reduce the number of discipline referrals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Our Assistant Principal, Director of Instruction, Principal, transition specialist, and our administrative helping teacher 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.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will decrease by at least 1%</p> <p>Staff Responsible for Monitoring: All LBC Staff Members Assistant Principal Director of Instruction Principal Administrative Helping Teacher Transition Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strategy 2: In-School Suspensions will be reduced by 1% using restorative discipline techniques, and our campus-wide initiative of implementing Capturing Kids' Hearts strategies.</p> <p>Strategy's Expected Result/Impact: In school suspensions will reduce by 1%</p> <p>Staff Responsible for Monitoring: All LBC Staff Members Assistant Principal Principal Director of Instruction Administrative Helping Teacher Transition Specialist</p>	Formative		
	Nov	Feb	May
			








Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Strategy 3: Out of School Suspensions: Out of school suspensions will be reduced by implementing restorative discipline techniques and Capturing Kids' Hearts strategies campus-wide.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will reduce by 1%.</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Director of Instruction All LBC Staff Members Administrative Helping Teacher Transition Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: DAEP placements will be reduced by implementing restorative discipline techniques and Capturing Kids' Hearts strategies campus-wide.</p> <p>Strategy's Expected Result/Impact: DAEP placements will reduce by 1%.</p> <p>Staff Responsible for Monitoring: Assistant Principal All LBC Staff Members Principal Director of Instruction Administrative Helping Teacher</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: 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 reduced by 100%.</p> <p>Staff Responsible for Monitoring: Assistant Principal Director of Instruction All LBC Staff Members Campus Officers Principal Transition Coordinator Administrative Helping Teacher</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/non-teaching professionals attendance will increase by 1%.

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

Next Year's Recommendation: We will continue to give positive feedback and create a positive work environment to encourage attendance.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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 that have gone above and beyond to help the campus culture. Last year, we implemented the "Beacon of Light" award, and this award is obtained by staff members writing "Lighthouse Recognition" notes to colleagues each month. All of the notes are put into a drawing, and the staff member who's chosen gets a special parking spot 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 Administrative Helping Teacher 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 2022-23 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: We will continue to offer numerous staff development opportunities on our campus, and we will encourage teachers to attend professional development training offered at the district level. We will also encourage staff development opportunities outside of our district such as conferences or Region IV professional development.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Individualize coaching from our technology liaison, Principal, Director of Instruction, team leaders, librarian, transition specialist, and our administrative helping teacher. 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, 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 Administrative Helping Teacher Technology Liaison Transition Specialist Librarian</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strategy 2</p> <p>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 creates 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 Director of Instruction Administrative Helping Teacher Counselor Transition Specialist Assistant Principal</p>	Formative		
	Nov	Feb	May
			














Strategy 3 Details	Formative Reviews		
<p>Strategy 3: High Quality Professional Development: Vern Hazard from Capturing Kids' Hearts will present to all staff members to help us build a positive and cohesive campus culture.</p> <p>Strategy's Expected Result/Impact: A positive and safe campus</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Administrative Helping Teacher Counselor Assistant Principal Transition Specialist</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 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 2022-23 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 continue to build strong relationships with our parents, community partners and with the two churches that adopted us during the 2022-23 school year. Throughout the 2023-24 school year, we will communicate school events through various social media platforms to encourage parent engagement. We will also send a School Messenger to relay important information to parents regarding grades and special events on our campus.

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</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 Administrative Helping Teacher</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 Transition Coordinator School Secretary</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Martha Strother	Principal
Classroom Teacher	Julie Cooper	Teacher #1
Classroom Teacher	Nichole Wade	Teacher #2
Classroom Teacher	Amanda Fulton	Teacher #3
Classroom Teacher	Frida Cuellar	Teacher #5
Classroom Teacher	tina king	Teacher #6
Classroom Teacher	Mackenzie Foreman	Teacher #7
Classroom Teacher	Taryn Rosales	Teacher #8
Non-classroom Professional	Susan Calda	Other School Leader #1
Non-classroom Professional	Penny Irwin-Fitt	Other School Leader #2
Non-classroom Professional	Colette Maxwell	Other School Leader #3
Non-classroom Professional	Amy Mitton	Other School Leader #4
District-level Professional	Johnna Simpson-Butler	Administrator (LEA) #1
Parent	Cathryn Jacobs	Parent #1
Parent	add name	parent #2
Community Representative	Marty Blacklock	Community Resident #1
Community Representative	Kim Blacklock	Community Resident #2
Business Representative	Matt Brown	Business Representative #1
Business Representative	Matt Milks	Business Representative #2
Paraprofessional	Lei Lani Natale	Paraprofessional #1
Paraprofessional	Bianca Thomas	Paraprofessional #2
Classroom Teacher	Kathryn Bush	Teacher #9
Classroom Teacher	Jill Johnson	Teacher #10
Classroom Teacher	Jessica Caldwell	Teacher #11

Addendums