

Cypress-Fairbanks Independent School District

Brautigam Center

2021-2022 Campus Improvement Plan



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!

Whatever It Takes

The Brautigam Center staff and students join in a meaningful partnership to ensure student success in achieving their educational and post-graduation goals through rigorous and relevant learning experiences along with a strong dose of caring guidance. At the Brautigam Center, failure is not an option; we do Whatever-It-Takes to reach each student's goal of graduation and assist in decision-making for post-secondary opportunities.

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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, and in addition, she goes into classrooms to support teachers with small group instruction and differentiation.

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 2021-22 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 various strategies we will use to build reading levels at Brautigam Center.

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

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

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 overaged eighth grade students, re-classed ninth grade students, tenth through twelfth grade students, and students who travel to us from other high schools for Welding and Plumbing.

The Brautigam Center is developing a program that makes it possible for students who have struggled in school to have a chance 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.

The Brautigam Center is a place for at-risk students to accomplish their goal of graduation through condensed course completion (four semesters in one year), and also through entire semester courses. All courses offered have a small student to teacher ratio. The environment is very 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 honored with an announcement to the entire student body and a recognition award. A picture of each student of the week is placed on social media sites and on our district web-page for Brautigam Center.

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. Class officers will be elected for the 2021-22 school year since all students are now back on campus for in-person instruction.

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 webpage, 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 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.

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

Restorative discipline: No Place for Hate organization and school-wide initiatives: We have Project Safety presentations in place for students, and we focus on accepting differences. 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 2020-21 Employee Perception Survey resulted in an overall acceptance rate of 98% 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.

There continues to be fluid collaboration 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 newer teachers and veteran staff.

In May, 2021, our Director of Instruction sent out a catalog with multiple opportunities for our staff to earn staff development hours during the 2021-22 school year. Many district course opportunities for professional growth were sent to teachers by the director of instruction, so teachers could have the opportunity to complete professional growth courses during the summer of 2021. All activities align with our campus goals. For our campus time equivalency days, our staff read *Who Moved My Cheese* and completed an extensive book study to share ideas on how to handle change in a positive manner. We believe this was very beneficial for our staff since we have gone through many changes since moving from Windfern to Brautigam Center. During staff development in August, we held discussions regarding ideas presented throughout the book and completed various activities to implement ideas from *Who Moved My Cheese*.

Teachers receive feedback on their teaching progress through CF-TESS walk-throughs and/or formal appraisal, as well as conferences with administrators and/or team leaders. Teachers are acknowledged for their contribution to student success through individual positive notes, the "Anchored in 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 increased during the 2020-2021 school year, and when a teacher is absent, the quality of first time instruction goes down. **Root Cause:** Staff Quality, Recruitment, and Retention: COVID-19 caused teachers to teach in a way that was never expected before, and this was difficult for many teachers. We need to provide more resources to teachers to help them cope physically, mentally, and emotionally.

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, Raising Canes business adoption program, Chick'fil'a, our Brautigam Student Summit (Guys with Ties and Compass Cuties), and Brautigam Center orientation that includes 1:1 conferences. In addition to these opportunities, we have added speakers from the world of work to share their job/career experiences. Technical schools are visiting our campus more frequently to expose our students to various careers available through obtaining a technical degree and/or certification. In December, we will have a College Day/Workforce Day where many colleges, technical schools, and armed forces representatives 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 and move into the world of work.

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, visits to businesses, and Remind.

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 to help provide what our teachers and students 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 engagement at Brautigam Center.

Priority Problem Statements

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
- Covid-19 Factors and/or waivers

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
- 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
- TTESS data

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.




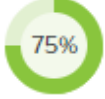
Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the state and federal STAAR performance targets.







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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: During the 2021-22 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 they will determine who will write those lessons. 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% for all students that do not have excessive absences.</p> <p>An increase in the re-test score and passing rate for English I and English II EOC</p> <p>An increase in reading levels for all students</p> <p>Staff Responsible for Monitoring: English Teachers Reading Specialist Director of Instruction Team Leader Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Books, Magazines, Journals, Supplies - Special Allotment: Compensatory Education - \$9,000, Extra Duty Pay for Teachers Staying for Extended Day Tutoring - Special Allotment: Compensatory Education - \$6,000</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: WRITING: During the 2021-22 school year, teachers will create better vertical alignment in the writing process from English I to English II by using similar writing structures and terminology for STAAR writing, and 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 English I and English II EOC's, and an increase in the passing rate on the 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> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Substitutes for pull-outs during the day to increase writing skills so that English I and English II EOC scores increase and 8th grade English passing rates increase to 100% - Special Allotment: Compensatory Education - \$500</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: MATH: During the 2021-22 school year, students in mathematics courses will be given warm-up activities, 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 with at least a 70% passing rate for each student</p> <p>An increase in passing scores on the Algebra I STAAR exam</p> <p>Staff Responsible for Monitoring: Math Teachers Team Leader Director of Instruction Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Manipulatives, Supplies, and reading material to increase the EOC passing rate, passing rates in all math classes and the graduation rate . - Special Allotment: Compensatory Education - \$4,000, Math Supplies - Special Allotment: Compensatory Education, Extra Duty Pay for Teachers Staying for Extended Day Tutoring - Special Allotment: Compensatory Education - \$5,000</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SCIENCE: Teachers will use purposeful questioning techniques, graphic organizers, and talk-read- talk-write to build content vocabulary and reading comprehension skills of science content. Students will be taught how to annotate and answer questions when reading an article, and teachers will model for students how to summarize when reading science material. Through meaningful and purposeful strategies, students will be inspired to read and write in science each day to build vocabulary, and to increase their reading and writing levels.</p> <p>Strategy's Expected Result/Impact: An increase in the passing rate of the Biology STAAR exam</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: Science Teachers Director of Instruction Team leader Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Various science supplies for all science classes - Special Allotment: Compensatory Education - \$2,000, Extra Duty Pay for Teachers Staying for Extended Day Tutoring - Special Allotment: Compensatory Education - \$4,000</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 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 current events to teach critical thinking skills.</p> <p>Strategy's Expected Result/Impact: An increase in the passing rate of the United States History EOC</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> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: High interest history books and history supplies to increase passing, promotion and graduation rates. - Special Allotment: Compensatory Education - \$4,000, Extra Duty Pay for Teachers Staying for Extended Day Tutoring and for Substitutes, so EOC pull-outs can occur. - Special Allotment: Compensatory Education - \$1,000</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 the core courses will collaborate to solidify common skills among them, and teachers in all courses will develop activities to allow practice in reading, writing, and thinking skills to increase students' passing rates in all courses and assessments. Our True North time each week will help increase reading and writing levels across all content areas.</p> <p>Strategy's Expected Result/Impact: An increase in the passing rates of all classes to 70% for all students</p> <p>Completion and passing of industry-created test of required skills.</p> <p>An increase in each student's reading level</p> <p>Staff Responsible for Monitoring: CTE teachers Spanish teacher Art teacher Principal Core course teachers Director of Instructor Administrative Helping Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Books and magazines needed for Spanish to increase the passing rate and graduation rate. - Special Allotment: Compensatory Education - \$1,000, Supplies for PE and Health teachers - Special Allotment: Compensatory Education - \$1,000</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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> <p>TEA Priorities: Connect high school to career and college</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. The targeted instruction will address specific skills that were missed during the spring of 2020 and during the entire 2020-21 school year.</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> <p>Funding Sources: Books and Journals - Special Allotment: Compensatory Education - \$4,500</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 2: ESSER III: Throughout the 2021-22 school year, 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



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: After school tutorials and will be held Monday through Friday, and morning tutorials will be held for students with our teachers that have a later start time. We will offer tutoring in all core subjects and electives to reinforce TEKS, build social and emotional stamina, and to fill in gaps in learning. Many of our students fell behind in credits due to loss of instructional time during the spring of 2020 and during the 2019-20 school year.</p> <p>Strategy's Expected Result/Impact: Students that engage in extended day learning opportunities will have at least a 70% in all classes during the 2021-22 school year.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Administrative Helping Teacher</p> <p>Funding Sources: Books, journals, magazines, reading supplies, fun incentives for reading and attending tutorials, Snack for extended day tutoring, garden supplies - ESSER III - \$4,000, Extra Duty Pay for Staff Members - ESSER III - \$12,000</p>	Formative		
	Nov	Feb	May
			



Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lessons will be taught for 30 minutes on Monday, Tuesday, Thursday, and Friday each week during our block classes to close the gap in Reading, Math, Science, and Social Studies. All students in our school will be engaged in the lessons to help close the gap for all students.</p> <p>Strategy's Expected Result/Impact: Students that engage in Closing the Gap opportunities will have at least a 70% in all classes during the 2021-22 school year.</p> <p>Staff Responsible for Monitoring: Principal Director of Instruction Administrative Helping Teacher All Brautigam Teachers</p> <p>Funding Sources: Books, journals, science supplies, social studies supplies, math supplies, and English supplies - ESSER III - \$9,000</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. LEAD Safely 2021-22 is our commitment to provide a safe learning environment for all of our students and staff.

Performance Objective 1: Student Safety: By the end of the 2021-22 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

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 that 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
			



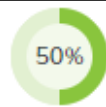





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus Safety: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.). Students and staff will report a sense of safety through the use of crisis/fire drills, metal detector 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 building, drug dog searches, Cy-Fair Tip-line availability, a high visibility of staff in hallways during passing periods, and the receptionist monitoring main doors and hallways through Vsoft.</p> <p>Brautigam Center's Assistant Principal will train all staff each school year in crisis management and procedures for all possible crisis situations as required in the EOP.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Follow up information on any major crisis or incident that happens within the school.</p> <p>Staff Responsible for Monitoring: All Brautigam staff CFISD Police Officer Principal Assistant Principal Administrative Helping Teacher Transition Specialist</p>	Formative		
	Nov	Feb	May
			

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 Accomplished
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 Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. LEAD Safely 2021-22 is our commitment to provide a safe learning environment for all of our students and staff.

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will increase by at least 1%.







Evaluation Data Sources: Student attendance records









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 10 days. Students with perfect attendance are invited to a GAP (Great Achievement) party each nine week grading period. This year, we had 4 tablets donated that we will be able to give out to students with perfect attendance 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> <p>Funding Sources: Supplies for each GAP (Great Achievement Party) each 9 week grading period - Special Allotment: Compensatory Education - \$1,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identify homeless students and provide the necessary services to support student success.</p> <p>Strategy's Expected Result/Impact: 100% of our homeless students will receive support and be provided with the necessary services.</p> <p>Staff Responsible for Monitoring: Counselor Assistant Principal Director of Instruction Principal Youth Service Specialist Administrative Helping Teacher Itinerant Counselor</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. LEAD Safely 2021-22 is our commitment to provide a safe learning environment for all of our students and staff.

Performance Objective 3: Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 1%.

Evaluation Data Sources: Discipline reports
Tardy reports







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 teachers and all staff members understand the importance of building relationships with their students and the parents/guardians of their students. Utilizing Capturing Kids' Hearts will have a positive effect to help reduce discipline issues in the classroom.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by at least 1%</p> <p>Staff Responsible for Monitoring: 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 be reduced by 1%</p> <p>Staff Responsible for Monitoring: 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 be reduced by 1%.</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Director of Instruction 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 be reduced by 1%.</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Director of Instruction Administrative Helping Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</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 thoroughly 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 Campus Officers Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 1%.










Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

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. This year we have 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 that's chosen gets a special parking spot for a month. Each month, we do a team building activity to help our staff members get to know each other which leads to a positive campus culture.</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> <p>TEA Priorities: Recruit, support, retain teachers and principals</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 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 2021-22 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, Trainings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Individualized coaching from our technology liaison, Master Schoology staff members, and our administrative helping teacher. Trainings in Zoom, Remind 101, Schoology, and recording and embedding videos.</p> <p>Strategy's Expected Result/Impact: Teachers will feel more confident in their use of technology, Remind 101, Schoology, and various video platforms. Teachers will develop instructional strategies to effectively teach and build positive relationships with students.</p> <p>Staff Responsible for Monitoring: Director of Instruction Principal Administrative Helping Teacher Technology Liaison Transition Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strategy 2</p> <p>High Quality Professional Development: Chad Hymas will present to all staff members to help us build a positive campus culture, to help staff members build positive relationships with students, parents, and each other, and to help 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> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Consultant Pay to increase student performance - Special Allotment: Compensatory Education - \$7,000</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: By the end of the 2021-22 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will share information with parents/guardians using call outs, emails, Facebook, Twitter, Instragram, Schoology, and Remind 101 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 to 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Brautigam Center

Total SCE Funds: \$50,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Brautigam Center works diligently to make sure students are reading and writing in all curriculum areas. Each teacher is building a classroom library to give students various choices of books throughout the school day. In the fall and in the spring Brautigam will have a "Book Bash" where each student has the opportunity to choose a free book.

2021-2022 CPOC

Committee Role	Name	Position
Non-classroom Professional	Rosanne Sontag	Librarian/Media Specialist
Administrator	Martha Strother	Principal
Administrator	Susan Calda	Director of Instruction
Non-classroom Professional	Ronald Davidson	Administrative Helping Teacher
District-level Professional	Candace Medlin	Director of Student Services
Business Representative	Matt Milks	Balfour Representative
Classroom Teacher	Alexandra McKinnon	Math Teacher
Classroom Teacher	Jill Johnson	Edgenuity/DCR Teacher
Classroom Teacher	Nichole Wade	Business Teacher
Administrator	Penny Irwin-Fitt	Assistant Principal
Classroom Teacher	Julio Ayuso	Spanish Teacher
Classroom Teacher	Sean Ocker	Fine Arts Teacher
Paraprofessional	Leilani Natalie	Technical Assistant
Classroom Teacher	Amanda Fulton	Math Teacher/Bridge to HS teacher
Classroom Teacher	Tina King	English Team Leader/Teacher
Non-classroom Professional	Brittany Ozuna	School Nurse
Community Representative	Matt Brown	Community Representative
Paraprofessional	Bianca Thomas	D.I. Secretary
Classroom Teacher	Callianne Church Church	Social Studies Teacher
Administrator	Colette Maxwell	Transition Coordinator
Classroom Teacher	Frida Cuellar	English Teacher
Classroom Teacher	Julie Cooper	Science Team Leader/Teacher
Paraprofessional	Maria Pardo	Counselor Secretary

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra Duty Pay for Staff Members		\$12,000.00
1	2	1	Books, journals, magazines, reading supplies, fun incentives for reading and attending tutorials, Snack for extended day tutoring, garden supplies		\$4,000.00
1	2	2	Books, journals, science supplies, social studies supplies, math supplies, and English supplies		\$9,000.00
Sub-Total					\$25,000.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books, Magazines, Journals, Supplies		\$9,000.00
1	1	1	Extra Duty Pay for Teachers Staying for Extended Day Tutoring		\$6,000.00
1	1	2	Substitutes for pull-outs during the day to increase writing skills so that English I and English II EOC scores increase and 8th grade English passing rates increase to 100%		\$500.00
1	1	3	Extra Duty Pay for Teachers Staying for Extended Day Tutoring		\$5,000.00
1	1	3	Manipulatives, Supplies, and reading material to increase the EOC passing rate, passing rates in all math classes and the graduation rate .		\$4,000.00
1	1	3	Math Supplies		\$0.00
1	1	4	Extra Duty Pay for Teachers Staying for Extended Day Tutoring		\$4,000.00
1	1	4	Various science supplies for all science classes		\$2,000.00
1	1	5	High interest history books and history supplies to increase passing, promotion and graduation rates.		\$4,000.00
1	1	5	Extra Duty Pay for Teachers Staying for Extended Day Tutoring and for Substitutes, so EOC pull-outs can occur.		\$1,000.00
1	1	6	Books and magazines needed for Spanish to increase the passing rate and graduation rate.		\$1,000.00
1	1	6	Supplies for PE and Health teachers		\$1,000.00
1	1	8	Books and Journals		\$4,500.00
2	2	1	Supplies for each GAP (Great Achievement Party) each 9 week grading period		\$1,000.00
3	2	2	Consultant Pay to increase student performance		\$7,000.00
Sub-Total					\$50,000.00

Addendums