

Northwest Independent School District

Byron Nelson High School

2019-2020 Campus Improvement Plan



Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Byron Nelson High School Vision

The vision of BNHS is to be an exemplary community empowering learners with the knowledge, skills, and resources necessary for life long success in an ever-changing society.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Byron Nelson High School Mission

BNHS, in partnership with students, parents, and community, will ensure a premier education for all learners. Through innovative educational opportunities, students will be challenged, engaged, and offered leadership experiences, thereby, creating the Byron Nelson culture.

Table of Contents

Northwest ISD Vision	2
Byron Nelson High School Vision	2
Northwest ISD Mission	2
Byron Nelson High School Mission	2
Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	7
Student Academic Achievement	8
School Processes & Programs	11
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.	16
Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.	25
Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformation work of the NISD family.	28
Comprehensive Support Strategies	30
State Compensatory	31
Budget for Byron Nelson High School:	31
Personnel for Byron Nelson High School:	33
Addendums	34

Comprehensive Needs Assessment

Revised/Approved: September 05, 2019

Needs Assessment Overview

Driving Instructional Goal for 2018-19		
Using current and previous data, each PLC will determine a percentage growth for students in the following identified groups as measured by "meets or mastery levels" on their end-of-course assessments: LEP, Economically Disadvantaged, Special Education.		
Problem of Practice to Achieve Goal:		
Scaffolding appropriate instruction to add value to students' current performance so that students will confidently obtain their individual learning goals.		
Data Source	The data says...	How the data relates to our POP
SAT/ACT/PSAT	Our students are not college and career ready.	College and career readiness results indicate only 39 % of our students are college and career ready.
AP	Our students are not being successful on AP tests. We are not seeing an increase in the passing percentage.	While slight increases in percentages have occurred with number of students taking tests and achieving a 3 or higher, scores are consistently "flat".
SPED/LEP	Our SPED/LEP students are not being successful on EOC.	SPED and LEP students are not passing in the same percentage as all students.

Driving Instructional Goal for 2018-19

Using current and previous data, each PLC will determine a percentage growth for students in the following identified groups as measured by "meets or mastery levels" on their end-of-course assessments: LEP, Economically Disadvantaged, Special Education.

Problem of Practice to Achieve Goal:

Scaffolding appropriate instruction to add value to students' current performance so that students will confidently obtain their individual learning goals.

EOC (Level 2/Phase 2)	Our students will not be successful when the standards change.	A low percentage of students are not performing at final phase-in standards.
Certifications	Students are not gaining certifications to allow them freedom after school.	CTE courses are not promoting certification attainment in all possible CTE courses.
Instructional Rounds/PLCs/Focused Walkthroughs	Students are not consistently engaging in learning tasks that lead to preparation for college and career-readiness success.	Evidence gained from walk-through data and PLC work does not consistently reflect college and career ready tasks.

Demographics

Demographics Summary

Since its opening, in 2009 as Northwest ISD's second comprehensive high school, Byron Nelson High School's student population continues to increase. At the conclusion of the 2018-2019 school year, campus enrollment reflected a student enrollment of 2,461 students.

Spanning 234 square miles, Northwest Independent School District (NISD) serves the educational needs of students in Tarrant, Denton, and Wise counties. Located in one of the state's fastest-growing areas, the district enjoys a diversified economic base. Currently, the district consists of four high schools, six middle schools and twenty elementary schools utilizing a K–5, 6–8, 9–12 grade-level configuration.

Byron Nelson High School is a comprehensive four-year public high school enrolling 2,464 students in grades 9–12. The school opened in August, 2009 and graduated its first senior class in the spring of 2012. Byron Nelson High School is accredited by the **Texas Education Agency**. The student body at BNHS is culturally diverse with a population that is 66% White, 18% Hispanic, 8% African American, 6% Asian, 1% Pacific Islander, and 1% American Indian. The student composition reflects 49% male and 51% female.

Demographics Strengths

The strengths of the campus reflect a diversity of student population. Students have school-related and academic experiences that allow them to be academically successful, while at the same time, ensuring that background knowledge and context needs to be considered among all student groups as they pursue learning goals. The student population is primarily composed of students who live in Trophy Club, Roanoke and a smaller percentage of students who live within the city limits of north Fort Worth. As such, the campus's attendance zones provide a neighborhood-type school setting.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Three student groups, economically disadvantaged, special education and LEP appear to be underperforming. **Root Cause:** Students may not have foundational skills or experienced effective instructional strategies in previous settings.

Student Academic Achievement

Student Academic Achievement Summary

Based upon 2018-19 school data and as identified by the Texas Education Agency's School Report Card, the campus received an "A" rating. Byron Nelson High School received three distinctions in the areas of science, social studies and Closing the Gaps among student groups.

Student Academic Achievement Strengths

Accountability Data

[Overall Summary Student Achievement: STAAR Performance Student Achievement: College, Career, and Military Readiness Student Achievement: Graduation Rate School Progress: Academic Growth School Progress: Relative Performance Closing the Gaps Identification of Schools for Improvement](#)

Performance

[STAAR Performance STAAR Performance - Additional Student Groups Progress \(Academic Growth and STAAR\) Prior Year and SSI Bilingual Education/ESL STAAR Performance - All Students STAAR Performance - All Students - Additional Student Groups Performance Glossary](#)

Participation

[STAAR Participation STAAR Participation - Additional Student Groups Participation Glossary](#)

Attendance and Graduation

[Attendance, Graduation, and Dropout Rates Graduation Profile Attendance and Graduation Glossary](#)

Postsecondary Readiness

[College, Career, or Military Readiness \(CCMR\) CCMR-Related Indicators Other Postsecondary Indicators Postsecondary Readiness Glossary](#)

Profile

[Student Information Staff Information Profile Glossary](#)

KG Readiness

[Kindergarten Readiness KG Readiness Glossary](#)

Postsecondary Outcomes

[Postsecondary Outcomes Yearly Details Postsecondary Outcomes Summary Postsecondary Outcomes Glossary](#)

Finance Data

[Revenue and Expenditures](#)

Search

[2019 Accountability Reports 2017–18 Texas Academic Performance Report](#)

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		93	A
<u>STAAR Performance</u>	70	93	
<u>College, Career and Military Readiness</u>	76	94	
<u>Graduation Rate</u>	97.8	90	
School Progress		86	B
<u>Academic Growth</u>	76	86	B
<u>Relative Performance (Eco Dis: 12.4%)</u>	73	80	B
<u>Closing the Gaps</u>	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. **Root Cause:** Concerns related to a lack of relevance, as measured on End-of-Course Assessments, may be a cause for inadequate growth rather than seeking a higher level of performance among some students.

School Processes & Programs

School Processes & Programs Summary

Using the organizational structure that relies upon the importance of professional learning communities, the campus uses the Master Schedule, Instructional Coaches and aligning common planning times in which teachers examine their practices. The campus believes that collective efficacy and the resulting examination of the impact of teachers' practices and work will lead to student and adult learning. In addition to the ongoing belief that collective efficacy, as evidenced by professional learning communities composed of teachers, the campus used student and teacher groups during the spring 2109 semester to gather feedback about school improvement needs. Combing the Problem of Practice, implementing learning behaviors and emphasizing the three principles of learning from the National Research Council, the 2019-2020 school year will be one that institutes practices that reflect these strategies.

Because the campus also views the importance of teacher feedback and empowerment, small ad-hoc and workgroups are created during the year to problem solve issues that may arise. For example, Advisory, Primetime, Lynx Leader (9th Grade Mentoring) and Cell-Phone practices are examples of teachers working together to determine campus practices that align with the goals of developing personnel and allowing access to decision-making.

School Processes & Programs Strengths

The counseling program was one of two high schools in Texas that was awarded the American School Counselor Association's RAMP award as well as earning TEA's Crest Award for counseling program. In addition, the Parent Teacher Student Association received the "School of Excellence Award".

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff members need additional opportunities to demonstrate career goals. **Root Cause:** A limited growth/opportunity structure for career advancement for appears to suppress opportunities.

Problem Statement 2: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. **Root Cause:** Concerns related to a lack of relevance, as measured on End-of-Course Assessments, may be a cause for inadequate growth rather than seeking a higher level of performance among some students.

Perceptions

Perceptions Summary

An Organizational Health Survey was completed among staff members during the 2017-19 school year. The overall results indicated a movement towards improvement, based upon the previous year's survey data.

Perceptions Strengths

Communication and Goal Focused were the highest among the measured outcomes, as measured on the Organizational Health Survey among all indicators.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: All students may not be presented with access to curriculum, based upon skill gaps unique to their academic, social and/or emotional state. **Root Cause:** The natural course of development among teenagers may vary, based upon social and/or emotional background experiences.

Priority Problem Statements

Problem Statement 1: Three student groups, economically disadvantaged, special education and LEP appear to be underperforming.

Root Cause 1: Students may not have foundational skills or experienced effective instructional strategies in previous settings.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments.

Root Cause 2: Concerns related to a lack of relevance, as measured on End-of-Course Assessments, may be a cause for inadequate growth rather than seeking a higher level of performance among some students.

Problem Statement 2 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 3: Staff members need additional opportunities to demonstrate career goals.

Root Cause 3: A limited growth/opportunity structure for career advancement for appears to suppress opportunities.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 10, 2019


Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Ensure that alignment among PLC, tasks and assessments are in place so that college and career readiness skills are demonstrated for all students. Prior to designing learning environments, PLCs will determine targets for reasons of measuring student growth, based upon specific interventions used by individual teachers.

Evaluation Data Source(s) 1: Task and assessment comparisons within Teacher Teams, EOC, dual credit and AP results as well as measurement of growth of students among ELL, Sped and Economically Disadvantaged.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Within the Problem of Practice setting that emphasizes collective efficacy, instructional methods as determined by PLCs and needs assessments that utilize desirable and productive struggle tasks will be implemented.	Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Ron Mendoza, Patrick Tobin, Denise Tennyson, April Allison, Lynnette Llewellyn, Maggie Norris, Carol White	Summatives, EOC, AP scores				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide targeted professional development to teachers, based upon the needs of individual students.</p>	Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Ron Mendoza, Patrick Tobin, Denise Tennyson, April Allison, Lynnette Llewellyn, Maggie Norris, Carol White, Sarah Menn, Darren Wilson, Eric Vance	Summatives, EOC, AP, Scores, Teacher Surveys				
Problem Statements: Demographics 1 - School Processes & Programs 1						
<p>TEA Priorities Build a foundation of reading and math 3) Design and utilize processes that identify student in need of support through the Response to Intervention process.</p>	Ron Myers, Kara Lea Deardorff, Darren Wilson, Sarah Menn, Eric Vance, Amy Lilly	Academic and/or behavioral skill gaps addressed to identify selected students in need of appropriate intervention.				
Problem Statements: Demographics 1						
<p>4) Monitor freshman performance by referencing attendance, behavior and grades throughout the school year.</p>	Ron Myers, Kara Lea Deardorff, Monique Chavez, Twana Moore, Ron Mendoza					
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 2						
						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Three student groups, economically disadvantaged, special education and LEP appear to be underperforming. **Root Cause 1:** Students may not have foundational skills or experienced effective instructional strategies in previous settings.

Student Academic Achievement

Problem Statement 1: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. **Root Cause 1:** Concerns related to a lack of relevance, as measured on End-of-Course Assessments, may be a cause for inadequate growth rather than seeking a higher level of performance among some students.

School Processes & Programs

Problem Statement 1: Staff members need additional opportunities to demonstrate career goals. **Root Cause 1:** A limited growth/opportunity structure for career advancement for appears to suppress opportunities.

Problem Statement 2: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. **Root Cause 2:** Concerns related to a lack of relevance, as measured on End-of-Course Assessments, may be a cause for inadequate growth rather than seeking a higher level of performance among some students.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Emphasize AVID strategy to support students academically, socially and personally

Evaluation Data Source(s) 2: End-of-Year grade reports, testing data and participation in school-related clubs, athletics, fine arts and/or other school programs.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide staff development sessions to staff that utilize AVID strategies to create common instructional tools.	Kara Lea Melissa Webb, Ron Myers, Paige Smith	Frequency, based upon PLC reports, that demonstrate strategies were utilized.				
			Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 2			
2) Set target numbers that indicate students will obtain Advanced Academics and Career and Technology certifications.	Maggie Norris, Carol McDaniel-White, April Allison	Number of certifications obtained during the year.				
			Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Three student groups, economically disadvantaged, special education and LEP appear to be underperforming. Root Cause 1: Students may not have foundational skills or experienced effective instructional strategies in previous settings.

Student Academic Achievement

Problem Statement 1: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. **Root Cause 1:** Concerns related to a lack of relevance, as measured on End-of-Course Assessments, may be a cause for inadequate growth rather than seeking a higher level of performance among some students.

School Processes & Programs





Problem Statement 2: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. **Root Cause 2:** Concerns related to a lack of relevance, as measured on End-of-Course Assessments, may be a cause for inadequate growth rather than seeking a higher level of performance among some students.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Establish systems among each grade that will monitor students who are considered At-Risk, 504, Dyslexic, Homeless and Response to Intervention

Evaluation Data Source(s) 3: Number of students who make improvement by passing state assessments such as STAAR and Telpas

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math 1) Using the alpha student lists, assistant principals, will identify students who are at risk and when necessary, note progress for plans-of-actions.</p>	<p>Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Patrick Tobin, Ron Mendoza, Denise Tension, Monica Valenta, Lynnette Llewellyn, Maggie Norris, Carol White</p>	<p>Lists of students, students passing state assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. Root Cause 1: Concerns related to a lack of relevance, as measured on End-of-Course Assessments, may be a cause for inadequate growth rather than seeking a higher level of performance among some students.</p>

School Processes & Programs

Problem Statement 2: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. **Root Cause 2:** Concerns related to a lack of relevance, as measured on End-of-Course Assessments, may be a cause for inadequate growth rather than seeking a higher level of performance among some students.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 4: Monitor Leavers and Drop-Out students

Evaluation Data Source(s) 4: Students re-enrolling and passing credits/EOCs

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Identify students within the grade level who have not passed a state assessment who have completed credits and leavers by creating plan for success, similar to an RTI model.</p>	<p>Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Ron Mendoza, Darren Wilson, Sarah Menn, Eric Vance, Amy Lilly, Maggie Norris, Carol White, Paige Smith, Sheila Polk, Elsa Ortega</p>	<p>Students re-enrolling, passing state assessments</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2</p>						

Performance Objective 4 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. Root Cause 1: Concerns related to a lack of relevance, as measured on End-of-Course Assessments, may be a cause for inadequate growth rather than seeking a higher level of performance among some students.</p>

School Processes & Programs

Problem Statement 2: Students, campus wide, are not demonstrating academic potential as evidenced by assessment data that is used to measure growth in particular academic programs such as EOC, certifications and AP assessments. **Root Cause 2:** Concerns related to a lack of relevance, as measured on End-of-Course Assessments, may be a cause for inadequate growth rather than seeking a higher level of performance among some students.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Develop administrative personnel to acquire expertise regarding secondary school and other school-related functions. In particular, focus on the use of the coaching components when working with PLCs in order to develop PLCs that include data reviews as part of the process, instructional strategies and instructional rounds.

Evaluation Data Source(s) 1: Surveys, Performance Reviews

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Empower assistant principals to become more involved in the hiring process, as they lead their departments.</p>	Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Maggie Norris, Carol White, Ron Mendoza	Number of personnel retained for 19-20 school year.				
Problem Statements: School Processes & Programs 1						
<p>Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 2) Utilize assistant principals to lead staff development as it is related to instructional needs, based upon research-based methods.</p>	Ron Myers	Number of sessions offered by assistant principals				
Problem Statements: School Processes & Programs 1						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 3) Support PLC leads by using department chairs to lead their learning with regards to running an effective PLC.	Ron Myers, Kara Lea Deardorff, Kerry Knisley, Branden Richardson, Twana Moore, Maggie Norris, Carol McDaniel-White, Ron Mendoza, Patrick Tobin Lynnette Llewellyn, Denise Tennison, Emily Moyes, Sarah Menn	PLCs using established protocols, based upon their goals of curriculum instruction or assessment.				
Problem Statements: School Processes & Programs 1						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff members need additional opportunities to demonstrate career goals. Root Cause 1: A limited growth/opportunity structure for career advancement for appears to suppress opportunities.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: Develop systems of leadership among teams of teachers in order to allow an increase involvement in decision-making.

Evaluation Data Source(s) 2: Number of sessions led by staff members, number of participants serving on school work teams.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Identify, based upon needs, and encourage teacher ad-hoc committees that pertain to school-based decision making.	Ron Myers	Participation and number of strategies adopted and implemented, teacher surveys				
Problem Statements: School Processes & Programs 1						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff members need additional opportunities to demonstrate career goals. Root Cause 1: A limited growth/opportunity structure for career advancement for appears to suppress opportunities.


Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformation work of the NISD family.

Performance Objective 1: Provide consistent communication using technology and social media


Evaluation Data Source(s) 1: Survey data

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Use School Messenger, Facebook Page, Twitter Call-Outs for external communication and email for internal communication when distributing information.	Ron Myers, Kara Lea Deardorff, Kerry Knisley, Twana Moore, Branden Richardson, Ron Mendoza, Linda Gray, Paige Smith Maggie Norris, Carol McDaniel-White	18 Constant Contacts, Number of "likes" on Facebook, number of followers on Twitter				




100% = Accomplished



= Continue/Modify



0% = No Progress



= Discontinue

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformation work of the NISD family.

Performance Objective 2: Create SchoolMessenger message for parents highlighting aspects of the school. Have assistant principals send messages highlighting their programs through the use of SchoolMessenger. Create a Monday email to staff that emphasizes the information in the BNHS Nation page for staff. Use Facebook and Twitter to highlight the accomplishments of students and staff.

Evaluation Data Source(s) 2: Gather data for survey effectiveness, number of artifacts/communication pieces created throughout the year from counseling and administrative teams.

Summative Evaluation 2:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Within the Problem of Practice setting that emphasizes collective efficacy, instructional methods as determined by PLCs and needs assessments that utilize desirable and productive struggle tasks will be implemented.
1	2	1	Provide staff development sessions to staff that utilize AVID strategies to create common instructional tools.
2	1	2	Utilize assistant principals to lead staff development as it is related to instructional needs, based upon research-based methods.

State Compensatory

Budget for Byron Nelson High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1995.11.007.24.024.6119.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
1995.11.007.24.024.6129.00	6129 Salaries or Wages for Support Personnel	\$0.00
1995.11.007.24.024.6141.00	6141 Social Security/Medicare	\$0.00
1995.11.007.24.024.6142.00	6142 Group Health and Life Insurance	\$0.00
1995.11.007.24.024.6143.00	6143 Workers' Compensation	\$0.00
1995.11.007.24.024.6145.00	6145 Unemployment Compensation	\$0.00
1995.11.007.24.024.6146.00	6146 Teacher Retirement/TRS Care	\$0.00
1995.11.007.24.024.6149.00	6149 Employee Benefits	\$0.00
6100 Subtotal:		\$0.00
6200 Professional and Contracted Services		
1995.61.007.24.024.6299.00	6299 Miscellaneous Contracted Services	\$0.00
2445.11.007.22.244.6299.00	6299 Miscellaneous Contracted Services	\$0.00
6200 Subtotal:		\$0.00
6300 Supplies and Services		
1995.11.007.24.024.6399.00	6399 General Supplies	\$0.00
2445.11.007.22.244.6399.00	6399 General Supplies	\$0.00
6300 Subtotal:		\$0.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6400 Other Operating Costs		
2445.36.007.22.244.6411.00	6411 Employee Travel	\$0.00
1995.11.007.24.024.6412.00	6412 Student Travel	\$0.00
2445.36.007.22.244.6494.00	6494 Reclassified Transportation Expenses	\$0.00
1995.11.007.24.024.6494.00	6494 Reclassified Transportation Expenses	\$0.00
2445.11.007.22.244.6494.00	6494 Reclassified Transportation Expenses	\$0.00
6400 Subtotal:		\$0.00

Personnel for Byron Nelson High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barry Hawkins	Teacher	ACP English	50% Comp. Ed
Darren Wilson	Teacher	ACP Social Studies	12.5% Comp Ed
Jowder Terrazzas Prieto	Teacher	ACP Science	Comp. Ed. 12.5%
Todd Anderson	AT Risk/Academic Support Teacher	At Risk ELA	100% Comp. Ed.
Zach Woodard	Teacher	ACP Math	50% Comp. Ed.

Addendums

	2017	2017	2017	2017	2017	2017	2017	2016	2016	2016	2016	2016	2015	2015	2015	2015
	# Exams	Aver.	# >=3	% >=3	Nat. % >=3	# >=2	% >=2	# Exams	Aver.	# >=3	% >=3	Nat. % >=3	# Exams	Aver.	# >=3	% >=3
	169	2.769	109	65%	64%	161	95%	119	2.605	67	56%	60.5%	41	2.829	28	68%
	105	2.79	58	55%	58%	96	91%	57	2.702	31	54%	59.4%	60	3.283	44	73%
	39	3.513	29	74%	81%	38	97%	40	3.8	37	93%	81.5%	27	3.741	24	89%
	39	3.872	33	85%				40	4.025	36	90%		27	4.111	25	93%
	44	2.614	23	52%	51%	40	91%	18	2.778	9	50%	52.3%	32	2.375	12	38%
	27	2.852	18	67%	67%	21	78%	22	1.864	6	27%	64.3%	15	2.867	10	67%
	263	2.719	135	51%	55%	237	90%	277	2.718	151	55%	55.3%	209	2.809	122	58%
	13	3.385	10	77%	75%	13	100%									
	238	2.613	117	49%	53%	221	93%	188	2.723	98	52%	54.6%	155	2.684	84	54%
nce	149	2.456	63	42%	49%	111	75%	108	2.426	47	44%	45.2%	53	2.283	19	36%
	29	3.379	23	79%	57%	29	100%	20	3.4	17	85%	53.6%	20	3.45	16	80%
	8	1.75	1	13%	59%	4	50%	9	2.444	4	44%	76.4%	13	2.769	9	69%
	4	5	5	100%	76%	4	100%	2	4	2	100%	70.1%	6	3.667	6	100%
	182	2.648	100	55%	49%	137	75%	149	3.081	95	64%	51.7%	141	3.255	104	74%
	210	2.038	67	32%	57%	121	58%	158	2.994	96	61%	55.7%	116	2.853	73	63%
								1	4	1	100%	65.6%				
	16	3.5	15	94%	61%	16	100%	11	2.727	7	64%	59.5%	14	1.929	2	14%
ore	16	3.688	14	88%				11	3.091	8	73%		14	2.214	5	36%
ore	16	3.125	14	88%				11	2.455	5	45%		14	1.714	1	7%
	62	2.355	27	44%	41%	47	76%	178	1.944	40	22%	39.2%	18	2.333	7	39%
	32	3.469	27	84%	79%	31	97%	36	2.778	20	56%	76.1%	33	2.273	14	42%
													2	2	1	50%
	127	3.591	104	82%	64%	119	94%	83	3.398	58	70%	64.2%	85	3.635	72	85%
	18	3.278	18	100%	87%	18	100%									
	22	3.682	19	86%	89%	22	100%	22	4.364	22	100%	89.7%	20	4.65	20	100%
	90	2.144	34	38%	54%	58	64%	84	2.595	40	48%	60.3%	71	2.676	38	54%
gn	9	3.222	7	78%	85%	9	100%	7	2.571	3	43%	82.3%	4	2.75	2	50%
gn	8	3.25	7	88%	72%	8	100%	9	2.889	7	78%	74.7%	2	3	1	50%
								4	2.75	3	75%	82.9%				
	240	1.996	66	28%	50%	148	62%	148	2.25	50	34%	50.9%	98	2.184	33	37%
	182	2.758	100	55%	51%	150	82%	239	2.715	130	54%	52.1%	171	2.795	93	54%
	193	2.544	85	44%	56%	171	89%	114	2.982	77	68%	51.2%	151	3.252	115	76%

	2017	2017	2017	2017	2017	2017	2017	2016	2016	2016	2016	2016	2015	2015	2015	2015
	# Exams	Aver.	# >=3	% >=3	Nat. % >=3	# >=2	% >=2	# Exams	Aver.	# >=3	% >=3	Nat. % >=3	# Exams	Aver.	# >=3	% >=3
	169	2.769	109	65%	64%	161	95%	119	2.605	67	56%	60.5%	41	2.829	28	68%
	105	2.79	58	55%	58%	96	91%	57	2.702	31	54%	59.4%	60	3.283	44	73%
	39	3.513	29	74%	81%	38	97%	40	3.8	37	93%	81.5%	27	3.741	24	89%
	39	3.872	33	85%				40	4.025	36	90%		27	4.111	25	93%
	44	2.614	23	52%	51%	40	91%	18	2.778	9	50%	52.3%	32	2.375	12	38%
	27	2.852	18	67%	67%	21	78%	22	1.864	6	27%	64.3%	15	2.867	10	67%
	263	2.719	135	51%	55%	237	90%	277	2.718	151	55%	55.3%	209	2.809	122	58%
	13	3.385	10	77%	75%	13	100%									
	238	2.613	117	49%	53%	221	93%	188	2.723	98	52%	54.6%	155	2.684	84	54%
nce	149	2.456	63	42%	49%	111	75%	108	2.426	47	44%	45.2%	53	2.283	19	36%
	29	3.379	23	79%	57%	29	100%	20	3.4	17	85%	53.6%	20	3.45	16	80%
	8	1.75	1	13%	59%	4	50%	9	2.444	4	44%	76.4%	13	2.769	9	69%
	4	5	5	100%	76%	4	100%	2	4	2	100%	70.1%	6	3.667	6	100%
	182	2.648	100	55%	49%	137	75%	149	3.081	95	64%	51.7%	141	3.255	104	74%
	210	2.038	67	32%	57%	121	58%	158	2.994	96	61%	55.7%	116	2.853	73	63%
								1	4	1	100%	65.6%				
	16	3.5	15	94%	61%	16	100%	11	2.727	7	64%	59.5%	14	1.929	2	14%
ore	16	3.688	14	88%				11	3.091	8	73%		14	2.214	5	36%
ore	16	3.125	14	88%				11	2.455	5	45%		14	1.714	1	7%
	62	2.355	27	44%	41%	47	76%	178	1.944	40	22%	39.2%	18	2.333	7	39%
	32	3.469	27	84%	79%	31	97%	36	2.778	20	56%	76.1%	33	2.273	14	42%
													2	2	1	50%
	127	3.591	104	82%	64%	119	94%	83	3.398	58	70%	64.2%	85	3.635	72	85%
	18	3.278	18	100%	87%	18	100%									
	22	3.682	19	86%	89%	22	100%	22	4.364	22	100%	89.7%	20	4.65	20	100%
	90	2.144	34	38%	54%	58	64%	84	2.595	40	48%	60.3%	71	2.676	38	54%
gn	9	3.222	7	78%	85%	9	100%	7	2.571	3	43%	82.3%	4	2.75	2	50%
gn	8	3.25	7	88%	72%	8	100%	9	2.889	7	78%	74.7%	2	3	1	50%
								4	2.75	3	75%	82.9%				
	240	1.996	66	28%	50%	148	62%	148	2.25	50	34%	50.9%	98	2.184	33	37%
	182	2.758	100	55%	51%	150	82%	239	2.715	130	54%	52.1%	171	2.795	93	54%
	193	2.544	85	44%	56%	171	89%	114	2.982	77	68%	51.2%	151	3.252	115	76%

AP Exam Trend Data	2019									2018								
	# Exams	Mena Averages			% Scores 3 or Higher			# Exams	Mean Averages			% Scores 3 or Higher						
		BNHS	Texas	Global	BNHS	Texas	Global		BNHS	Texas	Global	BNHS	Texas	Global				
Biology	138	2.82	2.61	2.92	65.9	52	64.7	148	2.63	2.57	2.87	50.7	49.4	61.5				
Calculus AB	61	3.11	2.56	2.97	67.2	45.7	58.4	70	3.13	2.54	2.94	64.3	45.3	57.6				
Calculus BC	49	3.08	3.57	3.8	67.3	74.7	80.9	57	3.44	3.56	3.74	86	74.9	79.9				
Calculus BC: AB Subscore	49	3.43	3.83	4.04	75.5	80.7	86.2	57	3.77	3.81	3.97	89.5	80.6	84.8				
Chemistry	36	2.22	2.4	2.74	30.6	44.6	55.6	61	2.69	2.46	2.79	59	45	55.8				
Comparative Gov. & Politics	1	5	3	3.2	100	59.5	66.1	28	3.46	3.05	3.18	85.7	63.9	67.8				
Computer Science A	23	2.65	3.15	3.26	43.5	66.6	69.6	28	3.46	3.05	3.18	85.7	63.9	67.8				
Computer Science Prin.	5	3	3.19	3.11	80	73.5	71.8	7	2.57	3	3.01	57.1	65.2	67.3				
English Lang.	208	2.71	2.45	2.78	52.9	42.3	54.3	261	3.05	2.51	2.83	69.7	45.2	57.1				
English Lit.	224	2.82	2.38	2.62	55.8	40.8	49.7	225	2.65	2.35	2.56	52	39.6	47.3				
Environmental Science	204	2.3	2.45	2.68	31.9	41.7	49.2	129	2.44	2.46	2.62	41.1	42.3	47.6				
European History	12	3.17	2.86	2.9	50	57.1	58.1	8	3	2.97	2.89	62.5	59	57.8				
French Lang.	5	3.2	2.94	3.29	80	63.4	76.9	8	3.13	2.97	3.3	75	65.1	76.8				
German Lang.	8	3.38	2.84	3.3	87.5	55.6	72.1	6	4.17	2.97	3.3	100	57.5	70.6				
Human Geography	191	2.68	2.25	2.55	57.1	39.2	49.2	178	2.87	2.42	2.72	62.4	44.8	54.4				
Macroeconomics	266	2.55	2.36	2.94	48.5	41.6	58.9	224	2.15	2.36	2.94	36.2	41	58.5				
Microeconomics	1	5	2.37	3.28	100	41	69.6											
Music Theory	12	3.25	3.04	3.11	66.7	61.4	63.5	14	3.14	3.12	3.17	78.6	63.6	65.6				
Music Aural Sub Score	12	3.42	3.08	3.11	83.3	63	63.2	14	3.29	3.15	3.18	78.6	64	64.9				
Music Non-Aural Score	12	2.92	2.99	3.09	66.7	61.4	63.9	14	3	3.12	3.18	71.4	63.9	65.8				
Physics 1	58	2.28	2.02	2.51	32.8	29	45.4	68	1.81	1.85	2.37	19.1	23.6	40.6				
Physics C: Mechanics	23	3	3.52	3.75	69.6	75.4	81.7	56	2.96	3.36	3.55	62.5	72.7	77.3				
Physics C: E&M	5	3.8	3.32	3.6	80	66.4	73	9	2.78	3.28	3.61	66.7	65.6	73.6				
Psychology	106	3.38	2.79	3.09	73.6	55.3	64.5	101	3.69	2.8	3.14	81.2	55.4	65.6				
Research	3	3	3.1	3.15	66.7	73.6	75.9	11	2.64	3.03	3.14	63.6	68.2	74.4				
Seminar	6	2.5	3.1	3.08	50	80.6	81.1	10	3	3.08	3.11	80	79.5	81.3				
Spanish Lang.	54	3.59	3.58	3.7	85.2	85.1	88.4	95	3.79	3.51	3.66	88.4	83.5	87.5				
Spanish Lit.	19	3.26	2.89	3.1	84.2	64.7	72.3											
Statistics	61	2.34	2.68	2.87	42.6	53.3	59.7	75	2.37	2.72	2.87	46.7	55.9	60.6				
Studio Art: 2-D Design	8	3.13	3.45	3.57	62.5	83.4	86.4	12	2.75	3.31	3.47	75	79.4	84.2				
Studio Art: 3-D Design	4	2.75	2.9	3.08	75	62.3	70	5	2.6	2.83	3.11	60	58.6	69				
Studio Art: Drawing	4	3	3.51	3.65	75	86.6	91.1	11	3.27	3.46	3.63	81.8	83.2	89.1				
US Government & Politics	256	2.42	2.43	2.73	44.9	45.1	55.1	255	2.18	2.32	2.7	35.3	40.3	53				
US History	126	2.95	2.42	2.71	64.3	43.9	53.7	182	2.74	2.38	2.66	54.9	42.4	51.9				
World History	246	2.69	2.47	2.75	57.7	44.8	55.3	203	2.6	2.47	2.78	48.8	45.1	56.1				

2019-2020 Instructional Focus



2019-20 Campus Goal(s)

Using current and previous data, each PLC will determine a percentage growth for students in the following identified groups as measured by “meets or mastery levels” on their end-of-course assessments: LEP, Economically Disadvantaged, Special Education.

Instructional Focus

Determining and implementing appropriate instruction to add value to students' current performance so that students will confidently obtain their individual learning goals.

Theory of Action

In order to address this challenge, we believe:

If we rely upon the principles of learning as defined by the National Research Council

And if we use the structure at BNHS

And if we use the PLC and Primetime as a means to implement the principles

Then we will achieve success related to our Problem of Practice.

--	--	--	--