

Brownsboro Independent School District
Brownsboro Jr. High
2023-2024 Campus Improvement Plan



Mission Statement

BISD will encourage, empower, and equip all students to achieve their full potential.

Legal References

Each School district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each School year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Vision

Better today...greater tomorrow.

Value Statement

We Believe:

**Every student is a perfect creation who deserves a chance
Every child has value and deserves the very best we can give
Everyone matters at Brownsboro ISD
A small-town atmosphere leads to stronger relationships
We are a family-community-first district
The BISD community will support anything that benefits students
We use different measures of success than just test scores
Out of the box thinking excites students and teachers
Facilities are not a measure of what can happen inside them
We can be the "go to" district**

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Comprehensive Needs Assessment

Revised/Approved: August 31, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The committee met and agreed on the 23-24 top three prioritized needs for BJH are as follows:

- 1.
- 2.
- 3.

Demographics

Demographics Summary

The committee to study BJH demographics was composed of:

Karee Parker - Teacher

Brian Bradley - Teacher

Rene Womble - Teacher

Daniel Scott - Teacher

John Mason - teacher

The committee examines multiple sources of data. The committee closely examined Skyward data and compared it to last year. The committee specifically noted that the GT population is under represented in ethnicity. As the committee worked through the questions provided for discussion, they determined the areas of greatest strength and need on the campus.

Demographics Strengths

The CNA committee for Demographics determined the following to be areas of strength for Brownsboro Junior High:

- The teacher-student ratio
- Intervention classes for At-Risk students
- Enrollment has remained steady

Problem Statements Identifying Demographics Needs

Problem Statement 1: increased SpEd support for staff and students **Root Cause:** there is not enough SpEd staff on campus to provide support to teachers and students

Student Achievement

Student Achievement Summary

The committee to study BJH student achievement was composed of:

James Hatchell - Teacher

Kristi Alexander - Teacher

Melanie Mekalip - Teacher

Kasey Oliver - Teacher

Vickie Thomas - Teacher

The committee examines multiple sources of data. The committee closely examined DMAC, CBA, and STAAR results data and compared it to last year. The committee specifically noted BJH STAAR scores were above the state and regional averages. As the committee worked through the questions provided for discussion, they determined the areas of greatest strength and need on the campus.

Student Achievement Strengths

The CNA committee for Student Achievement determined the following to be areas of strength for Brownsboro Junior High:

- All tested areas above state average in approaches and most tested areas are above state average in meets and masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Sped has fewer students at approaches in 7th grade math and reading and 8th social studies. **Root Cause:** Need to practice more hands on activities on a weekly basis

School Culture and Climate

School Culture and Climate Summary

The committee to study BJH school culture and climate was composed of:

Allison Perry - Teacher

Michelle Hopson - Teacher

Logan White - Teacher

Daniel Fears - Teacher

The committee examines multiple sources of data. The committee closely examined the BISD parent involvement survey. The committee specifically noted that students describe the climate as safe and have responded well to the kindness theme. As the committee worked through the questions provided for discussion, they determined the areas of greatest strength and need on the campus.

School Culture and Climate Strengths

The CNA committee for School Culture and Climate determined the following to be areas of strength for Brownsboro Junior High:

- Open door policy with campus administration
- Classroom & Campus management procedures
- Students encouraged to be involved in extra-curricular activities

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There are too many students failing classes each 9 weeks **Root Cause:** Need for more participation among students in extra-curricular activities

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The committee to study BJH staff quality, recruitment, and retention comprehensive needs was composed of:

Stephanie Womack - Teacher

Jennifer Cook - Teacher

Dedra Moltz - Teacher

Cathlynn Edwards - Teacher

Alex Essary - Teacher

The committee examines multiple sources of data. The committee closely examined professional development, teacher certification, TTESS and teacher/student ratios. The committee specifically noted the need for a more purposeful focus on the mentoring program for 1st year teachers. As the committee worked through the questions provided for discussion, they determined the areas of greatest strength and need on the campus.

Staff Quality, Recruitment, and Retention Strengths

The CNA committee for staff quality, recruitment, and retention comprehensive needs determined the following to be areas of strength for Brownsboro Junior High:

-Teacher retention

-Teacher qualifications

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: shared conference time between grade levels/subjects **Root Cause:** there is not a shared conference time for each department - only by grade

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The committee to study BJH Curriculum, Instruction, and Assessment was composed of:

Brittany Moog - Teacher

Courtney Fernandez - Teacher

Kylie Gray - Teacher

Rusty Goodwin - Teacher

Jake Ham - Teacher

The committee examines multiple sources of data. The committee closely examined professional development, teacher certification, and assessment data. The committee specifically noted the need for all students to receive evidence based intervention. As the committee worked through the questions provided for discussion, they determined the areas of greatest strength and need on the campus.

Curriculum, Instruction, and Assessment Strengths

The CNA committee for Curriculum, Instruction, and Assessment determined the following to be areas of strength for Brownsboro Junior High:

- number of chromebooks & calculators per student
- real data/teaching strategies are aligned
- curriculum is modified and taught to reach all sub-pops in class

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: more vertical alignment needed for 6th-8th grade **Root Cause:** not enough time to collaborate between grade levels

Parent and Community Engagement

Parent and Community Engagement Summary

The committee to study BJH Family and Community Involvement was composed of:

Kyle Griffin - Teacher

Phillip Smith - Teacher

Samuel Cowling - Teacher

Autumn Fenner - Teacher

Karen McHam - Counselor

The committee examines multiple sources of data. The committee closely examined the BISD parent involvement survey. The committee specifically noted that Parent Square has been a great tool for communication with families. As the committee worked through the questions provided for discussion, they determined the areas of greatest strength and need on the campus.

Parent and Community Engagement Strengths

The CNA committee for Family and Community Involvement determined the following to be areas of strength for Brownsboro Junior High:

- BJH hosts multiple events for family and community involvement
- Teachers/Coaches utilize the Parent Square platform to communicate

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Many students face social and emotional need deficits **Root Cause:** high economically disadvantaged rate and non-traditional family structures

School Context and Organization

School Context and Organization Summary

The committee to study BJH School Context and Organization was composed of:

Beth Bragdon - Teacher

Dalton Orr - Teacher

Laura Gibbons - Teacher

Bret Botard - Teacher

The committee examines multiple sources of data. The committee closely examined the master schedule, support structures and duty rosters. The committee suggested we try to align conference time within departments. As the committee worked through the questions provided for discussion, they determined the areas of greatest strength and need on the campus.

School Context and Organization Strengths

The CNA committee for School Context and Organization determined the following to be areas of strength for Brownsboro Junior High:

- Class sizes
- Master schedule
- Student counseling schedule/opportunities
- Safety updates

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Conference times are not aligned in all departments **Root Cause:** Class sizes would be much larger with the current master schedule.

Technology

Technology Summary

The committee to study BJH Technology was composed of:

Shannon Chapman - Teacher

Donald Grant - Teacher

Bianca Zuniga - Teacher

Scott Smith - Teacher

The committee examines multiple sources of data. The committee closely examined the technology hardware and software, classroom technology needs, and technology skills of all. As the committee worked through the questions provided for discussion, they determined the areas of greatest strength and need on the campus.

Technology Strengths

The CNA committee for Technology determined the following to be areas of strength for Brownsboro Junior High:

- All students have access to technology

- Teacher laptops for all teachers

Problem Statements Identifying Technology Needs

Problem Statement 1: Need updated technology for elective courses **Root Cause:** Technology is outdated

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Student Groups

- Dyslexia data

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: August 31, 2023

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 1: 1.1 Provide students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.

Evaluation Data Sources: Students in grades 7-8 will have an increase in the number of career and college exploration opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Promote a college going culture by having all staff display college information in their classrooms/office (such as posters, banners, brochures, pennants, etc.) Strategy's Expected Result/Impact: Campus is seen as clearly promoting higher education. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure every 8th grade student has a Personal Graduation Plan (PGP) in place prior to leaving BJH. Strategy's Expected Result/Impact: TAPR evidence of all students graduating from high school. Staff Responsible for Monitoring: Junior High & High School Principals TEA Priorities: Connect high school to career and college Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Monitor grades weekly and provide access to Study Labs for all students. Strategy's Expected Result/Impact: Weekly grade checks performed by the Study Labs Teacher. Staff Responsible for Monitoring: Junior High Principal and Study Labs Teacher TEA Priorities: Build a foundation of reading and math Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Continue to offer rigorous levels of educational opportunities including college preparatory, career, and technical education. Strategy's Expected Result/Impact: Course registration and monitoring Staff Responsible for Monitoring: Director of C&I and Director of CTE TEA Priorities: Connect high school to career and college Funding Sources: - Local, - SCE	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: BISD will develop a district technology plan to ensure that teachers and students have opportunities to utilize and apply various technologies that will enhance instruction and learning. Strategy's Expected Result/Impact: Completed Technology Plan Staff Responsible for Monitoring: Director of Technology and Director of C&I TEA Priorities: Build a foundation of reading and math Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 2: 1.2 Increase the number of students taking Honors/High School Credit Courses and the PreSAT by 40% and the student scores will exceed the national average

Evaluation Data Sources: BJH staff will work to identify more students who could benefit from honors courses.

Strategy 1 Details	Reviews			
Strategy 1: Science and Social Studies classes will focus on vocabulary and higher order thinking skills to prepare the students for the ACT/SAT. Strategy's Expected Result/Impact: Achieve a 50% participation rate of graduation class taking the SAT/ACT; advanced level III performance percent increases on STAAR tests. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement effective plans to identify, recruit, and support students of underrepresented populations in AP/Honors classes so that student enrollment is representative of overall district student enrollment. Strategy's Expected Result/Impact: Identification and recruiting plans; increased numbers of underrepresented groups taking AP/Pre-AP classes. Staff Responsible for Monitoring: Principal, Counselor, and Director of C&I TEA Priorities: Connect high school to career and college Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 3: 1.3 By May 2024 90% of all student sub-groups will improve reading/ELA student performance as measured by state, district, and classroom assessments.

Evaluation Data Sources: Student performance will meet goals as identified by each grade level.

Strategy 1 Details	Reviews			
Strategy 1: The READ 180 program will be used to help raise the Lexile Levels for both 7th & 8th grade students enrolled in the program. Strategy's Expected Result/Impact: Lesson Plans; walkthroughs; Student formative and summative assessment results; data day analysis by PLCs each nine weeks and Lexile Levels reports. Staff Responsible for Monitoring: Principal and READ 180 Teachers & Instructional Aides TEA Priorities: Build a foundation of reading and math Funding Sources: - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 7th Grade - Teachers will use assessments to guide instruction and intervention and work with students on writing constructed responses to increase the Meets level performance on STAAR to 70% 8th Grade - Teachers will use assessments to guide instruction and intervention and work with students on writing constructed responses to increase the Meets level performance on STAAR to 62% Strategy's Expected Result/Impact: Student formative and summative assessment; data day analysis by PLCs each nine weeks Staff Responsible for Monitoring: Principal & BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Using texts from multiple genres, students will draw accurate conclusions and support them using relevant text evidence. Strategy's Expected Result/Impact: Student formative and summative assessment results; data day analysis by PLCs each nine weeks. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: 8th Grade - Increase Masters performance on STAAR to 28% by focusing on higher level critical thinking for students that were on the bubble as well as offering tutorials and utilizing peer tutoring in the classroom. Strategy's Expected Result/Impact: Student formative and summative assessment results; data day analysis by PLCs each nine weeks Staff Responsible for Monitoring: Principal & BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: 7th Grade - Increase Masters performance on STAAR to 35% by focusing on higher level critical thinking for students that were on the bubble as well as offering tutorials and utilizing peer tutoring in the classroom. Strategy's Expected Result/Impact: Student formative and summative assessment results; data day analysis by PLCs each nine weeks Staff Responsible for Monitoring: Principal & BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 6 Details	Reviews			
Strategy 6: Continue the use of Formative Assessments to assist with our ELA STAAR prep. Strategy's Expected Result/Impact: Lesson Plans; walkthroughs; Student formative and summative assessment results; data day analysis by PLCs each nine weeks Staff Responsible for Monitoring: Principal and BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 4: 1.4 By May 2024 90% of all student sub-groups will improve math student performance as measured by state, district, and classroom assessments.

Evaluation Data Sources: Student performance will meet goals as identified by each grade level team.

Strategy 1 Details	Reviews			
Strategy 1: 7th Grade - Teachers will use assessments to guide instruction and intervention and focus on building computation skills to increase the Meets level performance on STAAR to 50% 8th Grade - Teachers will use assessments to guide instruction and intervention and focus on solving equations to increase the Meets level performance on STAAR to 65% Strategy's Expected Result/Impact: Student formative and summative assessment results; data day analysis by PLCs each nine weeks. Staff Responsible for Monitoring: Principal and BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 8th Grade - Increase Masters performance on STAAR to 25% through the use of formative assessments, tutorials for all students, and interventions. 7th Grade - Increase Masters performance on STAAR at least 5% through the use of formative assessments, tutorials for all students, and interventions. Strategy's Expected Result/Impact: Student formative and summative assessment results; data day analysis by PLCs each nine weeks. Staff Responsible for Monitoring: Principal and BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: All students will use Maneuvering the Middle to assist teachers in monitoring the individual progress of each student. Strategy's Expected Result/Impact: Lesson plans; walkthroughs; Student formative and summative assessment results; data day analysis by PLCs each nine weeks. Staff Responsible for Monitoring: Principal and BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Students who are not successful on STAAR receive intervention in Target Math classes. Strategy's Expected Result/Impact: Lesson plans; walkthroughs; Student formative and summative assessment results; data day analysis by PLCs each nine weeks. Staff Responsible for Monitoring: Principal and BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 5: 1.5 By May 2024 90% of all student sub-groups will improve science student performance as measured by state, district, and classroom assessments.

Evaluation Data Sources: Student performance will meet goals as identified by each grade level

Strategy 1 Details	Reviews			
Strategy 1: 7th Grade - Teachers will use assessments to guide instruction and intervention to improve science student performance on local assessments. 8th Grade - Teachers will use assessments to guide instruction and intervention and focus on formulating reasonable explanations and communicating valid conclusions to increase the Meets level performance on STAAR to 50% Strategy's Expected Result/Impact: Student formative and summative assessment results; data day analysis by PLCs each nine weeks. Staff Responsible for Monitoring: Principal and BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 8th Grade - Increase Masters performance on STAAR to 25% through the use of formative assessments, tutorials for all students, and interventions. Strategy's Expected Result/Impact: Student formative and summative assessment results; data day analysis by PLCs each nine weeks. Staff Responsible for Monitoring: Principal and BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 6: 1.6 By May 2024 90% of all student sub-groups will improve social studies student performance as measured by state, district, and classroom assessments.

Evaluation Data Sources: Student performance will meet goals as identified by each grade level

Strategy 1 Details	Reviews			
Strategy 1: 7th Grade - Teachers will use assessments to guide instruction and intervention to improve social studies student performance on local assessments. 8th Grade - Teachers will use assessments to guide instruction and intervention and focus on evaluating significant documents in U.S. history to increase the Meets level performance on STAAR to 35% Strategy's Expected Result/Impact: Student formative and summative assessment results Staff Responsible for Monitoring: Principal & BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 8th Grade - Increase Masters performance on STAAR at least 5% through the use of formative assessments, tutorials for all students, and interventions. Strategy's Expected Result/Impact: Student formative and summative assessment results Staff Responsible for Monitoring: Principal & BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 7: 1.7 Provide students identified as needing support through special programs (Emergent Bilingual, At-Risk, Gifted and Talented, Special Education, Section 504) with research-based instructional strategies, interventions as well as programs and services that are designed to accelerate their language acquisition and/or improve their academic achievement

Evaluation Data Sources: Student performance in the aforementioned special populations will improve in all four core areas.

Strategy 1 Details	Reviews			
Strategy 1: Provide all EB Learners an ESL certified ELAR teacher. Strategy's Expected Result/Impact: Student formative and summative assessments Staff Responsible for Monitoring: Director of Federal Programs, Campus Counselor, Principal and BJH teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - Title II	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Special Education students will receive additional support through scheduling intervention classes and Study Labs. Strategy's Expected Result/Impact: Student formative and summative assessments Staff Responsible for Monitoring: Director of Special Ed, Principals and BJH teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in professional learning activities aimed at ensuring the general education success of students receiving special education services. Strategy's Expected Result/Impact: Evidence of implementation of the attended professional learning activity Staff Responsible for Monitoring: Director of Special Ed & Principal TEA Priorities: Build a foundation of reading and math Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: Provide students receiving 504 services access to Study Labs each week. Strategy's Expected Result/Impact: Student formative and summative assessments Staff Responsible for Monitoring: Director of C&I, Director of Federal Programs, Principal and Counselor and Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Provide Honors and High School credit classes for GT Students. Strategy's Expected Result/Impact: Student formative and summative assessments Staff Responsible for Monitoring: Director of C&I, Principal and BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: All campus ARD committees will ensure that Special Education students take the appropriate state assessment. Strategy's Expected Result/Impact: Student formative and summative assessment Staff Responsible for Monitoring: Director of Special Ed and Principal TEA Priorities: Build a foundation of reading and math Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate achievement gaps.

Performance Objective 1: 2.1 Base all resource allocations on thorough analysis of student performance data annually

Evaluation Data Sources: BJH will allocate funds to improve all students' performance across the four core areas.

Strategy 1 Details	Reviews			
Strategy 1: Mandatory placement of STAAR failures into corresponding Target classes Strategy's Expected Result/Impact: Lesson plans, student results from formative/summative assessments and nine week CBAs Staff Responsible for Monitoring: Principal, Counselor & BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: The READ 180 program will be used to help raise the Lexile Levels for both 7th & 8th grade students enrolled in the program. Strategy's Expected Result/Impact: Lesson Plans; walkthroughs; Student formative and summative assessment results; data day analysis by PLCs each nine weeks and Lexile Levels reports. Staff Responsible for Monitoring: Principal, READ 180 Teachers & Instructional Aides TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Provide before/after school tutorials and interventions throughout the school day. Strategy's Expected Result/Impact: Student results from formative/summative assessments and nine week CBAs. Staff Responsible for Monitoring: Principals and BJH Teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local, - SCE, - Title I	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: Visit both intermediate campuses in the Spring to discuss course offerings and have a 7th grade parent meeting/orientation. Strategy's Expected Result/Impact: Completed Student Scheduling Forms via student/parent. Parent Sign-in Sheet at parent meeting Staff Responsible for Monitoring: Principal & BJH Counselor TEA Priorities: Connect high school to career and college Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: The CEIC will annually review and report the student achievement results of campus-based student intervention programs and determine whether the programs should be continued, modified, or discontinued. Strategy's Expected Result/Impact: Report; CEIC meeting minutes; Completion of Program Evaluation Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math Funding Sources: - Title I, - SCE, - Local	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Encourage students to get involved with extracurricular activities and/or campus clubs and organizations. Strategy's Expected Result/Impact: Record of club activities that lists student participation in each club/activity event. Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools Funding Sources: - Local, - SCE	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: The district will pursue grant opportunities to provide instructional resources to support teachers and students. Strategy's Expected Result/Impact: Grant awards Staff Responsible for Monitoring: Department of Instruction TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 8 Details		Reviews			
Strategy 8: Provide/purchase additional materials and technology for students to use in Study Labs in order to increase performance levels. Strategy's Expected Result/Impact: More technology for online testers to practice on and use in Study Lab setting. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: We will enhance the character and personal soft-skills development of each student.

Performance Objective 1: 3.1 Provide opportunities for all students to develop character and soft-skills

Evaluation Data Sources: Students' behavior and social skills will improve and they will contribute positively to the BJH school community.

Strategy 1 Details	Reviews			
Strategy 1: During morning announcements, we will reinforce following the BJH Way (Kindness, Respect, Leadership) and implement the Bear Pride Program as a positive reward incentive available to all students each nine week period who qualify. Strategy's Expected Result/Impact: Documented character activities, nine week student attendance/discipline/grade reports as qualifiers for Bear Pride Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 7th grade students are provided weekly opportunities to develop positive character traits through instruction received in their Leadership class. Strategy's Expected Result/Impact: Documented lesson plans, character activities, character skill-building. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.

Performance Objective 1: 4.1 Ensure that all teaching and paraprofessional staff members meet "Highly Qualified" requirements as detailed by ESSA requirements

Evaluation Data Sources: BJH will have 100% highly qualified teachers.

Strategy 1 Details	Reviews			
Strategy 1: BISD Administrators will attend local job fairs to recruit highly qualified teachers. Strategy's Expected Result/Impact: Attendance at job fairs, number of applications received. Staff Responsible for Monitoring: Superintendent, Principals, Assistant Principals, Director of Curriculum & Instruction and Director of Human Resources. TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: BISD will provide training for campus administrators to ensure compliance with the "Highly Qualified" requirements. Strategy's Expected Result/Impact: All teachers meet the "Highly Qualified" criteria Staff Responsible for Monitoring: Director of Federal Programs & Director of Human Resources TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Title I, - Title II	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1: 5.1 Ensure that all district facilities are safe and maintained

Evaluation Data Sources: Brownsboro JH will provide a facility that is physically safe.

Strategy 1 Details	Reviews			
Strategy 1: The CEIC will ensure that an annual review of building and campus safety is conducted. Strategy's Expected Result/Impact: Completed Safety review Staff Responsible for Monitoring: Principal and Director of Maint. & Op. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: BISD will maintain all district facilities. Strategy's Expected Result/Impact: Schedule of inspections, completed reports Staff Responsible for Monitoring: Director of Maint. & Op. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: BISD will develop a BISD long-range facilities plan Strategy's Expected Result/Impact: Board approved plan Staff Responsible for Monitoring: Director of Maint. & Op. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 2: 5.2 Implement programs that enhance student safety and student relationships

Evaluation Data Sources: Brownsboro JH will improve both student safety and building relationships with students

Strategy 1 Details	Reviews			
Strategy 1: Students have easy access to our school counselor as well as multiple resources provided by our counselor through a Google Classroom and a student Hub shared document. Strategy's Expected Result/Impact: Documentation of counselor referrals and counseling conferences dealing with particular strategy. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide activities on conflict resolution and anger management. Strategy's Expected Result/Impact: Documentation of meetings, trainings, counselor referrals, and counseling conferences dealing with particular strategy. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Henderson County Help Center provides "Choosing the Best" program for students. Strategy's Expected Result/Impact: Documentation of meetings, trainings, counselor referrals, and counseling conferences dealing with particular strategy Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Provide access to our resource officer and a means to report bullying and cyberbullying to campus administration through STOPit application. Strategy's Expected Result/Impact: Documentation of meetings, trainings, counselor referrals, and counseling conferences dealing with particular strategy. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Provide Campus-wide training during in-service on building positive relationships with students. Strategy's Expected Result/Impact: Documentation of meetings, trainings, counselor referrals, and counseling conferences dealing with particular strategy. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
Strategy 6: All campuses will conduct campus safety drills to include fire, lockdown, severe weather, and shelter in place drills. Strategy's Expected Result/Impact: Documentation of safety drills Staff Responsible for Monitoring: Principal, Director of Maint. & Op. TEA Priorities: Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Promote and participate in Drug Awareness Red Ribbon Week activities Strategy's Expected Result/Impact: Fewer student drug-related offenses Staff Responsible for Monitoring: Principal and Counselor TEA Priorities: Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 8 Details	Reviews			
Strategy 8: Administer random drug testing among all students participating in extra-curricular activities Strategy's Expected Result/Impact: Fewer student drug-related offenses Staff Responsible for Monitoring: Principal, Counselor TEA Priorities: Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.

Performance Objective 1: 6.1 Provide opportunities that will increase parent involvement and allow them to partner in their child's education

Evaluation Data Sources: Brownsboro Junior High will improve parental involvement and building relationships with parents.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conference (face-to-face conference, telephone conference, or email) with parents at least once a semester to provide a variety of information, that will include: *What the school will do to help students meet performance standards; *What the parent can do to help the student's performance; * Additional assistance available at the school (Title 1). Strategy's Expected Result/Impact: Parent conference/contact logs; Parent Involvement Survey Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide parents with access to student STAAR scores online. Strategy's Expected Result/Impact: Distribution of information on how to access the Parent Portal. Staff Responsible for Monitoring: Director of Federal Programs. Counselor TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Title I	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: All campuses will ensure that ParentSquare is utilized for communicating timely information. Strategy's Expected Result/Impact: ParentSquare posts, messages, and alerts Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: The district will administer the campus Parent Involvement Survey and the CEIC will adjust strategies aimed at improving survey response and overall parent involvement Strategy's Expected Result/Impact: Current school year Parent Involvement Survey Staff Responsible for Monitoring: Director of Federal Programs, Parent Involvement Coordinator, CEIC TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Brownsboro Junior High School will provide multiple opportunities for parent participation including but not limited to: Meet the Bears, Assemblies, Pep Rallies, Awards Programs, Title One Meeting and CEIC Meetings. Strategy's Expected Result/Impact: Increased Parent Involvement Staff Responsible for Monitoring: Principal, Asst Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: We will align professional development opportunities with the needs of students.

Performance Objective 1: 7.1 Participate in professional development activities that will provide opportunities to become more effective and improve student performance

Evaluation Data Sources: Brownsboro Junior High will improve student performance and effectiveness through professional development activities.

Strategy 1 Details	Reviews			
Strategy 1: Campus Administration will attend and play an active role in the PLC process to ensure active staff participation. Strategy's Expected Result/Impact: Agendas; meeting minutes; work products; PLC monitoring by administrator; improved student performance Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Local, - Title I, - Title II	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: All campuses will provide opportunities for same grade subject teachers to collaborate and develop common assessments and common lesson plans that are horizontally and vertically aligned. Strategy's Expected Result/Impact: Agendas; work products; meeting minutes Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: All campuses will ensure staff has access to participate in ESC Region 7 professional development activities. Strategy's Expected Result/Impact: Region 7 professional development log Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Title I, - Title II	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: The district will provide training over the use of SchoolCity. Strategy's Expected Result/Impact: Sign-in sheets, completed data analysis forms following each CBA, improved student performance on CBA's and STAAR Test. Staff Responsible for Monitoring: Director of C & I TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Title I, - Title II	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: The District will monitor campus staff development activities. Strategy's Expected Result/Impact: Agendas Submitted Staff Responsible for Monitoring: Director of C & I, Superintendent TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Brownsboro Jr. High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6.66

Brief Description of SCE Services and/or Programs

Personnel for Brownsboro Jr. High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Teachers		6.66

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michelle Hopson	Intervention Teacher	Title I	1.0

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	7	5			\$0.00
1	7	6			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	2	4			\$0.00
5	2	5			\$0.00
5	2	6			\$0.00
5	2	7			\$0.00
5	2	8			\$0.00
6	1	1			\$0.00
6	1	3			\$0.00
6	1	4			\$0.00
7	1	1			\$0.00
7	1	2			\$0.00
7	1	5			\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	2	1			\$0.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	7	4			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
Sub-Total					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	5			\$0.00
4	1	2			\$0.00
6	1	2			\$0.00
7	1	1			\$0.00
7	1	3			\$0.00
7	1	4			\$0.00
Sub-Total					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$0.00
4	1	2			\$0.00
7	1	1			\$0.00
7	1	3			\$0.00
7	1	4			\$0.00
Sub-Total					\$0.00