

WEST BRAZOS JUNIOR HIGH

Campus Improvement Plan

2017/2018

MOTTO
Catch the Challenge! Learn for Life!



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WEST BRAZOS JUNIOR HIGH

Mission

West Brazos Junior High School is a learning community that educates all students in a safe and respectful environment, fostering and celebrating success.

Vision

Engaging and empowering all students to become 21st century learners and global citizens.

Nondiscrimination Notice

WEST BRAZOS JUNIOR HIGH does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

WEST BRAZOS JUNIOR HIGH Site Base

Name	Position
Aucoin, Kendra	Parent
Black, Alfred	Assistant Principal WBJH
Collins, Christina	Teacher
Cunningham, David	Teacher
Henson, Kasey	Parent
Labay, Dianne	Counselor
Lackey, Laura	Teacher
Lennette, Ashley	SPED Teacher
Mcreynolds, Robert	Principal
Phillips, Sharon	Librarian
Prewit, Mandy	Teacher
White, Stacy	Parent

WEST BRAZOS JUNIOR HIGH

Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 1. Target instruction in all content areas that will provide rigor and relevance in order to increase student thinking and increase scores for state mandated tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrative team will monitor instruction and encourage growth in teachers in the areas of teaching and learning with rigor and relevance. (Title I SW: 1,3,4,9,10) (Target Group: All)	Assistant Principal(s), Assistant Superintendent, Director of Instruction, Intervention Teachers, Principal, Sped Director, Staff Development Director	July-June	(F)Title II Princ/Tchr Improvement, (L)Local Funds, (S)State & local funding	Summative - Results from walk through observations Training discussions
2. Provide face to face and web-based training in: balanced literacy, math TEKS, advanced math strategies, Thinking Maps (use and writing), science curriculum, social studies curriculum, research based teaching and thinking strategies, behavior management,inclusion strategies, understanding data, rigor and relevance, use of technology to enhance learning and teaching, CLASS indicators, Pre-K curriculum and additional district resources in order to upgrade and enhance teaching and learning. (Title I SW: 1,3,4,10) (Target Group: All)	Assistant Superintendent, Director of Instruction, Principal, Sped Director, Staff Development Director	August, October, January, February	(F)Title I-Federal - \$5,000, (F)Title II Princ/Tchr Improvement - \$60,000, (L)Local Funds, (S)State & local funding	Summative - Implementation of strategies as evidenced by lesson plans and walk-throughs.
3. Use data from a variety of sources such as state assessments, unit assessments, screening assessments and formative assessments to identify curricular areas of needs. (Title I SW: 1,3,9,10) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent, Core Subject Teachers, Counselor(s), Credit Recovery Coordinator, Department Heads, Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional Technologist, Intervention Staff, Lead Teacher, Principal, Special Ed Teachers	monthly	(F)Title I - \$240,000, (L)Local Funds	Summative - Scores on State tests showing growth. Score on TELPAS showing growth. Score on EE assessments showing growth

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- Goal 1.** Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.
- Objective 2.** Provide supports and programs to allow students to graduate from high school on time, college and/or career ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Increase the use of DMAC data analysis software and other software to engage teachers and administrators in collaborative improvement discussions that ensure high levels of student learning and Response to Intervention decisions based on data results. (Title I SW: 8,9,10) (Target Group: All)</p>	<p>Assistant Superintendent for Student Services, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, District Assessment Coordinator, Intervention Staff, Lead Teacher, Principal, Response to Intervention Team, Teacher(s)</p>	<p>August-June</p>	<p>(L)DMAC Data Analysis Software - \$17,000, (L)Lead4Ward resources - \$2,000, (L)PEIMS student and staff reports - \$3,000, (L)Skyward - \$5,000, (L)TRS curriculum resources - \$14,000, (O)Local Resources - \$200,000</p>	<p>Summative - State-mandated tests Accountability information Federal accountability Report PBMAS report</p>
<p>4. Provide support to students from counselors, dyslexia & intervention instructors, GT trained teachers, SpEd trained personnel, PALS students, volunteers, outside agency personnel, Communities In Schools, ACE after school program, colleges, and paraprofessionals in order to improve and personalize student learning. (Title I SW: 7,8,9,10) (Target Group: All, AtRisk)</p>	<p>Assistant Principal(s), Assistant Superintendent for Student Services, Communities In Schools, Counselor(s), Credit Recovery Coordinator, Director of Instruction, Director Spec Programs, Drug & Alcohol Intervention Specialist, Dyslexia specialist, PALS, Parent Volunteers, Peer Tutors, Principal, Response to Intervention Team, School Nurse, Sped staff, Superintendent, Teacher(s)</p>	<p>August-June</p>	<p>(F)District Parent Liaison, (F)IDEA (Sped), (F)Parent Liaison, (F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (O)Local Resources, (S)GT, (S)SHARS - \$280,000, (S)State Comp Ed Personnel, (S)State Compensatory Ed</p>	<p>Summative - Reports on support provided Graduation PEIMS Reports RTI data</p>
<p>6. Hold Meet the teacher Nights, public school week Open House, parent literacy nights, parent math nights, PREK educational sessions for early literacy and secondary College and Career Readiness activities to increase parental involvement and support. (Title I SW: 6,7) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Assistant Principal(s), Assistant Superintendent for Student Services, CBISD Webmaster, Counselor(s), Director of Human Resources and Public Relations, Director of Instruction, Principal</p>	<p>August-June</p>	<p>(F)Parent Liaison - \$50,000, (L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (S)Colleges and Universities, (S)Consultants, (S)Texas Education Agency</p>	<p>Summative - Parental Involvement sign-in sheets Readistep Tests PSAT</p>

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 3. Improve attendance rate to 97% on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide attendance data to campus personnel to use for analysis of student needs. (Title I SW: 1) (Target Group: All)	Assistant Superintendent for Student Services, Campus PEIMS Coordinator, District PEIMS Coordinator, Principal, Superintendent, Teacher(s)	August-June	(L)PEIMS enrollment data, (L)PEIMS student and staff reports, (L)Skyward - \$6,000, (O)Local Resources	Summative - Daily and monthly attendance reports PEIMS Snapshot data AEIS AYP
2. Counselors and social workers will work with families and students to improve attendance. (Title I SW: 9) (Target Group: All)	Assistant Principal(s), Assistant Superintendent for Student Services, At-Risk Coordinator, Communities In Schools, Counselor(s), Credit Recovery Coordinator, District PEIMS Coordinator, Homeless/Parent Liaison, Principal, School Nurse, Superintendent, Teacher(s)	August-June	(F)District Parent Liaison, (L)PEIMS enrollment data, (L)PEIMS student and staff reports, (O)Local Resources, (S)Communities in Schools - \$80,000, (S)State & local funding , (S)State Comp Ed Personnel	Summative - Attendance reports

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 4. Promote strong parental involvement at the district and campus level, with a focus on positive student performance growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expand school wide parental involvement which will include Title I compacts, parent training- through campus based events/ CIS/ACE and Head Start, volunteerism and adult literacy sessions. (Title I SW: 6) (Target Group: All)	Administrative Council, Assistant Superintendent for Student Services	August-June	(F)District Parent Liaison - \$50,000, (L)PTO Campus Committees, (O)Local Resources, (S)Communities in Schools - \$80,000	Summative - Campus reports on volunteerism Title 1 Application
2. Facilitate and assist campus training on TEKS, STAAR, district resources, and core subject training for parents and guardians to provide understanding of requirements and opportunities to assist. (Title I SW: 6,10) (Target Group: All)	Assistant Principal(s), Assistant Superintendent for Student Services, Communities In Schools, Director of Instruction, Director Staff Dev & Inst Tech, District Assessment Coordinator, Head Start Collaborative, Homeless/Parent Liaison, Principal, Teacher(s)	August-May	(F)District Parent Liaison, (L)College and Career Readiness Standards, (L)College Night, (S)Communities in Schools	Summative - Increased parent awareness and parental support for students

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 5. Provide learning environments that are safe, positive and conducive to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build, support and maintain relationships with outside agencies to assist with school climate and relationships including: Head Start, CIS, ACE and other partnerships available. (Title I SW: 1,6,10) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent for Student Services, Counselor(s), Principal	Aug-May	(F)Parent Liaison, (F)Title I, (S)Communities in Schools, (S)Consultants Training	Summative - Meeting minutes, data on student served
2. Provide training to staff on Positive Behavior Support practices. (Title I SW: 9,10) (Target Group: All) (Strategic Priorities: 4)	Assistant Superintendent for Student Services, At-Risk Coordinator, Director Spec Programs, Homeless/Parent Liaison, Intervention Staff	Aug- May	(F)District Parent Liaison, (F)Title I, (F)Title IV Safe and Drug Free, (S)Consultants	Summative - training, office referrals, systems in place

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 6. Provide supports for limited English proficient students to become proficient in English to attain increased proficiency in reading/language arts, and mathematics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide for a liaison to meet and assist new LEP families and provide additional assistance direct assistance with learning English. (Title I SW: 6,7,9) (Target Group: ESL, LEP)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, Campus PEIMS Coordinator, ESL staff, Homeless/Parent Liaison, Parent Liaison, Principal	July-June	(F)Title III Bilingual / ESL - \$11,000	Summative - Numbers of families and students served TELPAS results
2. Require all new core academic teachers to obtain the supplemental ESL certification. (Title I SW: 3) (Target Group: ESL)	Assistant Superintendent, Director of Human Resources and Public Relations, Instructional Staff, Principal	July- August	(F)Title II Princ/Tchr Improvement - \$16,000, (F)Title III Bilingual / ESL - \$500, (L)Local Funds - \$6,000, (S)Region 4 ESC	Summative - # of ESL certified teachers at year end

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- Goal 1.** Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.
- Objective 7.** Use formative assessments, performance indicators, and summative TEKS-aligned unit assessments in reading, language arts, mathematics, science and social studies to assess student mastery of district curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use TRS Unit assessments, TRS performance indicators, and other formative and summative assessment tools and the data in DMAC to check learning by student expectation to determine learning and teaching gaps in order to modify and supplement instruction to improve learning. (Title I SW: 8,9) (Target Group: All)	Assistant Superintendent for Student Services, Director of Instruction, District Assessment Coordinator, Principal, Special Ed Teachers, Teacher(s), TEKS Resource System Curriculum	August-June	(F)ERATE funding, (F)Title II Princ/Tchr Improvement - \$70,000, (L)DMAC Data Analysis Software , (L)Eduphoria, (L)TRS curriculum resources, (S)Consultants	Summative - Local and state assessment results DMAC data
2. Provide to students in need of assistance - data-driven interventions during the school day with Teacher Interventionists and paras, tutorials, credit recovery classes, Communities In Schools, ACE program and SSI summer school in order for students to make gains and work toward mastery of grade level TEKS. (Title I SW: 1,3,4,5,9,10) (Target Group: All, AtRisk)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, Counselor(s), Credit Recovery Coordinator, Department Heads, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Drug & Alcohol Intervention Specialist, Dyslexia specialist, Homeless/Parent Liaison, Instructional Staff, Intervention Teachers, Lead Teacher, PALS, Principal, TEKS Resource System Curriculum	August- June	(F)Parent Liaison - \$50,000, (F)Title I - \$520,000, (F)Title II Princ/Tchr Improvement - \$100,000, (F)Title III Bilingual / ESL - \$5,000, (L)DMAC Data Analysis Software - \$15,000, (L)Lead4Ward resources - \$2,000, (L)Local Funds - \$200,000, (L)TRS curriculum resources - \$15,000, (S)Region 4 ESC - \$30,000, (S)State Comp Ed Personnel - \$300,000	Summative - STAAR passing rates

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 8. Address the performance-based monitoring system identified issues to INCREASE: 1) passing rates on state assessments for ESL and special education;DECREASE: Over-identification of African American students for special education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor performance of special education students in mathematics, ELAR, writing, and science , LEP participation, diploma rate, and ESL ELAR pass rate. Utilize Intervention staff to assist with monitoring and program design. (Title I SW: 3,4,9) (Target Group: All, AA, ECD, ESL, LEP, SPED)	Assistant Principal(s), Assistant Superintendent for Student Services, Communities In Schools, Core Subject Teachers, Counselor(s), Credit Recovery Coordinator, Department Heads, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, District Assessment Coordinator, Intervention Staff, Principal, Response to Intervention Team, Teacher(s)	August-June	(F)Title I - \$500,000, (F)Title II Princ/Tchr Improvement - \$120,000, (L)DMAC Data Analysis Software , (L)PEIMS student and staff reports, (L)Skyward, (L)TRS curriculum resources, (O)Local Resources, (S)State Comp Ed Personnel - \$250,000	Summative - Diagnostic Tests; Summative Exams; SIT Referral; SPED Referral Process; State-mandated tests PBMAS Report

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Goal 2. Connect students to college or career opportunities

Objective 1. Provide opportunities for students to enhance their college or career understanding

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide dual credit classes to students. (Target Group: 10th, 11th, 12th, 504) (Strategic Priorities: 3)	CBISD Board of Trustees members, College Counselor, Counselor(s)	Aug- July	(L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (L)Local Funds, (S)CTE funds , (S)State & local funding	college enrollment, participation in counselor offerings for college entrance
2. Encourage and support students to take ACT/SAT AP or other college entrance examinations (Target Group: ECD, SPED, AtRisk, 9th, 10th, 11th, 12th, 504) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, College Counselor, Core Subject Teachers, Counselor(s), Credit Recovery Coordinator, Department Chair, Department Heads, Principal			test results
3. Provide a robust selection of CTE classes in CBISD and with Brazosport College (Target Group: All, 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, Counselor(s), Credit Recovery Coordinator, Department Chair, Principal		(F)Perkins-CTE, (L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (S)State & local funding	enrollment and certification
4. Continue to add certifications for students to earn which can prepare them for immediate career options (Target Group: 11th, 12th) (Strategic Priorities: 3)	Assistant Superintendent, College Counselor, Principal	Aug- July		CTE certifications earned
5. Provide for credit recovery to provide for graduation and potential college or career options (Target Group: ECD, AtRisk, 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent, Assistant Superintendent for Student Services, At-Risk Coordinator, Credit Recovery Coordinator, Principal		(S)Instructional Materials Allot, (S)State & local funding , (S)State Comp Ed Personnel, (S)State Compensatory Ed	successful credit recovery credits earned

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Goal 2. Connect students to college or career opportunities

Objective 1. Provide opportunities for students to enhance their college or career understanding

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Expand the accessibility to technology for all students and staff in EE-12 to enhance computer literacy skills for the 21st century and reflected in the College and Career Readiness Standards. (Title I SW: 2,10) (Target Group: All)	Administrative Council, Assistant Principal(s), Assistant Superintendent, CBISD Webmaster, Director of Instruction, Director of Technology, District Technology Committee, Instructional Staff, Instructional Technology Director, Librarians, Principal	August-June	(F) Technology, (F)ERATE funding, (L)College and Career Readiness Standards, (O)Local Resources, (S)IMA	Summative - Annual usage reports from district software, Grants expenditures and evaluations
7. Provide all secondary students appropriate career and technical education programs through CTE programs. (Title I SW: 1) (Target Group: All, CTE) (Strategic Priorities: 3)	Counselor(s), Principal, Teacher(s)	August-June	(F)Perkins-CTE - \$36,000, (L)College and Career Readiness Standards, (O)Local Resources, (S)Colleges and Universities, (S)CTE funds	Summative - CTE Reports
8. Develop personal graduation plans for students in grades 7-12 to create rich planning, monitoring and intervention strategies that include credit recovery options, supplemental instruction and assistance. (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 3)	Assistant Superintendent for Student Services, Counselor(s), Principal	August-June	(L)ARD Committee, (L)DMAC Data Analysis Software - \$12,000, (S)State Comp Ed - \$30,000, (S)State Comp Ed Personnel	Summative - Personal Graduation plans State Graduation Report

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Goal 2. Connect students to college or career opportunities

Objective 2. Ensure GT students have access to enriched learning experiences

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for GT students to enrich their learning through the state recommended program, Lego initiative, Maker-Space involvement, Academic UIL and other learning opportunities. (Target Group: GT) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent for Student Services, Counselor(s), Director of Instruction, District Academic UIL Coordinator, Principal, Teacher(s)		(L)Local Funds, (O)Technology allocations, (S)GT, (S)Texas Education Agency	Number of GT activities and GT projects

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Goal 3. Build a strong foundation of early literacy and numeracy

Objective 1. Ensure a highly- qualified PreK program is in place that adheres to the state requirements for staffing, training, parent involvement and curriculum requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide for training using CLI Engage resources and CLASS assessment to ensure high yield teaching strategies are in place. (Title I SW: 3,4,7,9) (Target Group: PRE K) (Strategic Priorities: 2)	Assistant Principal(s), Assistant Superintendent for Student Services, Counselor(s), Homeless/Parent Liaison, Principal, Teacher(s)		(F)District Parent Liaison, (F)Title I, (S)Consultants	Summative - staff training hours, CLASS scores, Student performance in CLI,
2. Involve parents in learning how to work with children and how to support learning. (PreK Parent events, Literacy Nights, Math Nights, Science Nights, CIS) (Title I SW: 6,7) (Target Group: PRE K) (Strategic Priorities: 2)	Assistant Superintendent for Student Services, Communities In Schools, Homeless/Parent Liaison, Principal, Teacher(s)		(F)Parent Liaison, (F)Title I, (S)Consultants	Summative - parental involvement data, training sessions, student outcomes
3. Provide a full day Pre-K Program to support eligible students. Partner with parents and Head Start to build the parent connection. Provide ongoing teacher support to implement CLASS best practices and high yield teaching strategies. (Title I SW: 3,4,6,7,9,10) (Target Group: AtRisk, PRE K, K)	Assistant Principal(s), Assistant Superintendent, CBISD Board of Trustees members, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Principal	August- June	(F)Title II Princ/Tchr Improvement - \$60,000, (L)TRS curriculum resources - \$15,000, (S)Consultants - \$30,000, (S)State & local funding - \$300,000, (S)State Comp Ed Personnel - \$200,000, (S)State Guidelines, (S)Texas Education Agency	Summative - PreK assessments from CIRCLE or CLI Engage Kinder assessments from TELPAS, TPRI and Performance Assessments in TEKS Resource system I-Ready results Attendance

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Goal 3. Build a strong foundation of early literacy and numeracy

Objective 2. Ensure systems are in place to assess student needs early, provide strong research based teaching strategies and provide interventions targeting needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a Response to Intervention process to allow timely assistance to students showing needs or deficits. (Title I SW: 3,8,9) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Superintendent, Core Subject Teachers, Counselor(s), Department Heads, Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional Technologist, Intervention Staff, Lead Teacher, Special Ed Teachers	August- June	(F)Federal Funds - \$520,000, (L)Local Funds, (S)State Compensatory Ed - \$300,000	Summative - State Assessment score showing growth and meeting passing standard. # of students in SSI summer program.
2. All elementary teachers will incorporate the use of learning centers to facilitate skills practice and mastery. (Title I SW: 1,2,3,4,8,9,10) (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th, 6th)	Assistant Principal(s), Director of Instruction, Instructional Facilitator, Instructional Paraprofessionals, Instructional Staff, Intervention Teachers, Principal	August - May	(L)Annual budget, (S)Consultants, (S)State Guidelines	Summative -
3. All elementary reading teachers will implement the guided reading and balanced literacy reading training. (Title I SW: 1,4,8) (Target Group: All)	Assistant Principal(s), Assistant Superintendent, Core Subject Teachers, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Instructional Staff, Intervention Staff, Principal	August - May	(F)Title II Princ/Tchr Improvement, (L)Annual budget, (L)Local Funds, (S)State Guidelines	Summative - STAAR scores Unit assessment scores Walk through data
4. All elementary mathematics teachers will incorporate the CBISD Problem Solving Method and secondary teachers will implement the new TEKS within the curriculum. (Title I SW: 4,9) (Target Group: All, 9th, 10th, 11th, 12th, 2nd, 3rd, 4th, 5th, 6th, 7th , 8th)	Assistant Principal(s), Assistant Superintendent, Core Subject Teachers, Department Chair, Director of Instruction, Instructional Staff, Principal, Sped staff, Teacher(s)	August - May	(F)Title II Princ/Tchr Improvement, (L)Local Funds, (S)State & local funding , (S)State Guidelines	Summative - Staar Scores Unit assessment data Walk through data
5. Teachers will use Thinking Maps as a graphic organizer for thinking and for planning writing. (Title I SW: 1,4,8,9,10) (Target Group: All)	Assistant Principal(s), Assistant Superintendent, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Response to Intervention Team, Staff Development Director, Teacher(s), Trainer of trainer (TOT)	August- June	(F)Title II Princ/Tchr Improvement, (L)Local Funds, (S)State & local funding	Summative - Maps found during walk-throughs STAAR writing scores

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Goal 3. Build a strong foundation of early literacy and numeracy

Objective 3. Provide resources for teachers to use to conduct guided reading/math, conduct mini lessons and provide small group lessons

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training opportunities for staff to learn high yield reading and math strategies for student learning (Title I SW: 3,8) (Target Group: All, PRE K, K, 1st, 2nd, 3rd) (Strategic Priorities: 2)	Assistant Superintendent for Student Services, Director of Instruction, Principal		(F)IDEA (Sped), (F)Title I-Federal, (F)Title II Princ/Tchr Improvement, (L)Local Funds, (L)Thinking Maps, (O)Local Resources, (S)Instructional Materials Allot, (S)Region 4 ESC, (S)Texas Education Agency	Summative - training involvement
2. Provide materials to ensure understanding of standards and strategies to use (Curriculum Plan, Expectations, Fountas and Pinell resources, TEKSRS resources, Reading and Writing Strategies Books, manuals) (Title I SW: 8) (Target Group: All, AtRisk, PRE K, K, 1st, 2nd, 3rd) (Strategic Priorities: 2)	Assistant Principal(s), Assistant Superintendent, Assistant Superintendent for Student Services, Director of Instruction, Director of Technology, Director Spec Programs, Director Staff Dev & Inst Tech, District Assessment Coordinator, Dyslexia specialist, IMA Resources, Instructional Staff, Librarian & Support staff, Principal, Special Ed Teachers, Teacher(s), TEKs Resource System Curriculum	Aug - July	(F)IDEA (Sped), (F)Title I, (L)DMAC Data Analysis Software , (L)Lead4Ward resources, (L)Local Funds, (L)TRS curriculum resources, (O)Technology allocations, (S)Consultants, (S)ESL, (S)GT, (S)Instructional Materials Allot, (S)Region 4 ESC, (S)State & local funding , (S)State Comp Ed, (S)Texas Education Agency	Summative - material use and lesson plans
3. Implement a process of monitoring and evaluation of early learning skills (DIBELS assessment, CLI assessments, IReady, Progress monitoring, Instructional Reflective Practices, Campus PLC process, CLASS assessments, TTESS) (Title I SW: 9) (Target Group: All, PRE K, K, 1st, 2nd, 3rd)	Assistant Principal(s), Assistant Superintendent for Student Services, Campus Testing Coordinator(s), Director of Instruction, Director of Technology, Director Spec Programs, Dyslexia specialist, ESL staff, Head Start Collaborative, IMA Resources, Instructional Staff, Intervention Staff, Librarian & Support staff, Principal, Response to Intervention Team, Special Ed Teachers		(L)DMAC Data Analysis Software , (L)Local Funds, (O)Technology allocations, (S)ESL, (S)Instructional Materials Allot, (S)State & local funding , (S)State Comp Ed	Summative - DIBELS, minutes from meetings, CLASS and TTESS evals information

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Goal 4. Recruit, support and retain teachers and principals

Objective 1. Provide a comprehensive system of professional development to provide teachers with high yield strategies, materials and tools to enhance learning at the highest level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sponsor TEA Academies to enhance reading and math teaching competencies and strategies (Title I SW: 4) (Strategic Priorities: 1)	Assistant Superintendent, Assistant Superintendent for Student Services	Aug- July	(S)State & local funding	attendance at sessions, evidence of implementation
2. Provide ongoing staff development and processes to support the desired teaching and learning strategies. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent, Assistant Superintendent for Student Services, CBISD Board of Trustees members		(F)Federal Funds, (L)EduHeros, (L)Eduphoria, (L)Lead4Ward resources, (L)Local Funds, (L)TRS curriculum resources, (S)Consultants	

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Goal 4. Recruit, support and retain teachers and principals

Objective 2. Provide Principals with support to implement the PLC process and support rigorous instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure principals obtain PLC training. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent for Student Services, Principal		(F)Title I, (F)Title II Princ/Tchr Improvement, (L)Local Funds	attendance at conferences, PLC plans
2. Provide a framework of expectations for implementation of district priorities. (Strategic Priorities: 1)	Assistant Superintendent, Assistant Superintendent for Student Services, CBISD Board of Trustees members, Director Spec Programs, Director Staff Dev & Inst Tech		(F)Title II Princ/Tchr Improvement, (S)Consultants, (S)State & local funding	Framework, monitoring info

WEST BRAZOS JUNIOR HIGH

Goal 4. Recruit, support and retain teachers and principals

Objective 3. Support and expand student teaching opportunities and other recruiting measures with colleges in the area

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit at colleges in the area and expand outreach (Title I SW: 3) (Strategic Priorities: 1)	Director of Human Resources and Public Relations, Principal	Aug=July	(O)Local Resources	Summative -

Expenditures

Resource	Source	Strategy	Amount
Technology	Federal	2.1.6	
Colleges and Universities	State	1.2.6, 2.1.7	
Communities in Schools	State	1.3.2, 1.4.1, 1.4.2, 1.5.1	\$160,000
Consultants	State	1.2.6, 1.5.2, 1.7.1, 3.1.1, 3.1.2, 3.1.3, 3.2.2, 3.3.2, 4.1.2, 4.2.2	\$30,000
Consultants Training	State	1.5.1	
CTE funds	State	2.1.1, 2.1.7	
District Parent Liaison	Federal	1.2.4, 1.3.2, 1.4.1, 1.4.2, 1.5.2, 3.1.1	\$50,000
DMAC Data Analysis Software	Local	1.2.1, 1.7.1, 1.7.2, 1.8.1, 2.1.8, 3.3.2, 3.3.3	\$44,000
EduHeros	Local	4.1.2	
Eduphoria	Local	1.7.1, 4.1.2	
ERATE funding	Federal	1.7.1, 2.1.6	
ESL	State	3.3.2, 3.3.3	
Federal Funds	Federal	3.2.1, 4.1.2	\$520,000
GT	State	1.2.4, 2.2.1, 3.3.2	
IDEA (Sped)	Federal	1.2.4, 3.3.1, 3.3.2	
IMA	State	2.1.6	
Instructional Materials Allot	State	2.1.5, 3.3.1, 3.3.2, 3.3.3	
Lead4Ward resources	Local	1.2.1, 1.7.2, 3.3.2, 4.1.2	\$4,000
Local Funds	Local	1.1.1, 1.1.2, 1.1.3, 1.2.4, 1.6.2, 1.7.2, 2.1.1, 2.2.1, 3.2.1, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 3.3.2, 3.3.3, 4.1.2, 4.2.1	\$206,000
Local Resources	Other	1.2.1, 1.2.4, 1.3.1, 1.3.2, 1.4.1, 1.8.1, 2.1.6, 2.1.7, 3.3.1, 4.3.1	\$200,000
Parent Liaison	Federal	1.2.4, 1.2.6, 1.5.1, 1.7.2, 3.1.2	\$100,000
Perkins-CTE	Federal	2.1.3, 2.1.7	\$36,000
PTO Campus Committees	Local	1.4.1	
Region 4 ESC	State	1.6.2, 1.7.2, 3.3.1, 3.3.2	\$30,000
SHARS	State	1.2.4	\$280,000
Skyward	Local	1.2.1, 1.3.1, 1.8.1	\$11,000
State & local funding	State	1.1.1, 1.1.2, 1.3.2, 2.1.1, 2.1.3, 2.1.5, 3.1.3, 3.2.4, 3.2.5, 3.3.2, 3.3.3, 4.1.1, 4.2.2	\$300,000
State Comp Ed	State	2.1.8, 3.3.2, 3.3.3	\$30,000

Expenditures

Resource	Source	Strategy	Amount
State Comp Ed Personnel	State	1.2.4, 1.3.2, 1.7.2, 1.8.1, 2.1.5, 2.1.8, 3.1.3	\$750,000
State Compensatory Ed	State	1.2.4, 2.1.5, 3.2.1	\$300,000
State Guidelines	State	3.1.3, 3.2.2, 3.2.3, 3.2.4	
Technology allocations	Other	2.2.1, 3.3.2, 3.3.3	
Title I	Federal	1.1.3, 1.2.4, 1.5.1, 1.5.2, 1.7.2, 1.8.1, 3.1.1, 3.1.2, 3.3.2, 4.2.1	\$1,260,000
Title I-Federal	Federal	1.1.2, 3.3.1	\$5,000
Title II Princ/Tchr Improvement	Federal	1.1.1, 1.1.2, 1.6.2, 1.7.1, 1.7.2, 1.8.1, 3.1.3, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 4.2.1, 4.2.2	\$426,000
Title III Bilingual / ESL	Federal	1.2.4, 1.6.1, 1.6.2, 1.7.2	\$16,500
Title IV Safe and Drug Free	Federal	1.5.2	
TRS curriculum resources	Local	1.2.1, 1.7.1, 1.7.2, 1.8.1, 3.1.3, 3.3.2, 4.1.2	\$44,000
38 Resource(s)			Total: \$4,802,500

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Diverse population- growing number of Hispanic. Slight increases over each year in #'s of free and reduced lunch.

Demographics Weaknesses

Special Population attendance rates need improvement. Increased student population has campus approaching capacity.

Demographics Summary

West Brazos JH has increased in overall student numbers. Have seen a slight increase in Homelessness however, minimal mobility. Our staff is somewhat reflective of our student population..

Student Achievement

Student Achievement Strengths

Data talk process seems to improved awareness and strengthened strategies for all tested grades. Increases in scores seen in 6-12 STAAR testing. Steady rise in scores starting in 5th grade and 6th grade. Good EOC passing rates and graduation rates.

Student Achievement Weaknesses

8th grade Science and Social Studies scores on state assessments are very low. State assessments for Special Populations still need improvement.

Comprehensive Needs Assessment

Student Achievement Needs

Comprehensive Intervention plan of program and progress monitoring efforts. Consistent strategies in Prek-8 with writing. Consistent strategies in Reading-using Balanced Approach to Literacy, Guided Reading and Close Reading. Consistent strategies for problem solving in math. Consistent strategies in science. Utilize Kagan strategies to foster cooperative learning. Implement TTESS along with a vertical review of work products. Continue leadership training in coaching skills and monitoring.

Student Achievement Summary

WBJH met standard on the State's Accountability Rating. A large portion of the failures in both Reading and Math experienced growth. Continued growth should help to close achievement gaps. Reevaluation of strategies in Science and Social Studies is indicated. Improved success rates among SPED students is still needed.

School Culture and Climate

School Culture and Climate Strengths

Consistent extra-curricular participation above 50%. CIS and ACE provide strong and vital support programs for students. Staff and students have positive view of the safety of the campus.

School Culture and Climate Weaknesses

Staff and student attendance rates call be improved. Some improvement in student participation in campus decision making is needed.

School Culture and Climate Needs

More publicity of events and activities. Review safety concerns and make adjustments to facilities to diminish these issues. Additional training on staff on how to work with difficult students as well as additional support staff to have stronger skills.

School Culture and Climate Summary

Campus climate is positive. Large numbers of students participate in extra-curricular activities. CIS and ACE provide a strong support program for students. Recent events

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

HQ staff is maintained even with turnover increasing. Most para staff are experienced and/or pursuing higher education. More staff are GT and ESL trained.

Staff Quality, Recruitment and Retention Weaknesses

Lack of technology proficiency. Need exists for more comprehensive training for new staff.

Staff Quality, Recruitment and Retention Summary

Staff remains Highly Qualified even though turnover has increased the previous two years. Staff certifications in GT and ESL have increased. Common planning periods remain for all core teachers by department and grade level. Campus has instituted Professional Learning Communities model to provide leadership and collaboration at all levels of the campus. Training for teaching strategies such as Thinking Maps, Kagan Cooperative Learning, STEM scopes, etc. remain a vital part of professional development for all staff.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

TRS curriculum provides strong connection, vertical and horizontal alignment with the TEKS and student learning opportunities. Reflective Practice Data talks with teachers either monthly or weekly will enhance the understanding of the results and the needs of students. Implementation of Professional Learning Communities provides opportunity for staff to monitor progress, address instructional gaps, and discuss best practices. Assessment data shows effectiveness of instruction and curriculum alignment.

Curriculum, Instruction and Assessment Weaknesses

Depth and rigor in instruction needs more focus. Strategies for differentiation need to be utilized more consistently and comprehensively. Unit assessments, YAG, IFD and lesson plans need to be adjusted as additional curriculum products are brought in. More effective use of assessment data for intervention is needed.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Materials, more rigorous questions and strategies need to be aligned to the IFD and in the lessons plans. Additional assessments need to be added to provide better progress monitoring for students with additional needs. Principal walk-throughs to assess learning and teaching on a regular basis.

Curriculum, Instruction and Assessment Summary

PLC's are utilized to maximize instructional strategy effectiveness. Use of TEKS Resource System components, Thinking Maps, Unit Exams, Collaborative Lesson Planning are required to guide instruction. Cross-curricular support is for reading and math is a campus initiative to target those students just outside passing on state assessments.

Family and Community Involvement

Family and Community Involvement Strengths

Great parent involvement in JRHS/HS UIL sports and arts activities. Good volunteer base at Elementary schools.

PTO involvement at Elementary is good. LPAC parent representation all levels is evident. Booster club at secondary has strong support. Fundraising events across district great support and asset. Counselor and nurse outreach is high and consistent. Parent Liaison coordination with community agencies and with hard to reach parents is in place. ARD participation is high. Literacy classes have good turn out with Community in Schools leading. Literacy/Science/Math and Culture Nights with Parents brings the community out. Meet Teacher Night & Public School Week involvement has great turn out. CIS/ACE has consistent membership. Good News club and other clergy participation/involvement exists at most campuses. Back to School convocation with the church and the Baccalaurate activities with the church. Chamber involvement is in place and well attended. Chevron/Phillips/Dow endowments provide extra funding to district. Partnerships with Head Start, Brazosport College and other community agencies are strong.

Family and Community Involvement Weaknesses

Attendance at district meetings. Academic with home connection. Male involvement.

Family and Community Involvement Needs

Comprehensive Needs Assessment

More ways to teach parents how to help children. Reaching the hard to reach parents.

Family and Community Involvement Summary

Community partnerships with Community in Schools and ACE are vital assets to our campus. Even though the campus lacks a PTO, informal parent groups have also provided opportunities for both staff and students.

School Context and Organization

School Context and Organization Strengths

School district has a monthly Advisory committee to review needs, concerns, staff development, IMA, and other academic concerns. Weekly meetings are held on all campuses with teachers to review progress, needs and concerns. Core subjects are allotted 45-90 minutes per subject as is required for teaching. Administrators focused on improvement and improvement strategies. District has established non-negotiables such as curriculum: TEKS Resource System, Unit assessments in a timely manner, Thinking Maps, Higher level questioning strategies, differentiation, analyzing assessment results for appropriate RTI interventions, Intervention activities, GT program, ESL strategies. Data talks with central office staff are held at least monthly to review the progress, needs and concerns. Curriculum is vertically and horizontally aligned with rigor and relevance. Data disaggregation system using DMAC. Staff development activities tied directly to teacher need. Intervention staff and time during the day was added to allow for appropriate intervention activities and programs for students.

School Context and Organization Weaknesses

Level of monitoring teacher implementation of district focuses, initiatives and non-negotiables. Administrative experience and confidence in coaching. Level of difficulty acceptance by community & some staff- feel sorry for students and feel it is too much work for them. Lack of well trained campus leadership and training for these individuals.

School Context and Organization Needs

Comprehensive Needs Assessment

More training and time for training. In house experts- additional staff to help coach teachers in need. More campus staff trained to understand appropriate pedagogy and methods to improve student performance.

School Context and Organization Summary

Two new district initiatives have been implemented, Professional Learning Communities and Kagan Cooperative Learning. Time to fully implement these is required to measure effectiveness. While current year populations is only slightly above normal, an abnormally large 7th grade cohort is present. Due to expected increase in student population in the next school year, campus schedules and organization may need rethinking.

Technology

Technology Strengths

District has invested in infra-structure, devices, wifi and has embraced the Google platform. Tech proficiencies are taught in lower elementary, CTE classes provide for connections to careers and work places.

Tech additions have enabled proficient teachers to acquire provide Chromebooks 1;1 in grades 3-8 to use with students in their classrooms. High School has offered a loan Chromebook process this year. Google pioneers and training have implemented training opportunities at the campus and district levels.

All lesson plans are in Google drive, curriculum is on TEKS Resource system cloud, data dis-aggregation is through DMAC online, special programs utilize all electronic/digital processes to implements all needs. We are a BYOD district.

E-rate, Region IV consortium, Google schools training, flipped classroom activities in place, connection to November Learning training, GT project are all initiatives.

Technology Weaknesses

There is a lack of electrical outlets. Lack of home access. Lack of parent understanding. Teacher use/ understanding of technology.

Technology Needs

Internet connection at home. Training for parents and reluctant staff. Stronger/wider ability for use in school. Community understanding of safety.

Comprehensive Needs Assessment

Technology Summary

Several types of web-based software platforms are used to enhance instruction across all genres. Chrome books provide an economical way for access to this technology. Some of these chrome books are reaching the end of their useful life and a replacement plan will be needed in the near future.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
CIRCLE/CLI PreK results
CLASS results
Community Demographics
Disaggregated STAAR Data
Discipline Referrals
HB Survey and Interviews of Students/Staff/Parents
I-Ready results
Meeting Agenda/Sign in/Minutes
Multi-Year Trends
Parent Participation
Special Programs Evaluations
Special Student Populations
TELPAS results