

COLUMBIA-BRAZORIA ISD

District Improvement Plan 2017/2018

MOTTO

Catch the Challenge! Learn for Life!



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COLUMBIA-BRAZORIA ISD

Mission

The District is dedicated to the belief that all students can learn and that it is the task of the school to provide the time and support to ensure that this occurs. High expectations for student success on the part of staff, students, and parents is an inherent part of this belief. In addition, the District seeks to instill in students the responsibility for learning. All students have unique mental, emotional, social, and physical needs. Meeting these needs requires the combined efforts of students, teachers, parents and other community members, and administrators. It is the mission of the Columbia-Brazoria Independent School District staff, working actively and cooperatively in partnership with students, parents/guardians, and other Columbia-Brazoria Independent School District constituents, to:

*Prepare students to become responsible and productive citizens
Achieve success and dignity by creating a community of life-long learners
Develop higher level thinking skill*

Vision

A dynamic organization that empowers a community of learners who dare to dream, take risks, and develop new realities.

Nondiscrimination Notice

COLUMBIA-BRAZORIA ISD 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.

COLUMBIA-BRAZORIA ISD Site Base

Name	Position
Barnett, Keith	Technology
Belote, Tara	Principal BE
Black, Alfred	Assistant Principal WBJH
Bolton, Roxanna	Principal WCE
Champagne, Jonathan	Business
Chastain, Jofrances	Community Member
Deb, Guillory	Community Member
Fields, Greg	Director Technology
Fowler, Samantha	Director School Improvement
Galloway, Steven	Superintendent
Grell-Boethel, Lynn	Assistant Superintendent
Howard, Iris	Teacher WCE
Kelly, Jennifer	Parent
Mathews, Brenda	Director Student & Staff Services
Mccarthy, Mary	Principal - WPE
Miller, Chris	Assistant Supervisor
Monical, Wendy	Business
Murphy, Dina	At Risk Coordinator- HS
Petersen, Teresa	Social Worker
Phillips, Sharon	Media Specialist WBJH
Pullen, Cyndy	HR PR
Salazar, Christel	Assistant Principal CHS
Thoe, Wendy	Assistant Principal- WCE
Tracy, Jason	Director of Business Services
West, Dana	Teacher BE

COLUMBIA-BRAZORIA ISD

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
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)	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)	August-June	(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	Summative - State-mandated tests Accountability information Federal accountability Report PBMAS report
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)	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)	August-June	(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	Summative - Reports on support provided Graduation PEIMS Reports RTI data
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)	Assistant Principal(s), Assistant Superintendent for Student Services, CBISD Webmaster, Counselor(s), Director of Human Resources and Public Relations, Director of Instruction, Principal	August-June	(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	Summative - Parental Involvement sign-in sheets Readistep Tests PSAT

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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

COLUMBIA-BRAZORIA ISD

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)EduHerors, (L)Eduphoria, (L)Lead4Ward resources, (L)Local Funds, (L)TRS curriculum resources, (S)Consultants	

COLUMBIA-BRAZORIA ISD

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

COLUMBIA-BRAZORIA ISD

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

Historically have experienced Special Education over-representation of African Americans. Lack of GT in ESL programs. Increase in Homeless identified families. Slight increase in population. Low socio-economic has stayed high 50%'s to 60%'s.

Demographics Needs

GT review for inclusion of ESL. Careful consideration of African American over identification.

Demographics Summary

CBISD has a diverse population. There is not a reflection of the population in our teaching staff, however, with paraprofessional staff and other clerical staff, there is a closer representation to the general population ethnicity rates.

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.

Comprehensive Needs Assessment

Student Achievement Weaknesses

3-5 all subject areas sped and ESL are low. Writing and science are weak. Continual low scores in reading in 3rd leads to the conclusion support is still needed in Prek-3 with strategies but 4th grade scores indicate still need attention to planning and strategies. PBMAS indicates the need to increase the passing level of ESL and Sped students in state assessments to a higher level- at 70-75 %.

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 learning centers. Consistent strategies for problem solving in math. Consistent strategies in science. Continue effort for building centers and more rigorous learning. Implement TTESS along with a vertical review of work products. Continue leadership training in coaching skills and monitoring. CLASS for returning non -probationary teachers in PreK-1 but will need to develop goals tied to growth and develop a portfolio

Student Achievement Summary

Bring in training and methodology for consistent strategies for Prek-6 and secondary math. Increase the number of ESL certified teachers and provide ESL services at elementary home campuses. Continue the use for Prek-1st teachers with the CLASS instrument to increase use of centers and rigorous strategies. Train Administrators on coaching and monitoring strategies to ensuring implementation of strategies. Meet with teams to assist with strategies, planning, materials and training to keep up the closing of gap between student groups. Implement a strategic PLC plan on campuses with CO follow up on a monthly basis

School Culture and Climate

School Culture and Climate Strengths

HB 5 survey indicates strong community support for the programs in CBISD. Safety survey indicates level of comfort by staff with the safety of their school and the climate of them. Student discipline indicates a relatively normal level of punishment and lack of drop outs from dissatisfaction with school. Elementary campuses have a discipline review process in place to address their frequent flyers. Winning Culture training should enhance the PBSI practice. All campuses have a discipline protocol to follow. Attendance rates throughout the district are in the mid 90%. Strong counselor support to follow up on suicide, bullying and other areas of emotional support.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

Need to shore up some safety areas for comfort of all. Need to increase visibility of opportunities for more parents to become involved. Need to enhance the PBS process and understanding.

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

Overall the climate and culture at each campus and in the district seems to be a comfort level of mid-high. District needs to enhance understanding of Positive Behavior Support strategies and assist with a higher level of expertise with children with greater level of difficulties.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

HQ levels indicate we are HQ in all core areas. District has list of HQ subs available if needed. Paras go back for higher certification and return as teachers. Staff development surveys indicate the district has provided support to teachers in most areas. Increased number of teachers with ESL certification due to push to get more certified and with district incentive to pay for added certification. Eduheros is used for flexible training option for all required state trainings. The district has purchased a curriculum framework to assist with consistency in teaching and has put lessons plans and tests online for group access. Scanning tests and transparency of scores has allowed more discussion about how things are taught and identification of needs. Reflective Practices and PLC process will provide a framework for discussion about what is happening and how to improve. This has been a benefit for all teachers- new or experienced.

Staff Quality, Recruitment and Retention Weaknesses

Lack of advanced degrees. Lack of ethnic diversity in teaching staff. Need for more ESL certified teachers. Not all teachers have buy-in to the training brought in. Lack of technical expertise.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

Possible ways to further reward teachers doing a good job. Continue effort to certify teachers with ESL Supplemental. Continued staff development to sharpen strategies, teacher tools and administrator knowledge. Enhance level of expertise of potential leaders. Increased training for behavior needs students.

Staff Quality, Recruitment and Retention Summary

The district has maintained HQ status since the inception. There is concern that even with HQ that our scores indicate that more training and consistency is needed by teachers. The district has purchased a curriculum to guide in this, but efforts need to be made to bring consistency. Ongoing training is provided however, consistent monitoring of implementation and assistance is needed. Use of technology has enhanced the opportunities for staff to complete annual required trainings on own time. Administrators are now in need of continued training in order to continue to enhance their skill set. Provide additional opportunities for new emerging leaders needs to be put in place.

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. District Advisory Meeting monthly has provided transparency and a forum to continue that discussion at a district level and have enhanced the overall understanding of student performance and needs. Technology enhancements have provided 21st Century access to resources. DMAC provides for assessment processes and rigorous questions as well as data disaggregation for analysis. Training on variety of strategies have enhanced student engagement. Consistency of training from previous years is showing results. Teachers have more understanding of the data and how to interpret it to make sound instructional decisions. Curriculum Management Plan and enhanced training for administrators in understanding TEKS and PLC process will provide stronger management and monitoring of curriculum and instruction.

Curriculum, Instruction and Assessment Weaknesses

Depth and rigor in instruction needs more focus. Strategies for differentiation need to be utilized more consistently and comprehensively. Math and reading non-negotiables need to be solidified. Unit assessments, YAG, IFD and lesson plans need to be adjusted as additional curriculum products are brought in. Curriculum Leaders need to be identified and provided additional training. Progress monitoring for attainment for students is still in need of additional interventions. Fidelity of implementation needs to be monitored. Lesson plan lack depth.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Training for specific strategies needs to be set up and required. 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. Time for planning and making items needs to be provided. Principal walk throughs to assess learning and teaching on a regular basis. Continued reflective practices need to be implemented with increase focus on 4th grade and lower levels. Principal training and enhance rigor, relevance and engagement strategies and process for monitoring.

Curriculum, Instruction and Assessment Summary

Reflective practice talks conducted by Central Admin at the campus level need to continue, and campus administration need to conduct this weekly through their PLC process to keep focus on areas in need. District level non-negotiables needs to be laid out clearly for all instructional staff and should include: use of YAG, Unit Assessments, lesson plans. Continued staff development and refinement need to be provided to instructional staff to hone strategies and understanding of rigor and best practices.

Walk throughs need to occur by the campus Administration. Data dis-aggregation on a monthly basis needs to continue. Principal training needs to occur to assist with monitoring, coaching and understanding of strategies. Team leaders need to receive enhanced training in order to be more effective.

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

Comprehensive Needs Assessment

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

Family and Community Involvement Needs

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

Family and Community Involvement Summary

The district has a great number of partnerships with community agencies and organizations. Their involvement has enriched the lives of our children and staff and the community as a whole. There are still areas where we experience gaps- especially with the families that are very involved with high needs and in the areas of mental illness. Brochures are available for parents, Spanish speakers are available for translations, a multitude of activities and involvement events are sponsored at all grade levels and campuses encouraging parent involvement. A reach out to male guardians strengthened that area of involvement. Overall the district has great efforts and activities for parents and community, and needs to sustain this and encourage more of the hard to reach parents to attend. Pre-k and Kinder conduct face to face meetings with parents for their initial report card and follow up with children falling behind. PreK will continue Parent Education component to build the connection early.

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 dis-aggregation 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

Comprehensive Needs Assessment

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

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

The district has a number of strong processes in place to improve student performance. Time is needed to allow for more in-depth understanding and planning. Additional training and time is needed for understanding the depth of learning and ways to implement and coach Time is needed for the changes to become more standard and less skeptical. Consistency in purpose is needed to cement best-practices and processes. Additional thinking and research is needed to find appropriate math resources. Administrators need more training in order to lead campuses in making change. Clear expectations and process or systems need to be in place and monitored on a regular basis.

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.

Comprehensive Needs Assessment

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.

Technology Summary

There are numerous devices and teaching strategies using technology. There is a need is for consistency and understanding of how technology works and can be used in schools and home. Connectivity is an issue for both school and home use, and the district has taken all measures it can to improve this at their end. Ongoing training and upgrading is a process the district is working towards improving.

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