



Brenham
INDEPENDENT SCHOOL DISTRICT EST. 1875

Brenham Junior High School Improvement Plan 2017-2018

Brenham ISD does not discriminate on the basis of race, religion, color, national origin, sex, age, 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.

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of Brenham Junior High staff is to provide opportunities and skills for all students for a successful and productive life in a global society.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc
Bryan Bryant	Principal
Kay Domel	Assistant Principal
Jenny Schaer	Teacher
Julie Galle	Teacher
Meshell Hampton	Teacher
Nicole Gilbert	Teacher
Sara Siemsgulz	Teacher
Amy Leasure	Teacher
Ed Guerra	Teacher
Kate Chapman	Non-teaching professional
Lechia Marshall	Non-teaching professional

Amanda Thiel	Parent
Wende Ragonis	Parent
Kim Weatherbee	Business
Filo Rodriquez	Business
Vicki Wehmeyer	Community
	Community
Mark Strauss	Central Office

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on April 19, 2017.

Participants in Attendance	Data Sources Examined
<i>Jenny Schaer</i>	TAPR Federal Accountability Data STAAR data
<i>Julie Galle</i>	District PEIMS reports District discipline referral data

<i>Kimberly Kenjura</i>	Student attendance data Benchmark testing data PBMAS reports
<i>Renee Cooper</i>	Campus parent participation records
<i>Ginger Bosse</i>	
<i>Wende Ragonis</i>	
<i>Bonnie Brinkmeyer</i>	

Comprehensive Needs Assessment:

Summary of Findings

You may provide a written summary of the findings from the data analysis, i.e. Blank Elementary School has need for improvement in the areas of math, 3rd grade reading, 5th grade science, classroom discipline, and parental involvement.

or choose to use something like the table below.

Prioritized Areas of Concern	
Areas of Concern	Data Source
Reading grade 7 scores	State Accountability
Writing grade 7 scores	State Accountability
Social Studies grade 8 scores	State Accountability
Special Programs –ESL	Student achievement; participation in special programs

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus = \$178, 775.41

Total FTEs funded through SCE at this District/Campus = 3.49

The process we use to identify students at risk is:

Every 6 weeks our RtI committee meets to discuss students that have been referred to the committee by teachers and determine needed interventions.

The process we use to exit students from the SCE program who no longer qualify is:

The campus RtI committee meets every 6th weeks to monitor the progress of students that are receiving interventions and ascertain the student's' success.

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 7 & 8**

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Students At-Risk		41 63	71 54	53 70	42 57	43 68	44	41	48	52	36	51	42	29	28
All Students		69 80	73 83	71 83	71 80	62 84	65	69	68	72	62	73	63	53	51

*7th grade scores on top in red.

*8th grade scores on bottom

The comprehensive, intensive, accelerated instruction program at this district/campus...consists of after school tutorials for students at-risk, an intervention class for math and reading, and the and implementation of the Capturing Kids Hearts program to reduce the risk for student dropping out of school.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources for staffing that will be integrated and coordinated with State and Local funds to meet the needs of all students.

State Programs / Funding Sources
State Compensatory Education: \$178,775.41
Dyslexia: \$52,901.12
Gifted and Talented: \$93,329.00
Special Education: \$280,615.00
Bilingual / ESL Program: \$18, 210.00

Goal 1: Brenham Junior High will provide a coordinated curriculum that is implemented through effective instructional practices.

Objective 1: By May 2018, 80% of all students and each student group, including Special Education students tested, will pass all portions of the STAAR or TELPAS assessment.

Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet state standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Offer enrichment classes for Math and Reading students that are at-risk.	Teachers, aides and administrators.	Monthly	SCE Funds	Student schedule and attendance. Benchmark scores Grades Formative assessments
Disaggregate data from unit tests, benchmark tests, STAAR tests and TELPAS tests and then develop education plans for at-risk students.	Teachers and Principal	Every 6 weeks.	Eduphoria Local funds	Report cards Teacher created unit tests Benchmark data

Move all LEP students closer to the advanced high level on TELPAS	ESL teachers, regular education teachers, principal, counselor and volunteers.	Continuing through the 2017-18 year according to LPAC meetings	English language proficiency standards. Local funds	Identify students below grade level. TELPAS data Benchmark data
Provide dyslexia services for students in need.	Principal and Reading Specialist	Continuing through 2017-18 school year.	State Comp Ed.	Number of students scheduled in dyslexia classes. Formative assessment data Teacher assessment data
Provide summer school for grades 7 and 8 at-risk students.	Principal and Teachers	June 2018	Local Funds	Summer school offered to at-risk students.
Students in 8 th grade will attend a career day.	Classroom teachers and the Director of Career and Tech.	Parents of students and community members.	Career and Tech Department Local Funds	Schedule the career day.

Continue to implement the district curriculum.	Assistant Superintendent for Curriculum and Instruction and campus principal	Fall of 2017	Local Funds	T-TESS walkthrough data Curriculum documents BISD Curriculum & Instruction Guide Curriculum Management System Website Lesson plans
Administer unit tests and benchmark tests (Fall and Spring) to all students in grades 7 and 8 to identify strengths and weaknesses.	Principal, teachers and specialty teachers	Fall 2017 Spring 2018	Local Funds	Practice exam administered and scored. Benchmark data Unit tests
Hold regular CEIC meetings to increase communication with stakeholders.	Principal	Fall 2017 Spring 2018	Local	Parent/Teacher surveys and sign-in sheets Agendas
Utilize an Instructional Specialist and Content Specialist to support classroom teachers with research based strategies.	Assistant Superintendent for Curriculum and Instruction and Principal	Fall 2017 Spring 2018	Local	T-TESS and walk-through data

Have more staff collaboration time.	Department Heads Campus administration	Twice per six weeks	Local	Agendas and sign-in sheets
Teachers will use high yield instructional strategies and different levels of engagement in classrooms.	Principal, Instructional Specialist, and department heads	May 2018	Local	T-TESS walk-throughs, T-TESS observations and STAAR results. Benchmark data

Goal 1: Brenham Junior High will provide a coordinated curriculum that is implemented through effective instructional practices.

Objective 2: By May 2018, move all Special Education students closer to being on grade-level academically.

Summative Evaluation: 50% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet state standard.

Data 2016-17 SPED Students	Math 7th/ Math 8th	Reading 7th/ Reading 8th	Writing 7th	Science 8th	Social Studies 8th
% Met Standard	28 / 31	25 / 30	29	21	21

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Inclusion of students of diverse populations in regular classroom activities.	Classroom teachers, resource teachers, specialty teachers, aides, and volunteers.	Each six weeks.	Special Ed. Dept. and Local Funds	Observation of student participation in the classroom and the students' self-esteem for special populations. Student schedules PEIMS data

Provide learning labs for all students.	Learning lab teacher, special education teachers, regular education teachers and principal	Continuing through the 2017-18 year	State Comp Ed.	Sign-in sheets in learning lab classrooms Schedule
Provide training for inclusion classroom teachers	ESC and Campus Administration	April 2018	Education Service Center	Agendas and sign-in sheets

Goal 1: Brenham Junior High will provide a coordinated curriculum that is implemented through effective instructional practices.

Objective 2: By May 2018, increase the attendance rate at Brenham Junior High to 97% or higher.

Summative Evaluation: PEIMS data on file in May 2018.

Data 2016-17	All Students
Attendance Rate	96.7%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Recognition of students for perfect attendance for each 6 weeks.	Teachers, aides, secretary, principal. Resources: PTO funds and local funds	Each six weeks	Local Funds	Perfect attendance list of students on file. PEIMS data
Encourage daily attendance. Send home 10 day and 18 day letters when necessary.	Teachers, aides, secretary, and principal	Each semester	Local Funds	Announce classes with perfect attendance during morning announcements.

Recognition of students for perfect attendance for the year.	Teachers, aides, secretary, principal.	May 2018	Local Funds	Perfect attendance list of students on file.
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Goal 1: Brenham Junior High will provide a coordinated curriculum that is implemented through effective instructional practices.

Objective 2: Response to Intervention (RtI) will be implemented in grades 7 and 8 for Reading, Math and behavior.

Summative Evaluation: Monitoring of progress of students in the RtI program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide three tiered intervention strategies for all students in grades 7 and 8. Provide math and reading intervention classes.	Principal, Teachers, RTI Committee. Math and reading intervention teachers	May 2018	Local Funds SCE funds	RTI committee meetings. T-TESS observations and STAAR results. Benchmark data

Goal 1: Brenham Junior High will provide a coordinated curriculum that is implemented through effective instructional practices.

Objective 2: AVID (Advancement Via Individual Determination) will be implemented in grades 7 and 8 as an elective class.

Summative Evaluation: Monitoring of progress of students in AVID.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide AVID support strategies for students selected for the class and monitor their progress throughout the school year.	Principal, AVID elective teachers, AVID site team.	May 2018	Local Funds SCE funds	AVID site team meetings. Student grades and STAAR results. Benchmark data

Goal 2: Brenham Junior High will attract and retain quality staff.

Objective 1: Students will be taught by highly trained staff members

Summative Evaluation: 100% of core academic classes will be taught by highly trained teachers and 100% highly trained staff will be maintained.

Data 2016-2017	% Classes taught by highly trained Teachers	% highly trained Teachers	% highly trained Paraprofessionals
	100	100	100

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Recruit and Interview teachers and staff that are fully certified for positions at Brenham JH.	Superintendent, Director of Human Resources and Principal.	April 2017	Local Funds	Candidates for staff and teaching positions are fully certified.
District personnel to attend job fairs in search for highly effective teachers and paraprofessionals.	Superintendent, Assistant Superintendents, Director of Human Resources and Principal.	April 2017	Local Funds	Number of recruited highly effective personnel.

Retain effective, high quality teachers.	Superintendent, Assistant Superintendents, Director of Human Resources and Principal.	May 2017	Local Funds	T-TESS evaluations.
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Goal 2: Brenham Junior High will attract and retain quality staff.

Objective 2: All teachers will attend professional development to help student achievement.

Summative Evaluation: Data showing number of teachers attending staff development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
All staff is encouraged to attend professional development at ESC's. In-district training	Asst. Superintendent and Principal.	July 2018	Education Service Center	Registrations for staff development at ESC's. Sign-in sheets Walkthroughs
All staff is given the opportunity to provide ideas for future staff development.	Teachers.	July 2018	Teacher Survey	Providing staff developments that are requested by the teachers.

Goal 2: Brenham Junior High will attract and retain quality staff.

Objective 3: Paraprofessionals will be provided information that allows them to grow professionally.

Summative Evaluation: Data on percentage of paraprofessionals that become certified teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Develop partnerships with paraprofessionals to become certified teachers.	Superintendent, Asst. Superintendent and Principal.	All Year	Various Teach programs	Number of partnerships created. Data on number of paraprofessionals to teachers

Goal 3: Brenham Junior High will develop responsible, respectful and collaborative citizens and promote family and community involvement.

Objective 1: By May 2018, Brenham Junior High will provide opportunities for parental participation in school activities that result in 60% participation rate.

Summative Evaluation: Parent participation at campus activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Utilize the local newspaper, the district website, district and campus marquee and the Alert Now System for communication purposes.	Superintendent, Principal and Librarian	Monthly	Local Funds	Announcements, student recognition, newspaper articles, PTO newsletters.
Provide Honor Roll recognition every six weeks in the newspaper.	Teachers, aides, secretary and principal.	Each six weeks	Local Funds	Names given to office staff

Produce Progress Reports to send home the third week of each six weeks period.	Teacher, parent	Third week of each six weeks period	Local Funds	Third week of each six weeks
Hold informative meeting for new students and parents to our school.	Principal, Counselors	August 2017	Local Funds	Agenda for meeting.
Coordinate a transition meeting and orientation with the Middle School for our incoming 7th grade students.	Principal and counselors	May 2018	Local Funds	Hold meeting and orientation.
Have a “Meet the Teacher” night to orient new students and parents with our school, Parent Involvement Policy and Teachers.	Principal, Teachers, Food Service & Transportation	August 2017	Local Funds	Parent sign in sheets.

8 th Grade Watch Program	Principal, Counselors and PTO officers	April 2018	Local Funds	Number of students involved in the Watch Program and Number of Businesses making donations for the program.
Have a campus Exploration Night for incoming 7 th graders and 8 th graders.	Principal, Counselors and Parent and Community Involvement Team	Spring 2018	Local Funds	Parent sign in sheets.

Goal 4: Brenham Junior High will provide a safe and secure environment at the campus.

Objective 1: To continue to run Brenham Junior High’s campus as efficiently as possible.

Summative Evaluation: Energy usage for 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Monitor energy usage	Principal and Director of Maintenance and Operations	May 2017	BISD Energy usage report	Monthly reports.
Teach the teachers and staff easy ways to conserve energy.	Director of Maintenance and Operations	September 2016	Local Funds	Monthly reports
Routinely check facilities and report maintenance needs to Director of Maintenance	Principals and Director of Maintenance	Weekly	Local Funds Maintenance and operations	Number of work orders submitted

Goal 5: Brenham Junior High will provide a safe and secure environment at the campus.

Objective 1: Campus will be secured with appropriate barriers.

Summative Evaluation: Track number of incidents for the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Review and update crisis management plan.	Crisis Management Committee.	Each semester.	Local Funds	Receiving plan from administration.
All students and staff will participate in lock-down drills	Principal.	2017-18 school year.	Local Funds	Scheduled drills
Continue to install security cameras to cover more of the campus.	Principals	2017-18 school year.	Local Funds	The number of cameras installed.

Goal 5: Brenham Junior High will provide a safe and secure environment at the campus.

Objective 1: Brenham Junior High will continue to monitor the number of discipline referrals by campus and seek a measurable reduction of 20% from the previous year.

Summative Evaluation: Track number of discipline referrals for the 2017-2018 school year.

Data 2016-17	All Students
Discipline/Incidents	1382

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Display school-wide rules and consequences in all classrooms and throughout building.	Teachers, aides, assistant principal, principal	Each semester.	PBIS Local Funds	Online reports provided through PEIMS.
Provide group and individual counseling for students	Counselor	All year	PBIS Local Funds	Student participation in counseling

Goal 5: Brenham Junior High will provide a safe and secure environment at the campus.

Objective 1: Campus will continue to train and provide information relevant to conflict resolution and suicide prevention.

Summative Evaluation: Track number of incidents for the 2017-2018 school year and compare to previous year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Maintain CPI Training Team and Certification.	CPI team	Each year	Local Funds	Participation in update training.
Teach good character using Medal of Honor Character development program through all ELA classes on Mondays.	Counselor	Each year	Local Funds	Lesson every Monday.
Educate all students about Bullying and its effects on students.	Counselor/Principals	All year	Local Funds	Hold an assembly about bullying and its effects.

Goal 6: Brenham Junior High will prioritize and promote financial responsibility.

Objective 1: Campus budget will be monitored to ensure financial decisions are made for the benefit of the students..

Summative Evaluation: The budget balance at the end of the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
All purchase orders will be approved before being processed.	Principal	All year.	Local Funds	Monthly budget reports.
Work orders will be submitted for approval before being processed	Assistant Principal	All year	Local Funds	Number of work orders processed.
Promote the use of technology in the classroom to engage students and cut paper cost.	Principal	May 2018	Local Funds	Money spent on paper for 2017-2018.