



**Brenham**  
INDEPENDENT SCHOOL DISTRICT EST. 1875

## **Brenham Junior High School Improvement Plan 2018-2019**

### **Top 25 Percent: Comparative Academic Growth**

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<br>Parent, Business, Community, Teacher, etc |
|-------------------|---|
| Bryan Bryant      | Principal   |
| Kay Domel         | Assistant Principal                                   |
| Jenny Schaer      | Teacher   |
| Julie Galle       | Teacher   |
| Meshell Hampton   | Teacher   |
| Nicole Gilbert    | Teacher   |
| Kari Prihoda      | Teacher   |
| Amy Leasure       | Teacher   |
| Francisco Dionsio | Teacher   |
| Kate Chapman      | Non-teaching professional                             |
| Lechia Marshall   | Non-teaching professional                             |
|                   | Parent  |

|                |                |
|----------------|----------------|
| Lori Schramme  | Parent         |
| Kim Weatherby  | Business       |
| Lea Bartay     | Business       |
| Vicki Wehmeyer | Community      |
| Amanda Thiel   | Community      |
| Mark Strauss   | Central Office |

# Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on April 11, 2018.

| Participants in Attendance | Data Sources Examined               |
|----------------------------|-------------------------------------|
| <i>Jenny Schaer</i>        | TAPR                                |
| <i>Julie Galle</i>         | Federal Accountability Data         |
| <i>Amanda Thiel</i>        | STAAR data                          |
| <i>Kim Weatherby</i>       | District PEIMS reports              |
| <i>Wende Ragonis</i>       | District discipline referral data   |
| <i>Lechia Marshall</i>     | Student attendance data             |
| <i>Edward Guerra</i>       | Benchmark testing data              |
| <i>Jenny Schaer</i>        | PBMAS reports                       |
| <i>Nicole Gilbert</i>      | Campus parent participation records |
| <i>Julie Galle</i>         |                                     |
| <i>Vicki Wehmeyer</i>      |                                     |
| <i>Kate Chapman</i>        |                                     |
| <i>Mark Strauss</i>        |                                     |

|                    |  |
|--------------------|--|
| <i>Kay Domel</i>   |  |
| <i>Matt Wamble</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, 3<sup>rd</sup> grade reading, 5<sup>th</sup> grade science, classroom discipline, and parental involvement. or choose to use something like the table below.**

| <b>Prioritized Areas of Concern</b> |                      |
|-------------------------------------|----------------------|
| <b>Areas of Concern</b>             | <b>Data Source</b>   |
| Reading grade 7 scores              | State Accountability |
| Writing grade 7 scores              | State Accountability |
| Social Studies grade 8 scores       | State Accountability |
| Asian student group                 | State Accountability |
| 2 or More Races student group       | State Accountability |

|                             |  |
|-----------------------------|--|
| SpEd (Former) student group | State Accountability                                   |
| Special Programs –ESL       | Student achievement; participation in special programs |
| Special Education-Resource  | State Accountability                                   |

## 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 = \$207,881

Total FTEs funded through SCE at this District/Campus = 3.67

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<br>% Met<br>Standard |          |          |          | Reading/ELA<br>% Met<br>Standard |          |          |          | Writing<br>% Met<br>Standard |      |      |      | Science<br>% Met<br>Standard |      |      |      | Social Studies<br>% Met<br>Standard |      |      |      |
|-----------------------------|---------------------------|----------|----------|----------|----------------------------------|----------|----------|----------|------------------------------|------|------|------|------------------------------|------|------|------|-------------------------------------|------|------|------|
|                             | 2015                      | 2016     | 2017     | 2018     | 2015                             | 2016     | 2017     | 2018     | 2015                         | 2016 | 2017 | 2018 | 2015                         | 2016 | 2017 | 2018 | 2015                                | 2016 | 2017 | 2018 |
| <b>Students<br/>At-Risk</b> |                           | 41<br>63 | 71<br>54 | 61<br>83 | 53<br>70                         | 42<br>57 | 43<br>68 | 45<br>74 | 44                           | 41   | 48   | 46   | 52                           | 36   | 51   | 62   | 42                                  | 29   | 28   | 46   |
| <b>All<br/>Students</b>     |                           | 69<br>80 | 73<br>83 | 78<br>88 | 71<br>83                         | 71<br>80 | 62<br>84 | 70<br>84 | 65                           | 69   | 68   | 72   | 72                           | 62   | 73   | 77   | 63                                  | 53   | 51   | 65   |

\*7<sup>th</sup> grade scores on top in red.

\*8<sup>th</sup> 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.

| <b>State Programs / Funding Sources</b> |
|---|
| State Compensatory Education: \$207,881 |
| Dyslexia: \$53,800                      |
| Gifted and Talented: \$4330.00          |
| Special Education: \$590, 547           |
| Bilingual / ESL Program: \$14,788       |

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

**Objective 1: By May 2019, 90% of all students and each student group, including Special Education students tested, will meet the approaches level on all portions of the STAAR or TELPAS assessment.**

**Summative Evaluation: 90% 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.<br>Benchmark scores<br>Grades<br>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<br>Local funds | Report cards<br>Teacher created unit tests<br>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 2018-19 year according to LPAC meetings | English language proficiency standards.<br>Local funds | Identify students below grade level.<br>TELPAS data<br>Benchmark data   |
| Provide dyslexia services for students in need.                   | Principal and Reading Specialist   | Continuing through 2018-19 school year.                        | State Comp Ed.   | Number of students scheduled in dyslexia classes.<br>Formative assessment data<br>Teacher assessment data   |
| Provide summer school for grades 7 and 8 at-risk students.        | Principal and Teachers   | June 2019  | Local Funds<br>State Comp Ed.                          | Summer school offered to at-risk students.  |
| Students in 8 <sup>th</sup> 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<br>Local Funds              | Schedule the career day.  |
| Continue to implement the district curriculum.                    | Assistant Superintendent for Curriculum and Instruction and campus principal   | Fall of 2018   | Local Funds  | T-TESS walkthrough data<br>Curriculum documents<br>BISD Curriculum & Instruction Guide<br>Curriculum Management System<br>Website<br>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 2018<br>Spring 2019 | Local Funds | Practice exam administered and scored.<br>Benchmark data<br>Unit tests         |
| Hold regular CEIC meetings to increase communication with stakeholders.   | Principal   | Fall 2018<br>Spring 2018 | Local       | Parent/Teacher surveys and sign-in sheets<br>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 2018<br>Spring 2019 | Local       | T-TESS and walk-through data   |
| Have more staff collaboration time.   | Department Heads<br>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 2019                 | Local       | T-TESS walk-throughs, T-TESS observations and STAAR results.<br>Benchmark data |

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

**Objective 2: By May 2019, move all Special Education students closer to being on grade-level academically.**

**Summative Evaluation: 70% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet state standard.**

|   |                       |                             |             |             |                    |
|---|-----------------------|-----------------------------|-------------|-------------|--------------------|
| <b>Data<br/>2017-18<br/>SPED Students</b> | Math 7th/<br>Math 8th | Reading 7th/<br>Reading 8th | Writing 7th | Science 8th | Social Studies 8th |
| <b>% Met Standard</b>                     | 36 / 39               | 18 / 34                     | 24          | 33          | 24                 |

| <b>Activity/Strategy</b>  | <b>Person(s) Responsible</b>  | <b>Timeline</b> | <b>Resources</b>                  | <b>Formative Evaluation</b>   |
|---|---|-----------------|-----------------------------------|---|
| 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.<br>Student schedules<br>PEIMS data |

|   |  |                                     |                          |   |
|---|--|-------------------------------------|--------------------------|---|
| Provide learning labs for all students.           | Learning lab teacher, special education teachers, regular education teachers and principal | Continuing through the 2018-19 year | State Comp Ed.           | Sign-in sheets in learning lab classrooms<br>Schedule |
| Provide training for inclusion classroom teachers | Campus Administration<br>Director of Special Education and 504                             | April 2019                          | 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 2019, increase the attendance rate at Brenham Junior High to 97% or higher.**

**Summative Evaluation: PEIMS data on file in May 2019.**

|                 |              |
|-----------------|--------------|
| Data<br>2017-18 | All Students |
| Attendance Rate | 96.4%        |

| Activity/Strategy   | Person(s) Responsible  | Timeline       | Resources   | Formative Evaluation   |
|---|--|----------------|-------------|--|
| Recognition of students for perfect attendance for each 6 weeks.                | Teachers, aides, secretary, principal.<br>Resources: PTO funds and local funds | Each six weeks | Local Funds | Perfect attendance list of students on file.<br>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 2019       | Local Funds | Perfect attendance list of students on file.                           |



**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.<br>Math and reading intervention teachers | May 2019 | Local Funds<br>SCE funds | RTI committee meetings.<br>T-TESS observations and STAAR results.<br>Benchmark data<br>Student Schedules<br>Master Schedule |

**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 and certified by AVID in grades 7 and 8 as an elective class.**

**Summative Evaluation: Monitoring of progress of students in AVID.**

| <b>Activity/Strategy</b>   | <b>Person(s) Responsible</b>                       | <b>Timeline</b> | <b>Resources</b>         | <b>Formative Evaluation</b>   |
|--|--|-----------------|--------------------------|---|
| 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 2019        | Local Funds<br>SCE funds | AVID site team meetings.<br>Student grades and STAAR results.<br>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 2018-2019 | % Classes taught by highly trained Teachers | % highly trained Teachers | % highly trained Paraprofessionals |
|                | 100   | 100                       | 100                                |

| <b>Activity/Strategy</b>  | <b>Person(s) Responsible</b>  | <b>Timeline</b> | <b>Resources</b> | <b>Formative Evaluation</b>   |
|---|---|-----------------|------------------|---|
| Recruit and Interview teachers and staff that are fully certified for positions at Brenham JH.        | Superintendent, Director of Human Resources and Principal.                            | April 2018      | 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 2018      | Local Funds      | Number of recruited highly effective personnel.<br>Job Fairs attended |

|  |   |          |             |                     |
|--|---|----------|-------------|---------------------|
| Retain effective, high quality teachers. | Superintendent, Assistant Superintendents, Director of Human Resources and Principal. | May 2018 | Local Funds | T-TESS evaluations. |
|--|---|----------|-------------|---------------------|

**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.**

| <b>Activity/Strategy</b>   | <b>Person(s) Responsible</b>  | <b>Timeline</b> | <b>Resources</b>         | <b>Formative Evaluation</b>   |
|--|---|-----------------|--------------------------|---|
| All staff is encouraged to attend professional development at ESC's and In-district training | Asst. Superintendent and Principal.<br>Assistant Principals<br>Teachers | July 2019       | Education Service Center | Registrations for staff development at ESC's.<br>Sign-in sheets<br>Walkthroughs |
| All staff is given the opportunity to provide ideas for future staff development.            | Administration.<br>Teachers.  | July 2019       | 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.**

| <b>Activity/Strategy</b>  | <b>Person(s) Responsible</b>                        | <b>Timeline</b> | <b>Resources</b>       | <b>Formative Evaluation</b>  |
|---|---|-----------------|------------------------|--|
| Develop partnerships with paraprofessionals to become certified teachers. | Superintendent, Asst. Superintendent and Principal. | All Year        | Various Teach programs | Number of partnerships created.<br>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 2018 | 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 2019    | 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 2018 | Local Funds | Parent sign in sheets.  |
| 8 <sup>th</sup> Grade Watch Program   | Principal, Counselors and PTO officers                          | April 2019  | 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 <sup>th</sup> graders and 8 <sup>th</sup> graders.                           | Principal, Counselors and Parent and Community Involvement Team | Spring 2019 | 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 2018-2019 school year.**

| <b>Activity/Strategy</b>   | <b>Person(s) Responsible</b>                         | <b>Timeline</b> | <b>Resources</b>                       | <b>Formative Evaluation</b>     |
|--|--|-----------------|--|---------------------------------|
| Monitor energy usage   | Principal and Director of Maintenance and Operations | May 2018        | BISD Energy usage report               | Monthly reports.                |
| Teach the teachers and staff easy ways to conserve energy.                         | Director of Maintenance and Operations               | September 2018  | 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 2018-2019 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  | 2018-19 school year. | Local Funds | Scheduled drills                    |
| Continue to install security cameras to cover more of the campus. | Principals<br>Teachers<br>Staff                      | 2018-19 school year. | Local Funds | The number of cameras installed.    |
| Install security vestibule at front entrance with camera system.  | Principal and Director of Maintenance and Operations | 2018-19 school year. | Local Funds | Completion of project.              |

**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 2018-2019 school year.**

|                      |              |
|----------------------|--------------|
| Data 2017-18         | All Students |
| Discipline/Incidents | 643          |

| <b>Activity/Strategy</b>  | <b>Person(s) Responsible</b>  | <b>Timeline</b> | <b>Resources</b>    | <b>Formative Evaluation</b>            |
|---|---|-----------------|---------------------|--|
| Display school-wide rules and consequences in all classrooms and throughout building. | Teachers, aides, assistant principal, principal                             | Each semester.  | PBIS<br>Local Funds | Online reports provided through PEIMS. |
| Provide group and individual counseling for students                                  | Counselor<br>Administration<br>Coordinator of Social and Emotional Learning | All year        | PBIS<br>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 2018-2019 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 History classes on Mondays. | Principal and History department head. | 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 2018-2019 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. | Principal<br>Teachers | May 2019  | Local Funds | Money spent on paper for 2018-2019.<br>Level of engagement increase.<br>Discipline decrease. |