

Lamar Consolidated Independent School District

Briscoe Junior High

2022-2023 Campus Improvement Plan



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- Goal 1: During the 2022-2023 school year, Briscoe JH students will improve current scores or grow towards the STAAR expectations of 90/60/30 as measured by the 2022-2023 Math, ELA, Science and Social Studies STAAR exams. 22
- Goal 2: Briscoe JH will meet the targeted goal for Approaches/Meets/Masters for SPED and EB students while closing the gaps as measured by the 2022-2023 Math, ELA, Science and Social Studies Campus Assessments, MAPS, Benchmark, TELPAS and STAAR exams. 26
- Goal 3: Briscoe JH will cultivate a school community that supports the needs of teachers, parents, and students that addresses the social, emotional and academic needs of all stakeholders. BJH will reach for a goal of 75% of responses (strongly agree or agree) from parents and students on the K-12 Climate survey regarding relationship between home and school. 29
- Goal 4: During the 2022-2023 school year, Briscoe Junior High's Emergent Bilingual students will increase their English Proficiency levels by 1 year's growth and/or work towards the goal of Advanced High in all 4 domains of Listening, Speaking, Reading, and Writing as measured by the 2023 TELPAS/LAS Links tests. This will involve Title III Funds to support Performance Objectives and Strategies. 34
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Comprehensive Needs Assessment

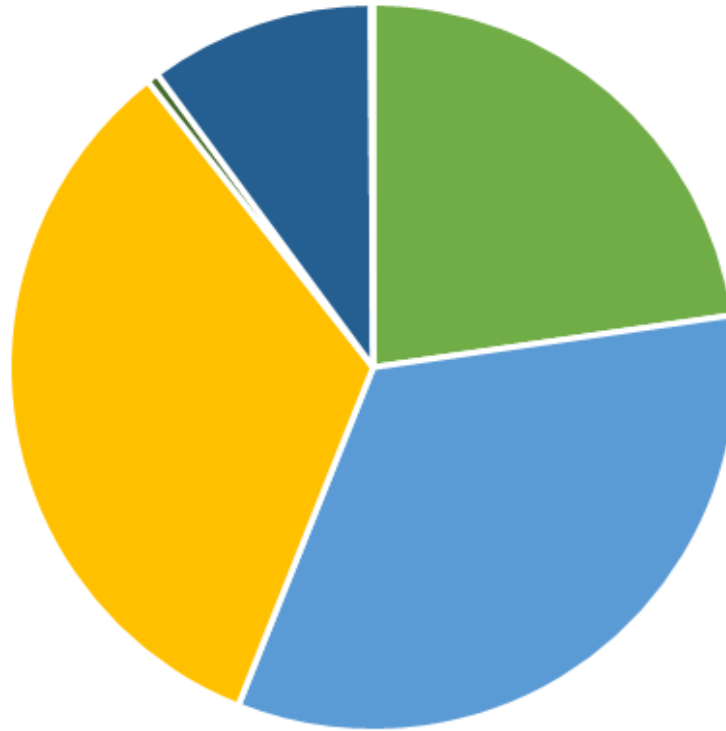
Revised/Approved: September 6, 2022

Demographics

Demographics Summary

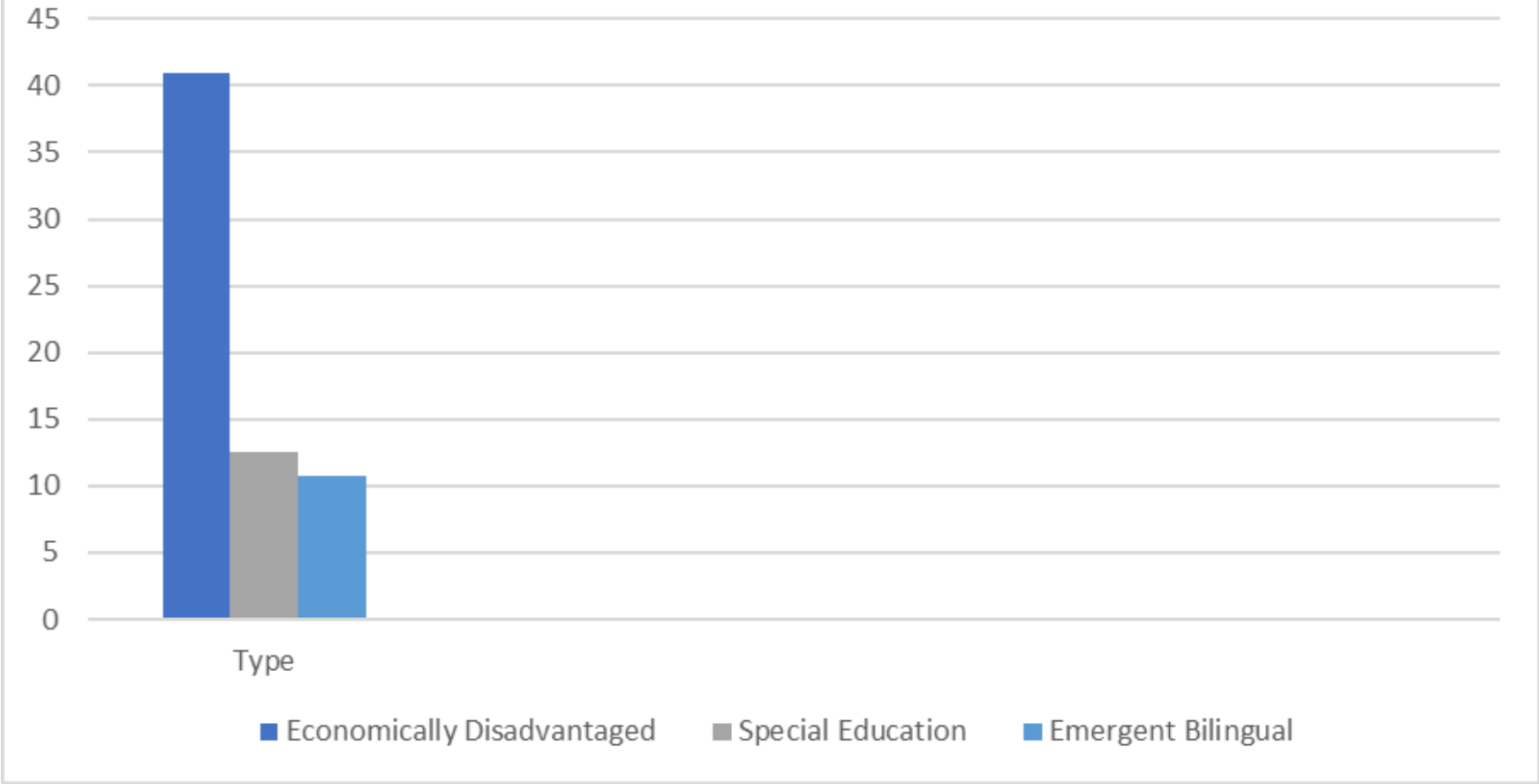
Briscoe Junior High is a 7th and 8th grade campus in the Lamar Consolidated Independent School District, located in Richmond, Texas. Briscoe is celebrating its 22nd year in LCISD. The campus has a total of 1,134 students with 571 in 7th grade and 563 in 8th grade. The student population is 21.8% African American, 32.0% Hispanic, 32.0% White, 9.6% Asian, 0.50% American Indian, and 0.10% Pacific Islander. Additionally, Briscoe Junior High's student population is identified as 40.9% Economically Disadvantaged, 10.8% English Learners, and 12.6% special education. The campus mobility rate is 6.50%. The daily attendance rate is 96.2%. Briscoe Junior High earned a 'B' accountability rating from TEA for the 2021-22 school report card.

Student Enrollment By Race/Ethnicity



■ African American ■ Hispanic ■ White ■ American Indian ■ Asian ■ Pacific Islander

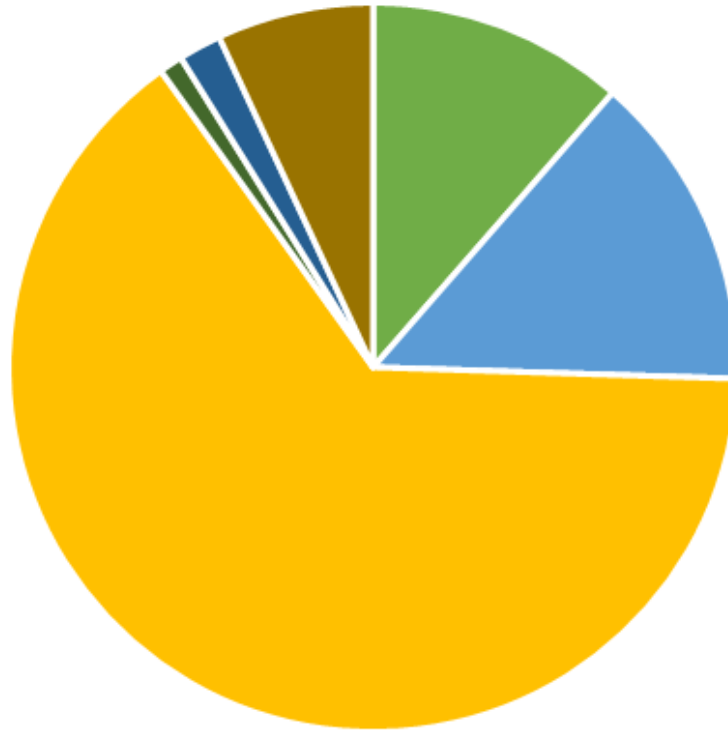
Studnet Enrollment By Type



Staff Demographics:

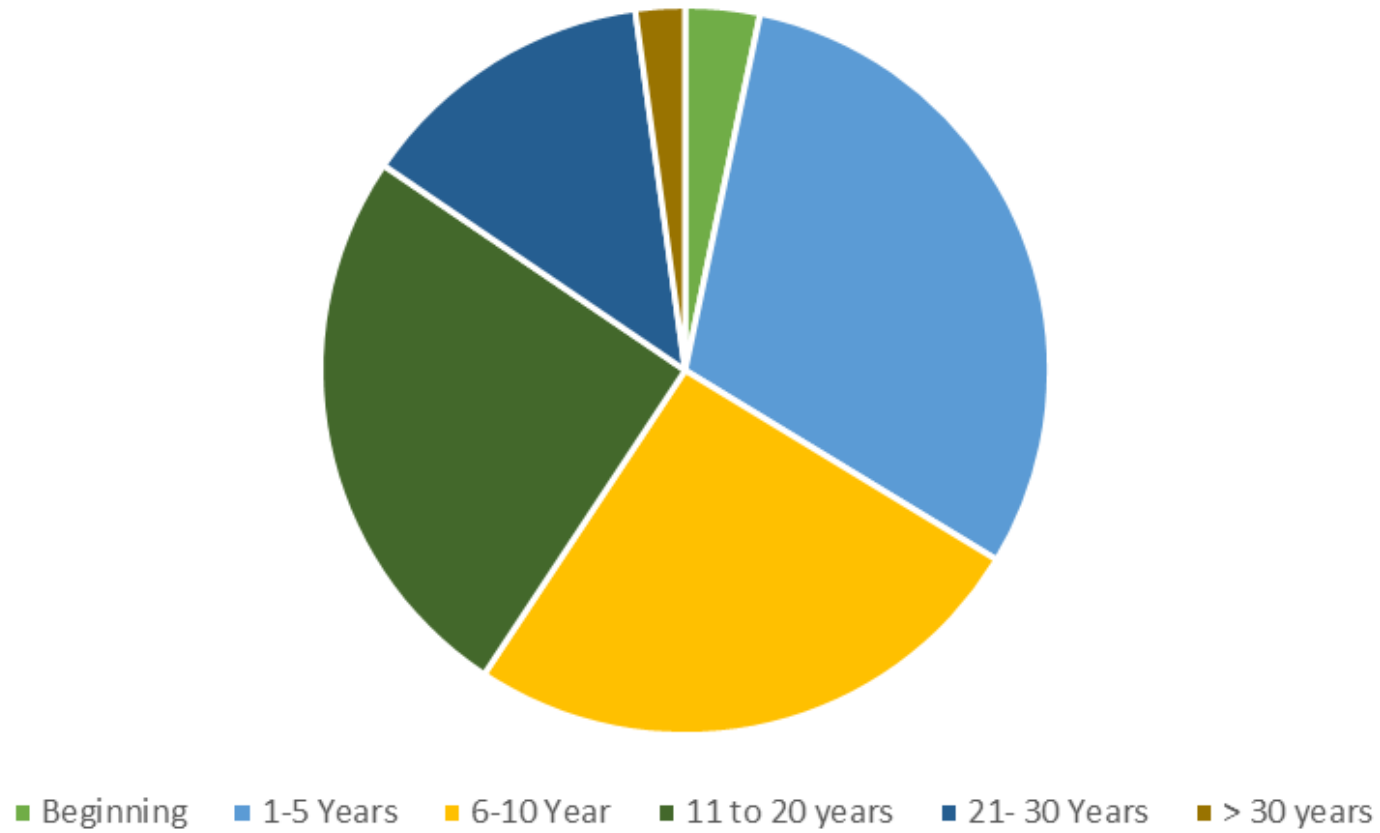
Briscoe Junior High is comprised of 128 staff members including 1 Principal, 3 Assistant Principals, 3 Counselors, 1 Academic Facilitators, and 1 Librarian. There are a total of 91 classroom teachers and 8 paraprofessionals. The staff population is 12.0% African American, 14.8% Hispanic, 67.9% White, 1.1% American Indian, 2.0% Asian, and 7.3% Pacific Islander. Briscoe Junior High teachers have an average of 10.5 years of experience compared to the district average of 7.3.

Teachers by Race/Entnicity



■ African American ■ Hispanic ■ White ■ American Indian ■ Asian ■ Pacific Islander

Teachers by Years Experience



Demographics Strengths

Briscoe Junior High bilingual students continue to excel as evidenced by the 2021-22 STAAR Scores.

Briscoe Junior High is a diverse campus with a plethora of languages spoken.

Briscoe Junior High teachers have an average of 10.5 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The student mobility rate is 6.50%. **Root Cause:** Briscoe Junior High is a growing campus and families are moving in and out of the surrounding community. The community is quick growing and new enrollment is frequent, often enrolling several students in one day.

Student Learning

Student Learning Summary

Briscoe Junior High students are given a beginning of the year assessment to identify each students' academic strengths and areas of need. In addition, students are assessed in the middle of the year to track academic growth and monitor student achievement. This middle of the year progress monitoring process allows for comparison with the beginning of the year data collected. At the end of the year, students are assessed again to measure academic achievement through tools such as MAP, curriculum checkpoints, benchmarks, and STAAR.

Texas Education Agency
2022 STAAR Performance
BRISCOE J H (079901043) - LAMAR CISD - FORT BEND COUNTY

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current) | EB/EL (Current & Monitored) | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled |
|------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----------------------------|----------------------|---------------------|-----------------------|---------------------------|
| All Subjects | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 88% | 85% | 83% | 92% | 100% | 95% | * | 93% | 82% | 75% | 82% | 59% | 86% | 90% | 83% |
| At Meets GL Standard or Above | 64% | 59% | 52% | 72% | 64% | 82% | * | 78% | 52% | 39% | 51% | 29% | 53% | 67% | 56% |
| At Masters GL Standard | 40% | 36% | 29% | 48% | 36% | 62% | * | 52% | 31% | 19% | 29% | 14% | 33% | 43% | 33% |
| ELA/Reading | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 90% | 87% | 85% | 94% | 100% | 95% | * | 93% | 86% | 79% | 85% | 58% | 91% | 91% | 85% |
| At Meets GL Standard or Above | 69% | 65% | 60% | 77% | 60% | 81% | * | 83% | 60% | 44% | 57% | 32% | 46% | 73% | 61% |
| At Masters GL Standard | 48% | 43% | 37% | 56% | 20% | 65% | * | 60% | 40% | 26% | 37% | 17% | 37% | 52% | 39% |
| Mathematics | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 86% | 78% | 81% | 91% | 100% | 95% | * | 93% | 78% | 75% | 80% | 59% | 80% | 89% | 78% |
| At Meets GL Standard or Above | 58% | 50% | 43% | 69% | 80% | 81% | * | 73% | 45% | 36% | 45% | 25% | 49% | 62% | 49% |
| At Masters GL Standard | 31% | 25% | 17% | 41% | 40% | 50% | * | 40% | 21% | 13% | 21% | 10% | 26% | 34% | 23% |
| Science | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 90% | 89% | 86% | 93% | * | 93% | - | 89% | 82% | 73% | 82% | 65% | 80% | 91% | 86% |
| At Meets GL Standard or Above | 65% | 61% | 54% | 73% | * | 82% | - | 74% | 51% | 36% | 50% | 29% | 67% | 67% | 60% |
| At Masters GL Standard | 40% | 32% | 32% | 43% | * | 74% | - | 58% | 31% | 20% | 33% | 10% | 33% | 43% | 34% |
| Social Studies | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 88% | 90% | 81% | 90% | * | 95% | - | 100% | 82% | 68% | 78% | 55% | 93% | 88% | 87% |
| At Meets GL Standard or Above | 64% | 65% | 51% | 68% | * | 89% | - | 79% | 49% | 34% | 47% | 29% | 67% | 65% | 62% |
| At Masters GL Standard | 46% | 46% | 34% | 47% | * | 74% | - | 63% | 33% | 15% | 29% | 19% | 40% | 47% | 43% |

Texas Education Agency
2021 STAAR Performance
BRISCOE J H (079901043) - LAMAR CISD - FORT BEND COUNTY

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current) | EB/EL (Current & Monitored) | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled |
|------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|-----------------------------|----------------------|---------------------|-----------------------|---------------------------|
| All Subjects | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 84% | 81% | 76% | 90% | 72% | 91% | 100% | 95% | 75% | 63% | 66% | 45% | 98% | 86% | 78% |
| At Meets GL Standard or Above | 60% | 55% | 49% | 70% | 44% | 73% | 80% | 75% | 46% | 23% | 26% | 25% | 80% | 63% | 52% |
| At Masters GL Standard | 32% | 31% | 22% | 38% | 28% | 47% | 40% | 47% | 21% | 7% | 8% | 11% | 38% | 35% | 26% |
| ELA/Reading | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 84% | 83% | 77% | 88% | 67% | 92% | * | 92% | 76% | 61% | 66% | 47% | 100% | 85% | 79% |
| At Meets GL Standard or Above | 60% | 56% | 51% | 68% | 33% | 73% | * | 73% | 48% | 25% | 28% | 27% | 69% | 63% | 54% |
| At Masters GL Standard | 35% | 32% | 26% | 41% | 33% | 44% | * | 42% | 24% | 6% | 8% | 15% | 31% | 36% | 29% |
| Mathematics | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 85% | 81% | 77% | 91% | 83% | 91% | * | 98% | 76% | 69% | 72% | 45% | 100% | 87% | 79% |
| At Meets GL Standard or Above | 60% | 55% | 45% | 73% | 67% | 76% | * | 73% | 46% | 28% | 32% | 26% | 88% | 64% | 51% |
| At Masters GL Standard | 29% | 27% | 16% | 35% | 50% | 52% | * | 45% | 18% | 11% | 12% | 6% | 44% | 32% | 22% |
| Writing | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 87% | 86% | 81% | 91% | * | 89% | - | 100% | 80% | 62% | 62% | 49% | * | 89% | 82% |
| At Meets GL Standard or Above | 59% | 57% | 49% | 64% | * | 73% | - | 87% | 45% | 20% | 20% | 22% | * | 59% | 59% |
| At Masters GL Standard | 23% | 25% | 15% | 25% | * | 27% | - | 53% | 16% | 2% | 2% | 6% | * | 23% | 23% |
| Science | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 82% | 76% | 76% | 89% | * | 89% | * | 94% | 70% | 60% | 60% | 35% | 100% | 84% | 75% |
| At Meets GL Standard or Above | 63% | 57% | 54% | 71% | * | 78% | * | 81% | 49% | 14% | 14% | 21% | 86% | 68% | 47% |
| At Masters GL Standard | 40% | 36% | 30% | 47% | * | 65% | * | 63% | 29% | 5% | 5% | 12% | 43% | 43% | 30% |
| Social Studies | | | | | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | | | | | |
| At Approaches GL Standard or Above | 81% | 74% | 72% | 92% | * | 89% | * | 94% | 71% | 48% | 48% | 42% | 100% | 83% | 74% |
| At Meets GL Standard or Above | 57% | 50% | 47% | 71% | * | 56% | * | 75% | 41% | 12% | 12% | 24% | 86% | 60% | 48% |
| At Masters GL Standard | 38% | 36% | 28% | 47% | * | 39% | * | 50% | 24% | 0% | 0% | 14% | 57% | 40% | 29% |

Based on the 2021-22 STAAR, Briscoe received distinction in Social Studies.

-Student Achievement (91) Briscoe received an overall 'B' rating with a score of 89 for the 2021-22 school year.

-School Progress (90)

-Closing the Gaps (84)

2021 TELPAS Results

| TELPAS GRADE 7 | TOTAL | COMP | | | | LIST | | | | SPEAK | | | | WRTG | | | | RDNG | | | |
|------------------------|-------|-------|--------|--------|----------|--------|--------|--------|----------|--------|--------|--------|----------|--------|--------|--------|----------|--------|--------|--------|----------|
| | | BEG | INTER | ADV | ADV HIGH | BEG | INTER | ADV | ADV HIGH | BEG | INTER | ADV | ADV HIGH | BEG | INTER | ADV | ADV HIGH | BEG | INTER | ADV | ADV HIGH |
| Briscoe Jr High | 56 | 1.79% | 14.29% | 60.71% | 21.43% | 3.57% | 8.93% | 32.14% | 55.36% | 7.14% | 60.71% | 28.57% | 3.57% | 3.57% | 8.93% | 32.14% | 55.36% | 8.93% | 17.86% | 33.93% | 39.29% |
| Economic Disadvantage | 45 | 2.22% | 13.33% | 57.78% | 24.44% | 4.44% | 11.11% | 37.78% | 46.67% | 6.67% | 55.56% | 33.33% | 4.44% | 2.22% | 8.89% | 33.33% | 55.56% | 8.89% | 22.22% | 35.56% | 33.33% |
| Asian | 8 | 0% | 12.50% | 50% | 37.50% | 0% | 25% | 12.50% | 62.50% | 0% | 62.50% | 37.50% | 0% | 0% | 12.50% | 37.50% | 50% | 12.50% | 12.50% | 37.50% | 37.50% |
| Black/African American | 6 | 0% | 0% | 66.67% | 33.33% | 0% | 0% | 33.33% | 66.67% | 0% | 50% | 50% | 0% | 0% | 0% | 50% | 50% | 0% | 0% | 33.33% | 66.67% |
| Hispanic | 32 | 3.12% | 12.50% | 68.75% | 15.62% | 3.12% | 6.25% | 37.50% | 53.12% | 9.38% | 62.50% | 25% | 3.12% | 3.12% | 9.38% | 28.12% | 59.38% | 6.25% | 21.88% | 37.50% | 34.38% |
| Two or More Races | 1 | 0% | 0% | 100% | 0% | 0% | 0% | 0% | 100% | 0% | 100% | 0% | 0% | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 100% |
| White | 9 | 0% | 33.33% | 33.33% | 22.22% | 11.11% | 11.11% | 33.33% | 44.44% | 11.11% | 55.56% | 22.22% | 11.11% | 11.11% | 11.11% | 33.33% | 44.44% | 22.22% | 22.22% | 22.22% | 33.33% |
| LEP | 56 | 1.79% | 14.29% | 60.71% | 21.43% | 3.57% | 8.93% | 32.14% | 55.36% | 7.14% | 60.71% | 28.57% | 3.57% | 3.57% | 8.93% | 32.14% | 55.36% | 8.93% | 17.86% | 33.93% | 39.29% |
| Special Ed Indicator | 11 | 0% | 45.45% | 45.45% | 9.09% | 0% | 18.18% | 54.55% | 27.27% | 9.09% | 72.73% | 9.09% | 9.09% | 9.09% | 36.36% | 18.18% | 36.36% | 18.18% | 18.18% | 54.55% | 9.09% |

| TELPAS GRADE 8 | TOTAL | COMP | | | | LIST | | | | SPEAK | | | | WRTG | | | | RDNG | | | |
|------------------------|-------|-------|--------|--------|----------|--------|--------|--------|----------|--------|--------|--------|----------|--------|--------|--------|----------|--------|--------|--------|----------|
| | | BEG | INTER | ADV | ADV HIGH | BEG | INTER | ADV | ADV HIGH | BEG | INTER | ADV | ADV HIGH | BEG | INTER | ADV | ADV HIGH | BEG | INTER | ADV | ADV HIGH |
| Briscoe Jr High | 53 | 5.66% | 18.87% | 43.40% | 22.64% | 13.21% | 13.21% | 16.98% | 54.72% | 18.87% | 45.28% | 30.19% | 3.77% | 5.66% | 15.09% | 18.87% | 58.49% | 15.09% | 18.87% | 32.08% | 32.08% |
| Economic Disadvantage | 35 | 2.86% | 11.43% | 57.14% | 20% | 8.57% | 8.57% | 20% | 60% | 11.43% | 54.29% | 28.57% | 2.86% | 2.86% | 14.29% | 20% | 62.86% | 11.43% | 17.14% | 37.14% | 31.43% |
| Asian | 9 | ##### | 11.11% | 55.56% | 11.11% | 22.22% | 11.11% | 11.11% | 55.56% | 33.33% | 44.44% | 11.11% | 11.11% | 11.11% | 11.11% | 55.56% | 22.22% | 22.22% | 11.11% | 44.44% | 22.22% |
| Black/African American | 2 | 0% | 0% | 100% | 0% | 0% | 0% | 50% | 50% | 0% | 100% | 0% | 0% | 0% | 0% | 0% | 100% | 0% | 0% | 100% | 0% |
| Hispanic | 29 | 6.90% | 27.59% | 34.48% | 24.14% | 13.79% | 17.24% | 17.24% | 51.72% | 20.69% | 44.83% | 34.48% | 0% | 6.90% | 17.24% | 13.79% | 58.62% | 13.79% | 27.59% | 27.59% | 31.03% |
| Two or More Races | 1 | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 100% |
| White | 12 | 0% | 8.33% | 50% | 25% | 8.33% | 8.33% | 16.67% | 58.33% | 8.33% | 41.67% | 33.33% | 8.33% | 0% | 16.67% | 8.33% | 75% | 16.67% | 8.33% | 25% | 41.67% |
| LEP | 53 | 5.66% | 18.87% | 43.40% | 22.64% | 13.21% | 13.21% | 16.98% | 54.72% | 18.87% | 45.28% | 30.19% | 3.77% | 5.66% | 15.09% | 18.87% | 58.49% | 15.09% | 18.87% | 32.08% | 32.08% |
| Special Ed Indicator | 7 | 0% | 57.14% | 28.57% | 0% | 14.29% | 42.86% | 28.57% | 14.29% | 14.29% | 85.71% | 0% | 0% | 0% | 42.86% | 0% | 57.14% | 28.57% | 42.86% | 28.57% | 0% |

2019 vs 2021 TELPAS Progress

| | Beginner | Intermediate | Advanced | Adv High |
|-----------|----------|--------------|----------|----------|
| Listening | 5% | 1% | -4% | -4% |
| Speaking | 9% | 15% | -20% | -5% |
| Reading | 2% | 2% | 5% | -10% |
| Writing | 0% | 5% | -6% | 0% |
| Composite | 0% | 6% | 3% | -14% |

| CAMPUS | Total Students | Raw Score | Scale Score | Percent Score | Yearly Progress Indicator | | | | TELPAS Composite Rating | | | | | List |
|-----------------|----------------|-----------|-------------|---------------|---------------------------|----------------|-----------------|-----------------|-------------------------|-----------|------------|------------|------------|-----------|
| | | | | | Lower/Same Level | 1 Level Higher | 2 Levels Higher | 3 Levels Higher | No Rating | Beginning | Int | Adv | Adv High | |
| Briscoe Jr High | 154 | 25 | 1590 | 68% | 47% | 52% | 1% | 0% | 0% | 1% | 13% | 43% | 44% | 0% |
| DISTRICT | 6631 | 17 | 1233 | 49% | 59% | 39% | 2% | 0% | 1% | 8% | 27% | 42% | 21% | 0% |

Beginning of the Year MAP assessment data (testing window still open with some students who have not completed their diagnostics):

| | Fall 2021-2022 NWEA Growth: Reading 6+ TX 2017, Grade 8 | | | | | |
|--------------------------------|---|------------|-----------------------------|------------|--------|---------|
| | Total Students | Percentile | STAAR Projected Proficiency | | | |
| | | | Did Not Meet | Approaches | Meets | Masters |
| Briscoe Jr High | 411 | 56.82 | 11.92% | 26.03% | 31.39% | 30.66% |
| Economic Disadvantage | 157 | 48.08 | 20.38% | 30.57% | 28.66% | 20.38% |
| American Indian/Alaskan Native | 2 | 67 | 0% | 50% | 0% | 50% |
| Asian | 43 | 70.07 | 6.98% | 11.63% | 23.26% | 58.14% |
| Black/African American | 86 | 56.99 | 6.98% | 29.07% | 34.88% | 29.07% |
| Hispanic | 131 | 47.77 | 23.66% | 26.72% | 31.30% | 18.32% |
| Two or More Races | 15 | 69.27 | 6.67% | 6.67% | 46.67% | 40% |
| White | 134 | 59.76 | 5.97% | 29.85% | 30.60% | 33.58% |
| First Year of Monitoring | 6 | 65.17 | 0% | 50% | 0% | 50% |
| LEP | 38 | 33.66 | 42.11% | 31.58% | 23.68% | 2.63% |
| Special Ed Indicator | 50 | 25.66 | 52% | 30% | 14% | 4% |
| | | | | | | |
| | Fall 2021-2022 NWEA Growth: Math 6+ TX 2012, Grade 8 | | | | | |
| | Total Students | Percentile | STAAR Projected Proficiency | | | |
| | | | Did Not Meet | Approaches | Meets | Masters |
| Briscoe Jr High | 219 | 48.51 | 15.98% | 47.03% | 32.88% | 4.11% |
| Economic Disadvantage | 101 | 42.33 | 22.77% | 52.48% | 20.79% | 3.96% |
| Asian | 17 | 57.35 | 11.76% | 35.29% | 35.29% | 17.65% |
| Black/African American | 56 | 47.21 | 14.29% | 55.36% | 30.36% | 0% |
| Hispanic | 86 | 45.47 | 20.93% | 46.51% | 29.07% | 3.49% |
| Two or More Races | 5 | 59.8 | 20% | 0% | 40% | 40% |
| White | 55 | 50.84 | 10.91% | 47.27% | 40% | 1.82% |
| First Year of Monitoring | 6 | 49.83 | 0% | 66.67% | 33.33% | 0% |
| LEP | 33 | 42.39 | 24.24% | 45.45% | 27.27% | 3.03% |
| Special Ed Indicator | 44 | 26.8 | 47.73% | 45.45% | 6.82% | 0% |
| | | | | | | |
| | Fall 2021-2022 NWEA Growth: Science 6+ TX 2017, Grade 8 | | | | | |
| | Total Students | Percentile | STAAR Projected Proficiency | | | |
| | | | Did Not Meet | Approaches | Meets | Masters |
| Briscoe Jr High | 508 | 71.08 | 4.72% | 32.09% | 37.60% | 25.59% |

| | Fall 2021-2022 NWEA Growth: Reading 6+ TX 2017, Grade 7 | | STAAR Projected Proficiency | | | |
|--------------------------------|---|------------|-----------------------------|------------|--------|---------|
| | Total Students | Percentile | Did Not Meet | Approaches | Meets | Masters |
| Economic Disadvantage | | | 20.73% | | | |
| American Indian/Alaskan Native | | | 100% | | | |
| Asian | 53 | 81.34 | 1.89% | 16.98% | 37.74% | 43.40% |
| Black/African American | 120 | 66.37 | 4.17% | 43.33% | 34.17% | 18.33% |
| Hispanic | 155 | 65.83 | 9.68% | 34.19% | 38.06% | 18.06% |
| Two or More Races | 18 | 85 | 5.56% | 0% | 44.44% | 50% |
| White | 161 | 74.6 | 1.24% | 30.43% | 39.13% | 29.19% |
| First Year of Monitoring | 13 | 79.46 | 0% | 15.38% | 53.85% | 30.77% |
| LEP | 44 | 52.32 | 18.18% | 50% | 25% | 6.82% |
| Special Ed Indicator | 52 | 42.21 | 30.77% | 51.92% | 13.46% | 3.85% |

| | Fall 2021-2022 NWEA Growth: Reading 6+ TX 2017, Grade 7 | | STAAR Projected Proficiency | | | |
|--------------------------------|---|------------|-----------------------------|------------|--------|---------|
| | Total Students | Percentile | Did Not Meet | Approaches | Meets | Masters |
| Briscoe Jr High | 461 | 62.49 | 11.50% | 26.25% | 31.67% | 30.59% |
| Economic Disadvantage | 169 | 56.3 | 16.57% | 31.95% | 28.99% | 22.49% |
| American Indian/Alaskan Native | 2 | 79.5 | 0% | 0% | 50% | 50% |
| Asian | 48 | 73.13 | 4.17% | 14.58% | 37.50% | 43.75% |
| Black/African American | 101 | 58.97 | 16.83% | 23.76% | 35.64% | 23.76% |
| Hispanic | 125 | 51.84 | 18.40% | 37.60% | 28.80% | 15.20% |
| Two or More Races | 23 | 75.13 | 0% | 26.09% | 17.39% | 56.52% |
| White | 162 | 67.74 | 6.79% | 22.84% | 31.48% | 38.89% |
| First Year of Monitoring | 16 | 63.38 | 0% | 50% | 18.75% | 31.25% |
| LEP | 63 | 43.84 | 26.98% | 39.68% | 30.16% | 3.17% |
| Special Ed Indicator | 53 | 39.19 | 35.85% | 39.62% | 11.32% | 13.21% |
| | | | | | | |
| | Fall 2021-2022 NWEA Growth: Math 6+ TX 2012, Grade 7 | | STAAR Projected Proficiency | | | |
| | Total Students | Percentile | Did Not Meet | Approaches | Meets | Masters |
| Briscoe Jr High | 347 | 57.21 | 14.70% | 43.80% | 25.94% | 15.56% |
| Economic Disadvantage | 129 | 47.68 | 24.81% | 48.06% | 19.38% | 7.75% |
| American Indian/Alaskan Native | 1 | 88 | 0% | 0% | 0% | 100% |
| Asian | 41 | 70.34 | 7.32% | 26.83% | 34.15% | 31.71% |

| Fall 2021-2022 NWEA Growth: Reading 6+ TX 2017, Grade 7 | | | | | | |
|---|----------------|------------|-----------------------------|------------|--------|---------|
| | Total Students | Percentile | STAAR Projected Proficiency | | | |
| | | | Did Not Meet | Approaches | Meets | Masters |
| Black/African American | 69 | 49.2 | 20.29% | 50.72% | 20.29% | 8.70% |
| Hispanic | 100 | 46.61 | 25% | 50% | 19% | 6% |
| Two or More Races | 18 | 67.78 | 0% | 50% | 38.89% | 11.11% |
| White | 118 | 64.43 | 7.63% | 39.83% | 30.51% | 22.03% |
| First Year of Monitoring | 10 | 54.5 | 0% | 70% | 30% | 0% |
| LEP | 57 | 42.35 | 31.58% | 52.63% | 12.28% | 3.51% |
| Second Year of Monitoring | 2 | 36.5 | 0% | 100% | 0% | 0% |
| Special Ed Indicator | 36 | 29.64 | 55.56% | 33.33% | 5.56% | 5.56% |

Student Learning Strengths

2021 vs 2022 STAAR Strengths:

Briscoe Junior High increased percentages in all areas.

We increased our masters percentage overall by 8%.

Reading/ELA Masters grew 13% from 2021 to 2022.

Science approaches grew 7% from 2021 to 2022.

Social Studies Masters grew 8% from 2021 to 2022.

Based on the 2018-2019 STAAR, Briscoe received distinction in social studies.

2019 vs 2021 TELPAS Progress:

| | Beginner | Intermediate | Advanced | Adv High |
|-----------|----------|--------------|----------|----------|
| Listening | 5% | 1% | -4% | -4% |
| Speaking | 9% | 15% | -20% | -5% |
| Reading | 2% | 2% | 5% | -10% |
| Writing | 0% | 5% | -6% | 0% |

| | Beginner | Intermediate | Advanced | Adv High |
|-----------|-----------------|---------------------|-----------------|-----------------|
| Composite | 0% | 6% | 3% | -14% |

TELPAS Strengths:

- *41% of EB students participated in Summit K12 to focus on Listening and Speaking proficiency skills.
- *35 students participated in Zoom and In School STEM Camps focusing on Science TEKS using sentence stems and academic vocabulary.
- *5% growth in students scoring Advanced in Reading
- *No decline in the percentage of students scoring AH in writing
- *When EB students meet the criteria to reclassify, they continue to show progress and meet standards. (STAAR First Year of Monitoring chart)
- *Students and staff are becoming more aware of the positive benefits of the ESL program due to professional development opportunities, EB tutorials, STEM Camp, and Parent Involvement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: From 2019 to 2021, Briscoe's EB students' Advanced and Advanced High ratings in Listening, Speaking, Reading, and Writing decreased by 5%-25%. **Root Cause:** Root Cause 1. Need for more training in the areas of academic vocabulary and sheltered strategies to increase English Proficiency. 2. Throughout 2020-2021, 30%-50% of EB students participated in Virtual Learning for 1 or more six weeks. 3.

School Processes & Programs

School Processes & Programs Summary

| Instructional Processes | Personnel Processes | Organizational Processes | Behavioral/Social Emotional Processes |
|--|---|--------------------------------------|--|
| 30 minute daily advisory built into the school day where teachers can pull students to do reteach and reassessment | Department chairs | Core Team | Character Counts |
| MTSS/RtI-academic support | Common planning time for content teams | Site Based Decision Making Committee | Counselor classroom lessons |
| Sheltered Instruction | Before and after school faculty meetings | | MTSS/RtI-behavioral support |
| Teachers have access and utilize Eduphoria for assessments and data | Academic and EB Facilitators | | PBIS |
| Teachers use programs such as Lead4ward to design lesson plans and assessments | Mentors for new teachers | | Solution Focused |
| Teachers participate in PLC's in order to identify the levels of their students and how exactly to help them grow | Multiple teacher leadership opportunities at the campus and district levels | | “Caught with Character” weekly teacher nominations |
| Teachers utilize ESL facilitator to obtain teaching strategies to help EL population | | | Restorative Discipline |

Briscoe Junior High has highly effective teams. The Core Team meets weekly and consists of administrators, Academic Facilitators, EB Facilitator, and counselors. Content teams meet weekly to plan and analyze data to improve student achievement. Systems in place are monitored and adjusted on a consistent basis to impact both teacher effectiveness and student growth.

Briscoe Junior High has a dedicated 30 minute advisory time built into the daily schedule. Students are grouped by need and provided with targeted interventions. Advisory is designed to maximize student success and progress is routinely monitored and adjusted. Students who qualify for HB 4545 as well as RTI are provided intervention during this time. Teachers also have the ability to pull students who are in need of reteach and reassessment.

School Processes & Programs Strengths

Briscoe Junior High has a dedicated 30 minute advisory time built into the daily schedule.

Briscoe Junior High teachers have access to two academic facilitators and one EB facilitator.

Briscoe Junior High content teams have daily common planning times.

Briscoe Junior High administrators complete 10 classroom walkthroughs each week to monitor instruction and the impact on student achievement thus administrators provide quick and actionable feedback to teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While content teams have common planning times, special education Resource/Inclusion teachers do not. It would be beneficial for special education teachers to have the same planning time as the subject they are servicing and/or the same planning time as their team. **Root Cause:** Briscoe Junior High has a large population of students receiving special education services. Briscoe is a growing campus with 6 Resource and/or Inclusion teachers. Our SLC program now has 21 students.

Perceptions

Perceptions Summary

Briscoe Junior High works to create a climate that fosters partnerships between families, the surrounding community, and the school. Briscoe has an active POB (Parents of Briscoe organization). An "Eagle Update" is sent home weekly by the principal. Briscoe utilizes several social media platforms to keep parents and families informed of outstanding learning experiences that occur on campus as well as highlighting extracurricular activities (theater, choir, art, sports, etc.).

Briscoe provides academic/athletic/Fine art pep rallies (3 for the year) to recognize students where parents are invited. Fine Arts provides numerous performances throughout the year for the school and community. Site based committee meets periodically to discuss school issues. Counselors recognize students on a weekly basis who have exhibited the monthly character trait (Character Counts).

Based on the 2019-2020 Climate Survey, parents rated the overall quality of Briscoe at 92%.

Perceptions Strengths

Briscoe Junior High has an active POB with a strong home to school connection.

Based on the 2019-2020 Climate Survey, parents rated the overall quality of Briscoe Junior High at 92%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There has been an increase in the number of posts made on social media platforms highlighting outstanding learning experiences and extracurricular activities but the number of followers remains the same as last year. Posts are not reaching most stakeholders. **Root Cause:** Social media pages need to be advertised for stakeholders to easily follow. Links can be included in the weekly "Eagle Update" and Smore Newsletter in addition to remind.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: During the 2022-2023 school year, Briscoe JH students will improve current scores or grow towards the STAAR expectations of 90/60/30 as measured by the 2022-2023 Math, ELA, Science and Social Studies STAAR exams.





Performance Objective 1: 7th and 8th Grade Reading: Maintain or improve the current 90/60/30 Approaches, Meets, and Masters

8th Grade Social Studies and Science: Maintain or improve the current 90/60/30 Approaches, Meets, and Masters

8th Grade Math: Increase goals to 90/60/30





7th grade Math: Increase to 75/35/10

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: All students will take the MAP diagnostic test at the beginning, middle and end of the year. Teachers will utilize the diagnostic data to focus on specific areas of improvement for each student and will provide enrichment opportunities during Advisory 4 times a week.</p> <p>Strategy's Expected Result/Impact: Growth in Approaches, Meets and Masters</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Ensure teachers have the necessary resources/materials to support teachers with effective intervention instruction.</p> <p>Strategy's Expected Result/Impact: Growth in Approaches, Meets, and Masters</p> <p>Staff Responsible for Monitoring: Facilitators Department Chairs</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Resources and Materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,500</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 3: Utilize Zero Period/Advisory and Before/After school to provide tutorials and enrichment.</p> <p>Strategy's Expected Result/Impact: Growth in Approaches, Meets, and Masters</p> <p>Staff Responsible for Monitoring: Administration Facilitators Teachers Part-time tutors</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$14,099</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |





Goal 1: During the 2022-2023 school year, Briscoe JH students will improve current scores or grow towards the STAAR expectations of 90/60/30 as measured by the 2022-2023 Math, ELA, Science and Social Studies STAAR exams.

Performance Objective 2: Continue utilizing the 7 Steps to a Language Rich Interactive Classroom to increase students' use of Academic Vocabulary using Structured Speaking, Reading and Writing.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Provide 7 Steps to a Language Rich Interactive Classroom Professional Development throughout the school year to all staff focusing on Academic Language utilizing Structured Speaking, Reading and Writing. Monitor the execution and implementation of the 7 Steps through classroom observations and provide appropriate feedback.</p> <p>Strategy's Expected Result/Impact: Growth in Approaches, Meets, and Masters</p> <p>Staff Responsible for Monitoring: Administrators Facilitators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Reinforce Academic Language and Structured Speaking, Reading and Writing strategies through monthly PLC meetings. District, Campus Facilitators and teachers will conduct professional development incorporating the 7 Steps and provide feedback on how to effectively integrate strategies into lesson plans and instruction.</p> <p>Strategy's Expected Result/Impact: Growth in Approaches, Meets and Masters</p> <p>Staff Responsible for Monitoring: Administrators Facilitators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Goal 1: During the 2022-2023 school year, Briscoe JH students will improve current scores or grow towards the STAAR expectations of 90/60/30 as measured by the 2022-2023 Math, ELA, Science and Social Studies STAAR exams.

Performance Objective 3: Equip students and align classroom strategies to prepare students for online testing.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Train teachers and implement strategies in the classroom to provide opportunities for students to discuss, draft, and create written responses for presentations (power point, Canva, Prezi).</p> <p>Strategy's Expected Result/Impact: Students are better prepared for online testing</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide opportunities for students to build keyboarding skills during Advisory using apps such as Typing Club in ClassLink.</p> <p>Strategy's Expected Result/Impact: Students are better prepared for online testing.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 1: During the 2022-2023 school year, Briscoe JH students will improve current scores or grow towards the STAAR expectations of 90/60/30 as measured by the 2022-2023 Math, ELA, Science and Social Studies STAAR exams.

Performance Objective 4: Provide opportunities for students and teachers to set goals and track performance to monitor progress toward achieving the specified percentage increase on STAAR.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Students will use TEKS based "I can" statements each instructional unit to track their performance on assessments and understanding of the TEKS through interactive notebooks and/or classroom charts in order to readily monitor individual progress.</p> <p>Strategy's Expected Result/Impact: Growth and/or mastery of skills on each major assessment</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Students will utilize the MAP student growth tracker to set goals, monitor progress and celebrate achievements in their areas in need of improvement.</p> <p>Strategy's Expected Result/Impact: Growth in Approaches, Meets and Masters</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Briscoe JH will meet the targeted goal for Approaches/Meets/Masters for SPED and EB students while closing the gaps as measured by the 2022-2023 Math, ELA, Science and Social Studies Campus Assessments, MAPS, Benchmark, TELPAS and STAAR exams.

Performance Objective 1: SPED Students:

8th grade Math, Reading Science, and Social Studies: 55/20/8

7th grade Reading: 58/28/20

7th grade Math: 36/8/2

EB Students:





8th grade Math, Reading, and Science: 80/38/18

8th grade Social Studies: 69/35/15

7th grade Reading: 82/50/40





7th grade Math: 63/26/5

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: All students will take the MAP diagnostic test at the beginning, middle and end of the year. Teachers will utilize the diagnostic data to focus on specific areas of improvement for each student and will provide tutorial opportunities during Advisory.</p> <p>Strategy's Expected Result/Impact: Growth in Approaches, Meets and Masters and close the Gap</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Ensure teachers have the necessary resources/materials to support teachers with effective intervention instruction.</p> <p>Strategy's Expected Result/Impact: Growth in Approaches, Meets and Masters and close the Gap</p> <p>Staff Responsible for Monitoring: Facilitators Department Chairs</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 3: Provide teachers opportunities to participate in Learning Walks, and utilize Sheltered Instruction Strategies through modeling and coteaching with District Coaches.</p> <p>Strategy's Expected Result/Impact: Growth in Approaches, Meets, and Masters and help close the gaps.</p> <p>Staff Responsible for Monitoring: Administration Facilitators District Coaches Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |





Goal 2: Briscoe JH will meet the targeted goal for Approaches/Meets/Masters for SPED and EB students while closing the gaps as measured by the 2022-2023 Math, ELA, Science and Social Studies Campus Assessments, MAPS, Benchmark, TELPAS and STAAR exams.

Performance Objective 2: SPED teachers will meet with Gen Ed Core teachers every other week during planning time to ensure alignment with the curriculum and the students IEPs.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: While lesson planning SE teachers will provide appropriate accommodations and modifications for SPED students by using IEP, Stetson training strategies and Lead4ward resources. This will be denoted in the lesson plans.</p> <p>Strategy's Expected Result/Impact: Growth in Approaches, Meets and Masters and help close the gap</p> <p>Staff Responsible for Monitoring: SPED staff Gen Ed Teachers Administrators</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Disaggregate data in Eduphoria Aware during PLC meetings to determine strengths and weaknesses of SPED and EB students and to focus on strategies needed to improve student mastery of each learning objective.</p> <p>Strategy's Expected Result/Impact: Growth in Approaches, Meets and Masters and help close the gap</p> <p>Staff Responsible for Monitoring: SPED staff Gen Ed Teachers EB Facilitator Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: Briscoe JH will cultivate a school community that supports the needs of teachers, parents, and students that addresses the social, emotional and academic needs of all stakeholders. BJH will reach for a goal of 75% of responses (strongly agree or agree) from parents and students on the K-12 Climate survey regarding relationship between home and school.





Performance Objective 1: Provide opportunities for parents and personnel to engage in school activities on how to support their students in the areas of social, emotional and academic needs.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Administration and counselors will provide weekly parent communication through school newsletter to communicate information and answer any questions that pertain to the well being of students academically and socially.</p> <p>Strategy's Expected Result/Impact: Provide adequate support that meets the needs of their child and all students to progress in their areas of social, emotional and academic performance.</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Counselors Teachers</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide parent engagement events in the fall and spring semesters (ex. Pizza with Principals, Lunch and Learn, Coffee Conversations) to help improve students academic and socio/emotional well being.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and open communication.</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Department Chairs</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: Briscoe JH will cultivate a school community that supports the needs of teachers, parents, and students that addresses the social, emotional and academic needs of all stakeholders. BJH will reach for a goal of 75% of responses (strongly agree or agree) from parents and students on the K-12 Climate survey regarding relationship between home and school.





Performance Objective 2: Support the emotional needs of teachers and work to foster a school climate that is inclusive and celebrates success.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Conduct staff wellness challenges that address emotional and mental health.</p> <p>Strategy's Expected Result/Impact: Increase optimal levels of performance and work/home balance.</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Engage in a variety of activities to increase staff morale including but not limited to: theme days, teacher recognition, staff luncheons, and teacher appreciation events.</p> <p>Strategy's Expected Result/Impact: Increased positive attitudes and morale</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide teachers with resources and support tools that address their mental/emotional needs.</p> <p>Strategy's Expected Result/Impact: Increase in staff performance</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 4: Revitalize teacher workrooms and lounge to create more inviting, calm, enjoyable spaces.</p> <p>Strategy's Expected Result/Impact: Increased positive attitudes, morale, and staff performance.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |





Goal 3: Briscoe JH will cultivate a school community that supports the needs of teachers, parents, and students that addresses the social, emotional and academic needs of all stakeholders. BJH will reach for a goal of 75% of responses (strongly agree or agree) from parents and students on the K-12 Climate survey regarding relationship between home and school.

Performance Objective 3: Provide support for students' social and emotional needs in a safe, secure, inclusive, school environment.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Provide lunch bunches for high needs students. Strategy's Expected Result/Impact: Support and understanding and building stronger, more positive relationships Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Utilize BJH Counselors, HGI Therapist and LCISD Family Support Specialists to provide support for at risk students including residential treatment center student and those suffering with mental or emotional health, through mentor programs and monitoring of student behavior. Strategy's Expected Result/Impact: Provide support/minimize discipline Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Incorporate Character Counts through Counselor designed lessons presented by teachers during Wednesday Advisory time to increase relevance and effectiveness. Strategy's Expected Result/Impact: Increase positive behavior and build relationships Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Goal 3: Briscoe JH will cultivate a school community that supports the needs of teachers, parents, and students that addresses the social, emotional and academic needs of all stakeholders. BJH will reach for a goal of 75% of responses (strongly agree or agree) from parents and students on the K-12 Climate survey regarding relationship between home and school.

Performance Objective 4: Begin planning stages of implementing PBIS at Briscoe JH.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Form a PBIS committee to create campus expectations/behaviors and collaborate with school staff to generate a foundational system (Briscoe Way)</p> <p>Strategy's Expected Result/Impact: Create a support system for students, staff and families</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: PBIS Committee will meet monthly to analyze behavior data and problematic campus locations, create, monitor and revise action plans, and communicate results to all staff.</p> <p>Strategy's Expected Result/Impact: Consistent expectations across the campus</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Goal 4: During the 2022-2023 school year, Briscoe Junior High's Emergent Bilingual students will increase their English Proficiency levels by 1 year's growth and/or work towards the goal of Advanced High in all 4 domains of Listening, Speaking, Reading, and Writing as measured by the 2023 TELPAS/LAS Links tests. This will involve Title III Funds to support Performance Objectives and Strategies.

Performance Objective 1: Increase academic vocabulary, speaking, reading and writing skills for EBs.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Provide weekly 25 minute tutorials using Summit K12 focusing on listening, speaking, reading and writing skills to increase academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Increase students' use of Academic vocabulary and proficiency levels in listening, speaking, reading and writing</p> <p>Staff Responsible for Monitoring: EB Facilitator</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide monthly teacher trainings in the areas of ELPS, Content and Language Objectives, PLDs, Sheltered Strategies and Vocabulary Instruction and TELPAS.</p> <p>Strategy's Expected Result/Impact: Increase students' use of Academic vocabulary and proficiency levels in listening, speaking, reading and writing</p> <p>Staff Responsible for Monitoring: EB Facilitator</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Goal 4: During the 2022-2023 school year, Briscoe Junior High's Emergent Bilingual students will increase their English Proficiency levels by 1 year's growth and/or work towards the goal of Advanced High in all 4 domains of Listening, Speaking, Reading, and Writing as measured by the 2023 TELPAS/LAS Links tests. This will involve Title III Funds to support Performance Objectives and Strategies.

Performance Objective 2: Develop and train teachers on effective sheltered instruction strategies .

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 1: Continue training teachers to use the 7 Steps to a Language Rich Interactive Classroom focusing on Structured Speaking, Reading and Writing and provide goal setting, coaching, modeling, resources and feedback each six weeks.</p> <p>Strategy's Expected Result/Impact: Increase students' use of Academic vocabulary and proficiency levels in listening, speaking, reading and writing</p> <p>Staff Responsible for Monitoring: EB Facilitator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Conduct Learning Walks with EB and Academic Facilitator and teachers to observe and discuss ways to implement Sheltered Strategies in their classroom.</p> <p>Strategy's Expected Result/Impact: Increase students' use of Academic vocabulary and proficiency levels in listening, speaking, reading and writing</p> <p>Staff Responsible for Monitoring: Administrators Academic Facilitator EB Facilitator</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: During the 2022-2023 school year, Briscoe Junior High's Emergent Bilingual students will increase their English Proficiency levels by 1 year's growth and/or work towards the goal of Advanced High in all 4 domains of Listening, Speaking, Reading, and Writing as measured by the 2023 TELPAS/LAS Links tests. This will involve Title III Funds to support Performance Objectives and Strategies.

Performance Objective 3: Increase EB Parent Involvement at home and school.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Provide family night teaching sheltered strategies to use at home and explain the TELPAS process.</p> <p>Strategy's Expected Result/Impact: Increase students' use of Academic vocabulary and proficiency levels in listening, speaking, reading and writing</p> <p>Staff Responsible for Monitoring: EB Facilitator</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide monthly Scholastic Science magazines to EB students through TITLE III funds to increase reading volume and parent participation at home.</p> <p>Strategy's Expected Result/Impact: Increase students' use of Academic vocabulary and proficiency levels in listening, speaking, reading and writing</p> <p>Staff Responsible for Monitoring: EB Facilitator</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

State Compensatory

Budget for Briscoe Junior High

Total SCE Funds: \$16,500.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We will use this to pay for tutoring and materials needed to ensure that students receive additional support to be more successful on end of course exams.

Campus Funding Summary

| 199 PIC 24 State Compensatory Ed (SCE) Accelerated | | | | | |
|--|-----------|----------|--------------------------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Supplemental Resources and Materials | | \$2,500.00 |
| 1 | 1 | 3 | Tutors | | \$14,099.00 |
| Sub-Total | | | | | \$16,599.00 |
| Budgeted Fund Source Amount | | | | | \$16,599.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$16,599.00 |
| Grand Total Spent | | | | | \$16,599.00 |
| +/- Difference | | | | | \$0.00 |