

# COLUMBIA-BRAZORIA ISD

## District Improvement Plan 2019/2020

*Catch the Challenge! Learn for Life!*



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Date Reviewed: 07/30/2019

Date Approved: 09/17/2019

# COLUMBIA-BRAZORIA ISD Site Base

Name	Position
Miller, Candyce	Counselor WBJH
Miller, Chris	Assistant Superintendent
Fowler, Samantha	Director School Improvement
Kelly, Jennifer	Director Special Programs
Galloway, Hannah	Behavior Specialist
Belote, Tara	Campus Administrator
West, Dana	Campus Manager
Bolton, Roxana	Campus Administrator
Thoe, Wendy	Campus Manager
Mccarthy, Mary	Campus Administrator
Harrington, Krista	Campus User
Murphy, Dina	Campus Manager
Kinney, Jeffrey	Campus Manager
Jeffery, William	Campus Manager
Mcreynolds, Robert	Campus Manager
Salazar, Christel	Campus Manager
Howard, Iris	Teacher
Segovia, Julie	Teacher
Higginbothom, Kristy	Community Member
Humbird, Kathy	Community Member
Jones, Darlene	Teacher
Murphy, Dina	Campus
Hogan, Catrina	Homeless Liaison
Tinsley, Brenda	Community Business
Logsdon, Lori	Campus User
Galvez, Melissa	Campus User
Graham, Kate	Campus User

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

Multi-Year Trends

### Demographics Strengths

CBISD has a diverse population that has remained relatively stable over years. Trends indicate an increase in Hispanic student population and increase in English Language learners, however, this is primarily due to the changes over the years of ways to "test" out of eligibility. CBISD has a growing number of teachers with certification in ESL due to efforts at the district level to require any new core teacher to obtain certification and to assist any existing core teacher to also obtain certification.

CBISD makes an effort to hire diverse staff as well. The demographics for over all staff is very close to the student population demographics, however, the teachers tend to be of white heritage.

A trend in the district is to hire teachers and teacher assistants as well as other staff from the local area. This is due to the lack of housing to entice outside candidates and familiarity with the population here. CBISD has obtained a TEA funded "Grow Your Own Grant" to help local teacher assistants or substitutes to receive financial support and other district resource support to pursue their teaching certificate or bachelors degree in education. Four staff members are currently receiving this support and will commit to staying for at least one year following the end of the grant. This grant also supports the growth of potential teacher candidates from the Career and Tech high school education program.

### Demographics Weaknesses

CBISD has a growing number of teachers with certification in ESL due to efforts at the district level to require any new core teacher to obtain certification and to assist any existing core teacher to also obtain certification. However, there is a lack of teachers with Bilingual certification, and due to the numbers of students identified as LEP or EL (English Language learner) the district has to apply for a Bilingual waiver in order to service the students through the ESL program. Efforts have been made to recruit Bilingual staff, but due to the lack of housing, distance from major cities and better pay in larger districts for this expertise, CBISD has been unable to add any Bilingual teaching staff. However, an effort to recruit and hire bilingual teacher assistants has resulted in having staff available on each campus who can communicate in Spanish.

### Demographics Needs

CBISD needs to obtain a pathway to ensure Biligual teaching staff can be employed and continue efforts to have staff obtain ESL certification.

CBISD needs to continue to bring in ethnically diverse teachers.

CBISD needs to build a pathway for local interested staff to become teachers in their home district.

# Comprehensive Needs Assessment

## Demographics Summary

The district has approximately 3000 students. The average socio economic percentage for the district is around 55% with Wild Peach Elementary is close to 80% and West Columbia Elementary is at about 40%. The sub categories of the population are 60% white, 28% Hispanic and 17% Afro American. There is a small % of 2 or more races as well. Teacher demographics is mirroring African American demographics, however, Hispanic is much lower in teachers but looks better with looking at the teacher assistants. CBISD is aware of the diversity needs and has a number of efforts in place to increase diversity among the teaching staff. This include: Grow Your Own Grant, ESL certification processes, and employment of bilingual staff in teacher support roles.

## Student Achievement

### Student Achievement Data Sources

ACT/SAT Data  
CIRCLE/CLI PreK results  
Disaggregated STAAR Data  
I-Ready results

### Student Achievement Strengths

College and Career rating are strong and continue to rise due to the opportunities students have to work within the CTE program for certifications, test with college ready assessments and military connections. Growth from last year STAAR and EOC scores were evidenced as the district was granted a waiver from accountability due to Hurricane Harvey impact.

2019 District and campus ratings are as follows:

COLUMBIA-BRAZORIA ISD B 80 B 82 D 69 B 83 B 83 C 73  
COLUMBIA H S B 80 B 82 C 72 C 78 C 78 C 74  
WEST BRAZOS J H C 70 D 69 C 70 F 58 C 70 C 70  
WEST COLUMBIA EL C 71 C 72 C 72 D 60 C 72 D 67  
WILD PEACH EL D 68 D 65 D 69 D 66 D 69 D 66  
BARROW EL F 55 D 65 F 56 D 60 D 60 F 30

### Student Achievement Weaknesses

# Comprehensive Needs Assessment

## Student Achievement Weaknesses (Continued)

Early literacy growth continues to be a struggle with close to 50% of the student arriving to campuses not ready for their grade level. This has resulted in low 3rd grade STAAR scores in reading.

Writing continues to be a struggle as well, with inexperienced teachers and understanding how to best implement the curriculum.

English 1 achievement scores are scoring low.

Principal ability to supervise curriculum growth meetings and discussions has been a targeted area for growth.

## Student Achievement Needs

Literacy coaches have provided great amounts of support, however, they only work with K-3. The need is to expand this type of support to 4-6 as well. In addition the district is in need of ongoing systematic training and coaching in the early literacy years to build a strong foundation for students and provide teachers with a deeper understanding of how to address the multiple areas in reading/ balanced literacy.

Ongoing efforts to support English 1 students is needed in order for them to be more successful with the EOC English 1 test.

## Student Achievement Summary

Due to ratings of D and F, the district is undergoing several efforts to assist principals and teachers grow. The TIP process and the ESF processes are being done jointly. The systematic processes of TIP and ESF will help the campuses and district to identify levers of need and TIP will provide an action approach process to help teachers "Get Better Faster" through the ongoing observation feedback paired with coaching. Steps have been implemented to increase student achievement through new curriculum resources, enhanced training and other coaching processes from the READ Grant, the TIP Grant, district literacy coaches and Region 4 consultant. In addition, student achievement is supported through in school with family and student support services and afterschool support such as tutorials from CIS and ACE programs as well and a United Way Grant program through CIS for additional mental health.

## School Culture and Climate

### School Culture and Climate Data Sources

Discipline Referrals

Multi-Year Trends

# Comprehensive Needs Assessment

## School Culture and Climate Strengths

CBISD is seeking to secure a bond to realign campuses and therefore has held numerous parent forums to solicit feedback from parents about the culture, climate and concerns. Overall, the community feels positive about the district and supports teachers and administration with efforts to realign and adjust school grade assignments. Most of the concerns came from parents not wishing their children to have to change schools frequently due to grade spans and concerns about having large populations of students at each school. Each campus does conduct surveys on climate and culture periodically and the overall impression is that staff and students feel safe at the schools and appreciate the safety measures taken to improve security. Overall, they feel satisfied with discipline and teacher attention to their child's needs. Due to partnerships with outside agencies, additional mental health services have been provided to district students. CIS provides support through student services, ACE after school and CIS Mental Health is an additional service. District behavior staff have also been added to the elementary and junior high to support the students in need of alterations to their school day due to their high behavioral needs.

## School Culture and Climate Weaknesses

Through survey data there appears to be isolated areas of bullying that students or parents feel are not being paid attention to. In addition, the incidences of students with more aggressive behavior has increased and more people are aware of incidences occurring at schools.

## School Culture and Climate Needs

Behavioral support is an ongoing high need. Mental health support resources are also a high desire. Bullying is an ongoing concern to keep students safe.

## School Culture and Climate Summary

The District has concerns about grade alignment and facilities and is seeking a bond to construct needed facilities. In the meantime, an Early Childhood campus has been provided for the southern end in order to allow teachers to have collaboration time and students to have a number of teacher and socialization options. CIS has provided a number of additional services to assist with student and family needs as well as mental health issues. Behavioral staff has been put in place to work with students with more aggressive and ongoing behavioral concerns. Counselors and district are seeking resources to keep bullying from occurring. School safety is a high priority and multiple efforts have been put in place to ensure safe environments and campuses.

# Staff Quality, Recruitment and Retention

## Staff Quality, Recruitment and Retention Strengths

# Comprehensive Needs Assessment

CBISD has secured a TEA sponsored Grow Your Own grant to provide support and additional resources for local high school students considering a pathway into teaching, support local staff with a bachelors degree to be connected with the ACP pathway and for staff who have 60 hours to obtain their bachelors degree in education and become certified teachers. For existing elementary teachers looking to become leaders, the district has implemented Literacy Coaches in K-3 and is establishing one for 4-6, has lesson plan facilitators to write plan and work with staff to implement and Content Leaders who also are responsible for team meetings, lesson plans, assessments and assisting staff. In addition, many of these campus leaders are involved in the Texas Instructional Leadership (TIL) process to sharpen and hone skills as leaders and coaches. Incentive pay has been put in place for teachers securing students scored in the Meets and Masters area of the STAAR and EOC tests. Another grant, READ Academy Grant has been in place for the lowest socio-economic elementary schools preparing the K-5 ELAR staff to have certification in the Science of Teaching Reading (STR) requirement set out by HB3 this summer.

## Staff Quality, Recruitment and Retention Weaknesses

Teacher induction program and ongoing new staff support is lacking in the district. Ability to find bilingual teachers is lacking. Special Ed certified teacher are also hard to find. Anticipation of hiring ELAR teacher with READ or Science of Teaching Reading (STR) certification will become a very great problem.

## Staff Quality, Recruitment and Retention Needs

The district needs to continue to grow leadership and provide paths for skilled teacher leaders to expand their skills and be provided an incentive for extra skills. The district should consider a induction program or series of programs to assist new staff with getting acclimated.

## Staff Quality, Recruitment and Retention Summary

CBISD provides a number of incentives to encourage staff to stay and grow with the district. Induction processes should be reviewed for best processes to keep new staff and allow them to feel secure and satisfied. Efforts to recruit future teachers through Grow Your Own Grant will need to be supported after the grant funds expire. The CTE program supports this growth through the Education and Training program. The leadership efforts underway look to be promising practices to encourage staff retention.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Data Sources

CIRCLE/CLI PreK results  
I-Ready results

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Data Sources (Continued)

Multi-Year Trends

## Curriculum, Instruction and Assessment Strengths

Survey results through TIL and ESF self-assessments indicate strong development of the curriculum, assessment and learning cycle. Lesson planning at elementary is led by strong subject leaders and require teachers to meet on a regular basis to collaborate and share resources. Newly adopted materials with connected training both internal such as coaches and external, such as Region 4 consultants through district contract and through the Reading Academy Grant secured by CBISD are in place and add to the understanding of how reading should be taught. Curriculum leaders called Content Leaders or Lesson Plan Facilitators have helped to minimize the disconnect between the curriculum and assessment and instruction and provide a platform for staff to collaborate from. Moving all 2-6 to one campus in the southern end of the district has helped with collaborative planning and training and allows for a clearer understanding of curriculum, instruction and assessment expectations that is more aligned. Utilization of the Literacy Coaches to ensure instructional expectations are aligned and appropriate as well as the curriculum and resources are sound for K-3 ELAR has been very beneficial.

## Curriculum, Instruction and Assessment Weaknesses

Since moving away from Teks RS as the main curriculum, assessments are not as rigorous and may not be as tightly tied to the TEKS as they were with the CScope or Teks RS provided. Data analysis is happening but the action step to improve areas of weakness are not strong so that the district is not closing gaps. Not having a Literacy Coach in 4-6 has presented a less cohesive process for curriculum, instruction and assessment.

## Curriculum, Instruction and Assessment Needs

Additional literacy coaches for grades 4-6 along with a coach for 5-8 new ELAR would be most helpful. This practice in K-3 has been very helpful. Math coaches would also be beneficial.

## Curriculum, Instruction and Assessment Summary

The Literacy Coach model is productive and sound with ensuring instruction, curriculum and assessment are aligned. Expanding this process to upper elementary ELAR and to math would be very beneficial. Consolidation of Prek is also extremely helpful for the team and is assisting teachers with collaboration and alignment of teaching and assessments as well as the 2-6 in the southern part of district. Secondary ELAR is also in need of alignment and coaching.

# Comprehensive Needs Assessment

## Family and Community Involvement

### Family and Community Involvement Strengths

Family engagement activities are provided in multiple ways in the district. PreK and Kindergarten start the year with a Yahoo-BooHoo welcome for parents, they provide open house for the families at all elementary schools to attend and meet staff and have a welcoming educational session in the fall to get started. All campuses open their doors for parental educational opportunities, with a focus on the family at the elementary level. Family engagement is strengthened at the elementary with literacy nights, math nights, STEM nights with activities for all ages and educational events for adults. Literacy focus is strong and individual parent meetings are scheduled in the lower grades for parents to understand their child's strengths and needs as well as the school year focus. At the secondary multiple extra curricular opportunities are open to families and are very well attended Sports, music and theater all bring in sell out crowds and ag opportunities bring out family support as well. Secondary also provides educational sessions for FAFSA enrollment and help, college readiness and important items for parents and students to be aware of. Survey's generally show that parents feel there is strong family involvement opportunities. Volunteers are always welcomed and provided opportunities to assist the school with their talents. Field trips are always well attended by families as well. Title I meeting are held 2 times a year for families to provide feedback and are paired with other events to ensure maximum participation. All federal programs feedback meeting for program planning are also held at a public event in order to provide maximum participation.

### Family and Community Involvement Weaknesses

Even with multiple opportunities for parental feedback, many do not have much to say. There is a larger discussion when it comes to facilities or parking however, when it comes to educational programs it becomes less vocal.

### Family and Community Involvement Needs

The district is considering other options for how parents can contribute, utilizing technology, etc.

### Family and Community Involvement Summary

There are many district and campus provisions, programs and efforts made to have parents and families involved in the planning, operating and discussion on education of our children. The district and campuses continue to investigate and initiate ways for families to feel comfortable with participating and contributing. There is strong family involvement with events that students are involved in and great efforts are made by campuses to help families attend events. The district is investigating other methods to allow parents to contribute using technology.

## School Context and Organization

# Comprehensive Needs Assessment

## School Context and Organization Strengths

CBISD reorganized elementary configuration at the southern end of the district to assist with providing support for teachers and allowing for sharing of resources. WPE is an Early Childhood campus for Early Childhood Special Education, all district Prek and for south area Kinder and 1st grade. Plans are underway to seek a bond to construct a new wing and move 6th grade to the JRHS campus. This would help with fine arts issues as well as allow students more flexibility on classes to prepare for high school and college readiness.

## Technology

### Technology Strengths

CBISD has enhanced the network capabilities for multiple years to allow for sufficient wifi availability at the schools. Multiple fundings have been provided to purchase chromebook carts so that grades 2-8 have access in classrooms for students to use 1:1. Junior HS has chromebook carts as well but they are in a replacement process now. High School provided opportunities for students to check out a chromebook for use at home or school. Erate discounts have been applied each year. Teachers have up to date equipment that is replaced on a maintenance schedule. The district has contracted with two different vendors to provide internet services. The Tech department has a group of talented technicians, however, turn over is relatively high.

### Technology Weaknesses

Updating equipment is a challenge as it is quickly out of date. Funding opportunities are constantly being sought in order to keep equipment up to date. Teacher capabilities to utilize new programs and equipment continues to be a challenge.

### Technology Needs

Ample funding to stay abreast of new trends and keep qualified staff as well as the ability to upgrade and update efficiently is the greatest need in CBISD. Internet access for students in their home is also a huge challenge as the high levels of poverty

### Technology Summary

# Comprehensive Needs Assessment

Technology use is part of the culture for CBISD. A great amount of resources have been dedicated to keeping it working, up to date and a viable path for teachers to teach and for students to learn. Keeping up to date and ample resources available is the greatest challenge that is constantly reviewed at the district level and a variety of funding streams are utilized. Student home use is the greatest challenge as many families do not have the resources to support home use. Local systems also present a challenge as more power is needed for improved technical systems. However, CBISD has been in the lead for rolling out 1:1 hardware for student use at school.

# Resources

Resource	Source
Federal Funds	Federal

# COLUMBIA-BRAZORIA ISD

**Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.

**Objective 1.** (2020-2024 Goal) % Students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Elementary campuses will target phonic and phonemic awareness instructional strategies through Reading Horizon instruction daily. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,Dys,504,K,1st,2nd,3rd) (Strategic Priorities: 2,4) (ESF: 1.2,2.2,3.3,4.1,5.3,5.4)</p>	<p>Core Subject Teachers, Director of Instruction, Director Spec Programs, Instructional Paraprofessionals, Instructional Staff, Intervention Staff</p>	<p>August 18-May 24</p>	<p>(F)Title I-Federal, (F)Title III Bilingual / ESL</p>	<p>Criteria: Interim assessment data, ECCU data  02/20/20 - Some Progress</p>
<p>2. Intense coaching by Literacy staff will occur to support new curriculum implementation and to support balance literacy and Reading workshop implementation. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,Dys,504,K,1st,2nd,3rd) (Strategic Priorities: 1,2,4) (ESF: 1.2,2.2,3.2,3.3,4.1,5.1,5.2,5.3,5.4)</p>	<p>Core Subject Teachers, Director of Instruction, Instructional Paraprofessionals, Instructional Staff, Intervention Staff, Intervention Teachers, Principal</p>	<p>August 18- May 24</p>	<p>(F)Title I, (S)Consultants Training, (S)Instructional Materials Allot, (S)State Comp Ed Personnel</p>	<p>Criteria: Dibels growth BOY, MOY, EOY, BAS growth BOY, MOY, EOY  02/20/20 - Some Progress</p>
<p>3. On going high quality training will be provided through Reading Academy Grant and from Fountas and Pinnell to ensure understanding of high leverage strategies and how to teach reading. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,ECD,ESL,SPED,AtRisk,K,1st,2nd,3rd) (Strategic Priorities: 1,2,4) (ESF: 1.2,2.2,3.3,4.1,5)</p>	<p>Core Subject Teachers, Director of Instruction</p>	<p>July- April</p>	<p>(F)Title I, (F)Title II Princ/Tchr Improvement, (S)State &amp; local funding , (S)State Compensatory Ed</p>	<p>Criteria: Attendance at training, implementation of strategies-evidence submitted through Reading Academies and TIL coaching evidence  02/20/20 - Significant Progress</p>

# COLUMBIA-BRAZORIA ISD

- Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.
- Objective 2.** (Kindergarten Literacy Improvement Goal) % of Kindergarten students will increase on grade level literacy measurements at the end of the year from 44% in 2019 to 48% in 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaching by Literacy Coaches and Reading Coach from the Reading Academy will reinforce strategies and best practices in teaching and learning. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,2,2.1,2.2,3.1,3.2,3.3,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, Lead Teacher, Principal, Teacher(s)	August to May	(F)Title I, (S)State & local funding	Criteria: Reading Academy reports, Literacy Coach reviews  02/20/20 - Significant Progress

# COLUMBIA-BRAZORIA ISD

- Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.
- Objective 3.** (1st Grade Literacy Improvement Goal) % of 1st Grade students will increase on grade level literacy measurements at the end of the year from 49% in 2019 to 54% in 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaching by Literacy Coaches and Reading Coach from the Reading Academy will reinforce strategies and best practices in teaching and learning. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,2.2,3.1,3.2,3.3,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, Instructional Staff, Lead Teacher, Principal	August- May	(F)Title I-Federal, (S)State & local funding , (S)State Compensatory Ed	Criteria: Reading Academy progress information, Literacy Coach reviews  02/20/20 - Significant Progress

# COLUMBIA-BRAZORIA ISD

- Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.
- Objective 4.** (2nd Grade Literacy Improvement Goal) % of 2nd Grade students will increase on grade level literacy measurements at end of the year from 59% to 62%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaching by Literacy Coaches and Reading Coach from the Reading Academy will reinforce strategies and best practices in teaching and learning. (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.2,2.2,3.2,3.3,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction, Lead Teacher, Principal	Aug- May	(F)Title I, (F)Title II Princ/Tchr Improvement, (S)State & local funding	Criteria: Reading Academy notes, Literacy Coach reviews  02/20/20 - Some Progress

# COLUMBIA-BRAZORIA ISD

- Goal 1.** (Build a Foundation of Reading and Math) % Students reading on grade level by start of 3rd grade will increase up to 5% each year to reach 70-80% by 2024.
- Objective 5.** (PreKindergarten Readiness) % of Prekindergarten students will increase on grade level measurements at the end of the year from 44% in 2019 to 49% in 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide high quality training to teachers and parents enhance early learning that is developmentally appropriate and calculated to grow students. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,ECD) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,2.1,2.2,3.3,3.4,4.1,5.1,5.2)	Assistant Superintendent for Student Services, Head Start Collaborative, Instructional Paraprofessionals, Instructional Staff, Lead Teacher, Principal	Aug- May	(F)Title II Princ/Tchr Improvement, (S)State & local funding	

# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 1.** (State Testing Reading performance areas below the state average) State Testing Reading performance areas below the state average in 2019 in grades 3-EOC will grow 5% annually until scores are at or above the state average.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Communities in Schools to provide additional emotional and academic support to students. (Title I SW Elements: 1.1,2.3,2.5,2.6,3.1) (Target Group: All,ECD,AtRisk,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 2,3,4) (ESF: 3.3,3.4,5.4)	Assistant Principal(s), Assistant Superintendent for Student Services, Communities In Schools, Counselor(s), Principal	August-June	(S)Communities in Schools, (S)State & local funding , (S)State Compensatory Ed	
2. Campuses will utilize TIL resources and training to conduct action coaching in order to increase teacher efficacy and skills to enhance teaching and learning. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Strategic Priorities: 1,4)	Assistant Principal(s), Assistant Superintendent for Student Services, Director of Instruction, Instructional Staff, Principal	July- May	(F)Title II Princ/Tchr Improvement, (S)State & local funding	

# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 2.** (Reading Performance) For 2020 Reading: 3rd increase from 58-63%, 4th increase from 48-53%, 5th increase from 82-87%, 6th increase from 61-66%, 7th increase from 64-69%, 8th increase from 77-82%, E1 increase from 62-66%, E2- increase from 65-67%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaches, Content Leaders and Lesson Plan facilitators will collaborate to ensure alignment with TEKS and instruction and assessment is tight. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,2.2.1,2.2,4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction	August- June	(F)Federal Funds, (L)Lead4Ward resources, (O)Local Resources	Criteria: Lesson plans, coaching information, progress monitoring data, STAAR results

# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 3.** (Math Performance) For 2020 Math:3rd will increase from 76-81%, 4th increase from 57-62%, 5th increase from 82-87%, 7th increase from 66-71%, 8th increase from 73-78%, Algebra increase from 69-74%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize content leaders and Lesson Plan facilitators to ensure math lessons and assessment are aligned and appropriate. (Title I SW Elements: 2.2,2.5) (Target Group: All,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2,4)	Director of Instruction	August- May	(F)Title II Princ/Tchr Improvement - \$10,000	

# COLUMBIA-BRAZORIA ISD

**Goal 2.** (Improve Low performing Schools) Testing areas below state average will grow 5% annually until scores are at or above the state average.

**Objective 4.** (Science and Social Studies performance) For 2020 Social Studies: 8th will increase from 54-59%. Science: 8th will increase from 54-59%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize PLC process to analyze data and trends. Utilize lesson plan leaders to provide aligned lessons and assessments. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Department Chair, Department Heads, Director of Instruction, Principal	August- June	(L)Local Funds	

# COLUMBIA-BRAZORIA ISD

**Goal 3.** (Recruit, support and train teachers and principals) Staff retention will improve by 5%

**Objective 1.** (Train Leadership skills to support and recruit) Campus and District Administration with campus leadership will be trained on the TIL process and conduct at least 1 observation each month using the TIL waterfall document.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators, district coaches and campus leadership will be trained on the TIL process and be able to utilize coaching strategies to observe and follow up with staff. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,2.2,5,5.2)	Assistant Principal(s), Assistant Superintendent, Director of Instruction, Principal	July - August	(F)Title II Princ/Tchr Improvement - \$30,000	Criteria: Observation levels

# COLUMBIA-BRAZORIA ISD

**Goal 3.** (Recruit, support and train teachers and principals) Staff retention will improve by 5%

**Objective 2.** (Support to Retain) Elementary campuses will employ "Accelerated Substitutes" to mentor and assist critical area teachers to provide support and guidance to the teacher and class.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of Accelerated substitutes will be utilized to assist teacher and to provide additional support to teachers. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All,AtRisk) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,2,2.2,5,5.4)	Principal	August- May	(F)Title II Princ/Tchr Improvement - \$30,000	Criteria: STAAR scores, Progress monitoring data

# COLUMBIA-BRAZORIA ISD

**Goal 3.** (Recruit, support and train teachers and principals) Staff retention will improve by 5%

**Objective 3.** (Support to build capacity) Literacy Coaches will be utilized to monitor, coach and train ELAR staff on district approved literacy practices and curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Literacy Coaches will provide recommendations to curriculum, lesson plans and will assist with implementation of Reading Academy strategies (Title I SW Elements: 2.4,2.5,3.2) (Strategic Priorities: 2,4) (ESF: 2,2.2,4,4.1,5,5.1,5.2,5.3,5.4)	Director of Instruction	August- June	(F)Title I-Federal - \$150,000	Criteria: Coach visits, implementation of Reading Academy strategies

# COLUMBIA-BRAZORIA ISD

**Goal 3.** (Recruit, support and train teachers and principals) Staff retention will improve by 5%

**Objective 4.** (Provide incentive to retain and build leadership) Extra duty pay or stipends will be added to staff assuming leadership roles in targeted academic areas

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Content Leaders and Lesson Plan facilitators established at the Elementary level will develop and disseminate plans and scope and sequence and develop aligned assessments. Stipend will be paid each 9 weeks period for completion of tasks (Title I SW Elements: 2.2,2.5) (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 1,2,4) (ESF: 2,2.1,2.2,4,4.1,5,5.1,5.2,5.3)	Director of Instruction	August - June	(F)Title II Princ/Tchr Improvement, (S)State Comp Ed	Criteria: Assessments, Lesson Plans, team meetings, progress monitoring results

# COLUMBIA-BRAZORIA ISD

**Goal 4.** (Connect high school to career and college ready) Increase district opportunities to career paths and college readiness through testing and CTE.

**Objective 1.** (Career Path Growth-Educational) The district will increase the support to grow the Educational Career path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Using GYO grant funds, the High School will grow the Educational CTE program. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 1,3) (ESF: 2.1)	Assistant Principal(s), Assistant Superintendent, Counselor(s), Principal, Teacher(s)	July-May	(F)Perkins-CTE, (S)Texas Education Agency	

# COLUMBIA-BRAZORIA ISD

**Goal 4.** (Connect high school to career and college ready) Increase district opportunities to career paths and college readiness through testing and CTE.

**Objective 2.** (Career Path Growth-Petrochemical) The district will increase support to grow the Petrochemical Career Path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district and High School will partner with Brazosport Community College to increase career opportunities in the Petrochemical fields. (Target Group: All,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Superintendent, College Counselor, Counselor(s), CTE , Department Heads, Principal, Superintendent, Teacher(s)	July- June	(F)Perkins-CTE, (S)State & local funding	

# COLUMBIA-BRAZORIA ISD

**Goal 5.** (Build strong family engagement opportunities) Provide at least one opportunity for families to interact in a meaningful way with their child's educational and learning experience.

**Objective 1.** (Campus Outreach Activities) Each campus will provide a family engagement event to highlight resources available to parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Title 1 Campuses will hold 2 events to secure feedback on services for students, family engagement policy, student-family-teacher compact, comprehensive needs assessment, and to highlight literacy focus. (Title I SW Elements: 1.1,2.1,2.3,3.1,3.2) (Target Group: All,ECD,PRE K,K,1st,2nd,3rd,4th,5th,6th) (ESF: 3.1,3.3,3.4)	Assistant Principal(s), Homeless/Parent Liaison, Instructional Staff, Principal	August- April	(F)Title I-Federal, (S)State & local funding	Criteria: Campus communication of family feedback, # participants
2. Secondary campuses will provide multiple opportunities for families to be aware of career and college resources and programs. (Target Group: 7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.4)	Assistant Principal(s), Assistant Superintendent, College Counselor, Communities In Schools, Counselor(s), Principal	July- June	(F)Perkins-CTE, (L)College and Career Readiness Standards, (L)College Board Resources, (S)Communities in Schools, (S)CTE funds , (S)State & local funding	