

Lamar Consolidated Independent School District

Briscoe Junior High

2024-2025 Campus Improvement Plan



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Goals

Goal 1: By May of 2025, Briscoe JH students will improve current scores or grow towards the STAAR expectations of 90/60/30 as measured by the 2024-2025 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 70/35/10

Evaluation Data Sources: STAAR results
MAP Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will take the MAP diagnostic test at the beginning and middle of year. Teachers will utilize the MAP data protocol 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 all academic areas progressing toward our district expectation for 30/60/90</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Department Heads Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Coaches will provide teacher support focusing on creating questions to elicit student discourse and reviewing questioning strategies at weekly PLC meetings. Pre-planned questions and sentence stems will align with the lesson or and student language needs will be included and monitored in teacher lesson plans.</p> <p>Strategy's Expected Result/Impact: Teachers will receive individualized support in implementing questioning strategies and will become proficient or master the strategies.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Department Heads Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize zero Period (advisory) and before/during/after school to provide tutorials and enrichment.</p> <p>Strategy's Expected Result/Impact: More strategic planning for targeted instruction based on student progress.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Department Heads Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
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Goal 1: By May of 2025, Briscoe JH students will improve current scores or grow towards the STAAR expectations of 90/60/30 as measured by the 2024-2025 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.

Evaluation Data Sources: TELPAS
 STAAR/ EOCs
 Lesson Plans
 Walk-throughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Training and implementation of structured conversation, structured reading and writing with sentence stems and frames to incorporate academic vocabulary and advanced sentence structure in all content areas.</p> <p>Strategy's Expected Result/Impact: Ensuring that Content Based Language Instruction is implemented to meet Emergent Bilingual students' language needs.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Department Heads Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
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Goal 1: By May of 2025, Briscoe JH students will improve current scores or grow towards the STAAR expectations of 90/60/30 as measured by the 2024-2025 Math, ELA, Science and Social Studies STAAR exams.

Performance Objective 3: Develop a list of "Campus Look Fors" consisting of high yield questioning strategies to be utilized in planning, walk-throughs, and professional development topics such as guided coalition (PLC at work) and blended learning.

Evaluation Data Sources: STAAR
 MAP Data
 PLC Agendas
 Walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will plan higher level questions with lesson planning in their PLC meetings. Strategy's Expected Result/Impact: Increase student engagement. Staff Responsible for Monitoring: Administration Instructional Coaches Department Heads Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Leadership team meets weekly to develop the campus look fors specifying what questioning strategies and share with content teams. Strategy's Expected Result/Impact: Increase in intentional planning of questioning strategies. Staff Responsible for Monitoring: Guiding coalition team Administrative Team Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: By May of 2025, Briscoe JH will meet the targeted goal for Approaches/Meets/Masters for SPED and EB students while closing the gaps as measured by the 2024-2025 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





Evaluation Data Sources: STAAR scores

MAP scores

Benchmark scores

Campus based tests

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will take the MAP diagnostic test at the beginning and middle of 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: SPED and Emergent Bilingual student achievement on TELPAS, STAAR and EOCs will improve.</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Coaches will provide teacher support focusing on creating questions to elicit student discourse and reviewing questioning strategies at weekly PLC meetings. Pre-planned questions and sentence stems will align with the lesson or and student language needs will be included and monitored in teacher lesson plans.</p> <p>Strategy's Expected Result/Impact: Teachers will receive individualized support in implementing questioning strategies and will become proficient or master the strategies.</p> <p>Staff Responsible for Monitoring: Administration EB Facilitator Instructional Coaches Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize zero Period (advisory) and before/during/after school to provide tutorials and enrichment.</p> <p>Strategy's Expected Result/Impact: More strategic planning for targeted instruction based on student progress.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Department Heads Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
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Performance Objective 2: Ensure SPED teachers meet with Gen Ed Core teachers every other week during planning time to ensure alignment with the curriculum and the students IEPs through PLC planning time.

Evaluation Data Sources: PLC meeting agendas

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: While lesson planning special education teachers will provide appropriate accommodations and modifications for SPED students by using IEP 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>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure teachers have the necessary training, resources and materials to support teachers with effective intervention instruction specifically designed for EB and SPED students.</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>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide teachers opportunities to participate in learning walks, and utilize sheltered instructional strategies through modeling and coteaching with campus coaches and district specialists.</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>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
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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: Promote and communicate 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.

Evaluation Data Sources: K12 Survey
Communication with parents and students

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> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The 6 Pillar Task Force (counseling team) will meet at the end of every 6 weeks to determine how to embed character counts as part of the Briscoe way with our student population.</p> <p>Strategy's Expected Result/Impact: Students able to articulate the target character pillar for each six weeks.</p> <p>Staff Responsible for Monitoring: Administration Counseling Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levels: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counseling team will communicate with staff and parents regarding programs created specifically to support the social and emotional needs of our at risk students (Common Threads, HGI, Lunches of Love, Expose Excellence.) twice a semester.</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> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
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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 social and emotional needs of teachers and students to foster a school climate that is inclusive and celebrates success.

Evaluation Data Sources: K12 Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Engage in a variety of activities to increase staff morale including but not limited to: theme days, teacher recognition, staff luncheons, teacher appreciation events, and teacher rewards system.</p> <p>Strategy's Expected Result/Impact: Increase in staff morale</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide coverage for teachers based on different indicators such as perfect attendance, MAP growth, and walkthrough indicators.</p> <p>Strategy's Expected Result/Impact: Positive school culture Increase in teacher morale</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Reinstate the sunshine committee to promote positive school climate and inclusivity celebrating birthdays or other recognizable life events.</p> <p>Strategy's Expected Result/Impact: Increased positive attitudes and morale</p> <p>Staff Responsible for Monitoring: Administrators Counselors Sunshine Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Feb	Apr	June
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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.

Evaluation Data Sources: K12 survey


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Provide support and minimize discipline</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identify students who may need additional social, emotional, and behavioral support and provide strategies through small group weekly pull out during zero period (advisory) for self-regulation and relationship building</p> <p>Strategy's Expected Result/Impact: Provide support and minimize discipline</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each six weeks a student will be recognized for displaying the Character Counts traits. Students will have their picture taken and displayed on social media. Each student's parent will be notified and congratulated.</p> <p>Strategy's Expected Result/Impact: Provide support and minimize discipline</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Incorporate PBIS reward points for exceptional attendance, academic progress, and minimal tardies.</p> <p>Strategy's Expected Result/Impact: Increase in PBIS rewards.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Counselors meet with eighth grade students regarding course selection and continuing their designated course plan.</p> <p>Strategy's Expected Result/Impact: Continued success in CCMR (CTE courses.)</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Feb	Apr	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: Continue implementing PBIS to increase recognition of positive behaviors or students exhibiting the Briscoe way.





Evaluation Data Sources: PBIS rewards data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Recognize students who have earned a certain level of points (100 club, gold standard.)</p> <p>Strategy's Expected Result/Impact: Increase in PBIS points system</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PBIS committee regularly reviews data to ensure rewards are relevant, timely, and appealing to students. Teachers will be put in coverage rotations for high level of PBIS engagement.</p> <p>Strategy's Expected Result/Impact: Increase in PBIS rewards</p> <p>Staff Responsible for Monitoring: PBIS committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
			

Goal 4: During the 2024-2025 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 2025 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.





Evaluation Data Sources: TELPAS
STAAR

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>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide teacher training 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>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: During the 2024-2025 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 2025 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 .





Evaluation Data Sources: TELPAS
STAAR

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>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Learning Walks with EB and campus coaches 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>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: During the 2024-2025 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 2025 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.

Evaluation Data Sources: K!2 Survey

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>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	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>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Briscoe Junior High

Total SCE Funds: \$16,797.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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