

Goose Creek Consolidated Independent School District

Baytown Junior High

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

Mission Statement

We uphold high expectations and inspire one another to reach our maximum potential regardless of background or challenges.

Vision

To realize our mission, we will become a school that focuses our systems, instruction, leadership and culture on the following:

We provide a safe and welcoming environment for our students, parents, faculty, and community.

We collaborate, share, and utilize best-practice instruction to ensure high levels of learning for all students.

We provide support systems to ensure that obstacles do not prevent success.

We celebrate successes, take risks, and accept mistakes and failures as part of the learning process.

We prepare students with the knowledge and skills necessary to be successful at high school.

Core Beliefs

Collective Commitments: to fulfill our purpose and become the school described in our vision statement, each member of the staff commits to the following:

We will build positive relationships with our students and teams on a personal level.

We will collaborate with our teams on instructional practice and student learning.

We will make instructional decisions and set team goals based on student results.

We will commit to using engaging and rigorous instructional methods (e.g. WICOR strategies) and shared lessons from colleagues in order to continually improve our classroom instruction.

We will celebrate all student and team success.

Through interactions with one another, we will ensure our campus environment is positive and welcoming.

We will communicate with parents, students, and staff about achievements, concerns, and student progress.

We will prepare our students for college and career readiness.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Comprehensive Needs Assessment was completed in May 2020 through the campus teams and the campus Instructional Leadership Team. The following was acknowledged and determined:

Baytown Junior School is a Title 1 campus in Goose Creek CISD. We have a student population of approximately 980. 70% of the population is identified as Hispanic -Latino. Special programs include ESL, Career and Technology, Dyslexia, Gifted and Talented and Special Education. Over half of the student population is identified as At-Risk and nearly 84% are economically disadvantaged. 16% of the population is identified as Limited in English Proficiency. Our parents are actively involved with the campus. We are Partners in Education with Exxon Mobil.

Demographics Strengths

Student performance is impacted when students are not at school. At Baytown Junior, we provide many incentives throughout the year that reward students for attending school regularly. We use the following rewards to encourage our students to come to school: Incentive events each 6 weeks and SOAR Board. We remain in communication with parents and guardians, conduct home visits/wellness checks and require attendance contracts for students who are still missing days. Special programs populations reflect a steady increase in STAAR performance. The increase is reflective of intervention activities targeting these populations. ESL students have demonstrated growth year over year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Though Special Education STAAR scores reflect growth, they are consistently below state average. **Root Cause:** Special Education scores may be consistently below the state's average due to the number of students in the self-contained resource classroom as well as the limited number of special education certified inclusion teachers allotted to the campus. Also, teachers need additional training on how to support Special Education Students.

Student Learning

Student Learning Summary

Due to COVID-19 quarantine we were unable to gather the many sets of data (BMK, semester exams and STAAR) we usually use to evaluate student achievement. Also we concluded the year with our distance learning model and virtual teaching for the first time. This will have an unprecedented impact on student achievement and we are still not entirely sure how the upcoming school-year will be structured. That being said, we will have many challenges facing the evaluation of student achievement from the past year in addition to unforeseen impacts on the upcoming school year. We can examine the current model in place for interventions and RtI up until spring break, our failure list, and how we can plan to improve these systems next year. Our goal is to be as proactive as possible given the many unknowns we will likely encounter next year.

Student Learning Strengths

Campus faculty did a great job of supporting student needs during distance learning, creating many opportunities for communication and student success. Adjusted summer school model for lower teacher to student ratio (1:10) and will hold campus specific summer school sessions. Prior to distance learning, we effectively used the RtI and PLC model to identify student needs and pull students for tier 3 interventions, as well as providing team-teacher push-in support when possible.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to identify gaps in instruction upon returning to regular instruction next year to better identify student needs, since we will not have any other data. We suggest using last year's BMK tests as a diagnostic tool upon the return to school to give us baseline data, and help determine student growth and progress throughout the upcoming year. We will also focus on continuing to improve and utilize our PLC and RtI models. **Root Cause:** Distance learning for the year-end, lack of data, and unprecedented circumstances, due to COVID-19 quarantine.

School Processes & Programs

School Processes & Programs Summary

All classroom teachers are highly qualified for their subject area and programs such as Gifted and Talented, Career and Technology, Special Ed., 504, ESL, and Migrant.

We have a STEM program designed to provide interested students with exposure to STEM related careers and project based learning.

Multi-Tiered System of Supports are available for all students, including SpEd, 504, and ELL students.

AVID elective is supported by a full time AVID coordinator.

AVID Excel is supporting two cohorts.

Parent and family engagement is supported through Parent Night with PIE, PTO, our Campus Student Support Specialist, and other communications.

Instructional Rounds and the PLC processes promote teachers and administrators growing their instructional skills.

Safe Schools practices are in place with routine drills and annual trainings.

School Processes & Programs Strengths

Teachers and administrators receive GT training, including the initial 30 hours along with the yearly 6 hour update.

STEM training is provided for Math and Science teachers and the STEM teacher through RICE University. High School credit is applied for students taking Principles of Applied Engineering. STEM Outreach is provided through Junior Achievement and Girls in Engineering.

SpEd and ELL students are scheduled in Co-Teach and Sheltered Instruction classes.

Money is budgeted for SpEd materials.

MTSS is effective in providing tier 1 and 2 supports for students through common formative assessments, PLC planning, and interventions.

AVID is working towards becoming a demonstration school and AVID Excel is growing. College explorations and visits expose students to post-secondary opportunities.

Frequent parent and community communication through social media, call outs, newsletters, and our website.

PLC days have been helpful in providing professional development opportunities and planning processes.

District curriculum planning meetings have supported communication between the campus and district.

Instructional Rounds have provided more insight into improving instructional practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While block scheduling has helped Tier 3 supports in Math and ELA, they are still lacking in Science and Social Studies. **Root Cause:** Science and Social Studies teachers are allotted half the time as Math and ELA, and they also have twice the number of students.

Perceptions

Perceptions Summary

Overall, the perceptions of students, parents, and staff vary widely. Overall, there is a positive view of the students by the students, but parents and staff feel that more consistency in behavior management is needed. Also, there is a consistent desire for improved communication with all stakeholders.

Perceptions Strengths

Campus strengths that were identified were:

- Teachers constantly checking for understanding and providing feedback to the students
- Student and parents have great experiences
- Staff care about students
- Teachers felt that instructional practices in their classrooms was effective and supported by administration.
- Students have a positive view of the level of instruction that they are receiving.
- Students feel positive about the relationships they have with their teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The majority of the staff that took the survey felt that there is a lack of consistency in approach to address behavior management and discipline. **Root Cause:** Lack of clarity on the role of the teacher and administrator in meeting the needs of the students. At times a lack of follow through on discipline.

Priority Problem Statements

Problem Statement 1: We need to identify gaps in instruction upon returning to regular instruction next year to better identify student needs, since we will not have any other data. We suggest using last year's BMK tests as a diagnostic tool upon the return to school to give us baseline data, and help determine student growth and progress throughout the upcoming year. We will also focus on continuing to improve and utilize our PLC and RtI models.

Root Cause 1: Distance learning for the year-end, lack of data, and unprecedented circumstances, due to COVID-19 quarantine.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Though Special Education STAAR scores reflect growth, they are consistently below state average.

Root Cause 2: Special Education scores may be consistently below the state's average due to the number of students in the self-contained resource classroom as well as the limited number of special education certified inclusion teachers allotted to the campus. Also, teachers need additional training on how to support Special Education Students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The majority of the staff that took the survey felt that there is a lack of consistency in approach to address behavior management and discipline.

Root Cause 3: Lack of clarity on the role of the teacher and administrator in meeting the needs of the students. At times a lack of follow through on discipline.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: While block scheduling has helped Tier 3 supports in Math and ELA, they are still lacking in Science and Social Studies.

Root Cause 4: Science and Social Studies teachers are allotted half the time as Math and ELA, and they also have twice the number of students.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- T-P ESS 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
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Baytown Junior will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Through rigorous instruction and timely interventions, we will increase student performance in all state tested areas (Domain 1) by 3%.

Evaluation Data Sources: STAAR performance; Domain 1 report

Summative Evaluation: None

<p>Strategy 1: Grade level teams will meet weekly in Professional Learning Communities (PLC) to follow the PLC model for planning, data review and targeted interventions. The four essential questions of the PLC model will be used to guide this process.</p> <p>Strategy's Expected Result/Impact: Improved collaboration, core instruction, and intervention for teachers and students</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialists Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: We will disaggregate and analyze data after each common assessment to help improve our Tier 1 instruction. Tier 2 & 3 interventions will be provided based on the data through a variety of intervention efforts such as before school and during intervention periods for Math/ELA/Science.</p> <p>Strategy's Expected Result/Impact: Effective implementation of Tier 1, 2, and 3 interventions</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialists Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 3: Strategic support will be provided to our ELL students, including Sheltered Instruction classes and Student Talk strategies that promote Academic Language.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for ELL students</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialists Selected Reading teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Special Education students will be placed in Collaborative Teacher classrooms for instructional support. Co-teachers will be trained to use effective Co-teach strategies.</p> <p>Strategy's Expected Result/Impact: Improved performance for SPED students More effective instruction for classes with co-teachers</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialists Assistant Principals SPED teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: We will provide additional time and instruction for at-risk students in the areas of math and ELA through semester long Tier 3 intervention classes.</p> <p>Strategy's Expected Result/Impact: Improved Index 1 and 2 performance for struggling students with tier 3 interventions</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Payroll and intervention material costs - Coordination of Local and State Funds - SCE Funds - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Campus Instructional Specialists will implement targeted coaching cycles and provide classroom instructional support via modeling, co-teaching, feedback and enrichment groups.</p> <p>Strategy's Expected Result/Impact: Improved teaching practices resulting in effective Tier 1 and 2 instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Though Special Education STAAR scores reflect growth, they are consistently below state average. **Root Cause:** Special Education scores may be consistently below the state's average due to the number of students in the self-contained resource classroom as well as the limited number of special education certified inclusion teachers allotted to the campus. Also, teachers need additional training on how to support Special Education Students.

Student Learning

Problem Statement 1: We need to identify gaps in instruction upon returning to regular instruction next year to better identify student needs, since we will not have any other data. We suggest using last year's BMK tests as a diagnostic tool upon the return to school to give us baseline data, and help determine student growth and progress throughout the upcoming year. We will also focus on continuing to improve and utilize our PLC and RTI models. **Root Cause:** Distance learning for the year-end, lack of data, and unprecedented circumstances, due to COVID-19 quarantine.

School Processes & Programs

Problem Statement 1: While block scheduling has helped Tier 3 supports in Math and ELA, they are still lacking in Science and Social Studies. **Root Cause:** Science and Social Studies teachers are allotted half the time as Math and ELA, and they also have twice the number of students.

Goal 1: Baytown Junior will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 2: We will increase the number of students who meet and/or exceed progress so that our Domain 2 score increases by 3% or higher.

Evaluation Data Sources: Accountability Summary Report for Domain 2

Summative Evaluation: None

<p>Strategy 1: Grade level teams will follow the PLC model for planning, data review and targeted interventions. Teachers will monitor progress using campus developed Common Formative Assessments (CFAs).</p> <p>Strategy's Expected Result/Impact: STAAR scores</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialists Assistant Principals Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Instructional materials for ESL students - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500, Instructional materials for SPED students - Coordination of Local and State Funds - Special Ed Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Teams will analyze "Approaches", "Meets", and "Masters" scores on CBAs and Benchmarks so that students are able to set and track their growth.</p> <p>Strategy's Expected Result/Impact: Improved Domain 2 scores.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Baytown Junior will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 3: We will close our achievement gaps across all student groups so that our Domain 3 performance increases by 3% or higher.

Evaluation Data Sources: Accountability Summary Report for Domain 3; LEP and SPED performance data

Summative Evaluation: None

<p>Strategy 1: We will monitor the progress of African American, ELL, and SPED students who are below the campus average during PLC meetings, data review sessions, and team meetings to ensure we are closing the achievement gaps. Teams will ensure that all students receive effective Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improved Domain 3 performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Systematic support will be provided to students who may be underserved so that all students are provided with the resources and tools to be successful. Support includes small groups, lunch talks, in-class tutorials, and mentoring.</p> <p>Strategy's Expected Result/Impact: Students and staff build relational capacity Students have a sense of belonging and ownership in their education</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Staff will receive at least two Culturally Relevant Teaching (CRT) trainings during the school year.</p> <p>Strategy's Expected Result/Impact: Teachers use CRT strategies in their classes to improve student learning, relationships, and culture</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Though Special Education STAAR scores reflect growth, they are consistently below state average. Root Cause: Special Education scores may be</p>

consistently below the state's average due to the number of students in the self-contained resource classroom as well as the limited number of special education certified inclusion teachers allotted to the campus. Also, teachers need additional training on how to support Special Education Students.

Perceptions

Problem Statement 1: The majority of the staff that took the survey felt that there is a lack of consistency in approach to address behavior management and discipline. **Root Cause:** Lack of clarity on the role of the teacher and administrator in meeting the needs of the students. At times a lack of follow through on discipline.

Goal 1: Baytown Junior will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 4: We will promote a winning culture in fine arts so that our 1st division ratings in UIL competition reach or exceed 50%.

Evaluation Data Sources: UIL Results; Participation rate; Retention rate

Summative Evaluation: None

Strategy 1: We will take more groups to competition in fine arts. Strategy's Expected Result/Impact: More opportunities for students to participate in UIL contest Staff Responsible for Monitoring: Fine arts teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: We will improve the performance of existing fine arts groups. Strategy's Expected Result/Impact: Higher scores, improved feedback from judges Staff Responsible for Monitoring: Fine arts teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Baytown Junior will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 5: We will continue to promote a winning culture in athletics so that each department (girls and boys) will win at least one District championship.

Evaluation Data Sources: Retention rate; Participation rate; Win-loss records for each sport.

Summative Evaluation: None

Strategy 1: All coaches will actively recruit students beginning the 1st day of school. Strategy's Expected Result/Impact: Increase in participation from the previous year Staff Responsible for Monitoring: Athletic coaches	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: All coaches will build positive relationships and experiences with student athletes in order to promote retention. Strategy's Expected Result/Impact: Increase in retention from previous year Staff Responsible for Monitoring: Athletic coaches	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: All coaches will consistently provide effective practice during season so that students are prepared for games. Strategy's Expected Result/Impact: Improved game performances Staff Responsible for Monitoring: Athletic Coordinator Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Baytown Junior will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 6: Identify and target instructional gaps due to the impact of COVID 19 during the course of the 2019-2020 school year.

Evaluation Data Sources: BOY and formative assessments.

Summative Evaluation: None

Strategy 1: Implement a standards based beginning of year assessment for all core areas to identify educational gaps due to COVID. Strategy's Expected Result/Impact: Better informed instruction and intervention efforts. Staff Responsible for Monitoring: Admin, CIS's, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Adapt instructional pacing calendars to close the gaps for our students. Strategy's Expected Result/Impact: Reduce or prevent regression in student achievement. Staff Responsible for Monitoring: Admin, CIS's, Teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: We need to identify gaps in instruction upon returning to regular instruction next year to better identify student needs, since we will not have any other data. We suggest using last year's BMK tests as a diagnostic tool upon the return to school to give us baseline data, and help determine student growth and progress throughout the upcoming year. We will also focus on continuing to improve and utilize our PLC and RtI models. Root Cause: Distance learning for the year-end, lack of data, and unprecedented circumstances, due to COVID-19 quarantine.</p>

Goal 2: Baytown Junior will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Using state standards and district curriculum, teams will identify their essential standards, ensure a common understanding of these standards, and decide how to best provide instruction to ensure learning for all students.

Evaluation Data Sources: Teacher evaluations, instructional rounds, STAAR results, TELPAS results, and accountability ratings.

Summative Evaluation: None

<p>Strategy 1: Subject and grade level teams will answer PLC Question #1: What is it that we expect all students to learn? Teams will complete the required PLC documents during the allotted PLC time.</p> <p>Strategy's Expected Result/Impact: Common understanding of essential standards leading to higher levels of learning for all students Providing consistent instruction to all students, regardless of the teacher that has been assigned</p> <p>Staff Responsible for Monitoring: Administrators CIS</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Teams will meet each week to develop weekly lesson plans, implement the PLC framework, create CFAs, and analyze data to improve Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improved core or Tier 1 instruction Effective and timely Tier 2 and 3 interventions</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialists Assistant Principals Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: We need to identify gaps in instruction upon returning to regular instruction next year to better identify student needs, since we will not have any other data. We suggest using last year's BMK tests as a diagnostic tool upon the return to school to give us baseline data, and help determine student growth and progress throughout the upcoming year. We will also focus on continuing to improve and utilize our PLC and RtI models. Root Cause: Distance learning for the year-end, lack of data, and unprecedented circumstances, due to COVID-19 quarantine.</p>
School Processes & Programs
<p>Problem Statement 1: While block scheduling has helped Tier 3 supports in Math and ELA, they are still lacking in Science and Social Studies. Root Cause: Science and Social Studies teachers are allotted half the time as Math and ELA, and they also have twice the number of students.</p>

Goal 2: Baytown Junior will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 2: Teachers will implement specific WICOR strategies in their classrooms (Writing, Inquiry, Collaboration, Organization, Reading) so that student engagement and learning improves.

Evaluation Data Sources: STAAR Data, walkthroughs and observations, student work samples, student engagement data

Summative Evaluation: None

<p>Strategy 1: All teachers will implement and use the Interactive Student Notebook as a tool for learning.</p> <p>Strategy's Expected Result/Impact: Students will take meaningful notes Students will become more creative, independent writers and thinkers Students will create a study resource and become more involved in the learning process</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialists; Assistant Principals Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Instructional specialists and AVID site team members will train, model and coach teachers in the use of WICOR strategies throughout the school year.</p> <p>Strategy's Expected Result/Impact: More engaged students, higher levels of learning</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialists Assistant Principals Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Our campus will participate in "Instructional Rounds" and focus on improving "Quality Student Talk" through the use of Academic Language Scripts and Academic Vocabulary.</p> <p>Strategy's Expected Result/Impact: Increased quality student talk in classes, resulting in improved communication of learned outcomes. Frequent use of student feedback strategies, resulting in higher levels of learning.</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialists Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Baytown Junior will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 3: The Professional Learning Community model will be implemented to ensure a guaranteed curriculum for all students.

Evaluation Data Sources: PLC products, RTI Reports, Assessment Data

Summative Evaluation: None

<p>Strategy 1: Teams will answer the four PLC questions for each unit of study throughout the school year for each Essential Standard.</p> <p>Strategy's Expected Result/Impact: More intentional planning and collaborating during PLC meetings More focused discussions on what students are learning</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Engage in ongoing professional development of PLC practices.</p> <p>Strategy's Expected Result/Impact: Stronger Tier 1 instruction leading to higher levels of learning Improved interventions resulting in success for all students</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: We need to identify gaps in instruction upon returning to regular instruction next year to better identify student needs, since we will not have any other data. We suggest using last year's BMK tests as a diagnostic tool upon the return to school to give us baseline data, and help determine student growth and progress throughout the upcoming year. We will also focus on continuing to improve and utilize our PLC and RtI models. Root Cause: Distance learning for the year-end, lack of data, and unprecedented circumstances, due to COVID-19 quarantine.</p>

Goal 2: Baytown Junior will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 4: Teacher Teams will identify Learning Intentions and Success Criteria for the Essential Standards to improve progress monitoring.

Evaluation Data Sources: Lesson plans, formative assessments.

Summative Evaluation: None

<p>Strategy 1: Train teachers how to identify the Learning Intentions and Success Criteria related to Essential Standards. Strategy's Expected Result/Impact: Improved instructional clarity for teachers and students. Enhanced progress monitoring. Staff Responsible for Monitoring: Admin, PBIS committee, CIS's Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Baytown Junior, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: We will improve our student attendance so that our attendance percentage is in the 2nd quartile of our Comparable Schools group.

Evaluation Data Sources: Attendance Reports

Summative Evaluation: None

<p>Strategy 1: The Student Support Team will work together to utilize the A2A program to contact parents and document students who fall into the "chronically absent" category. Home visits will be conducted by campus staff to locate students with attendance problems.</p> <p>Strategy's Expected Result/Impact: Attendance Reports Documentation of Contracts Documentation of home visits</p> <p>Staff Responsible for Monitoring: Principal Campus Assistant Principals Teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Attendance incentives will be provided for students achieving good or improved attendance each semester, including SOAR bucks, school events, and celebrations.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Baytown Junior, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 2: We will integrate high school credit courses, additional elective courses, and more opportunities for club/organization involvement in order to increase the level of high school readiness and interest for our students.

Evaluation Data Sources: High School Credit Data, Club/Organization Data

Summative Evaluation: None

<p>Strategy 1: We will continue to support and encourage enrollment for student organizations on campus, such as Student Council, AVID, NHS, and Crimestoppers.</p> <p>Strategy's Expected Result/Impact: Increase in student participation More students connected to our school More awareness for community service and citizenship</p> <p>Staff Responsible for Monitoring: Principal STUCO sponsor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Courses (Introduction to Engineering, Spanish, Algebra I) will be offered to 8th graders for high school credit.</p> <p>Strategy's Expected Result/Impact: Student Course Rosters and curriculum</p> <p>Staff Responsible for Monitoring: Principal Counselors Selected teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: At least 10% of our campus will be involved in AVID.</p> <p>Strategy's Expected Result/Impact: Increase in the use of WICOR strategies Improved student performance More students prepared for high school with college as the focus</p> <p>Staff Responsible for Monitoring: Principal Counselors Assistant Principals AVID coordinator</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Baytown Junior, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 3: We will implement high school transition activities and college/career readiness events.

Evaluation Data Sources: Naviance surveys, Endorsement Reports, High school readiness activities

Summative Evaluation: None

<p>Strategy 1: Counselors will utilize Naviance to develop student interest, goals and help students develop long-term plans for college and career success.</p> <p>Strategy's Expected Result/Impact: More awareness and direction for students as they select their career endorsement and choose high school courses</p> <p>Staff Responsible for Monitoring: Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Counselors will identify high performing students using 5th and 6th grade STAAR scores and teacher recommendations. Counselors will help register and prepare students for the Duke Talent Search (SAT/ACT).</p> <p>Strategy's Expected Result/Impact: Selected students will have the opportunity to perform and be recognized on a college entrance exam</p> <p>Staff Responsible for Monitoring: Counselors</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: 8th grade students will attend high school readiness activities and a career fair.</p> <p>Strategy's Expected Result/Impact: 8th graders have a clear understanding of the Endorsements and learn which careers match their interests and skills</p> <p>Staff Responsible for Monitoring: Counselors 8th grade administrator</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment.

Performance Objective 1: Baytown Junior's School-Wide Positive Behavioral Interventions and Supports model, SOAR, will continue be implemented in order to reinforce behavior expectations in a positive and systematic manner.

Evaluation Data Sources: Discipline Reports

Summative Evaluation: None

<p>Strategy 1: The SOAR model will be reintroduced at the beginning of the school year to staff and students (Safety, Ownership, Achievement, Respect). An emphasis will continue to be placed on Respect. Incentives for positive behavior will be provided throughout the school year.</p> <p>Strategy's Expected Result/Impact: Positive behavior reinforcements are used consistently throughout the school Students know and follow the expectations outlined in SOAR</p> <p>Staff Responsible for Monitoring: Assistant Principals Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: The majority of the staff that took the survey felt that there is a lack of consistency in approach to address behavior management and discipline. Root Cause: Lack of clarity on the role of the teacher and administrator in meeting the needs of the students. At times a lack of follow through on discipline.</p>

Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment.

Performance Objective 2: The Student Support Team (SST) will provide ongoing interventions to at-risk students so that chronic or severe issues are addressed with our students in need of support.

Evaluation Data Sources: At Risk Data Reports

Summative Evaluation: None

<p>Strategy 1: The Student Support Team will identify students with chronic or severe problems in the areas of attendance, behavior or grades. Student action plans will be implemented and monitored throughout the school year.</p> <p>Strategy's Expected Result/Impact: Support for students will chronic or severe attendance, behavior, or academic issues Improvement in these areas as a result of SST support and interventions</p> <p>Staff Responsible for Monitoring: Student Support Team members</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: The Student Support Team will meet weekly to discuss and support students on the SST roster.</p> <p>Strategy's Expected Result/Impact: Consistent monitoring of the SST roster Increase in student success Decrease in the "levels of severity" throughout the school year</p> <p>Staff Responsible for Monitoring: Student Support Team members</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: The majority of the staff that took the survey felt that there is a lack of consistency in approach to address behavior management and discipline. Root Cause: Lack of clarity on the role of the teacher and administrator in meeting the needs of the students. At times a lack of follow through on discipline.</p>

Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment.

Performance Objective 3: Our PBIS Committee will review discipline data, discuss effective discipline strategies, and improve discipline at our school.

Evaluation Data Sources: Discipline Reports, Campus Surveys

Summative Evaluation: None

<p>Strategy 1: The PBIS Committee will review discipline data at least once a quarter. Data will be shared with the faculty throughout the school year.</p> <p>Strategy's Expected Result/Impact: More awareness of our behavior concerns throughout the school Strategies implemented to help improve behavior in noted areas</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus PBIS Committee</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: The PBIS Committee will provide incentives, interventions, and support to help address campus-wide discipline concerns.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals Increase in overall campus culture/climate</p> <p>Staff Responsible for Monitoring: Campus Administrators PBIS Committee</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: The majority of the staff that took the survey felt that there is a lack of consistency in approach to address behavior management and discipline. Root Cause: Lack of clarity on the role of the teacher and administrator in meeting the needs of the students. At times a lack of follow through on discipline.</p>

Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment.

Performance Objective 4: Safety drills will be conducted throughout the school year as required by local and state requirements so that our school personnel is better able to respond in the event of an emergency.

Evaluation Data Sources: Drill Reports

Summative Evaluation: None

<p>Strategy 1: The following drills will be completed in a timely manner:</p> <ol style="list-style-type: none"> 1. Monthly fire drill 2. Semester lock down drill 3. Semester severe weather drill 4. Semester shelter in place drill 5. Semester reverse evacuation drill <p>Strategy's Expected Result/Impact: Drills are successfully completed and school is prepared in the event of an emergency</p> <p>Staff Responsible for Monitoring: Student Support Administrator Leadership Team All staff</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment.

Performance Objective 5: Strengthen classroom PBIS structures and systems to align with school wide PBIS models.

Evaluation Data Sources: Training for admin and teachers on the behavior flow chart, Discipline Reports.

Summative Evaluation: None

Strategy 1: Train staff on the effective use of a behavior flowchart. Strategy's Expected Result/Impact: Improve clarity and consistency in discipline decisions. Staff Responsible for Monitoring: Admin, CIS's, Teachers Title I Schoolwide Elements: 2.6 Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Train staff in effective tier 1 and 2 systems for classroom PBIS. Strategy's Expected Result/Impact: Better identify students needed additional behavioral and mental health support. Improved classroom learning environments. Staff Responsible for Monitoring: Admin, CIS's Title I Schoolwide Elements: 2.6 Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: The majority of the staff that took the survey felt that there is a lack of consistency in approach to address behavior management and discipline. Root Cause: Lack of clarity on the role of the teacher and administrator in meeting the needs of the students. At times a lack of follow through on discipline.

Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment.

Performance Objective 6: Implement federal, state, and local health guidelines to mitigate the impact of COVID.

Evaluation Data Sources: Health records.

Summative Evaluation: None

Strategy 1: Train and update staff, parents, and students on COVID guidelines. Strategy's Expected Result/Impact: Improved safe learning environment. Staff Responsible for Monitoring: Admin, Nurse	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Baytown Junior will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Baytown Junior will recruit highly effective personnel for all Baytown Junior course offerings in order to provide the best staff and services for our students.

Evaluation Data Sources: Staff highly effective reports

Summative Evaluation: None

Strategy 1: Teachers will be encouraged to obtain specific subject area certifications. Strategy's Expected Result/Impact: Increase in expertise and certification status Staff Responsible for Monitoring: Principal Assistant Principals Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Teachers will be encouraged to become ESL certified and GT trained based on teaching assignments. Strategy's Expected Result/Impact: Increase in expertise and certification status Staff Responsible for Monitoring: Principal Assistant Principals Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Experienced and knowledgeable Baytown Junior teachers will mentor new teachers. Strategy's Expected Result/Impact: Support for new and/or inexperienced teachers Staff Responsible for Monitoring: Principal Mentor Teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Baytown Junior will recruit, develop, and retain highly effective personnel.

Performance Objective 2: We will ensure that 100% of the teachers receive highly effective professional development each year in order to continually improve our instructional practices and performance.

Evaluation Data Sources: Campus Professional Development Plan Data

Summative Evaluation: None

<p>Strategy 1: Professional Growth Plans will be developed and monitored for all non-highly effective teachers.</p> <p>Strategy's Expected Result/Impact: Ensure teachers are effective in the classroom and gain highly effective status if needed</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Baytown Junior will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Family Nights will be coordinated by our Campus Student Success Specialist, with the help and support of our PTO and PIE.

Evaluation Data Sources: Family night reports, attendance sign in sheets, feedback from parents

Summative Evaluation: None

<p>Strategy 1: The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p>Strategy's Expected Result/Impact: Increase in participation</p> <p>Staff Responsible for Monitoring: Principal CSSS</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p>Strategy's Expected Result/Impact: Enhanced student achievement and more parental involvement More opportunities for our families to bond together</p> <p>Staff Responsible for Monitoring: CSSS AP Principal Leadership team</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Materials for academic parent engagement activities - Coordination of Local, State, and Federal Funds - Title I Part A - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Baytown Junior will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 2: Campus leadership will provide ongoing communication with our parents and students.

Evaluation Data Sources: Parent Reports, Community Reports

Summative Evaluation: None

<p>Strategy 1: Monthly online newsletters will be sent to parents and community members. Campus events/activities will be highlighted in a positive manner.</p> <p>Strategy's Expected Result/Impact: Positive awareness to parents and community members</p> <p>Staff Responsible for Monitoring: Principal CSSS Teacher Librarian</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: School Messenger calls and emails will be used to communicate with our parents about upcoming campus or district dates, testing information, progress reports, report cards, special events, and other items of importance.</p> <p>Strategy's Expected Result/Impact: Parents will be well informed of all school activities</p> <p>Staff Responsible for Monitoring: Principal CSSS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Teachers will update their grade books each week in order to provide current information to parents.</p> <p>Strategy's Expected Result/Impact: Parents, students, coaches, and sponsors will receive accurate and updated feedback about academic progress</p> <p>Staff Responsible for Monitoring: Teachers Assistant Principals Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: The campus website will be current and relevant to our students and parents.</p> <p>Strategy's Expected Result/Impact: Parents, students, and community members will have current information and updates throughout the school year</p> <p>Staff Responsible for Monitoring: Librarian</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Baytown Junior will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 3: We will maintain an active and positive relationship with our Parent Teacher Organization and Partner in Education.

Evaluation Data Sources: Completion Reports, Parent Reports, Community Reports

Summative Evaluation: None

<p>Strategy 1: The Parent Teacher Organization will consistently meet throughout the school year to plan and execute activities and events for our teachers and students.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement More activities and positive incentives for our students and teachers</p> <p>Staff Responsible for Monitoring: Principal CSSS Assistant principals PTO officers</p> <p>Funding Sources: Materials, supplies, and incentives for teachers and students - Local Funds - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Campus leadership will coordinate meaningful events and activities with our Partner in Education (ExxonMobil). STEM will be a major focus of these events and activities.</p> <p>Strategy's Expected Result/Impact: More opportunities for students, staff, and community members to partner together More opportunities to provide students will relevant, real world experiences</p> <p>Staff Responsible for Monitoring: Principal Assistant principals PIE liaison</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Baytown Junior will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Teachers will utilize technology tools and resources to provide enhanced learning opportunities and relevant instruction to our students.

Evaluation Data Sources: Technology reports, walk-throughs, and teacher observation data

Summative Evaluation: None

<p>Strategy 1: Teachers will receive professional learning for the following technology devices, which will allow them to effectively use technology in their classrooms throughout the year: iPads, Google Classroom, Promethean Boards, and other relevant instructional technology.</p> <p>Strategy's Expected Result/Impact: More technology integration in the classroom. More relevant and engaging lessons that address various learning styles. Improved online instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Train parents and students on how to interact through online instructional platforms to ensure their success.</p> <p>Strategy's Expected Result/Impact: Reduced issues in completing and returning assignments. Improved communication. Improved feedback.</p> <p>Staff Responsible for Monitoring: Admin, CIS's, CSSS, Teachers.</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	1	Materials, supplies, and incentives for teachers and students		\$3,000.00
Sub-Total					\$3,000.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials for academic parent engagement activities	Title I Part A	\$500.00
Sub-Total					\$500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Payroll and intervention material costs	SCE Funds	\$10,000.00
1	2	1	Instructional materials for ESL students	Bilingual/ESL Funds	\$500.00
1	2	1	Instructional materials for SPED students	Special Ed Funds	\$500.00
Sub-Total					\$11,000.00
Grand Total					\$14,500.00