

Goose Creek Consolidated Independent School District

Baytown Junior High

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



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

There are currently 948 students at Baytown Junior (2016-2017) and the current attendance rate is 95.5%. Of these students, 74.1% are economically disadvantaged. There are also a large number of students who are at risk, with 54.4% falling in this category.

Demographics Strengths

Our attendance rate has experienced an increase this past year at Baytown Junior. In the past we had one of the lowest attendance rates, but it has steadily improved over the past year. The improvement in attendance rates is due to an increased focus in this area. We have done several attendance challenges, had incentives for students with perfect attendance, and phone calls are made on a regular basis to make sure parents are aware of their student's absence.

Another strength is the number of mentoring programs that are available for at-risk students. The CIS mentors students, Mr. Chapa comes in weekly to meet with students, and there is a teacher mentor program where teachers meet on a regular basis with students who are at risk for various reasons.

Student Achievement

Student Achievement Summary

Student Achievement Summary STAAR:

- Science STAAR scores increased from 71% in 2015 to 75% in 2016
- Science STAAR scores are consistently low for our African American population
- 6th Grade Reading STAAR showed growth in every sub-population but white from 2015 to 2016
- 8th Grade Reading STAAR showed growth in every sub-populations but white from 2015 to 2016
- Social Studies STAAR increased 8% overall from 2015 to 2016
- Social Studies STAAR showed a 15% growth in African American students
- 6th, 7th, and 8th Grade Math STAAR increased LEP scores from 2015 to 2016
- 8th Grade Math STAAR increased from 61% to 74% from 2015 to 2016
- 7th Grade Math STAAR decreased from 59% to 53% from 2015-2016

Student Achievement Summary Benchmark:

- Baytown Junior increased in 5 of 10 benchmarks from 2015 to 2016
- Baytown Junior beat the average in 7 of 10 benchmarks from 2015 to 2016

Student Achievement Strengths

Strengths were made in the following STAAR subject areas:

- Science saw an large increase in ELL scores
- 7th grade reading met level 2
- Social Studies from STAAR to benchmark went from 4th in the district to 3rd
- Math showed an increase in LEP scores

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Baytown Junior shows an achievement gap with specific student groups in multiple subject areas, such as African American, Special Education, and English as a Second Language. **Root Cause:** We are not providing strong core instruction, checking for learning outcomes, and/or providing

effective interventions to close the achievement gap.

Problem Statement 2: Baytown Junior shows an achievement gap with specific student groups in multiple subject areas, such as African American, Special Education, and English as a Second Language. **Root Cause:** We need to increase student talk and student feedback strategies during instruction to involve our students more in the learning process.

School Culture and Climate

School Culture and Climate Summary

- Some of the areas that were discussed included the current behavior concerns that exist and how they are improving on campus.
- Several elective classes are large due to lack of physical space in classes and the nature of the scheduling with the students.
- There was discussion about school spirit that included the need for more pep rallies, incorporation of spirit sticks, creating more student led performances and alignment of privileges with the attendance of the event.
- Sporting events should be incorporated into the school culture such as Homecoming, Teacher Appreciation and Parent Nights.

School Culture and Climate Strengths

- Teachers are actively creating discipline solutions before resorting to office referrals.
- The school is doing a good job of providing activities and incentives to increase student participation and support behavior expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As it relates to Staff Quality, Recruitment and Retention, 71 % of Baytown Jr. teachers hold a Bachelor's degree and 30 % have attained a Master's degree. 12.5% of Baytown teachers have 20 or more years of experience and 32% have 1-5 years of experience. The teacher salary for Goose Creek Consolidated I.S.D. is comparable to surrounding areas. Teachers with 20 or more years of experience have reached a salary of \$70, 000. New hires start at a salary of \$55,000.

Staff Quality, Recruitment, and Retention Strengths

One strength of our campus and district is that the starting salary for a first year teacher is comparable to surrounding districts. All campuses participate in the PLC process, which supports teachers in the lesson planning process and identification of necessary interventions. This process guides teachers through a focus on learning, collaboration, and results. This process was introduced during the 2016-2017 school year and some found the process difficult to understand. Once the process became more routine, teachers were able to participate accordingly.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Content areas are given well-written and comprehensive curriculum materials that address state standards and cover most of our basic classroom needs. Our curriculum currently lacks extension and revision or intervention materials at the level or amount that we may need them. For example, a district SSI curriculum is used and provided for STAAR interventions, but teachers lack the revision tools or materials needed to reteach a specific TEK in advisory interventions. Teachers are aware that good teaching practices and a good curriculum includes the use of real-world examples to promote higher learning. Our current curriculum materials provide us with such examples. However, many content areas lack the needed extension activities or projects that address content on a deeper, more advanced level. Teachers are successfully using and implementing the PLC process to create collaborative goals, assess student performance (CFA), target intervention and extension opportunities, and then reassess their effectiveness with final assessments (CUA). While effective at a classroom and campus level, the PLC assessment process is often at odds with the district assessment process and results in students and teachers feeling over-tested. Teachers would like more content-specific professional development opportunities to increase their content knowledge and teaching materials or "toolbox".

Curriculum, Instruction, and Assessment Strengths

Content areas are provided a well-written, consistent curriculum that addresses most classroom needs. It is a good starting point for effective classroom instruction. Our PLC process is effectively organized and is helping to create collaborative teams and increase student achievement. Flexibility of the advisory interventions allowed many valuable reteach opportunities to occur as teams identified students in need this year. Teams also found the goal-setting part of the PLC process a helpful tool to increase student performance as well.

Family and Community Involvement

Family and Community Involvement Summary

Parents feel welcome on our campus and have complimented the amount of communication that occurs throughout the school year. Our office staff is friendly and welcoming. Several parent/family nights were offered this year, and they were well attended.

Family and Community Involvement Strengths

Our campus makes a strong effort to create family events. Our family engagement events target specific needs of our families. Our campus puts forth a lot of effort to communicate with our parents by utilizing Bilingual School Messenger, phone calls, and social media. Our teachers successfully call and document parent contact by utilizing our campus google docs form. Families have the opportunity of volunteer at our campus at all of our school function events as well as during school to help with other duties as needed.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: We have a diverse population with various needs. We need to improve parental involvement in the educational process at our campus. **Root Cause:** Our parents have a variety of needs that we have not fully addressed, ranging from language barriers to lack of financial, emotional, or social resources.

School Context and Organization

School Context and Organization Summary

Baytown Junior School focuses on academic achievement through common PLC times where TEKS are analyzed and discussed to ensure understanding, assessments are created, lessons are planned, data is analyzed in order to provide interventions and enrichment. Teacher representation is a priority on various decision-making committees.

School Context and Organization Strengths

The focus on instruction and a viable curriculum is a main priority at Baytown Junior School. In order to ensure the support of these priorities, administration creates an agenda for our district PLC days and ensures that PLC days without students and PLC conference times are protected with minimal interruptions. All core content areas also have the same conference period to allow for planning and proper implementation of this process. These PLC times are organized through the use of a binder that helps the teachers properly utilize the PLC process and ensure that all of the guided questions are being addressed. During this process, the PLC process is driven by data and TEKS analysis. It is also supported by the attendance of a content instructional specialist in all content area planning times and administration during many of the meetings. In addition to protected PLC time, Baytown Junior has incorporated advisory and tutorials into the master schedule to provide intervention and enrichment during the school day. Tutorials are also provided by the coaches during athletics.

Baytown Junior School also has teacher presence on the Site Based Decision Making and Discipline Committees.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: A viable curriculum is not always provided to students. We need to improve our ability to collaborate as teams to ensure the same level of instruction is occurring in all classes. **Root Cause:** True collaboration is challenging. Sharing instructional strategies and lessons can be difficult. Teams must trust one another and share the common goal of learning for all students.

Technology

Technology Summary

We have made great strides in providing technology for students in core subjects to use at school, but we have a gap in consistency and equity that needs to be addressed. Compared to elementary and high school, our students have considerably less access to technology resources (dependent on subject area).

Technology Strengths

- All teachers have access to Promethean Boards in classrooms.
- ELA and Social Studies have 1:1 access to laptops or iPads in classrooms.
- Some departments have offered access to parents when it is necessary to complete district required documents online.
- Teachers utilize a wide variety of instructional technology strategies.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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

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 by at least five percentage points.

Evaluation Data Source(s) 1: STAAR performance

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p style="text-align: center;">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Grade level teams will meet once a week 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. Each six weeks the campus will meet to review CFA data and revisit/refine the PLC model.</p>	2, 4, 9	Principal; Campus Instructional Specialists; Assistant Principals	Improved collaboration, core instruction, and intervention for teachers and students.			
Problem Statements: Student Achievement 1						
<p style="text-align: center;">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) We will disaggregate and analyze data after each common assessment to help guide and plan our Tier 1 instruction and Tier 2 & 3 interventions including LLI focused intervention for reading/math.</p>	1, 9	Principal; Campus Instructional Specialists; Assistant Principals	Effective implementation of Tier 1, 2, and 3 interventions.			
Funding Sources: Coordination of Local, State, and Federal Funds - \$30,000.00						

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 3) We will provide Sheltered Instruction classes for all English Language Learners (ELL); Sheltered Instruction teachers will be assigned specific students for progress monitoring and support.	2, 8	Principal; Campus Instructional Specialists; Selected Reading teachers	Improved performance for EL students.			
	Problem Statements: Student Achievement 1					
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 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.	4, 9	Principal; Campus Instructional Specialists; Assistant Principals; SPED teachers	Improved performance for SPED students. More effective instruction for classes with co-teachers.			
	Problem Statements: Student Achievement 1					
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 5) We will provide additional time and instruction for struggling students. Tier 2 interventions include Advisory, Flexible Groups, and Invitation Tutorials. Tier 3 interventions include guided reading and math classes.	1, 2, 9	Principal; Assistant Principals; Campus Instructional Specialists	Improved Index 1 and 2 performance for struggling students in Tier 2 and 3 interventions.			
	Problem Statements: Student Achievement 1 Funding Sources: Coordination of Local and State Funds - \$15,000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: Baytown Junior shows an achievement gap with specific student groups in multiple subject areas, such as African American, Special Education, and English as a Second Language. Root Cause 1: We are not providing strong core instruction, checking for learning outcomes, and/or providing effective interventions to close the achievement gap.

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 Index 2 score is at least four points higher than the previous year (34).

Evaluation Data Source(s) 2: Accountability Summary Report for Index 2

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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>		Principal; Campus Instructional Specialists; Assistant Principals; Teachers	STAAR scores			
Funding Sources: Coordination of Local and State Funds - \$800.00						
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teams will analyze Index 2 data for each student in math and reading. We will discuss how Index 2 is calculated and share strategies for ensure progress monitoring, such as Student Talk and Student Feedback.</p>	1, 3, 4, 9	Principal; Assistant Principals; Campus Instructional Specialists	Improved Index 2 scores.			
Problem Statements: Student Achievement 2 Funding Sources: Local Funds - \$500.00						
						

Performance Objective 2 Problem Statements:






Student Achievement
<p>Problem Statement 2: Baytown Junior shows an achievement gap with specific student groups in multiple subject areas, such as African American, Special Education, and English as a Second Language. Root Cause 2: We need to increase student talk and student feedback strategies during instruction to involve our students more in the learning process.</p>

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 Index 3 score is at least four points higher than the previous year (37).

Evaluation Data Source(s) 3: Accountability Summary Report for Index 3

Summative Evaluation 3:

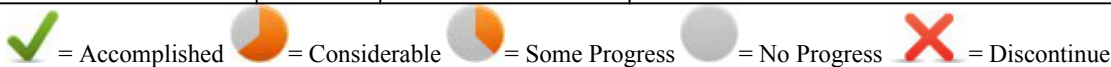
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) We will monitor the progress of students who are below the campus average during PLC meetings, data review sessions, and team meetings. Teams will ensure students are placed in Tier 2 and 3 intervention as needed.</p>	9	Principal; Assistant Principals; Campus Instructional Specialists	Improved Index 3 performance.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 increase our post-secondary readiness performance so that Index 4 is at least four points higher than the previous year (30).

Evaluation Data Source(s) 4: Accountability Summary Report for Index 4

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Masters Grade Level performance on CBAs and benchmarks will be monitored and reviewed during our data meetings.</p>		Principal; Campus Instructional Specialists; Assistant Principals	Improved "Masters Grade Level" scores on STAAR assessments.			
Problem Statements: Student Achievement 1						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teams will provide enrichment opportunities for students who learn quickly and need differentiated instruction.</p>		Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Improved "Masters Grade Level" scores on STAAR assessments.			
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) We will increase the number of students who are served in AVID to at least 10% of the school population.</p>		Principal, AVID Site Coordinator, AVID site team.	Higher percentage of students served in AVID; higher percentage of students who are in AVID two or more years.			
						

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: Baytown Junior shows an achievement gap with specific student groups in multiple subject areas, such as African American, Special Education, and English as a Second Language. Root Cause 1: We are not providing strong core instruction, checking for learning outcomes, and/or providing effective interventions to close the achievement gap.</p>

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 increase the number of fine arts groups earning 1st division ratings in UIL competition to at least 50%.

Evaluation Data Source(s) 5: School and Community Scorecard results

Summative Evaluation 5:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 5 CSF 6 1) We will take more groups to competition in fine arts.		Fine arts teachers	More opportunities for students to participate in UIL contest.			
Critical Success Factors CSF 5 CSF 6 2) We will improve the performance of existing fine arts groups.		Fine arts teachers	Higher scores, improved feedback from judges.			

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: We will increase our participation and retention rates in athletics.

Evaluation Data Source(s) 6: Assessment Reports

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 6</p> <p>1) All coaches will actively recruit students beginning the 1st day of school.</p>		Athletic coaches	Increase in participation from the previous year.			
<p>Critical Success Factors CSF 6</p> <p>2) All coaches will build positive relationships and experiences with student athletes in order to promote retention.</p>		Athletic coaches	Increase in retention from previous year.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </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 Source(s) 1: Teacher evaluations, instructional rounds, STAAR results, TELPAS results, and accountability ratings.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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 documents provided in Microsoft Groups.	2, 4, 8	Administrators, CIS	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>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Instructional Specialists will meet with teams to develop weekly lesson plans, implement the PLC framework, create CFAs and use data to target instruction based on what was learned and what was not learned.</p>		Campus Instructional Specialists; Assistant Principals; Teachers	Improved core or Tier 1 instruction. Effective and timely Tier 2 and 3 interventions.			
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>3) Teams will collaborate with C&I, GT, Special Ed., Bilingual/ESL, Migrant, and CTE departments to help close instructional gaps for all students.</p>	1, 9	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Improved results for all students. Higher levels of learning for all students.			
	Funding Sources: Coordination of Local and State Funds - \$1,300.00, Local Funds - \$700.00					
<p>Critical Success Factors CSF 1</p> <p>4) The content and language objectives will be posted, reviewed, and monitored each day with students. The content objective will be posted in the form of an "Essential Question."</p>		Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Teachers will provide more organization and structure to the learning outcome. Teachers will more effectively check for understanding. Students will be able to articulate what is being learned by answering the EQ.			


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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 Source(s) 2: STAAR Data, walkthroughs and observations, student work samples, student engagement data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) All teachers will implement Interactive Notebooks in their classes.</p>		Principal; Campus Instructional Specialists; Assistant Principals; Teachers	<p>Students will more effectively take notes.</p> <p>Students will become more creative, independent writers and thinkers.</p> <p>Students will create a study resource and become more involved in the learning process.</p>			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>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>		Principal; Campus Instructional Specialists; Assistant Principals; Teachers	More engaged students, higher levels of learning.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Our campus will participate in "Instructional Rounds" and focus on improving "Student Talk" and "Quality Student Feedback."</p>	4	Principal; Campus Instructional Specialists; Assistant Principals	<p>Increased student talk in classes, resulting in more student involvement in the learning process.</p> <p>Frequent use of student feedback strategies, resulting in higher levels of learning.</p>			
						

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Baytown Junior shows an achievement gap with specific student groups in multiple subject areas, such as African American, Special Education, and English as a Second Language. **Root Cause 1:** We are not providing strong core instruction, checking for learning outcomes, and/or providing effective interventions to close the achievement gap.


Problem Statement 2: Baytown Junior shows an achievement gap with specific student groups in multiple subject areas, such as African American, Special Education, and English as a Second Language. **Root Cause 2:** We need to increase student talk and student feedback strategies during instruction to involve our students more in the learning process.

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

Performance Objective 3: We will effectively implement the Professional Learning Community process to provide a guaranteed curriculum to our students.

Evaluation Data Source(s) 3: PLC products, RTI Reports, Assessment Data

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 1) Teams will answer the four PLC questions for each unit of study throughout the school year for each Essential Standard.		Administrators, Instructional Specialists	More intentional planning and collaborating during PLC meetings. More focused discussions on what students are learning.			
	Problem Statements: School Context and Organization 1					
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 2) Teams will meet at least once a week and one full day every grading period to collaborate on essential standards, student learning outcomes, Tier 1 instruction, and Tier 2 and 3 interventions.	2, 4, 8	Administrators, Instructional Specialists	Stronger core instruction leading to higher levels of learning. Improved interventions resulting in success for all students.			
	Problem Statements: Student Achievement 2					
						

Performance Objective 3 Problem Statements:


Student Achievement
Problem Statement 2: Baytown Junior shows an achievement gap with specific student groups in multiple subject areas, such as African American, Special Education, and English as a Second Language. Root Cause 2: We need to increase student talk and student feedback strategies during instruction to involve our students more in the learning process.
School Context and Organization
Problem Statement 1: A viable curriculum is not always provided to students. We need to improve our ability to collaborate as teams to ensure the same level of instruction is occurring in all classes. Root Cause 1: True collaboration is challenging. Sharing instructional strategies and lessons can be difficult. Teams must trust one another and share the common goal of learning for all students.

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 Source(s) 1: Attendance Reports

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 4 CSF 5</p> <p>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>	1, 10	Principal; Campus Assistant Principals; Teachers	Attendance Reports, Documentation of Contracts, Documentation of home visits			
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Attendance incentives will be provided for students achieving good or improved attendance each semester, including SOAR bucks, school events, and celebrations.</p>	10	Principal, Assistant Principals, Counselors	Increased attendance rate			
<p>3) The "All Day, Everyday" program will continue through the Student Support Team. Students who are chronically absent will be assigned a mentor who will call home everyday he or she is absent.</p>	1	Student Support team members	Increase in attendance rate for chronically absent students			
						

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 Source(s) 2: High School Credit Data, Club/Organization Data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) We will continue to improve our student organizations on campus, such as Student Council, AVID, NHS, and Crimestoppers.</p>		Principal, STUCO sponsor	Increase in student participation. More students connected to our school. More awareness for community service and citizenship.			
<p>Critical Success Factors CSF 6</p> <p>2) Courses (Introduction to Engineering, Spanish, Algebra I) will be offered to 8th graders for high school credit.</p>		Principal, Counselors, Selected teachers	Student Course Rosters and curriculum			
Funding Sources: Coordination of Local and State Funds - \$70,000.00						
<p>Critical Success Factors CSF 6</p> <p>3) At least 10% of our campus will be involved in AVID.</p>		Principal, Counselors, Assistant Principals, AVID coordinator	Increase in the use of WICOR strategies; improved student performance; more students prepared for high school with college as the focus.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Our robotics team will continue to compete in FLL competitions. Time will be devoted to the Robotics team in the master schedule.</p>		Principal, robotics teachers and coaches	More awareness of STEM opportunities; more opportunities for students to apply learning and thinking.			
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>5) Additional fine arts sections will be added to the master schedule, in order to provide a richer experience for students.</p>		Principal, counselors, fine arts teachers	student class sizes are manageable; fine arts programs are receiving higher ratings at competition.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 Source(s) 3: Naviance surveys, Endorsement Reports, High school readiness activities

Summative Evaluation 3:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Counselors will utilize Naviance to develop student interest, goals and help students develop long-term plans for college and career success.		Counselors	More awareness and direction for students as they select their career endorsement and choose high school courses.			
<p>Critical Success Factors CSF 1</p> 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).		Counselors	Selected students will have the opportunity to perform and be recognized on a college entrance exam.			
<p>Critical Success Factors CSF 6</p> 3) 8th grade students will attend high school readiness activities and a career fair.		Counselors, 8th grade administrator	8th graders have a clear understanding of the Endorsements and learn which careers match their interests and skills.			

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

Performance Objective 1: Baytown Junior's Positive Behavior Support model, SOAR, will continue be implemented in order to reinforce behavior expectations in a positive and systematic manner.

Evaluation Data Source(s) 1: Discipline Reports

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) The SOAR model will be reintroduced at the beginning of the school year to staff and students (Safety, Ownership, Achievement, Respect).</p>		Assistant Principals; Teachers	Positive behavior reinforcements are used consistently throughout the school; students know and follow the expectations outlined in SOAR.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </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 Source(s) 2: At Risk Data Reports

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>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>		Student Support Team members	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>Critical Success Factors CSF 5 CSF 6</p> <p>2) The Student Support Team will meet weekly to discuss and support students on the SST roster.</p>		Student Support Team members	Consistent monitoring of the SST roster; increase in student success; decrease in the "levels of severity" throughout the school year			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: A Behavior Leadership Team will be formed in order to review discipline data, discuss effective discipline strategies, and improve discipline at our school.

Evaluation Data Source(s) 3: Discipline Reports, Campus Surveys

Summative Evaluation 3:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) The Behavior Leadership Team will review discipline data at least once a quarter. Data will be shared with the faculty throughout the school year.</p>		Campus Administrators, Campus Behavior Leadership Team	More awareness of our behavior concerns throughout the school; strategies implemented to help improve behavior in noted areas.			
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) The Behavior Leadership Team will provide incentives, interventions, and support to help address campus-wide discipline concerns.</p>		Campus Administrators, Campus Behavior Leadership Team	Decrease in discipline referrals; increase in overall campus culture/climate			
						

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 Source(s) 4: Drill Reports

Summative Evaluation 4:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>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>Student Support Administrator; Leadership Team; All staff</p>	<p>Drills are successfully completed and school is prepared in the event of an emergency.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 Source(s) 1: Staff highly effective reports

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 7</p> <p>1) Teachers will be encouraged to obtain specific subject area certifications.</p>		Principal, Assistant Principals	Increase in expertise and certification status			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will be encouraged to become ESL certified and GT trained based on teaching assignments.</p>		Principal, Assistant Principals	Increase in expertise and certification status			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Experienced and knowledgeable Baytown Junior teachers will mentor new teachers.</p>	5	Principal, mentor teachers	Support for new and/or inexperienced teachers.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 Source(s) 2: Campus Professional Development Plan Data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 7</p> <p>1) Staff development growth plans (part of highly effective Intervention Plan) will be developed for all non-highly effective teachers.</p>		Principal, Assistant Principals	Ensure teachers are effective in the classroom and gain highly effective status if needed.			
<p>2) Focused Staff development will be conducted to address all five testing areas for STAAR</p>		Principal	Exceed the required state and federal standards for accountability			
<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Coordination of Local, State, and Federal Funds - \$20,000.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:






Student Achievement
<p>Problem Statement 1: Baytown Junior shows an achievement gap with specific student groups in multiple subject areas, such as African American, Special Education, and English as a Second Language. Root Cause 1: We are not providing strong core instruction, checking for learning outcomes, and/or providing effective interventions to close the achievement gap.</p>

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

Performance Objective 1: Campus leadership will provide ongoing communication with our parents and students.

Evaluation Data Source(s) 1: Parent Reports, Community Reports

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 6</p> <p>1) Monthly online newsletters will be sent to parents and community members. Campus events/activities will be highlighted in a positive manner.</p>		Principal, teacher, librarian	Positive awareness to parents and community members.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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>		Principal	Parents will be well informed of all school activities.			
<p>Critical Success Factors CSF 5</p> <p>3) Teachers will update their grade books each week in order to provide current information to parents.</p>		Teachers; Assistant Principals, Principal	Parents, students, coaches, and sponsors will receive accurate and updated feedback about academic progress.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) The campus website will be current and relevant to our students and parents.</p>	6	Librarian	Parents, students, and community members will have current information and updates throughout the school year.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: We will maintain an active and positive relationship with our Parent Teacher Organization and Partner in Education.

Evaluation Data Source(s) 2: Completion Reports, Parent Reports, Community Reports

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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>		Principal; Assistant principals; PTO officers	Increase in parental involvement; more activities and positive incentives for our students and teachers.			
<p>Problem Statements: Family and Community Involvement 1 Funding Sources: Local Funds - \$2,000.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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>	6, 7	Principal; Assistant principals; PIE liaison	More opportunities for students, staff, and community members to partner together; more opportunities to provide students will relevant, real world experiences.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:


Family and Community Involvement
<p>Problem Statement 1: We have a diverse population with various needs. We need to improve parental involvement in the educational process at our campus. Root Cause 1: Our parents have a variety of needs that we have not fully addressed, ranging from language barriers to lack of financial, emotional, or social resources.</p>

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

Performance Objective 3: Family Nights will be coordinated by our Campus Student Success Specialist, with the help and support of our PTO and PIE.

Evaluation Data Source(s) 3: Family night reports, attendance sign in sheets, feedback from parents

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) We will host activities and events for our families at BJS, where academic strategies and important resources will be shared and discussed.	1	CSSS, AP, Principal, Leadership team, PIE, PTO	Enhanced student achievement and more parental involvement			
			More opportunities for our families to bond together			
Problem Statements: Family and Community Involvement 1 Funding Sources: Coordination of Local, State, and Federal Funds - \$2,000.00						
						

Performance Objective 3 Problem Statements:






Family and Community Involvement
Problem Statement 1: We have a diverse population with various needs. We need to improve parental involvement in the educational process at our campus. Root Cause 1: Our parents have a variety of needs that we have not fully addressed, ranging from language barriers to lack of financial, emotional, or social resources.

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 Source(s) 1: Technology reports, walk-throughs, and teacher observation data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 4</p> <p>1) Baytown Junior will utilize one classroom which will serve as a technology resource lab for all teachers throughout the school year to support and enhance instruction.</p>		Principal, Instructional Specialists	More opportunities for technology integration in the classroom			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) 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, Promethean Boards, and Response Clicker Technology.</p>		Principal, Assistant Principals	More technology integration in the classroom; more relevant and engaging lessons that address various learning styles.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Grade level teams will meet once a week 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. Each six weeks the campus will meet to review CFA data and revisit/refine the PLC model.
1	1	2	We will disaggregate and analyze data after each common assessment to help guide and plan our Tier 1 instruction and Tier 2 & 3 interventions including LLI focused intervention for reading/math.
1	1	3	We will provide Sheltered Instruction classes for all English Language Learners (ELL); Sheltered Instruction teachers will be assigned specific students for progress monitoring and support.
1	1	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.
1	1	5	We will provide additional time and instruction for struggling students. Tier 2 interventions include Advisory, Flexible Groups, and Invitation Tutorials. Tier 3 interventions include guided reading and math classes.
1	2	2	Teams will analyze Index 2 data for each student in math and reading. We will discuss how Index 2 is calculated and share strategies for ensure progress monitoring, such as Student Talk and Student Feedback.
1	3	1	We will monitor the progress of students who are below the campus average during PLC meetings, data review sessions, and team meetings. Teams will ensure students are placed in Tier 2 and 3 intervention as needed.
2	1	2	Instructional Specialists will meet with teams to develop weekly lesson plans, implement the PLC framework, create CFAs and use data to target instruction based on what was learned and what was not learned.
2	1	3	Teams will collaborate with C&I, GT, Special Ed., Bilingual/ESL, Migrant, and CTE departments to help close instructional gaps for all students.
2	3	1	Teams will answer the four PLC questions for each unit of study throughout the school year for each Essential Standard.
2	3	2	Teams will meet at least once a week and one full day every grading period to collaborate on essential standards, student learning outcomes, Tier 1 instruction, and Tier 2 and 3 interventions.

17-18 Needs Assessment Team

Committee Role	Name	Position
Classroom Teacher	Taylor Kollmeier	Fine Arts Teacher
Non-classroom Professional	Cynthia Campos	Campus Student Success Specialist
Classroom Teacher	Mandie Beam	Social Studies Teacher
Classroom Teacher	Tamarrah Henderson	ELA Teacher
Administrator	Kendall David	AP
Administrator	Matt Bolinger	Principal
Classroom Teacher	Vickie OToole	Science teacher
Classroom Teacher	Sue DeVillier	Math teacher
Classroom Teacher	Denise Ross	AVID Teacher
Classroom Teacher	Kim Smith	SPED teacher

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Materials and training		\$500.00
2	1	3	Supplemental instructional materials for STEM lab		\$700.00
2	2	1	Notebooks, materials for IN		\$2,000.00
2	2	2	Materials and training for instructional strategies		\$500.00
2	2	3	Materials for Instructional Strategies		\$1,000.00
6	2	1	Materials, supplies, and incentives for teachers and students		\$2,000.00
Sub-Total					\$6,700.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Costs for specialized intervention tutor	Title I Part A	\$30,000.00
5	2	2	Training and material costs	Focus Funds	\$20,000.00
6	3	1	Materials for academic parent engagement activities	Title I Part A	\$2,000.00
Sub-Total					\$52,000.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Payroll and intervention material costs	SCE Funds	\$15,000.00
1	2	1	Instructional materials for ESL students	Bilingual/ESL Funds	\$400.00
1	2	1	Instructional materials for SPED students	Special Ed Funds	\$400.00
2	1	3	Supplemental instructional materials	GT Funds	\$300.00
2	1	3	ESL Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
2	1	3	Supplemental instructional materials	Special Ed Funds	\$500.00
3	2	2	Payroll Costs for Spanish Teacher	High School Allotment Funds	\$70,000.00
Sub-Total					\$87,100.00
Grand Total					\$145,800.00

Addendums

Campus Program Evaluation for Gifted and Talented-Program Intent "21"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year

Students showed progress in specific areas w/ mastery scores. 8th science ~~and~~ mastery scores were a highlight. GT clones had appropriate responses.

Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year

Need additional training for helping students reach "Masters Grade level" performance.

Indicate the Root Cause for each identified need:

- Lack of training for Differentiated Instruction
- Lack of training for setting high expectations to align to highest rigor of STAAR.

Campus Program Evaluation for Career and Technology-Program Intent "22"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>STEM CTE classes were fully enrolled and students were successful in completing course work.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>We have a new teacher this year. Materials and training for STEM lab.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>Lack of experience. The course requires a <u>lot</u> of materials and supplies.</p>

Campus Program Evaluation for Special Education-Program Intent "23"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> - Students were placed in co-teach classes. - Students in SPED had opportunities for intervention (Co, Med and Fast Forward).
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> - SPED performance in STAAR was sto revealed achievement gaps.
<p>Indicate the Root Cause for each identified need:</p>	<p>Some students are in SPED are several grade levels behind. We did not provide enough Tier 3 instruction to close the achievement gap.</p>

Campus Program Evaluation for

State Compensatory Education-Program Intent "24, 26, 28, and 30"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>- Funds helped provide resources and materials for at-risk students. Certain students in need of additional instruction participated in tutorials and academic interventions.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>More targeted instruction for Tier 2 and 3 students.</p>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> - Lack of targeted instruction. - Lack of a streamlined system to better support at-risk students in need of additional time and support.

Campus Program Evaluation for Bilingual/ESL-Program Intent "25"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Materials and resources were provided for the ESL program. The ESL reading classes provided additional support for ESL students.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> - More targeted instruction for ESL students who are several grade levels behind. - Provide a system that monitors progress in a more effective manner.
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> - Lack of - Lack of a tier 3 system of support for ESL students. - A process to closely monitor ESL students who are tier 2 and 3.

Campus Program Evaluation for High School Allotment-Program Intent "31"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>GT classes, AVID, and College/Career activities encouraged students to pursue advanced academic opportunities.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>- More professional development is needed for advanced courses.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>- Many opportunities for various training throughout the summer cause conflicts.</p>

Campus Program Evaluation for Parent Involvement Opportunities

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year

Several events were offered to parents this year to help educate and encourage parents to be more active in their children's education.

Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year

- Most events were well attended, but there is room to improve.

Indicate the Root Cause for each identified need:

- Some parents do not feel comfortable attending school functions, or do not see the value. Our job is to increase communication and ensure that ALL parents feel welcome.

Campus Program Evaluation for NCLB-Title I, Part A-Improving Basic Programs

CIS

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Community in Schools helps support struggling students and their families. Our CIS worker met with students throughout the school year and provided college visits to students.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>CIS could provide more targeted support for our Tier 3 behavior students.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>Training and experience will help improve this need.</p>

Campus Program Evaluation for NCLB-Title I, Part C-Migrant Education Program

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p><i>Migrant support helped to reduce the educational disruptions and other problems that result from repeated moves.</i></p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p><i>Additional training and support for migrant students.</i></p>
<p>Indicate the Root Cause for each identified need:</p>	<p><i>At. Lack of attention provided to the migrant program.</i></p>

Campus Program Evaluation for Safe Schools

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none">- Train and resources were provided to staff and students to enhance the safety of our school.- PBIS and Olweus strategies were implemented.
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none">- More train for consistent implementation of our PBIS model school-wide.
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none">- Lack of time built into the school day.- Lack of ongoing train after the school year started.

Site-Based Decision Making Team	Department
Sue DeVillier	Math
Matt Bolinger	Principal
Vickie O'Toole	Science
Denise Ross	AVID (Ad Hoc)
Sharla Bigler	CIS (Ad Hoc)
Bambi Henderson	ELA
Cynthia Campos	CS3
Taylor Kollmeier	Fine Arts
Kim Smith	SPED
Mandie Beam	Social Studies (ILC Rep)

April 17, 2017

Name	Committee	Committee Chair	Sign In
Barrett, Heather	Staff Quality, Recruit, Ret.	Barrett	<i>Heather Barrett</i>
Black, Teresa	Staff Quality, Recruit, Ret.	Barrett	
Cervenka, Terri	Staff Quality, Recruit, Ret.	Barrett	<i>Terri Cervenka</i>
Cushman, Peter	Staff Quality, Recruit, Ret.	Barrett	<i>Peter Cushman</i>
Gonzalez, Crystal	Staff Quality, Recruit, Ret.	Barrett	<i>Crystal Gonzalez</i>
O'Toole, Vicky	Staff Quality, Recruit, Ret.	Barrett	<i>Vicky O'Toole</i>
Paul, Josheka	Staff Quality, Recruit, Ret.	Barrett	<i>Josheka Paul</i>
Thomas-Fontenot, Tangee	Staff Quality, Recruit, Ret.	Barrett	<i>Tangee Thomas-Fontenot</i>
Torrez, Elizabeth	Staff Quality, Recruit, Ret.	Barrett	<i>Elizabeth Torrez</i>

Baytown Junior School


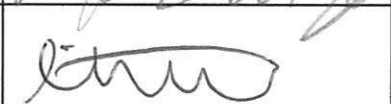
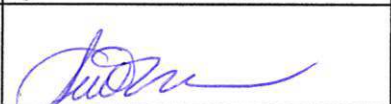
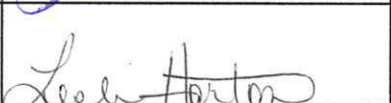
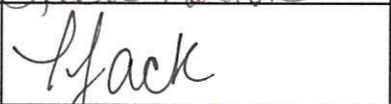

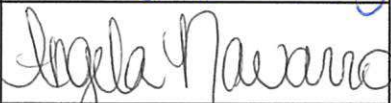

CNA Committees

April 17, 2017

Name	Committee	Committee Chair	Sign In
Baillio, Vickie	School Organization	Johnson, L	
Beam, Mandie	School Organization	Johnson, L	M Beam
Beck, Brian	School Organization	Johnson, L	Bibe
Castellanos, Audrey	School Organization	Johnson, L	Audrey Castellanos
Hernandez, Sarah	School Organization	Johnson, L	Sarah Hernandez
Johnson, Liz	School Organization	Johnson, L	Liz Johnson
Lindon, Mallory	School Organization	Johnson, L	M. Lindon
Masters, Verlene	School Organization	Johnson, L	V Masters
Norton, Jessica	School Organization	Johnson, L	Jessica Norton

Baytown Junior School
 April 17, 2017

CNA Committees

Name	Committee	Committee Chair	Sign In
Baltazar, Marylee	Curric., Instruction, Assess	Bothwell	
Bothwell, Michael	Curric., Instruction, Assess	Bothwell	
DeVillier, Sue	Curric., Instruction, Assess	Bothwell	
Horton, Lesli	Curric., Instruction, Assess	Bothwell	
Jack, Tiffany	Curric., Instruction, Assess	Bothwell	
Lashley, Amy	Curric., Instruction, Assess	Bothwell	
Navarro, Angela	Curric., Instruction, Assess	Bothwell	
Pulcher, Jamey	Curric., Instruction, Assess	Bothwell	
Walthall, Krysta	Curric., Instruction, Assess	Bothwell	

- Summary
- Strengths - successes
- Needs - areas of improvement (link to AP)

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CNA Committees

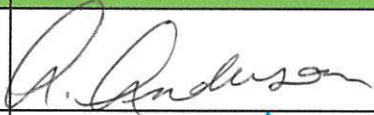






Name	Committee	Committee Chair	Sign In
Gill, Tammy	Demographics	K. Smith	<i>Tammy Gill</i>
Johnson, Howard	Demographics	K. Smith	<i>Howard Johnson</i>
Muhammad, Amber	Demographics	K. Smith	
Reid, Tabitha	Demographics	K. Smith	<i>Tabitha Reid</i>
Rincon, Julita	Demographics	K. Smith	<i>J. Rincon</i>
Schweers, Kevin	Demographics	K. Smith	<i>K. Schweers</i>
Shackelford, Lora	Demographics	K. Smith	
Smith, Kimberly	Demographics	K. Smith	<i>K. Smith</i>

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Name	Committee	Committee Chair	Sign In
Davis, Kelsey	School Culture/Climate	Ross & Nightingale	
Ferguson, Sheryl	School Culture/Climate	Ross & Nightingale	
Funderburg, Alice	School Culture/Climate	Ross & Nightingale	
Gamboa, Tavia	School Culture/Climate	Ross & Nightingale	
Hull, Kelley	School Culture/Climate	Ross & Nightingale	
Lowrance, John	School Culture/Climate	Ross & Nightingale	
Naylor, Kayla	School Culture/Climate	Ross & Nightingale	
Nightingale, Jasmine	School Culture/Climate	Ross & Nightingale	
Ross, Denise	School Culture/Climate	Ross & Nightingale	

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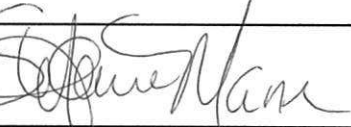
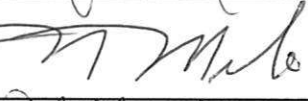

CNA Committees

Name	Committee	Committee Chair	Sign In
Anderson, Amanda	Student Achievement	Bigler & Burt	
Bigler, Sharla	Student Achievement	Bigler & Burt	
Burt, Camille	Student Achievement	Bigler & Burt	
Bush, Delphine	Student Achievement	Bigler & Burt	
Davis, Sarah	Student Achievement	Bigler & Burt	
Gallagher, Michael	Student Achievement	Bigler & Burt	
Nerf, Jennifer	Student Achievement	Bigler & Burt	?
Thorson, Marie	Student Achievement	Bigler & Burt	



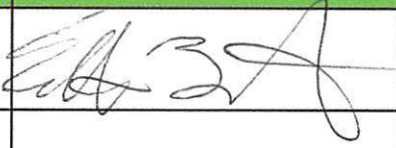

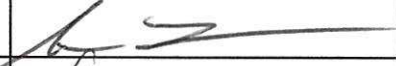
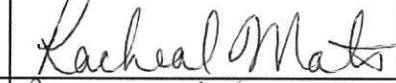


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CNA Committees

Name	Committee	Committee Chair	Sign In
Bass, LeAnne	Family/Community Involv.	Campos	
Bissell, Emily	Family/Community Involv.	Campos	
Campos, Cynthia	Family/Community Involv.	Campos	
Gill, Michael	Family/Community Involv.	Campos	
Laraina Hunt, Lariana	Family/Community Involv.	Campos	
Kaminski, Amy	Family/Community Involv.	Campos	Amy Kaminski
LaGrange, David	Family/Community Involv.	Campos	
Mann, Stefanie	Family/Community Involv.	Campos	
Melo, Nelson	Family/Community Involv.	Campos	
Wade, Jennifer	Family/Community Involv.	Campos	

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CNA Committees

Name	Committee	Committee Chair	Sign In
Baptiste, Earl	Technology	Silverberg/Kollmeier	
Huerta, Frank	Technology	Silverberg/Kollmeier	
Kollmeier, Taylor	Technology	Silverberg/Kollmeier	
Lawrence, Susan	Technology	Silverberg/Kollmeier	
Matos, Rachael ^{Teal}	Technology	Silverberg/Kollmeier	
Shafer, Jerry	Technology	Silverberg/Kollmeier	
Silverberg, Deborah	Technology	Silverberg/Kollmeier	
West, Janie	Technology	Silverberg/Kollmeier	