

Goose Creek Consolidated Independent School District

Cedar Bayou Junior High

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Cedar Bayou Junior

Cedar Bayou Junior High has an "I can...I will" attitude.



Mission Statement

It is the mission of CBJ to provide high levels of learning in a safe and nurturing environment ensuring our students' success in current and future goals.

Vision

We believe that to achieve the mission of our school we must function as a professional learning community. We envision a school in which our staff:

- Unites to achieve a common purpose and strategic goal.
- Works interdependently in a collaborative team.
- Seeks and implements best practices for continuous student improvement.
- Monitors each student's progress on a frequent basis.
- Demonstrates a personal commitment to the academic success and general well-being of each student.

Core Beliefs

Cedar Bayou Staff Collective Commitments 2017-2018

- I will provide a rigorous and appropriate curriculum based on best practices to all my students.
- I will be open to new ideas to improve quality instruction for students.
- I will commit to being a positive, respectful, contributing member of the CBJ Community.
- I will commit to monitoring each student's learning in a timely manner.
- I will commit to being on time with success in mind.
- I will commit to modeling and fairly applying school rules.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CBJ serves 1,050 students in grades 6th -8th. The population is 20% African American, 30% Anglo, 48% Hispanic and 2% Asian. the student body is 50% male and 50% female. The school has a low socioeconomic status of approximately 69%. The mobility rate is 20%. The average daily attendance rate is 95.6%

Demographics Strengths

The staff attendance rate is 93%

Student Achievement

Student Achievement Summary

Science and math STAAR scores are above the district and above the state in most areas. Reading, Writing, and Social Studies STAAR scores are below the district and below the state in most areas. The special populations African American and SPED are below the district.

Student Achievement Strengths

Science and math STAAR scores are above the district and above the state in most areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading, Writing, and Social Studies STAAR Scores are below district. **Root Cause:** Students are reading below grade level.

School Culture and Climate

School Culture and Climate Summary

Students and staff feel generally safe on the campus. They feel supported. Many positive reinforcements were given to students. Increased visibility in the halls was noticed by teachers. There are areas of discipline that need to be addressed. Discipline is not consistent between assistant principals. Teachers do not know what discipline is being given when they send a student to the office. Communication is lacking.

School Culture and Climate Strengths

Students and staff feel generally safe on the campus. They feel supported. Many positive reinforcements were given to students. Increased visibility in the halls was noticed by teachers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers are qualified and certified. Re-certification is always necessary. New teachers always need to be trained. Teachers need to be sensitive to the diverse population at CBJ.

Staff Quality, Recruitment, and Retention Strengths

Teachers are qualified and certified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers are planning together with teams in PLCs. Teachers are teaching the content necessary. Teachers are not using higher order questioning to obtain the rigor necessary for the test. Students are not accountable for their own work.

Curriculum, Instruction, and Assessment Strengths

Teachers are planning together with teams in PLCs. Teachers are teaching correct content.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are not using higher order questioning strategies **Root Cause:** Teachers need training on how to question students.

Family and Community Involvement

Family and Community Involvement Summary

The parents whose children participate in extracurricular events are very positive and participate at the school. Many parents do not participate.

Family and Community Involvement Strengths

The parents who participate are very involved and positive. Men in Training, Crime Stoppers involve the community positively. Sporting Events and Musical concerts bring parents to the school.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: More parental involvement is needed. **Root Cause:** More events need to be held for all students.

School Context and Organization

School Context and Organization Summary

Teachers use data to analyze students' strengths and weaknesses. They need to narrow their focus to individual students.

School Context and Organization Strengths

Teachers use data to analyze students' strengths and weaknesses. Teachers know their leadership. Each core content has formative and summative assessments.

Technology

Technology Summary

Technology is being used in most classrooms. Many use Promethean as a glorified PowerPoint. Not all classes have access to computers.

Technology Strengths

Ipads in the ELA classroom. Computers in the social studies classroom. Promethean boards on most classrooms.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Support Systems and Other Data

- Study of best practices






Goals

Goal 1: Cedar Bayou Junior School 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: Cedar Bayou Junior will increase Level II performance to 85% for all STAAR tested areas by using data and planning time to enable all staff to meet the individual student's needs.

Evaluation Data Source(s) 1: STAAR Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All CBJ staff will analyze data using Eduphoria to target specific subgroups and specific objectives for mastery.	Principal; Assistant Principals, CAS, teachers	Data sheets from each CBA; increase in STAAR scores			
Problem Statements: Student Achievement 1					
2) CBJ will administer locally designed common formative assessments that correlate to district curriculum and analyze results to track student's specific academic needs and assign to Advisory Intervention if needed.	Principal; Assistant Principals, CAS, teachers	Data sheets from each CBA; comparison of scores in sequential district assessments			
3) Student data utilized in meetings and discussions will be based on specific student reporting categories and will be disaggregated to pinpoint the students/ curriculum pieces in greatest need.	Principal; Assistant Principals, CAS, teachers	Data Sheets from CBAs and Benchmarks; increase in STAAR results			
4) CBJ will conduct a minimum of one departmental meeting per month (including district PLCs) to communicate campus specific information emphasizing curricular strategies to improve student success.	Principal, Assistant Principals, CAS, teachers, department chairs	Department meeting agendas, minutes, and sign-in sheets; increase in STAAR scores			
5) CBJ will discuss failure rates of individual students and strategies for improvement at department meetings.	Principal, Assistant Principals, CAS, teachers, department chairs	Department meeting minutes, decrease in failure rate, increase in STAAR scores			
6) Students not successful on CFAs will be assigned an Intervention Advisory until they have mastered the essential skill.	Principal, Assistant Principals, CAS, Counselors	Success on district common assessments.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Reading, Writing, and Social Studies STAAR Scores are below district. Root Cause 1: Students are reading below grade level.






Goal 1: Cedar Bayou Junior School 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: Cedar Bayou Junior will ensure academic success for all by working towards closing the identified achievement gaps.

Evaluation Data Source(s) 2: EOY data reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) CBJ will conduct ongoing data analysis to service the students most in need of intervention in STAAR tested areas.	Principal, Assistant Principals, Counselors, Teachers, CAS	Rosters of advisory tutorials, after school tutorial rosters will increase amount of students demonstrating mastery.			
Problem Statements: Curriculum, Instruction, and Assessment 1					
2) CBJ will develop and implement a comprehensive intervention program during advisory and before an after school for students failing to meet Level II proficiency areas in all STAAR tested areas and not passing the common summative assessments in the core classes.	Principal; CAS, Teachers,	Increased student achievement			
3) Teachers will use common formative assessments and analyze data to reteach students and ensure student success.	Principal, Assistant Principals, CAS	Increased student mastery of objectives.			
4) CBJ will create a systematic RTI process so students will have academic success.	Principal, Assistant Principals	Increased students receiving interventions.			
5) CBJ will implement a intervention program for students reading below grade level which will include EL Reading Classes, Reading Intervention Classes, and READ 180.	Principal, Assistant Principals, CAS	Students' reading level will show one grade improvement over a semester.			
Funding Sources: Coordination of Local and State Funds - \$5,000.00					
6) EL students scoring beginning or intermediate on TELPAS reading will be scheduled into an EL Reading Class	Assistant Principal, Counselors; CAS, EL teachers	Increased reading comprehension			
Funding Sources: Coordination of Local and State Funds - \$300.00					
7) Same subject grade level teachers will collaborate to select/produce agreed upon lesson materials, home and class assignments and assessment to maintain continuity between teachers.	Principal, Assistant Principals, CAS, Department Chairs.	Increased student achievement on Common formative assessments.			
8) CBJ will have target tutoring in writing by our Campus Academic Specialist and Intervention Teacher	CAS, Reading intervention teacher	Increased student mastery of objectives.			

9) Amazing Race Camp, Writing Rotation, Reading Camp, Reading Escape Room, Science Camp, and Social Studies Camps will be held in preparation for the STAAR tests.	CAS, Department Chairs, Teachers	Increased meets and Master's performance on staar.			
10) Additional reading, writing, and math tutorials will be offered to at risk students not approaching grade level in STAAR (reading and Math) the previous year.	Principal, Assistant Principal	Increased number of students passing the STAAR test			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Performance Objective 2 Problem Statements:


Curriculum, Instruction, and Assessment
Problem Statement 1: Teachers are not using higher order questioning strategies Root Cause 1: Teachers need training on how to question students.

Goal 1: Cedar Bayou Junior School 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: Cedar Bayou Junior will increase the number of students achieving level III proficiency in all STAAR state assessments.

Evaluation Data Source(s) 3: Campus assessment reports

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) CBJ teachers will analyze data specific to G/T and Pre-AP students in an effort to increase Level III performance on STAAR.	Principal, CAS, Teachers,	Teacher Data Analysis sheets, increase in STAAR scores			
2) Teachers will differentiate and accelerate instruction for G/T and Pre-AP students in an effort to increase Masters level performance.	Principal, CAS, Teachers	increased masters performance on STAAR			
	Funding Sources: Coordination of Local and State Funds - \$200.00				
3) 6) Abydos Pro will supplement curriculum in Pre Ap Reading/Writing Classes.	Principal, CAS,	increase writing scores on various assessments.			
					

Goal 1: Cedar Bayou Junior School 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: Cedar Bayou Junior will help prepare students for College and Career Readiness.

Evaluation Data Source(s) 4: Counselor data reports

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) CBJ will encourage all qualified students to participate in Duke Talent Search.	Counselor	more students will be available to participate in DTS			
2) Encourage all students to participate in academic competitions such as Academic UIL, Math Counts, History Fair, etc.	Teachers, Principal	increased participation in academic UIL			
3) Seventh and Eighth grade students will participate in career investigations including a Career Day to be held in the Spring.	Counselor	Increase in student awareness of career options.			
4) CBJ will assist 8th grade students in the decision making process for 9th grade classes.	Counselor	Completion of the scheduling process			
5) CBJ will present course selections and help students register for their classes emphasizing High School Credit classes including Algebra, Spanish and AP Spanish, and STEM.	Counselor	Increase in effectiveness of the scheduling process			
6) Students will be encouraged to take the STEM classes such as Introduction to Engineering and Concepts of Engineering.	Counselor	increase in Number of students enrolling in STEM classes			
7) Students will be introduced to a variety of colleges to encourage post secondary enrollment by studying colleges during college and career week in advisory.	Counselors and teachers	When questioned, students can name colleges to attend.			
8) AVID class will be offered second semester to ensure high school and college success.	Principal, Assistant Principal, Teacher	Students enrolled in class and learn more about getting into and attending college.			
Funding Sources: Coordination of Local and State Funds - \$10,000.00					
					

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

Performance Objective 1: Cedar Bayou Junior will continue to implement structures in order to actively monitor classroom instruction and student progress.

Evaluation Data Source(s) 1: Campus assessment reports

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Administrators will follow a scheduled walkthrough program requiring five observations per week	Principal, Assistant Principals, CAS,	increased effectiveness of Tier I instruction.			
2) CBJ will monitor that the core curriculum is aligned to the TEKS standards and at the appropriate relevance and rigor for the appropriate audience	Principal, Assistant Principals, CAS,	increased effectiveness of Tier I instruction.			
3) Teacher made unit tests will be consistent in order to better assess student's mastery of the curriculum	Principal, Assistant Principals, CAS, Department Chairs, CAS	Eduphoria data will show students increase levels of mastery of learning objectives.			
					

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

Performance Objective 2: Cedar Bayou Junior's curriculum will focus on the whole child.

Evaluation Data Source(s) 2: Master Schedule, Student Data reports

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) CBJ will have a variety of electives in fine arts such as art, theater arts, band, orchestra, choir, journalism, and HS credit classes such as Spanish	Teachers	students will be more connected to the campus through these programs.			
2) Teachers will be provided "A Framework for Understanding Poverty" training to help better understand the needs of under-resourced students.	Principal, Assistant Principals	Staff will have an increased understanding of what is helpful to our students when it comes to student achievement at high levels.			
Funding Sources: Coordination of Local and State Funds - \$2,000.00					
					

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

Performance Objective 3: Cedar Bayou Junior will utilize the district curriculum that is aligned to the TEKS readiness and supporting standards to provide rigorous instruction to all students.

Evaluation Data Source(s) 3: STAAR reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Ensure the implementation of TEKS but provide additional training to those who work with our EL and SPED populations.	Principal, Assistant Principals, CAS	Teachers will have more resources to use when working with these populations.			
2) CBJ will continue to offers 6th-8th grade READ 180 and EL Classes and offer Reading Intervention Classes to meet the needs of students as they work to master grade level TEKS	Principal, Counselors, CAS	increased effectiveness of Tier I instruction.			
3) All core teachers will display the content and language objectives in their classrooms.	Principal, Assistant Principals, Teachers	increased effectiveness of Tier I instruction.			
					

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

Performance Objective 4: Cedar Bayou Junior teachers will ask Higher order thinking questions in order to increase students' thinking and questioning.

Evaluation Data Source(s) 4: Walk through observations


Summative Evaluation 4:

Goal 3: Cedar Bayou 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: Cedar Bayou Junior will maintain an attendance rate at or above 96%.

Evaluation Data Source(s) 1: EOY Attendance Reports, EOY student data reports

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) CBJ will track student attendance and file on students for nonattendance through clerk and A2A program. Teachers will contact attendance clerk when a student has multiple absences.	Attendance Clerk; Teachers,	better data to facilitate early intervention.			
2) CBJ will make parent phone calls and/or use the School Messenger system to increase student attendance. Teachers will communicate with parents prior to the School Messenger call as needed.	Principal, Attendance Clerk	increased student attendance.			
3) Attendance committee will be formed to address ways to improve attendance such as phone calls home, treats from the snack bar, and or field trips.	Principal, Attendance Clerk, Teacher Committee, PTSO	increased student attendance.			
4) CBJ will meet with all students that have grades below passing at the end of each six week grading cycle in cooperation with teachers who will contact parents as needed.	Principal, Counselor, CAS, Teachers, Assistant Principals	increased student passing rates.			
					

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

Performance Objective 1: Cedar Bayou Junior will continue with programs which promote safety and awareness.

Evaluation Data Source(s) 1: Campus data reports, training rosters

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Inform parents and students of procedures through PTSO Meetings, CBJ Meetings, website, and newsletters. Spanish speaking parents will be informed in Spanish.	Principal, librarian	A better informed community			
2) All faculty will follow the district Code of Conduct and the campus discipline management process.	Principal, Assistant Principals, teachers	Teachers will be aware of all options for campus discipline.			
3) Discipline committee will enact a positive behavior discipline plan, PRIDE, based on training received during the summer.	Principal, Assistant Principals, Teachers	Decrease in incident reports.			
4) PTSO will use the "Best of Bears" program to reward positive student behavior.	Principal, Assistant Principal, PTSO	Decrease in incident reports.			
					

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

Performance Objective 2: Cedar Bayou Junior will provide a positive campus atmosphere that reinforces expectations and rewards student accomplishments.

Evaluation Data Source(s) 2: EOY Discipline reports

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) OLWEUS training will be implemented on Fridays through advisory	All CBJ staff	Reduction in bullying incidents			
2) All CBJ staff will review the modules in Review 360 to aid in classroom and campus management.	Principal, Assistant Principals, Counselor	increased strategies for classroom management.			
3) A Depelchin Counselor will be on campus 18 hours a week to assist students in need.	Principal	Fewer discipline referrals			
					

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

Performance Objective 1: Recruit and retain highly effective personnel.

Evaluation Data Source(s) 1: Campus teacher data reports

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.	Principal, Assistant Principals,	Increase in highly effective teachers.			
2) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	Principal	high retention of effective instructors.			
					

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

Performance Objective 2: Ensure that 100% of the teachers receive professional development to maintain highly effective status each year.

Evaluation Data Source(s) 2: EOY training reports

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Require G/T and Pre-AP teacher to attend district-wide training and maintain updated certification hours.	Principal; Teachers,	increased student performance from GT students.			
2) Encourage all core teachers to participate in summer institutes as offered by the College Board and or other like trainings through out the year.	Principal; Teachers	increase teacher efficiency			
	Funding Sources: Local Funds - \$944.00				
3) Science teachers will attend CAST training and Math teachers will attend CAMPT training to ensure teachers know the best strategies for teaching their content.	Principal, Math and Science Department Chairs, Assistant Principals	teachers will have more strategies to increase student achievement.			
	Funding Sources: Coordination of Local and State Funds - \$1,500.00				
					

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

Performance Objective 3: Attract and maintain highly effective teachers.

Evaluation Data Source(s) 3: Staff roster reports

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Ensure campus personnel decision-makers are available during peak recruiting/hiring times.	Principal	Administrators Schedules will be planned to allow attendance to job fairs and interviews.			
2) Encourage all teachers to become EL and GT certified and ESL trained.	Principal	More resourced instructional staff.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 1: Cedar Bayou Junior High will provide multiple opportunities for parents and community members to participate in their child's educational career.

Evaluation Data Source(s) 1: Parent/Community participation and involvement reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) CBJ will include and publicize a volunteer recruitment form and PTSO membership form via email and website.	Principal, Parents, Librarian	increase in number of parent volunteers on campus.			
Problem Statements: Family and Community Involvement 1					
2) CBJ will invite parents to visit school during Open House, Public School Week, Lunch Times, Bear Camp, etc.	Principal, Parents	more engaged community with the school			
3) Family nights will be held to encourage parental knowledge of STAAR test, Positive Behavior Program, and the TELPAS tests.	Principal, Assistant Principals; CAS, Communities in Schools Rep	more informed parents.			
					

Performance Objective 1 Problem Statements:


Family and Community Involvement
Problem Statement 1: More parental involvement is needed. Root Cause 1: More events need to be held for all students.

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

Performance Objective 2: Cedar Bayou Junior will increase communication to provide helpful information to parents.

Evaluation Data Source(s) 2: Parent Feedback Survey

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) CBJ will use School Messenger alerts to update parents on important dates so they may be more involved in their academic success. Alerts will be sent for events like progress reports days, report cards, and testing dates (district and state).	Principal	Increase parent awareness of events at CBJ.			
2) CBJ will continue to hold its annual Bear Camp and Orientation in August prior to the start of school	Teachers, Principal	give parents an early opportunity to interact with the campus.			
					

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

Performance Objective 3: Cedar Bayou Junior will continue to encourage community involvement.

Evaluation Data Source(s) 3: EOY student data reports

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) CBJ will continue to collaborate with Communities in School to provide services for students.	Teachers; Communities In School,	students will have access to social services through CIS.			
2) CBJ will utilize our partner in education for help with PBIS rewards and volunteer work i.e. tutorials.	Principal, Assistant Principals, Teachers, Counselors	decrease in office referrals.			
3) CBJ will collaborate with Campus Social Worker, The District CYS (Community Youth Services) Worker and Community Volunteers tow work with at risk students in a mentorship program. Men In Training and a similar girls organization will target approximately 30-45 students. to mentor.	Principal; Counselors; CYS Worker; Campus Social Worker, MIT sponsor	Rosters, fewer discipline referrals among students involved, higher achievement as evidenced in STAAR scores.			
					

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

Performance Objective 1: Cedar Bayou Junior will use instructional technology to increase student interest and motivation in academics with the goal of increasing achievement.

Evaluation Data Source(s) 1: Staff training reports, survey feedback

Summative Evaluation 1:

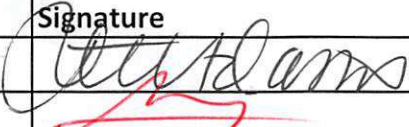


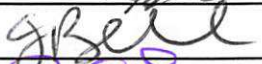
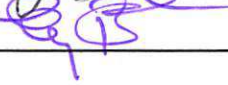


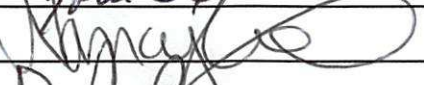

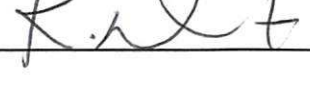
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) CBJ will integrate technology resources and tools into their lessons, including the following E-Instruction, Google Classroom, Promethean boards, Classflow, Active Inspire clickers, student computers/ laptops.	Teachers; CTS, CAS	students will have more access to tech based learning.			
2) CBJ will establish one Computer lab and utilize mobile carts as a technology resource for all students and use for educational programs.	Teachers, CTS	Students will have more access to educational technology.			
3) CBJ staff will attend targeted and ongoing professional development to enhance the effective use of technology in the classroom.	Principal, Assistant Principals, CAS, Teachers	Students will benefit from utilization of ed tech.			
					

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Training and materials from training		\$944.00
Sub-Total					\$944.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Payroll costs for tutors and intervention materials	SCE Funds	\$5,000.00
1	2	6	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
1	2	10	Tutorial payroll costs	SCE Funds	\$7,000.00
1	3	2	Supplemental instructional materials	GT Funds	\$200.00
1	4	8	AVID program costs and supplemental materials for AVID	High School Allotment	\$10,000.00
2	2	2	Training costs	High School Allotment	\$2,000.00
5	2	3	Training cost for CAST and CAMT	High School Allotment	\$1,500.00
Sub-Total					\$26,000.00
Grand Total					\$26,944.00

Addendums

PLC- 4/17/2017

Name	Signature	Date
Adams, Dori - Marie		4-17-17
Albus, Amy		4/17/17
Barnett, Taylor	Taylor Barnett	4/17/17
Bear, Edgar		4/17/17
Bell, Joanne		4/17/17
Brooks, Roy		4/17/17
Broussard, Georgiana		
Brown, John	Cliff Brown	4-17-17
Brown, Roxie		4-17-17
Bruce, Christine	Christie A. Bruce	4/17/17
Brunn, Carrie	Carrie Brunn	4/17/17
Bryant, Sharon		
Butler, Criss		
Cantu, Vanessa	Vanessa Cantu	4/17/17
Carey, Connie		
Cayton, Margaret	Margaret Cayton	4/17/17
Cervantes, Laurie		
Clemmons, Adam		
Cox, John	John Cox	4-17-17
Cox, Nancy		4-17-17
Cummings, Deanne	D. Cummings	4/17/17
Curl, Michael		4/17/17
Daniels, Carla	Carla Daniels	4-17-17
Davenport, Kristen		4-17-17
Dippel, Susan		
Downs, Megan	Megan Downs	
Eaglin, Clara		
Flood, Alysha		
Frazier, James	James Frazier	4-17-17
Gallegos, Alan		
Garza, Priscila	P. Garza	4/17/17
Gesford, Bryan	Bryan Gesford	4/17/17

PLC- 4/17/2017

Gomez, Maria		
Grabill, Crystal	<i>Crystal Grabill</i>	
Griffis, Lyndsy	<i>Lyndsy Griffis</i>	
Hagerty, Camille	<i>Camille Hagerty</i>	4/17/17
Haney, Christopher	<i>Christopher Haney</i>	4/17/17
Holm, Emily	<i>Emily Holm</i>	4/17/17
Howard, Terrence		
Howerton, Hillary		
Jackson, Michelle	<i>Michelle Jackson</i>	
Jones, Kevin	<i>Kevin Jones</i>	
Jozwiak, Mark	<i>Mark Jozwiak</i>	4/17/17
Kirkpatrick, Debra	<i>Debra Kirkpatrick</i>	
Mackyeon, Judy	<i>Judy Mackyeon</i>	4/17/17
Marr, Melissa		
Mathis, Latonya		
Mathis, Nicole		
McDonald, Pam		
McMurrey, Nicholas		
Medina, Roxanne		
Mercado, Denise	<i>Denise Mercado</i>	
Mooney, Andrea	<i>Andrea Mooney</i>	
Montoya, Jessica	<i>Jessica Montoya</i>	
Moyer, Arthur	<i>Arthur Moyer</i>	
Mullins, Stacey	<i>Stacey Mullins</i>	
Otahal, Sherry	<i>Sherry Otahal</i>	
Perez, Sandra		
Pheris, Brandy	<i>Brandy Pheris</i>	
Rafuse, Richard	<i>Richard Rafuse</i>	4/17/17
Rahlon, Purnima	<i>Purnima Rahlon</i>	
Sartor, Leigh		
Serna, Rolando	<i>Rolando Serna</i>	4/17/17
Shaw, Amy		
Skinner, Shelbie	<i>Shelbie Skinner</i>	

PLC- 4/17/2017

Sloan, Susan		
Smith, Brandon	Brandon Smith	4-17-17
Stanley, Shristy	Stanley	4-17-17
Sullivan, Betty		
Stults, Stephenie	Stephenie Stults	4-17-17
TerrellRogers, Brandie	Brandie Rogers	4-17-17
Thurgood, Ashley	Ashley Th	4-17-17
Tijerina, Tiffany		
Tompkins, Colette	Colette Tompkins	4-17-17
Townsend, Ramona	Ramona Townsend	
Truncala, Amber		
Valeri, Zetra		
Vanderhoef, Deborah	Deborah	4-17-17
Vaughan, Rachel	Rachel	
Vara, Arin	Arin	
Vargas, Cynthia		
Vela, Courtney	Courtney	4/17/17
Villegas, Samantha	Samantha	
Watson, Derek		
White, Lacy	Lacy White	4-17-17
White, Michelle	Michelle	4-17-17
White-Wheeler, Tina	Tina Wheeler	4-17-17
Woodard, Tetrone	Tetrone Woodard	4-17-17
Woods, Kelly	Kelly Woods	
Zelaya, Carlos	Carlos Zelaya	
Zimmerman, Ruth	Ruth Zimmerman	
	David	

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

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Students showed progress in specific areas with mastery scores. Science and Math scores were a highlight</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Need additional training to help students reach "Mastery Level" performance.</p>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> - lack of training for differentiated instruction - lack of training for higher order thinking - lack of training for setting high expectations

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. Students were successful in coursework.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>need more computers for all classes more access for all classes more training on Promethean and Clickers additional E</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>additional Ed Tech staff is needed</p>

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

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

Students in SPED accessed Cogmed and Fast Forward
Students were placed in co-teach classes

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

Achievement gaps with SPED students on STAAR scores

Indicate the Root Cause for each identified need:

Students were presented below grade level material too often. Not scaffolded instruction.
Students were not familiar with computer testing.
Expectations for students were low.

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 provided resources and materials for at-risk students. Tutorials were offered for additional support.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>More targeted instruction.</p>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> - Lack of targeted instruction - Lack of streamlined system to support at risk students

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 lessons were provided for the ESL Program.</p> <p>ESL Reading classes were able to provide additional support.</p> <p>ESL tutoring was offered for language, reading and history support.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>More targeted instruction for ESL students who are several grades behind.</p> <p>Provide a system that monitors progress.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>Lack of a tier 3 system of support for ESL students.</p> <ul style="list-style-type: none"> - 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 and college/career activities encouraged students to pursue advanced academic activities.</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 trainings throughout the school year. Summer classes cause conflicts</p>

Campus Program Evaluation for Parent Involvement Opportunities

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Several events were offered to parents to help educate and encourage achievement in their student's education</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>most events were attended but there is room to improve.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>Some parents do not feel comfortable attending school events. Some parents do not see the value in attending. Some parents have job conflicts.</p>

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

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

Community in schools helps support struggling students and their families. Our CIS worker meets with students throughout the school year and provided college visits for students.

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

There is not enough time for all the work that needs to be accomplished.

Indicate the Root Cause
for each identified need:

more help for our CIS

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

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

migrant support provided resources for students.

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

Additional training and support for migrant students.

Indicate the Root Cause for each identified need:

Lack of attention provided to the migrant program

Campus Program Evaluation for Safe Schools

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Training and resources were provided to staff and students to enhance the safety of our schools.</p> <p>PBIS and Olweus strategies were implemented</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>more training for consistent implementation of PBIS school wide.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>Lack of time built into school day.</p> <p>Lack of ongoing training after school year started</p>

Campus Program Evaluation for NCLB-Title III, Part A-Limited English Proficient

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p><i>Mrs Perez assists students in class rooms to ensure academic success.</i></p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p><i>more students than Mrs Perez is able to help.</i></p>
<p>Indicate the Root Cause for each identified need:</p>	<p><i>Additional resources and support in the LEP classrooms.</i></p>

Instructional Leadership Team

Michael Curl

Sherry Otahal

Megan Downs

Kristen Davenport

John Cox

Nancy Cox