

Goose Creek Consolidated Independent School District

Baytown Junior High

2018-2019 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.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	6
School Processes & Programs	7
Perceptions	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
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.	11
Goal 2: Baytown Junior will provide a well-balanced and appropriate curriculum to all students.	18
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.	21
Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment.	24
Goal 5: Baytown Junior will recruit, develop, and retain highly effective personnel.	28
Goal 6: Baytown Junior will establish and maintain parental and community partnerships in education to enhance student achievement.	30
Goal 7: Baytown Junior will provide the technology infrastructure and tools to maximize student achievement.	33
Comprehensive Support Strategies	34
2018-2019 Site Based Decision Making Team	35
Campus Funding Summary	36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Baytown Junior is a Title I school in Goose Creek CISD. We have approximately 985 students and 56 teachers. Our class size average is at 17:1. We are at approximately 75% low socioeconomic status. Our campus has approximately 130 ESL (English as a Second Language) students and provides special education services for about 110 students. Parents volunteer for dances, field trips, and PTO (Parent Teacher Organization). We are Partners in Education with Exxon Mobil.

Demographics Strengths

Student performance is impacted when students are not at school. At Baytown Junior, we provide many incentives throughout the year that reward students for attending school regularly. We use the following rewards to encourage our students to come to school: Zydeco dance during lunch, Fun Fridays, Cinco de Mayo celebration and SOAR Board. We make phone calls home, home visits/wellness checks and attendance contracts for students who are still missing days. On rare occasions, court warnings are sent to parents when all else fails. Since we have started the attendance challenge, our attendance has increased by 2% from the previous year.

We are also working on becoming culturally relevant with our students at BJS. We provide the following culture awareness experiences for our students: Hispanic Heritage Night, Student Clubs, Zydeco day, Black History Month, and Cinco de Mayo celebrations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff needs Our staff needs training and resources on Culturally Relevant Teaching to strengthen instruction and relationships with students. **Root Cause:** Lack of strong mentor program for students, lack of Culturally Relevant training and resources for staff

Student Academic Achievement

Student Academic Achievement Summary

We gathered STAAR and benchmark data to compare how our students performed by subject, grade level and populations. It was noted that our LEP population scored much lower across the board in all areas except 6th grade. We also noticed that our African American population scores were lower. Additionally, as a campus, the % Meets and Masters were very low in all grade levels and subjects for all student populations.

Student Academic Achievement Strengths

While comparing benchmark and STAAR data, it was discovered that 6th grade scores tend to be higher than other grade levels. It was also noted that 8th grade Science scores are consistently competitive with other campuses in the district. Seventh grade writing had large gains from November to February which allowed them to lead the district. Based on the first round of 8th grade STAAR administration in Reading (72% approaches) and Math (70% approaches), both subjects showed improvement of 9 and 13% growth from 2017, respectively. Overall, 8 of 9 STAAR tested areas increased (7) or stayed the same (1). One area (writing) dropped 1% from the previous year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The major concern with academic scores at Baytown Junior is low performance with the LEP population. **Root Cause:** Lack of implemented strategies that support LEP students; Lack of training for LEP aides; aides being pulled out of class for various reasons; lack of systematic support program for LEP students (aides alone will not increase LEP performance)

School Processes & Programs

School Processes & Programs Summary

- Student Talk: Everyone loved this initiative for our students and our school. They liked how this strategy worked seamlessly with their curriculum and helped them to gauge feedback and learning from the students. However, the teachers wanted training in order to effectively implement the student talk strategy. This would be particularly beneficial for our new teachers so they could build confidence.
- Leadership Committee: Our school has community and parent nights that highlight different aspects of the school. We need more ESL nights for parents and guardians in our community as well as school sponsored activities so that we can find meaningful ways to relate to our students' culture in order to build "culture relevancy".
- Technology: Quality instruction is hindered because of the lack of 1:1 in our classrooms. Although some content areas have access to technology, there is a severe shortage for other areas. There is no consistency in availability which means that lessons cannot be planned in advanced.
- Tier I & Tier II Instruction: We will continue to focus on improving Tier I instruction. Concentrating on just the "bubble kids" or the students who need remediation does not benefit the large general population and hinders instruction. More emphasis should be put upon quality Tier I instruction and our resources and time should be placed there as well.

School Processes & Programs Strengths

- Interactive Notebooks: This strategy was a resounding success. The students are engaged and have taken more ownership of their learning. They have more confidence with the material because they know exactly where to find what they are looking for when they do not understand. Many students can quickly and efficiently locate their notes and examples and that has made a huge difference in instruction. The teachers in many diverse subjects use them so the students feel comfortable and familiar with the process. They have risen to the expectation and accountability of usage.
- Student Talk: Many teachers use this school initiative and have been building upon it as the school year progressed. It has helped with academic language, writing due to the need for complete sentences in speech, and teacher assessment. In addition, this type of feedback has allowed the teachers to plan instruction better.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Tier I students are not getting total, viable instruction that aligns with our campus goal which is to "strengthen Tier I instruction in the classroom." **Root Cause:** Too much emphasis is placed upon Tier II intervention at times; need better implementation of "best practice" strategies; need planning that allows for teams to unpack the TEKS.

Perceptions

Perceptions Summary

The overall culture at Baytown Junior is positive, as viewed by faculty and the students. When surveyed, both teachers and students feel that they are safe on this campus. Students report that they feel that the staff helps to make sure the students understand what they are learning. They also feel that teachers are prepared for class and they encourage them to do their best. One of the biggest issues that both students and staff feel is present has to do with a lack of respect. Students feel that other students are disrespectful to each other and to the teachers and the teachers see this as an issue as well.

Perceptions Strengths

Campus strengths that were identified were:

- 1) Teachers constantly checking for understanding and providing feedback to the students
- 2) Parental/community involvement that is offered

Problem Statements Identifying Perceptions Needs

Problem Statement 1: When looking at the views of both the students and teachers at Baytown Junior it was found that one of the biggest issues is the lack of respect that students show for each other and for the teachers. **Root Cause:** Lack of strong mentor program; lack of ongoing training and resources for teaching respect; lack of consistent modeling of respect (peer to peer, staff to staff)

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

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
- Study of best practices

Goals






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

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

Evaluation Data Source(s) 1: STAAR performance; Domain 1 report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Grade level teams will meet weekly in Professional Learning Communities (PLC) to follow the PLC model for planning, data review and targeted interventions. The four essential questions of the PLC model will be used to guide this process. Each six weeks the campus will meet to review CFA data and revisit/refine the PLC model.</p>	2.4	Principal Campus Instructional Specialists Assistant Principals	Improved collaboration, core instruction, and intervention for teachers and students			
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) We will disaggregate and analyze data after each common assessment to help improve our Tier 1 instruction. Tier 2 & 3 interventions will be provided based on the data.</p>		Principal Campus Instructional Specialists Assistant Principals	Effective implementation of Tier 1, 2, and 3 interventions			
Problem Statements: School Processes & Programs 1						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Strategic support will be provided to our ELL students, including Sheltered Instruction classes, AVID Excel, and Student Talk strategies that promote Academic Language.</p>		Principal Campus Instructional Specialists Selected Reading teachers	Improved academic performance for ELL students			
Problem Statements: Student Academic Achievement 1 Funding Sources: Local Funds - 15000.00						

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) Special Education students will be placed in Collaborative Teacher classrooms for instructional support. Co-teachers will be trained to use effective Co-teach strategies.</p>	2.4	Principal Campus Instructional Specialists Assistant Principals SPED teachers	Improved performance for SPED students More effective instruction for classes with co-teachers			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) We will provide additional time and instruction for at-risk students. Tier 2 interventions include small groups and in-school tutorials. Tier 3 interventions include guided reading and math tutorial classes. Students will use intervention resources in small groups, such as Renaissance Flow and Edgenuity.</p>	2.6	Principal Assistant Principals Campus Instructional Specialists	Improved Index 1 and 2 performance for struggling students in Tier 2 and 3 interventions			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Coordination of Local and State Funds - 15000.00</p>						
<p>Critical Success Factors CSF 1</p> <p>6) Campus Instructional Specialists will implement our campus coaching model and provide classroom instructional support via modeling, co-teaching, observing, and small group pullouts.</p>	2.5	Principal Assistant Principals	Improved teaching practice resulting in effective Tier 1 instruction			
<p>Problem Statements: School Processes & Programs 1</p>						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:


<p>Student Academic Achievement</p>
<p>Problem Statement 1: The major concern with academic scores at Baytown Junior is low performance with the LEP population. Root Cause 1: Lack of implemented strategies that support LEP students; Lack of training for LEP aides; aides being pulled out of class for various reasons; lack of systematic support program for LEP students (aides alone will not increase LEP performance)</p>
<p>School Processes & Programs</p>
<p>Problem Statement 1: Tier I students are not getting total, viable instruction that aligns with our campus goal which is to "strengthen Tier I instruction in the classroom." Root Cause 1: Too much emphasis is placed upon Tier II intervention at times; need better implementation of "best practice" strategies; need planning that allows for teams to unpack the TEKS.</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 2: We will increase the number of students who meet and/or exceed progress so that our Domain 2 score increases by 3% or higher.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy</p> <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>	2.4	Principal Campus Instructional Specialists Assistant Principals Teachers	STAAR scores			
Funding Sources: Coordination of Local and State Funds - 800.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teams will analyze "Approaches" and "Meets" scores on CBAs and Benchmarks so that students are able to set and track their growth.</p>	2.4	Principal Assistant Principals Campus Instructional Specialists	Improved Domain 2 scores.			
Problem Statements: School Processes & Programs 1 Funding Sources: Local Funds - 500.00						
						

Performance Objective 2 Problem Statements:


School Processes & Programs
<p>Problem Statement 1: Tier I students are not getting total, viable instruction that aligns with our campus goal which is to "strengthen Tier I instruction in the classroom." Root Cause 1: Too much emphasis is placed upon Tier II intervention at times; need better implementation of "best practice" strategies; need planning that allows for teams to unpack the TEKS.</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 Domain 3 performance increases by 3% or higher.

Evaluation Data Source(s) 3: Accountability Summary Report for Domain 3; LEP and SPED performance data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) We will monitor the progress of African American, ELL, and SPED students who are below the campus average during PLC meetings, data review sessions, and team meetings to ensure we are closing the achievement gaps. Teams will ensure that all students receive effective Tier 1 instruction.	2.5	Principal Assistant Principals Campus Instructional Specialists	Improved Domain 3 performance			
	Problem Statements: School Processes & Programs 1					
2) Systematic support will be provided to students who may be underserved so that all students are provided with the resources and tools to be successful. Support includes small groups, lunch talks, in-class tutorials, and mentoring.		Principal Assistant Principals Counselors	Students and staff build relational capacity Students have a sense of belonging and ownership in their education			
	Problem Statements: School Processes & Programs 1					
Critical Success Factors CSF 1 CSF 3 CSF 6 3) Staff will receive at least two Culturally Relevant Teaching (CRT) trainings during the school year.	2.5	Principal Assistant Principals Campus Instructional Specialists	Teachers use CRT strategies in their classes to improve student learning, relationships, and culture			
	Problem Statements: Demographics 1					
						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Staff needs Our staff needs training and resources on Culturally Relevant Teaching to strengthen instruction and relationships with students. Root Cause 1: Lack of strong mentor program for students, lack of Culturally Relevant training and resources for staff
School Processes & Programs


Problem Statement 1: Tier I students are not getting total, viable instruction that aligns with our campus goal which is to "strengthen Tier I instruction in the classroom." **Root Cause 1:** Too much emphasis is placed upon Tier II intervention at times; need better implementation of "best practice" strategies; need planning that allows for teams to unpack the TEKS.

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

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

Evaluation Data Source(s) 4: UIL Results; Participation rate; Retention rate

Summative Evaluation 4:






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

Evaluation Data Source(s) 5: Retention rate; Participation rate; Win-loss records for each sport.

Summative Evaluation 5:






Strategy Description	ELEMENTS	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>Critical Success Factors CSF 3 CSF 6</p> <p>3) All coaches will consistently provide effective practice during season so that students are prepared for games.</p>		Athletic Coordinator Principal	Improved game performances			
<p style="text-align: center;">  = 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	ELEMENTS	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 required PLC documents during the allotted PLC time.	2.4	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			
Problem Statements: School Processes & Programs 1						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2	2.4	Campus Instructional Specialists Assistant Principals Teachers	Improved core or Tier 1 instruction Effective and timely Tier 2 and 3 interventions			
2) Teams will meet each week to develop weekly lesson plans, implement the PLC framework, create CFAs, and analyze data to improve Tier 1 instruction.	Problem Statements: School Processes & Programs 1					
Critical Success Factors CSF 1		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.			
3) 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."						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:


School Processes & Programs
Problem Statement 1: Tier I students are not getting total, viable instruction that aligns with our campus goal which is to "strengthen Tier I instruction in the classroom." Root Cause 1: Too much emphasis is placed upon Tier II intervention at times; need better implementation of "best practice" strategies; need planning that allows for teams to unpack the TEKS.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 1) All teachers will implement and use the Interactive Student Notebook as a tool for learning.		Principal Campus Instructional Specialists; Assistant Principals Teachers	Students will take meaningful notes Students will become more creative, independent writers and thinkers Students will create a study resource and become more involved in the learning process			
	Funding Sources: Local Funds - 2000.00					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 2) Instructional specialists and AVID site team members will train, model and coach teachers in the use of WICOR strategies throughout the school year.		Principal Campus Instructional Specialists Assistant Principals Teachers	More engaged students, higher levels of learning			
	Funding Sources: Local Funds - 500.00					
Critical Success Factors CSF 1 CSF 2 CSF 7 3) Our campus will participate in "Instructional Rounds" and focus on improving "Student Talk" through the use of Academic Language Scripts and Academic Vocabulary.	2.5	Principal Campus Instructional Specialists Assistant Principals	Increased student talk in classes, resulting in more student involvement in the learning process Frequent use of student feedback strategies, resulting in higher levels of learning			
	Funding Sources: Local Funds - 1000.00					
						

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Teams will answer the four PLC questions for each unit of study throughout the school year for each Essential Standard.</p>		Administrators Instructional Specialists	More intentional planning and collaborating during PLC meetings More focused discussions on what students are learning			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Teams with a STAAR test will be provided a PLC period to meet on a daily basis. This time will be used to collaborate on essential standards, student learning outcomes, best practice for Tier 1 instruction, data analysis, and preparing for Tier 2 and 3 interventions.</p>	2.5	Administrators Instructional Specialists	Stronger Tier 1 instruction leading to higher levels of learning Improved interventions resulting in success for all students			
<p>Problem Statements: School Processes & Programs 1</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:






School Processes & Programs
<p>Problem Statement 1: Tier I students are not getting total, viable instruction that aligns with our campus goal which is to "strengthen Tier I instruction in the classroom." Root Cause 1: Too much emphasis is placed upon Tier II intervention at times; need better implementation of "best practice" strategies; need planning that allows for teams to unpack the TEKS.</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 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	ELEMENTS	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>		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>		Principal Assistant Principals Counselors	Increased attendance rate			
<p>  = 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 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>1) We will continue to support and encourage enrollment for 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 - 70000.00						
<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			
						

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	ELEMENTS	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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>PBMAS 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). An emphasis will be placed on Respect this school year, per the CNA. Incentives for positive behavior will be provided throughout the school year.</p>		Assistant Principals Teachers	Positive behavior reinforcements are used consistently throughout the school Students know and follow the expectations outlined in SOAR			
<p>Problem Statements: Perceptions 1</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:






Perceptions
<p>Problem Statement 1: When looking at the views of both the students and teachers at Baytown Junior it was found that one of the biggest issues is the lack of respect that students show for each other and for the teachers. Root Cause 1: Lack of strong mentor program; lack of ongoing training and resources for teaching respect; lack of consistent modeling of respect (peer to peer, staff to staff)</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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>PBMAS 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>PBMAS 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: Our Behavior Leadership Team will 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>PBMAS 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>PBMAS 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			
<p>Problem Statements: Perceptions 1</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:






Perceptions
<p>Problem Statement 1: When looking at the views of both the students and teachers at Baytown Junior it was found that one of the biggest issues is the lack of respect that students show for each other and for the teachers. Root Cause 1: Lack of strong mentor program; lack of ongoing training and resources for teaching respect; lack of consistent modeling of respect (peer to peer, staff to staff)</p>

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

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

Evaluation Data Source(s) 4: Drill Reports

Summative Evaluation 4:






Strategy Description	ELEMENTS	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</p> <p>Leadership Team</p> <p>All staff</p>	Drills are successfully completed and school is prepared in the event of an emergency			
<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	ELEMENTS	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>		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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 2 CSF 6 CSF 7</p> <p>1) Professional 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>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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

Evaluation Data Source(s) 1: Family night reports, attendance sign in sheets, feedback from parents

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	3.1	Principal CSSS	Increase in participation			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	CSSS AP Principal Leadership team	Enhanced student achievement and more parental involvement More opportunities for our families to bond together			
Funding Sources: Coordination of Local, State, and Federal Funds - 1000.00						
						

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

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

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

Summative Evaluation 2:


Strategy Description	ELEMENTS	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>		Librarian	Parents, students, and community members will have current information and updates throughout the school year			
						

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

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

Evaluation Data Source(s) 3: Completion Reports, Parent Reports, Community Reports

Summative Evaluation 3:






Strategy Description	ELEMENTS	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			
Funding Sources: Local Funds - 2000.00						
<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>		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			
						

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	ELEMENTS	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>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Grade level teams will meet weekly in Professional Learning Communities (PLC) to follow the PLC model for planning, data review and targeted interventions. The four essential questions of the PLC model will be used to guide this process. 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 improve our Tier 1 instruction. Tier 2 & 3 interventions will be provided based on the data.
1	1	3	Strategic support will be provided to our ELL students, including Sheltered Instruction classes, AVID Excel, and Student Talk strategies that promote Academic Language.
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 at-risk students. Tier 2 interventions include small groups and in-school tutorials. Tier 3 interventions include guided reading and math tutorial classes. Students will use intervention resources in small groups, such as Renaissance Flow and Edgenuity.
1	2	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).
1	2	2	Teams will analyze "Approaches" and "Meets" scores on CBAs and Benchmarks so that students are able to set and track their growth.
1	3	1	We will monitor the progress of African American, ELL, and SPED students who are below the campus average during PLC meetings, data review sessions, and team meetings to ensure we are closing the achievement gaps. Teams will ensure that all students receive effective Tier 1 instruction.
2	1	2	Teams will meet each week to develop weekly lesson plans, implement the PLC framework, create CFAs, and analyze data to improve Tier 1 instruction.
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 with a STAAR test will be provided a PLC period to meet on a daily basis. This time will be used to collaborate on essential standards, student learning outcomes, best practice for Tier 1 instruction, data analysis, and preparing for Tier 2 and 3 interventions.

2018-2019 Site Based Decision Making Team

Committee Role	Name	Position
Campus Student Success Specialist	Cynthia Campos	Campus Student Success Specialist
Classroom Teacher	Denise Ross	
Classroom Teacher	Kim Smith	
Administrator	Matt Bolinger	
Campus Instructional Specialist	Sharla Bigler	Campus Instructional Specialist

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	AVID Excel		\$15,000.00
1	2	2	Materials and training		\$500.00
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	3	1	Materials, supplies, and incentives for teachers and students		\$2,000.00
Sub-Total					\$21,000.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials for academic parent engagement activities	Title I Part A	\$1,000.00
Sub-Total					\$1,000.00
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
3	2	2	Payroll Costs for Spanish Teacher	High School Allotment Funds	\$70,000.00
Sub-Total					\$85,800.00
Grand Total					\$107,800.00