

Goose Creek Consolidated Independent School District

Cedar Bayou Junior High

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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

- 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

Cedar Bayou serves 1,075 students in grades 6th -8th grades. The population is 14% African American, 22% Anglo, 62% Hispanic and 1% Asian. The student body is 50% female and 50% male. The school is low socio economic status of approximately 69%. The mobility rate is 17%. The average daily attendance rate is 95.6%.

We have a highly qualified staff. We have more teachers and professional support than the average campus in the state. Cedar Bayou has 34% minority staff compared to the 49.9% of the state average. CBJ also has more teachers with masters and doctorate degrees than the state average. We do have fewer teachers with over 20 years experience and fewer teachers with 11-20 years experience than the state average.

Demographics Strengths

The staff attendance rate is 93%.

Student Academic Achievement

Student Academic Achievement Summary

Cedar Bayou is above district in all areas of 6th grade math and reading. Also we showed improvement. Seventh grade is above district in reading, math and writing except with reading and in writing with English language learners and Special Education. Eighth grade is above district in Science, reading and math except in reading masters and special education and math special education. Social studies is below district overall and with English Language Learners and Special Education.

Student Academic Achievement Strengths

Overall improvement in reading, math, writing and science.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English Language Learners and Special Education students still fall below district in some areas. **Root Cause:** More intervention is needed for these students.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

All content areas are aligned with District Curriculum. ELA TEKS are in the process of being rewritten therefore making it difficult to plan productively. ELA will have to edit/rewrite curriculum accordingly. All content areas should interact in more cross-curricular activities and lessons to bridge the gap in student connection and understanding of content overlapping concepts. Although there are district assessment preview opportunities, they are not set at realistic times related to our campus end time/dismissal, therefore many teachers do not/ cannot attend. Students and faculty do not respond positively in relationship to Curriculum-Based Assessments during the last week of school. Many students are absent and data is not used, returned, or valid when administered the last days of instruction. Faculty members feel students and teachers are "tested out" during semester exams all in a week, CBAs, Benchmarks, and normal in-class assessments. It is felt that everyone is drained and by the time students are taking the "real thing" they are not motivated nor desire to do their best. Faculty members feel that district assessments should be spaced out more to provide a decompression time for students and staff to be able to focus on one high-stakes test at a time. or within a specific time span. Periodically throughout the school year district Math, Science, and History Specialists provide Curriculum and Pedagogy training/meetings to participate in data disaggregation and analysis to assist in the RTI process. Each semester all content core areas meet with Coordinators and Specialists to receive a Curriculum update and discuss any other important academic/instructional information. Faculty members feel that many of our departments and grade level teams work very well together and provide/share resources regularly. District and Campus resources/textbooks provide immediate scaffolding and ESL/LEP intervention strategies. Our faculty greatly appreciates the assistance, modeling, mentoring, and academic/professional support of Campus Academic Specialists. Many of our teachers feel there is a bigger positive impact with students because they are able to "do their jobs", ask and receive assistance for campus admin, specialists, and support facilitators. Our teachers understand that each campus, classroom, and student will receive individualized assistance, support, and strategies as needed. It is felt that there is a lack of technology in the classrooms to support the curriculum and block schedule time frame. Science Curriculum is solely online, but Science classrooms lack 1:1 technology. The campus is paper-dependent and does not order proactively. Paraprofessionals that are not ESL are not trained in job roles and responsibilities as in-class support. The campus is able to reach all students in need of RTI during Study Skills class time and would prefer assisting classes as co-teacher (being assigned a classroom instead of floating as needed/when available). Forty-five minutes is not an adequate amount of time for Science labs or to effectively use laptops in History. Teachers would prefer an all block scheduling Monday/Wednesday and Tuesday/Thursday, with all 8 classes on Friday.

School Context and Organization:

The district and the schools support the organization by providing District level-Content Area Coordinators and Specialists, Education Technology Specialists and Integration Specialist, faculty meetings and training, embedded PLC time and support, Curriculum and Pedagogy Trainings, Morale boosters (PBIS for staff and students), "Challenge Accepted" Campaign. Classes, Schedules and Campus Teams are monitored and evaluated for student success by having PLC group planning with the support of Campus Academic Specialists, creation and implementation of RTI groups (Struggle, Bubble, Meets, Masters), and T-TESS, frequent class walkthroughs and peer observations. Our campus provides adequate time per subject for students who perform poorly by creating specific RTI groups (Struggle, Bubble, Meets, Masters) and delivering learning target/TEKS specific lessons and activities during study skills

classes. We have also hired tutors to support our RTI process: 8th grade Science (Certified Teacher), 7th grade Math(Certified Teacher), 6th/7th/8th (4 Certified Teachers), 8th History (Certified Teacher), 8th Math (Tutorial Specialist with BS). Our campus has block scheduling for ELA and Math classes, providing 90 instructional minutes for each content area. Our 8th-grade Faculty is made up of 3 Science and 3 History Teachers, as opposed to the 2 in 6th and 7th grade. Our processes to provide teachers/staff a voice in decision making and policies include: creation and utilization of the Campus Instructional Leadership Team, and the PBIS Team. Our areas in need of improvement include scheduling and appropriate grouping related to SPED, ESL, and Pre-AP, the lack of ability to pull students for intervention during provided Study Skills time, smaller class sizes needs, lower teacher: student ratios, and a more flexible scheduling process. There is also a need for better communication regarding when students are out of the classroom for tutorials, school-wide events, field trips, and discipline. Additional training on stated policies, expectations, and procedures should be followed and enforced.

Technology

We have some great technology such as Promethean boards, iPads, laptops, and computer labs. We also have tech support from the district. More technology is needed. Better printers and copiers are needed since the ones we have are often down. Possibly a paper/copier code would help. A copier in fine arts might help. There are not enough computers for student use.

School Processes & Programs Strengths

Curriculum Alignment

- Opportunities to edit and update Campus and District Assessments
- RTI at all levels (Struggle, Bubble, Meets, Masters)
- Campus Academic Specialists Support
- Certified Tutors for all 4 content areas/tested areas
- GT/Pre-AP Programs and Enrichment opportunities
- Partnerships with community members, organizations, and professionals that sponsor/support/participate in school functions, ie STEMfest, AVID, Writers in the Classroom, PTSO, ExxonMobil, NASA.

School Context and Organization:

- Various intervention groups to support all learners (Struggle, Bubble, Meets, Masters)
- new GT and Pre-AP programs
- PLC
- Block Scheduling allows for more in-depth instructional time in Reading and Math

Technology

- We have some effective technology such as Promethean boards, iPads, laptops, and computer labs.

- We also have tech support from the district.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Data indicates that students are falling between the gaps. **Root Cause:** Interventions need to be planned to directly impact student needs.

Perceptions

Perceptions Summary

The staff is highly qualified. There is collaboration between Special Education, English Language Learners, Grade Levels and Fine Arts. There is a consistency of campus rules and expectations among teachers and faculty. There is a decrease in discipline incidents from previous years. Two months of teacher "gifts" impacted the teacher morale and thus the incidents. Consistency across grade levels from administrative staff is needed. An electronic tracking system for student rewards (Bear Bucks) would be helpful. A grade level meeting time would be appreciated. Professional development on classroom management and observing master teachers would be helpful. The staff feels a need for consistency in discipline management. Training for some staff and consistency among administrators concerning discipline.

There is evidence that displays family and community involvement in meaningful activities that support students' learning include: Open House for all students, Bear Camp (campus orientation/incoming 6th graders), ESL Saturday Camp, Author Fair for 6th grade Pre-AP ELA, STEM Festival/Career and College Fair, Sporting events, Campus Talent Show, Band/Choir/Orchestra concerts, plays performed by Theatre Arts Department, participation in District Fine Arts competitions, AVID (field trips/mentors/speakers). We have numerous community and family volunteers and participants in campus decision making processes, including Completing campus/district surveys, PTSO, CATCH, Instructional Leadership Team, LPAC, IEP/ARD committees, and Partners in Education-ExxonMobil. The service available to support families, community members, and students to encourage healthy family relationships include District parent sessions offered by counseling department, CATCH Program, Community In Schools-help connect families with community resources, and other District resources packets used by counselors to provide resources to meet individual needs of students and families. We also have specific support programs that provide resources to students in special populations, including Depelchin Counseling- gives students someone to work through difficulties and results in fewer discipline issues and increases in academics, AVID-students are exposed to college and career opportunities and learn how to become well-rounded students, and Behavior and Mental Health Interventionist group/individual counseling, UIL and LLI.

Perceptions Strengths

- A highly qualified staff who collaborate with each other is a strength.
- Incentives for teacher morale helps reduce student discipline incidents.

- Delpelchin Counseling, Behavioral and Mental Health Interventionist, Community in Schools Support, Campus Academic Specialists, and Mentor Groups
- Immediate and frequent communication with students/family/community
- Open lines of communication
- AVID
- Active PTSO/PIE

Priority Problem Statements

Problem Statement 1: English Language Learners and Special Education students still fall below district in some areas.

Root Cause 1: More intervention is needed for these students.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Data indicates that students are falling between the gaps.

Root Cause 2: Interventions need to be planned to directly impact student needs.

Problem Statement 2 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Goals

Revised/Approved: October 07, 2019




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 meet all grade level standards 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 student groups and specific objectives for mastery. | Administrators CAS Teachers | Data sheets from each CBA; increase in STAAR scores | | | |
| 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 tutorials if needed. | Administrators CAS Teachers | Data sheets from each CBA; comparison of scores in sequential district assessments | | | |
| 3) 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. | Administrators CAS Teachers | Department meeting agendas, minutes, and sign-in sheets; increase in STAAR scores | | | |
| 4) CBJ will discuss passing rates of individual students and strategies for improvement. Students and parents will be contacted. | Administrators | Department meeting minutes, decrease in failure rate, increase in STAAR scores | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------|-------------------|-----|------|
| | | | Nov | Feb | June |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | |

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. | Administrators CAS Teachers | Rosters of advisory tutorials, after school tutorial rosters will increase amount of students demonstrating mastery. | | | |
| 2) CBJ will develop and implement comprehensive intervention programs for students in need of additional support. | Administrators CAS Teachers | Increased student achievement | | | |
| 3) Teachers will use common formative assessments and analyze data to reteach students and ensure student success. | Administrators CAS Teachers | Increased student mastery of objectives. | | | |
| 4) CBJ will create a systematic RTI process so students will have academic success. | Administrators | 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. | Administrators | Students' reading level will show one grade improvement over a semester. | | | |
| Funding Sources: Coordination of Local and State Funds - 5000.00 | | | | | |
| 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. | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------|-----|------|
| | | | Nov | Feb | June |
| 8) CBJ will have target tutoring in writing by our Campus Academic Specialist and part time tutor. | CAS Reading Intervention Teacher | Increased student mastery of objectives. | | | |
| 9) Core area content nights will be held in preparation for the STAAR tests. Academic field experiences will also be provided to enrich students' learning. | Principal Assistant Principals CAS Department Chairs Teachers Counselors | Increased meets and Master's performance on staar. | | | |
| 10) Additional reading, writing, and math tutorials including Writers in the Schools (WITS) 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 | | | |
| 11) CBJ will secure more culturally relevant literature to help deepen students' connection with school. | Principal CAS | Increased number of students engaged in school and meeting standard. | | | |

 = Accomplished
  = No Progress
  = Discontinue




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 masters level performance 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 masters level 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. For example academic field experiences. | Principal Assistant Principals | increased masters performance on STAAR | | | |
| Funding Sources: Coordination of Local and State Funds - 2000.00 | | | | | |
| 3) Writers in the Schools (WITS) program will supplement curriculum in Pre Ap Reading/Writing Classes. | Principal Assistant Principals | increase writing scores on various assessments. | | | |

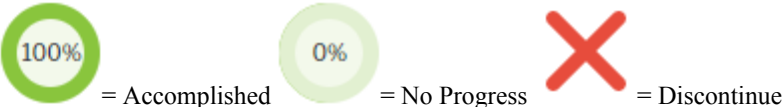
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  = No Progress
  = Discontinue

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:

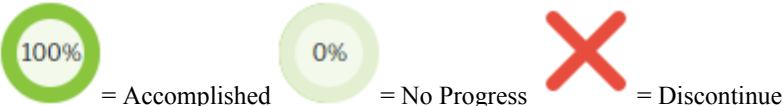
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------|-------------------|-----|------|
| | | | 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, Author fair History Fair, etc. | Principal | increased participation in academic UIL | | | |
| | Funding Sources: Local Funds - 2000.00 | | | | |
| 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 introduced to a variety of colleges to encourage post secondary enrollment by studying colleges during college and career week and through AVID program. | Counselors | When questioned, students can name colleges to attend. | | | |
| 7) AVID class will be offered to ensure high school and college success. | Principal Assistant Principals | Students enrolled in class and learn more about getting into and attending college. | | | |
|  | | | | | |

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:

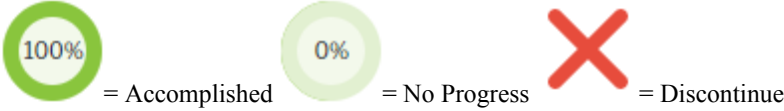
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------------------------------------------|-------------------|-----|------|
| | | | Nov | Feb | June |
| 1) Administrators will follow a scheduled walkthrough program requiring five observations per week | Principal Assistant Principals | 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 | 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 | 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 | Principal | students will be more connected to the campus through these programs. | | | |
| 2) Teachers will be provided updates to their previous "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. | | | |
| 3) New teachers will receive "A Framework for Understanding Poverty" training to help them better understand the needs of under-resourced students. | Principals Assistant Principals | New teachers will have a better understanding of what is helpful to our students when it comes to student achievement at high levels. | | | |
|  | | | | | |

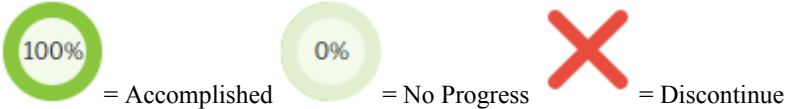
Goal 2: Cedar Bayou Junior will provide a well balanced and appropriate curriculum to all students.

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 offer 6th-8th grade EL Classes, additional tutoring and offer Reading Intervention Classes to meet the needs of students as they work to master grade level TEKS. | Principal Assistant Principals | increased effectiveness of Tier I instruction. | | | |
| 3) All core teachers will display the content and language objectives in their classrooms. | Principal Assistant Principals | increased effectiveness of Tier I instruction. | | | |



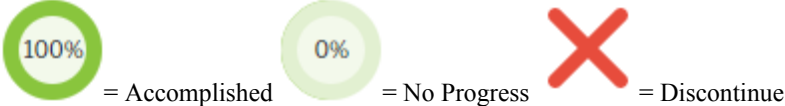
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Goal 2: Cedar Bayou Junior will provide a well balanced and appropriate curriculum to all students.

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:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------------------------------------------|-------------------|-----|------|
| | | | Nov | Feb | June |
| 1) Teachers will receive training on strategies to ask Higher order thinking questions in all content areas. | Principal Assistant Principals | Increase in meets and masters performance on district and state assessments. | | | |
|  | | | | | |

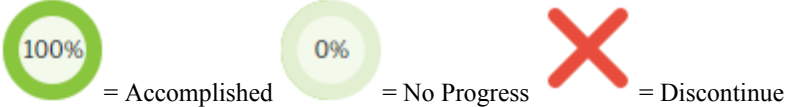
Goal 3: Cedar Bayou Junior, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

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. | Principal Assistant Principals | 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) PBIS team will 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 Counselors | increased student attendance. | | | |



100% = Accomplished
 0% = No Progress
 X = Discontinue




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) PBIS committee will enact a positive behavior discipline plan, PRIDE, based on training received during the summer. | Principal Assistant Principals Counselors Teachers | Decrease in incident reports. | | | |
| 4) PTSO will use the "Best of Bears" program to reward positive student behavior. | Principal Assistant Principals | Decrease in incident reports. | | | |

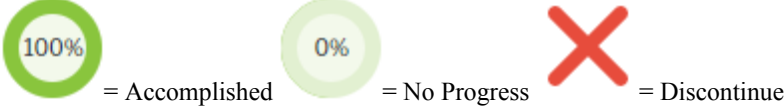
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Goal 4: Cedar Bayou Junior will provide and maintain a safe, positive learning environment.

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:

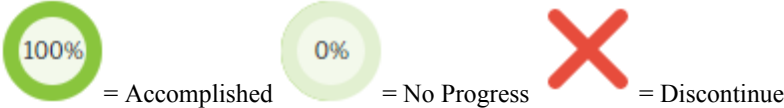
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----|------|
| | | | Nov | Feb | June |
| 1) All CBJ staff will review the modules in Review 360 to aid in classroom and campus management. | Principal Assistant Principals Counselors | increased strategies for classroom management. | | | |
| 2) A Depelchin Counselor will be on campus 18 hours a week to assist students in need. | Principal | Fewer discipline referrals | | | |
| 3) A Mental Health and Behavior Interventionist will work on campus daily with specific students to reinforce expectations and reward accomplishments. Part time tutors with CBJ Promise will assist with this as well. | Principal Mental Health and Behavior Interventionist | Increased achievement on state and district assessments and fewer discipline referrals. Increased connection with school for students and parents. | | | |
| 4) Provide rewarding opportunities for students who meet goals and expectations at CBJ. | Principal Assistant Principals Counselors Mental Health and Behavior Interventionist | Increased academic achievement, fewer discipline referrals, increased attendance and increased connection with school for students and parents. | | | |
|  | | | | | |

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:

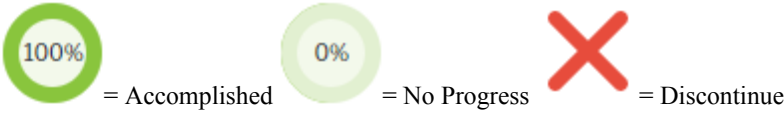
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------|-------------------|-----|------|
| | | | 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/Mentor-ship 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 CAS | 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 training 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 CAMT training to ensure teachers know the best strategies for teaching their content. | Principal Assistant Principals | teachers will have more strategies to increase student achievement. | | | |
| Funding Sources: Local Funds - 1500.00 | | | | | |
| 4) Professional development will be provided to ensure teachers are highly effective at providing high level of learning opportunities for students. | Principal Assistant Principals | Increase knowledge based for teachers and increase of resources. | | | |
|  | | | | | |

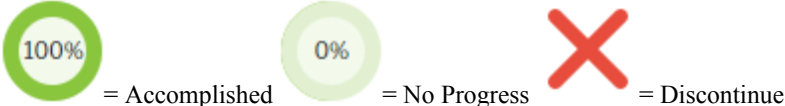
Goal 5: Cedar Bayou Junior will recruit, develop, and retain highly effective personnel.

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. | | | |
| 3) Provide an environment for new teachers so they are supported and know where to get help when needed. Teacher Development Academy will be held periodically. | Principal | More resourced instructional staff | | | |



100% = Accomplished 0% = No Progress X = Discontinue

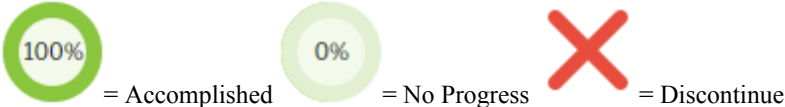
Goal 6: Cedar Bayou Junior will establish and maintain parental and community partnerships in education to enhance student achievement.

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 | increase in number of parent volunteers on campus. | | | |
| 2) CBJ will invite parents to visit school during Open House, Public School Week, Lunch Times, Bear Camp, etc. | Principal | 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 | more informed parents. | | | |



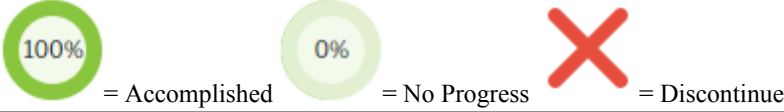
100% = Accomplished
 0% = No Progress
 X = Discontinue

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:

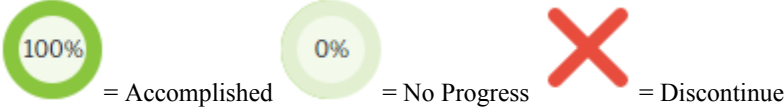
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------|-------------------|-----|------|
| | | | 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 | 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. | Principal | 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 | decrease in office referrals. | | | |
| 3) CBJ will collaborate with Campus Social Worker, The District CYS (Community Youth Services) Worker and Community Volunteers to work with at risk students in a mentor-ship program. | Principal Assistant Principals | 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. | Principal Assistant Principals | 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. | Principal | 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 | Students will benefit from utilization of ed tech. | | | |

 = Accomplished
  = No Progress
  = Discontinue

Plan Notes

Comprehensive Needs Assessment Meetings:

ILT Meetings:

Campus Instructional Leadership Team

| Committee Role | Name | Position |
|-----------------------|-------------|-----------------|
| Administrator | Renee Meyer | Principal |

District Funding Summary

| Local Funds | | | | | |
|----------------------------------------------|------------------|-----------------|-----------------------------------------------------|---------------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 4 | 2 | Equipment, incentives, other supplies | | \$2,000.00 |
| 5 | 2 | 2 | Training and materials from training | | \$944.00 |
| 5 | 2 | 3 | Training cost for CAST and CAMT | | \$1,500.00 |
| Sub-Total | | | | | \$4,444.00 |
| 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 | 3 | 2 | Supplemental instructional materials | GT Funds | \$2,000.00 |
| Sub-Total | | | | | \$7,300.00 |
| Grand Total | | | | | \$11,744.00 |