

# **Goose Creek Consolidated Independent School District**

## **Baytown Junior High**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

Regardless of background or challenges, we uphold high academic expectations and personal responsibility to inspire one another to reach our maximum potential.

## 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) in order to continually improve our classroom instruction.
- We will celebrate all student and team success.
- Through interactions with one another, we will ensure our campus environment is positive and welcoming.
- We will communicate with parents, students, and staff about achievements, concerns, and student progress.
- We will prepare our students for college and career readiness.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Baytown Junior School is a Title 1 campus in Goose Creek CISD. The student population decreased from 1,024 students in the previous year to 807 students this school year. Sixty nine percent of the population is identified as Hispanic. Forty nine percent of the student population is identified as At-Risk and nearly 79% of our students are economically disadvantaged. Fifteen percent of the population is identified as Limited in English Proficiency (LEP). Special programs include ESL, Career and Technology, Dyslexia, Gifted and Talented and Special Education. We are Partners in Education with Exxon Mobil.

### Demographics Strengths

100% of all ethnic groups mastered the Algebra 1 EOC in 2021. Our LEP students have demonstrated improvement in exiting the ESL Program for the past two years. Ninety eight percent of our Advanced Placement Spanish students passed the AP Spanish exam earning high school credit.

# Student Learning

## Student Learning Summary

Due to COVID-19, our district adopted a hybrid teaching model last year, and now we are transitioning back to face to face learning. Benchmark and semester assessments were used to evaluate student achievement. Analyzing and comparing benchmark data from before and during COVID, indicates significant learning gaps for all students. We are monitoring achievement data for all students with an emphasis on our SPED and LEP student populations. The contributing factors are the COVID-19 pandemic and students learning remotely for an extended period. During the course of the hybrid model, student achievement data from December 2020 to March 2021 indicates achievement gaps are closing. We expect this trend to continue as the percentage of face-to-face students increases and remote learning decreases. We have plans to improve our intervention model next school year by having students scheduled into these periods during our master campus scheduling process. Intervention classes will be composed of current RTI students, students with low classroom grades and students who did not meet STAAR performance data. Our goal is to continue closing student achievement gaps by intentionally using data to improve instruction and create positive outcomes for all students.

## Student Learning Strengths

Our teachers, staff, and administrators did an excellent job supporting students' needs by implementing the hybrid teaching and learning model. Teachers provided effective instruction for face-to-face and virtual students synchronously in the classroom. Student achievement gaps are narrowing due to the increasing percentage of students returning to face-to-face instruction and the ability to administer district assessments from which to gather data to drive instruction in the classroom. We are effectively implementing our RTI and PLC models to identify students needing additional support with Tier 2 and Tier 3 instructional strategies.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We need to continue identifying and closing instructional gaps for all students, with an emphasis on our SPED and LEP populations, as we transition to 100% face-to-face instruction during the 2021-2022 school year. **Root Cause:** Virtual learning negatively impacted student attendance, completion of assignments, and tests results.

# School Processes & Programs

## School Processes & Programs Summary

Baytown Junior has a STEM program that promotes STEM related skills and careers through project based learning. Teachers are highly qualified for their subject area and programs. We offer diverse programs including GT, CTE, ESL 504, Special Education, Dyslexia, and AVID. Parent and family engagement opportunities and resources are available throughout the school year. Safe school drills and routines are provided to students on an ongoing basis. Each student on campus has been assigned an Ipad to extend learning opportunities in and out of the classroom. We continue to offer Pre-AP classes for Science, Social Studies, Math, and ELA content areas.

## School Processes & Programs Strengths

Our teachers, staff, and administrators supported the needs of our students by implementing the hybrid teaching and learning model. Teachers provided effective instruction for face-to-face and virtual students synchronously in the classroom. Student achievement gaps are narrowing due to the increasing percentage of students returning to face-to-face instruction. We are effectively implementing our RtI and PLC models to identify students needing Tier 2 and Tier 3 academic support. Interventions for At-Risk students were provided during the instructional day and additional opportunities for face to face and virtual instructional support were offered after school.

Elective courses provide high school credit for students (STEM and AP Spanish). Baytown Junior implements the instructional coaching model. PBIS Tier 1 strategies to encourage students to maintain good behavior, grades, and attendance were strengthened. SOAR Bucks provide positive reinforcement between staff members and our students. At the end of each six weeks, rewards will be given for attendance, behavior and grades. Professional Learning Communities (PLC) provides data driven collaborative planning, helps to identify students who may need additional support, and targets areas of instruction that need re-evaluation. The instructional coaching model establishes a framework for collaboration and reflection between teacher and coach. Our RtI team identifies and monitors Tier 2 & 3 students through E-SPED. STEM outreach is provided through Junior Achievement and Girls in Engineering. Co-Teach Model is applied for Special Education students and Sheltered Instruction for Emergent Bilinguals. We are continuing to educate teachers and implement AVID strategies into the classroom.

# Perceptions

## Perceptions Summary

Based on survey data, the students, staff, and parents feel safe at school. There is data that supports more needs to be done to improve communication at all levels. Parents want more communication from teachers and teachers want more communication from the administration. Teachers generally report that they have the tools and resources necessary to impact student learning. Students report good relationships with the staff. Additional mental and behavioral health supports are needed according to students, staff, and parents. Overall, there is a positive view of how the school responded to the needs of our students during the pandemic.

## Perceptions Strengths

Campus faculty did a great job of supporting student needs through hybrid instruction. The RtI process has improved tremendously and students are receiving interventions to help increase their academic skills. All ELA and Math teachers have implemented regular in school interventions. Several teachers created opportunities for face to face and virtual before and after-school tutorials. Staff input indicates that the administration team is aligned with the district mission and goals for continued school improvement.

# Priority Problem Statements

**Problem Statement 1:** We need to continue identifying and closing instructional gaps for all students, with an emphasis on our SPED and LEP populations, as we transition to 100% face-to-face instruction during the 2021-2022 school year.

**Root Cause 1:** Virtual learning negatively impacted student attendance, completion of assignments, and tests results.

**Problem Statement 1 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data
- TTESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices





# 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 5%.

**Evaluation Data Sources:** STAAR performance; Domain 1 report





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will disaggregate and analyze data after each common assessment to help improve our Tier 1 instruction. Tier 2 &amp; 3 interventions will be provided based on the data through a variety of intervention efforts such as before school and during intervention periods for Math and ELA.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of Tier 1, 2, and 3 interventions</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> We will monitor the progress of African American, Emergent Bilinguals, and SPED students who are below the campus average during PLC meetings, data review sessions, and team meetings to ensure we are closing the achievement gaps. Teams will ensure that all students receive effective Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Domain 3 performance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Strategic support will be provided to our Emergent Bilinguals students, including Sheltered Instruction classes and Student Talk strategies that promote Academic Language.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance for Emergent Bilingual students</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Education students will be placed in Collaborative Teacher classrooms for instructional support. Co-teachers will be trained to use effective Co-teach strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance for SPED students More effective instruction for classes with co-teachers</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 5% or higher.





**Evaluation Data Sources:** Accountability Summary Report for Domain 2

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Grade level teams will meet weekly in Professional Learning Communities (PLC) to follow the PLC model for planning, data review and targeted interventions. The four essential questions of the PLC model will be used to guide this process.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved collaboration, core instruction, and intervention for teachers and students</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Grade level teams will follow the PLC model for planning, data review and targeted interventions. Teachers will monitor progress using campus developed Common Formative Assessments (CFAs).</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Instructional materials for ESL students - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500 , Instructional materials for SPED students - Coordination of Local and State Funds - Special Ed Funds - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teams will analyze "Approaches," "Meets," and "Masters" scores on all assessments and use data to determine who needs reteach or extension opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Domain 2 scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teams will utilize student data trackers for assessments to monitor student goals and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Domain 2 scores</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3:** We will promote a winning culture in fine arts so that our 1st division ratings in UIL competition reach or exceed 50%.

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





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will increase the number of students participating in fine arts competitions by 3%. <b>Strategy's Expected Result/Impact:</b> More opportunities for students to participate in UIL contest <b>Staff Responsible for Monitoring:</b> Fine arts teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will improve the performance of existing fine arts groups. <b>Strategy's Expected Result/Impact:</b> Higher scores, improved feedback from judges <b>Staff Responsible for Monitoring:</b> Fine arts teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Engage in ongoing professional development of PLC practices.  <b>Strategy's Expected Result/Impact:</b> Stronger Tier 1 instruction leading to higher levels of learning  Improved interventions resulting in success for all students  <b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists   <b>Title I Schoolwide Elements:</b> 2.5</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teams will answer the four PLC questions for each unit of study throughout the school year for each Essential Standard.  <b>Strategy's Expected Result/Impact:</b> More intentional planning and collaborating during PLC meetings  More focused discussions on what students are learning  <b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists   <b>Title I Schoolwide Elements:</b> 2.4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teams will meet each week to develop weekly lesson plans, implement the PLC framework, create CFAs, and analyze data to improve Tier 1 instruction.  <b>Strategy's Expected Result/Impact:</b> Improved Tier 1 instruction  Effective and timely Tier 2 and 3 interventions  <b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists   <b>Title I Schoolwide Elements:</b> 2.4</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> Administrators   <b>Title I Schoolwide Elements:</b> 2.4</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Train teachers how to use Learning Intentions and Success Criteria to promote student efficacy and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional clarity for teachers and students. Enhanced progress monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



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

**Performance Objective 2:** Teachers will implement specific research-based strategies in their classrooms so that student engagement and learning improves.


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


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Our campus will participate in "Instructional Rounds" and focus on improving "Quality Student Talk" through the use of Academic Language Scripts and Academic Vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased quality student talk in classes, resulting in improved communication of learned outcomes. Frequent use of student feedback strategies, resulting in higher levels of learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus Instructional Specialists will implement targeted coaching cycles and provide classroom instructional support via modeling, co-teaching, feedback and enrichment groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching practices resulting in effective Tier 1 and 2 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Costs for Campus Instructional Specialists - Coordination of Local, State, and Federal Funds - Title I, Part A - \$210,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All teachers will implement and use the Interactive Student Notebook as a tool for learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will take meaningful notes Students will become more creative, independent writers and thinkers Students will create a study resource and become more involved in the learning process</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Instructional specialists and AVID site team members will train, model and coach teachers in the use of WICOR strategies throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> More engaged students, higher levels of learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Staff Responsible for Monitoring:** Administrators; Instructional Specialists

**Title I Schoolwide Elements:** 2.5

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

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

**Performance Objective 1:** We will improve our student attendance and academic performance by addressing chronic or severe issues with our students in need of support.

**Evaluation Data Sources:** Attendance Reports, Academic reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Student Support Team will meet weekly to discuss and support students on the SST roster.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent monitoring of the SST roster Increase in student success Decrease in the "levels of severity" throughout the school year</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Costs for the Campus Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The Student Support Team will work together to utilize the Raawee program to contact parents and document students who fall into the "chronically absent" category. Home visits will be conducted by campus staff to locate students with attendance problems.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance Reports Documentation of Contracts Documentation of home visits</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The Student Support Team will identify students with chronic or severe problems in the areas of attendance, behavior or grades. Student action plans will be implemented and monitored throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Support for students with chronic or severe attendance, behavior, or academic issues Improvement in these areas as a result of SST support and interventions</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Attendance incentives will be provided for students achieving good or improved attendance each semester, including SOAR bucks, school events, and celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> We will provide additional time and accelerated instruction for identified at-risk students to support needed academic improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Payroll and intervention material costs - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Systematic support such as Tier 3 intervention, lunch talks, and mentoring will be provided to at-risk students so that all students are provided with the resources and tools to be successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff build relational capacity; Students have a sense of belonging and ownership in their education</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** We will provide opportunities such as high school credit courses, additional elective courses, and opportunities for club/organization involvement in order to increase college, career, and military readiness for our students.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Counselors will utilize the online college, career, and military readiness program to develop student interest, goals and help students develop long-term plans for post secondary success.</p> <p><b>Strategy's Expected Result/Impact:</b> More awareness and direction for students as they select their career endorsement and choose high school courses</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Courses such as Principles of Engineering, Spanish, and Algebra I, will be offered to 8th graders for high school credit.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Course Rosters and curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> At least 10% of our campus will be involved in AVID.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the use of WICOR strategies Improved student performance More students prepared for high school with college as the focus</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; AVID coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will continue to support and encourage enrollment in student organizations on campus, such as Student Council, AVID, NJHS, Crimestoppers and Robotics.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student participation More students connected to our school More awareness for community service and citizenship</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 8th grade students will attend high school readiness activities and a career fair.</p> <p><b>Strategy's Expected Result/Impact:</b> 8th graders have a clear understanding of the Endorsements and learn which careers match their interests and skills</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** Monitor campus behavior expectations and facilitate changes or training to demonstrate an effective campus student management plan.

**Evaluation Data Sources:** Discipline Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The PBIS Committee will review discipline data at least once a quarter. Data will be shared with the faculty throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> More awareness of our behavior concerns throughout the school Strategies implemented to help improve behavior in noted areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus PBIS Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Train staff on the effective use of a behavior flowchart.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve clarity and consistency in discipline decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Curriculum Instructional Specialists, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Train staff in effective tier 1 and 2 systems for classroom PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify students needing additional behavioral and mental health support. Improved classroom learning environments.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Curriculum Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The PBIS Committee will provide incentives, interventions, and support to help address campus-wide discipline concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals Increase in overall campus culture/climate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators PBIS Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Monitor the implementation of the SOAR system (Safety, Ownership, Achievement, Respect) and determine effectiveness. An emphasis will continue to be placed on student ownership. Incentives for positive behavior will be provided throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive behavior reinforcements are used consistently throughout the school. Students know and follow the expectations outlined in SOAR.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> The following drills will be completed in a timely manner: Monthly fire drill, Semester lock down drill, Semester severe weather drill, Semester shelter in place drill, and Semester reverse evacuation drill</p> <p><b>Strategy's Expected Result/Impact:</b> Drills are successfully completed and school is prepared in the event of an emergency</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Administrator Leadership Team All staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







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

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

**Evaluation Data Sources:** Staff highly effective reports





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Participate in opportunities to hire highly qualified staff for the campus. <b>Strategy's Expected Result/Impact:</b> Recruit highly effective staff for the campus <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Professional Growth Plans will be developed and monitored for all non-highly effective teachers. <b>Strategy's Expected Result/Impact:</b> Ensure teachers are effective in the classroom and gain highly effective status if needed <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals  <b>Title I Schoolwide Elements:</b> 2.4	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Experienced and knowledgeable Baytown Junior teachers will mentor new teachers. <b>Strategy's Expected Result/Impact:</b> Support for new and/or inexperienced teachers <b>Staff Responsible for Monitoring:</b> Principal Mentor Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will be encouraged to obtain specific subject area certifications to support campus flexibility for student learning needs. <b>Strategy's Expected Result/Impact:</b> Increase in expertise and certification status <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals  <b>Title I Schoolwide Elements:</b> 2.4	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers will be encouraged to become ESL certified and GT trained based on teaching assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in expertise and certification status</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 Partners in Education.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Student Success Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced student achievement and more parental involvement More opportunities for our families to bond together</p> <p><b>Staff Responsible for Monitoring:</b> Campus Student Success Specialist AP Principal Leadership team</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> Materials for academic parent engagement activities - Coordination of Local, State, and Federal Funds - Title I Part A - \$500, Cost for CSSS planning to include parent and family activities - Coordination of Local, State, and Federal Funds - Title I, Part A - \$4,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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





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

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

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

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





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

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

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

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

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

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

# Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Costs for Campus Instructional Specialists	Title I, Part A	\$210,000.00
3	1	1	Costs for the Campus Student Success Specialist	Title I, Part A	\$65,000.00
6	1	2	Materials for academic parent engagement activities	Title I Part A	\$500.00
6	1	2	Cost for CSSS planning to include parent and family activities	Title I, Part A	\$4,000.00
<b>Sub-Total</b>					<b>\$279,500.00</b>
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional materials for ESL students	Bilingual/ESL Funds	\$500.00
1	2	2	Instructional materials for SPED students	Special Ed Funds	\$500.00
3	1	5	Payroll and intervention material costs	SCE Funds	\$8,000.00
<b>Sub-Total</b>					<b>\$9,000.00</b>
<b>Grand Total</b>					<b>\$288,500.00</b>