

Goose Creek Consolidated Independent School District

Cedar Bayou Junior High

2021-2022 Campus Improvement Plan



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.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 11
 - 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. 12
 - Goal 2: Cedar Bayou Junior will provide a well balanced and appropriate curriculum to all students. 17
 - 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. 21
 - Goal 4: Cedar Bayou Junior will provide and maintain a safe, positive learning environment. 23
 - Goal 5: Cedar Bayou Junior will recruit, develop, and retain highly effective personnel. 25
 - Goal 6: Cedar Bayou Junior will establish and maintain parental and community partnerships in education to enhance student achievement. 27
 - Goal 7: Cedar Bayou Junior will provide the technology infrastructure and tools to maximize student achievement. 28
- Campus Funding Summary 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cedar Bayou Junior High School is a 6-8 secondary school in Goose Creek CISD. The school currently serves a total of 943 students, which is down from the 2020-2021 PIEMS snapshot of 1,075 total students.

By grade level, Cedar Bayou serves 315 6th-graders, 300 7th-graders, and 328 8th-graders.

By gender, Cedar Bayou serves 472 female students and 471 male students.

By ethnicity, Cedar Bayou serves 150 Black or African American students (16%, a decrease of 1% from 2021), 3 American Indian or Alaskan Native students (0.3%, a decrease of 0.2% from 2021), 1 Asian student (.01%, a decrease of 0.1% from 2021), 580 Hispanic or Latino students (62%, an increase of 2% from 2021), 188 White students (20%, a decrease of 2% from 2021), and 21 students that identify as Biracial or Multiracial (2%, no change from 2021)

At current, 683 students have been identified as Economically Disadvantaged (72%, a 7% increase from 2021).

At current, 421 students have been identified as At-Risk (45%, a 6% decrease from 2021).

At current, 96 students have been identified as Gifted and Talented (10%, no change from 2021).

At current, 140 students have been identified as eligible for Special Education services (15%, no change from 2021).

At current, 86 students have been identified as eligible for services under Section 504 (10%, a 1% decrease from 2021).

At current, 194 students have been identified as Emerging Bilingual (21%, a 6% increase from 2021).

Cedar Bayou is a school of approximately 104 faculty, staff, and administration. Many of the faculty and staff are very experienced educators, with 1 or more years of service. In the last few years, there has been an influx of new teachers, with 3 years or less of experience. There have also been 3 principals in the last 4 years. The school is a diverse representation of the Baytown community. Approximately 60% of the Faculty at Cedar Bayou are teachers with five or more years of experience. less than 10% of the staff are beginning teachers, completely new to the classroom. Many staff that left Cedar Bayou did so for career advancement opportunities. The faculty members are active within the district in developing curriculum and practices that are used by all campuses. The teachers also actively provide guidance and mentorship to the less experienced staff through the PLC process and our own Teacher Leadership Development Academy. Teachers are also encouraged to seek out projects and programs that they wish to implement on our campus and The principal works with them to implement and oversee any new initiatives.

Demographics Strengths

Cedar Bayou Junior School provides students with a well-integrated learning environment that provides students with many different cultural views, growth and development experiences, and perceptions to learn from. These differing perspectives increase the likelihood of high levels of learning as well as

positively affect the students' perception of differing opinions, perspectives, and cultural norms.

Student Learning

Student Learning Summary

Math and Algebra I has remained above state level for the years 2017/18 and 2018/19. Reading has either fallen below the state level during the years 2018/19 or remained below the state level for the years 2017/18 and 2018/19. History has remained below the state level for the years 2017-2019. Science has fallen below the state level during the years 2018-2019.

There are significant (>30% gap) differences between SPED performance and general education performance in sixth grade reading and math, seventh grade reading and writing, and eighth grade reading and science. A gap is present in other subject areas as well, but is less pronounced.

There are no significant gaps (>30%) in LEP scores. The widest gap between LEP and general population is 20%, occurring in 8th grade social studies.

Data shows an 8 point decrease in Approaches, a 7 point decrease in meets, and a 2 point decrease in masters percentage for 6th-grade reading STAAR.
Data shows an 8 point decrease in Approaches, a 2 point decrease in meets, and an 18 point increase in masters percentage for 6th-grade math STAAR.
Data shows a 12 point decrease in Approaches, a 20 point decrease in meets, and an 11 point decrease in masters percentage for 7th-grade reading STAAR.
Data shows a 13 point decrease in Approaches, a 10 point decrease in meets, and a 4 point decrease in masters percentage for 7th-grade writing STAAR.
Data shows a 22 point decrease in Approaches, a 24 point decrease in meets, and a 7 point decrease in masters percentage for 7th-grade math STAAR.
Data shows a 5 point decrease in Approaches, a 7 point decrease in meets, and a 3 point decrease in masters percentage for 8th-grade reading STAAR.
Data shows a 6 point decrease in Approaches, a 2 point decrease in meets, and a 3 point increase in masters percentage for 8th-grade math STAAR.
Data shows an 11 point decrease in Approaches, a 4 point decrease in meets, and a 2 point decrease in masters percentage for 8th-grade science STAAR.
Data shows an 11 point decrease in Approaches, a 9 point decrease in meets, and a 6 point decrease in masters percentage for 8th-grade social studies STAAR.

There are statistically significant gaps in results on each of the 2021 STAAR exams. An approximation of the gaps among the approaches percentage rates are as follows: 26 points on 6th-grade reading, 20 points on 6th-grade math, 21 points on 7th-grade writing, 20 points on 7th-grade reading, 32 points on 7th-grade math, 22 points on 8th-grade reading, 25 points on 8th-grade reading, 22 points on 8th-grade science, and 25 points on 8th-grade social studies.

The ratio of SPED to general education students in many sections create challenges for closing achievement gaps. The response to intervention process will require streamlining to provide a quick, efficient way for teachers to refer students for intervention.

Student Learning Strengths

Math STAAR scores are consistently above both district and state levels.

Although the gaps for our special populations are significant, there are areas in which our highest special population (Emerging Bilingual) scores as high if not higher than our lowest regular population (6th-grade math, 8th-grade reading, 8th-grade math, 6th-grade reading).

The learning loss due to the COVID-19 pandemic did not have as significant of an effect on our highest achieving students, evidenced by the reduced decreases in overall performance for most of our STAAR exams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There are significant performing gaps that exist between identified groups. **Root Cause:** The COVID-19 pandemic and the school shutdown has had a significant impact on teaching techniques resulting in some students performing lower resulting in a loss of instructional growth.

School Processes & Programs

School Processes & Programs Summary

Based on the campus survey that was sent out to all staff in late April the following things were summarized from the survey results:

- Campus and district support allow for TEKS/ Scope and Sequence to be followed by teachers.
- Professional Learning Community has been structured for more planning meetings than data meetings. More devoted time for planning and data was noted as a request. Campus Academic Specialist modeling strategies during PLC meetings was noted. Discussion of individual students and how to adjust instruction to meet the individual needs of students. Focus on differentiation would be beneficial for all core content.
- Staff monitors data closely using reports given to teachers from Campus Academic Specialists and District Coordinators. Staff also uses Eduphoria to monitor student data trends.
- Students use a growth tracker after CBAs and Benchmarks. Students reflect on test corrections to monitor their growth as well.
- Majority of staff 77.4% felt that they had materials that are appropriate and necessary to meet the needs of their students.
- To help ensure scaffolding of material teachers use warm ups, different grouping methods, and questioning techniques.
- Professional development is monitored by Eduphoria and classroom observations. Teacher feel supported to attend staff development.
- Staff communicates that they feel focused on student achievement. Staff demonstrates their dedication to student achievement through tutorials/intervention. Elective teachers communicate the concern with pulling students during electives.
- Questioning that is primarily used by staff are: probing questions, leading questions, and recall questions.
- Technology is used daily by staff and students. Google classroom, Desmos, Flocabulary, Pear Deck are all used.
- Instructional technology that is used most is Quizziz. Kahoot, Gimkit, Pear Deck
- Technology request from staff is to upgrade wifi connectivity.
- Teachers utilize Learning Targets/Intentions and Success criteria to ensure clarity of purpose for instruction.

School Processes & Programs Strengths

Cedar Bayou Junior High's strengths are that teachers feel that curriculum supports are provided that allow them to be successful with their students. Teachers express sincere interest in the achievement of their students. Cedar Bayou staff has been able to use many facets of educational technology in their daily classroom instruction. Based on survey results staff members feel supported and respected by their campus leaders and fellow colleagues. PLC processes take place with all core content teams. Planning and data plans are discussed and shared with PLC members. The continual growth of staff is supported by sending staff to observe other teachers and attend staff development.

Perceptions

Perceptions Summary

The staff is highly qualified. Cedar Bayou does a good job of retaining staff. As a campus whole, we have very little turnover. We have had a decrease in discipline referrals from last year. Our staff helps promote PRIDE expectations with our students. All staff is responsible for teaching our students the PRIDE matrix. Discipline concerns are present among staff. Staff wants to ensure that our administrative team is working together and being consistent on consequences.

Perceptions Strengths

Parental involvement is a valuable component to our campus. We have actively involved Parent Teacher Student Organization. PTSO meets on the first Monday of each month. Our athletic department has a group of parents that started an Athletic Booster Club. We have EXXON MOBIL for our partner in education. A focus for the 2021-2022 school year is to increase our interaction and communication with our parents. We will work as a team to develop plans that help meet the needs of our community and increase our partnerships with all of our stakeholders.

Priority Problem Statements

Problem Statement 1: There are significant performing gaps that exist between identified groups.

Root Cause 1: The COVID-19 pandemic and the school shutdown has had a significant impact on teaching techniques resulting in some students performing lower resulting in a loss of instructional growth.

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

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data





Goals

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

Performance Objective 1: Cedar Bayou Junior will meet all grade level standards by using data and planning time to enable all staff to meet the individual student's needs.

Evaluation Data Sources: STAAR Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All CBJ staff will analyze data using Eduphoria to target specific student groups and specific objectives for mastery. Strategy's Expected Result/Impact: Data sheets from each CBA; increase in STAAR scores Staff Responsible for Monitoring: Administrators CAS Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 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. Strategy's Expected Result/Impact: Data sheets from each CBA; comparison of scores in sequential district assessments Staff Responsible for Monitoring: Administrators CAS Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 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. Strategy's Expected Result/Impact: Department meeting agendas, minutes, and sign-in sheets; increase in STAAR scores Staff Responsible for Monitoring: Administrators CAS Teachers</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
Strategy 4: CBJ will discuss passing rates of individual students and strategies for improvement. Students and parents will be contacted. Strategy's Expected Result/Impact: Department meeting minutes, decrease in failure rate, increase in STAAR scores Staff Responsible for Monitoring: Administrators	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: 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 Sources: EOY data reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CBJ will conduct ongoing data analysis to service the students most in need of intervention in STAAR tested areas. Strategy's Expected Result/Impact: Rosters of advisory tutorials, after school tutorial rosters will increase amount of students demonstrating mastery. Staff Responsible for Monitoring: Administrators CAS Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CBJ will develop and implement comprehensive intervention programs for students in need of additional support. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Administrators CAS Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will use common formative assessments and analyze data to reteach students and ensure student success. Strategy's Expected Result/Impact: Increased student mastery of objectives. Staff Responsible for Monitoring: Administrators CAS Teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: CBJ will create a systematic RTI process so students will have academic success. Strategy's Expected Result/Impact: Increased students receiving interventions. Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Emerging Bilingual students scoring beginning or intermediate on TELPAS reading will be scheduled into an ESL Reading Class.</p> <p>Strategy's Expected Result/Impact: Increased reading comprehension</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselors CAS EL teachers</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on Common formative assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CAS Department Chairs</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: CBJ will secure more culturally relevant literature to help deepen students' connection with school.</p> <p>Strategy's Expected Result/Impact: Increased number of students engaged in school and meeting standard.</p> <p>Staff Responsible for Monitoring: Principal CAS</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: CBJ will leverage AVID strategies such as Cornell Note-taking and WICOR instruction to assist Emerging Bilingual students with organization and communication skills.</p> <p>Strategy's Expected Result/Impact: Increase performance on Reading and Writing STAAR exams for Emerging Bilingual students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, SSA, CAS</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 Sources: Campus assessment reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CBJ teachers will analyze data specific to G/T and Pre-AP students in an effort to increase masters level performance on STAAR. Strategy's Expected Result/Impact: Teacher Data Analysis sheets, increase in STAAR scores Staff Responsible for Monitoring: Principal CAS Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 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. Strategy's Expected Result/Impact: increased masters performance on STAAR Staff Responsible for Monitoring: Principal Assistant Principals Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CBJ Teachers will recruit more students into Honors-level courses, and encourage more students to attempt Honors-level coursework. Strategy's Expected Result/Impact: Increased enrollment in Honors courses, additional Honors courses in the master schedule. Staff Responsible for Monitoring: Counselors, Principal</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: CBJ will leverage the AVID program across campus to improve student autonomy in learning. Strategy's Expected Result/Impact: An increase in student self-advocacy in the classroom. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Counselor data reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage all students to participate in academic competitions such as Academic UIL, Math Counts, Author fair History Fair, etc. Strategy's Expected Result/Impact: increased participation in academic UIL Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: CBJ will assist 8th grade students in the decision making process for 9th grade classes. Strategy's Expected Result/Impact: Completion of the scheduling process Staff Responsible for Monitoring: Counselor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increase in effectiveness of the scheduling process Staff Responsible for Monitoring: Counselor	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: When questioned, students can name colleges to attend. Staff Responsible for Monitoring: Counselors	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: AVID class will be offered to ensure high school and college success. Strategy's Expected Result/Impact: Students enrolled in class and learn more about getting into and attending college. Staff Responsible for Monitoring: Principal Assistant Principals	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Campus assessment reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administrators will follow a scheduled walkthrough program requiring 10 observations per week, with 5 required feedback meetings.</p> <p>Strategy's Expected Result/Impact: increased effectiveness of Tier I instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 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</p> <p>Strategy's Expected Result/Impact: increased effectiveness of Tier I instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teacher made unit tests will be consistent in order to better assess student's mastery of the curriculum</p> <p>Strategy's Expected Result/Impact: Eduphoria data will show students increase levels of mastery of learning objectives.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CAS</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: CBJ teachers will utilize a common unit plan format, which includes learning targets/intentions, success criteria, systems for intervention, an systems for extension for each unit.</p> <p>Strategy's Expected Result/Impact: Improved Tier I and Tier II instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, CAS</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Master Schedule, Student Data reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CBJ will have a variety of electives in fine arts such as art, theater arts, band, orchestra, choir, and HS credit classes such as Spanish</p> <p>Strategy's Expected Result/Impact: students will be more connected to the campus through these programs.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CBJ support and wellness staff members will engage in weekly pull-outs to provide SEL opportunities for students in intervention classes for Math and ELA</p> <p>Strategy's Expected Result/Impact: Social and Emotional well-being for students.</p> <p>Staff Responsible for Monitoring: Principal</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 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 Sources: STAAR reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All core teachers will display learning targets/intentions and success criteria in their classrooms. Strategy's Expected Result/Impact: increased effectiveness of Tier I instruction. Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure the implementation of TEKS but provide additional training to those who work with our Emerging Bilingual and SPED populations. Strategy's Expected Result/Impact: Teachers will have more resources to use when working with these populations. Staff Responsible for Monitoring: Principal Assistant Principals CAS</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CBJ will continue to offer 6th-8th grade ESL Classes, additional tutoring and offer Reading Intervention Classes to meet the needs of students as they work to master grade level TEKS. Strategy's Expected Result/Impact: increased effectiveness of Tier I instruction. Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Walk through observations





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive training on strategies to ask Higher order thinking questions in all content areas. Strategy's Expected Result/Impact: Increase in meets and masters performance on district and state assessments. Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will incorporate WICOR strategies in their classrooms to encourage student talk. Strategy's Expected Result/Impact: Increase language use for Emerging Bilingual students and critical thinking for all students which will increase STAAR scores. Staff Responsible for Monitoring: Principal Assistant Principals CAS</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will track their data and set goals for improvement. Strategy's Expected Result/Impact: Increase in meets and masters performance on district assessments. Staff Responsible for Monitoring: Principal Assistant Principals</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 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 provide strategies to support students with academic, attendance, and/or behavior needs.

Evaluation Data Sources: Academic reports, Attendance reports, and Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CBJ will track student attendance and provide additional resource support to students and parents. Strategy's Expected Result/Impact: Improved Attendance and Student Performance Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CBJ will collaborate with the campus staff, Student Wellness Interventionist, Communities in Schools, and other Community Volunteers to work with at risk students. Strategy's Expected Result/Impact: Rosters, fewer discipline referrals among students involved, higher achievement as evidenced in STAAR scores. Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PBIS team will address ways to improve academic, attendance, and behavior through phone calls, home visits, treats from the snack bar, and or field trips. Strategy's Expected Result/Impact: increased student attendance. Staff Responsible for Monitoring: Principal Attendance Clerk Teacher Committee PTSO Counselors</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: CBJ will implement an accelerated learning program for identified at risk students to support needed interventions to improve student performance.</p> <p>Strategy's Expected Result/Impact: Improved Academic Performance</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: Payroll costs for tutors and intervention materials - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CBJ will continue to collaborate with Communities in School to provide services for students.</p> <p>Strategy's Expected Result/Impact: students will have access to social services through CIS.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: increased student attendance.</p> <p>Staff Responsible for Monitoring: Principal Attendance Clerk</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Cedar Bayou Junior will continue to provide a positive campus atmosphere that reinforces expectations and rewards student accomplishments.

Evaluation Data Sources: EOY Discipline reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All faculty will follow the district Code of Conduct and the campus discipline management process. Strategy's Expected Result/Impact: Teachers will be aware of all options for campus discipline. Staff Responsible for Monitoring: Principal Assistant Principals teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All CBJ staff will review the modules in Review 360 to aid in classroom and campus management. Strategy's Expected Result/Impact: increased strategies for classroom management. Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PBIS committee will enact a positive behavior discipline plan, PRIDE, based on training received during the summer. Strategy's Expected Result/Impact: Decrease in incident reports. Staff Responsible for Monitoring: Principal Assistant Principals Counselors Teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide rewarding opportunities for students who meet goals and expectations at CBJ. Strategy's Expected Result/Impact: Increased academic achievement, fewer discipline referrals, increased attendance and increased connection with school for students and parents. Staff Responsible for Monitoring: Principal Assistant Principals Counselors Mental Health and Behavior Interventionist</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Increased achievement on state and district assessments and fewer discipline referrals. Increased connection with school for students and parents.</p> <p>Staff Responsible for Monitoring: Principal Mental Health and Behavior Interventionist</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Inform parents and students of procedures through PTSO Meetings, CBJ Meetings, website, and newsletters. Spanish speaking parents will be informed in Spanish.</p> <p>Strategy's Expected Result/Impact: A better informed community</p> <p>Staff Responsible for Monitoring: Principal Librarian</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Recruit and retain highly effective personnel.





Evaluation Data Sources: Campus teacher data reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Increase in highly effective teachers. Staff Responsible for Monitoring: Principal Assistant Principals	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure campus personnel decision-makers are available during peak recruiting/hiring times. Strategy's Expected Result/Impact: Administrators Schedules will be planned to allow attendance to job fairs and interviews. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Evaluate campus Teacher Induction Program/Mentor-ship initiatives and make changes to improve the program efforts to retain teachers. Strategy's Expected Result/Impact: high retention of effective instructors. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: EOY training reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional development will be provided to ensure teachers are highly effective at providing high level of learning opportunities for students.</p> <p>Strategy's Expected Result/Impact: Increase knowledge based for teachers and increase of resources.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide an environment for new teachers so they are supported and know where to get help when needed.</p> <p>Strategy's Expected Result/Impact: More resourced instructional staff</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Require G/T and Pre-AP teacher to attend district-wide training and maintain updated certification hours.</p> <p>Strategy's Expected Result/Impact: increased student performance from GT students.</p> <p>Staff Responsible for Monitoring: Principal Teachers CAS</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Encourage all teachers to become either ESL and/or GT certified and participate in appropriate training opportunities .</p> <p>Strategy's Expected Result/Impact: More resourced instructional staff.</p> <p>Staff Responsible for Monitoring: Principal</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: 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 Sources: Parent/Community participation and involvement reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 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). Strategy's Expected Result/Impact: Increase parent awareness of events at CBJ. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CBJ will include and publicize a volunteer recruitment form and PTSO membership form via email and website. Strategy's Expected Result/Impact: increase in number of parent volunteers on campus. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CBJ will utilize our partner in education in accordance with COVID protocols to support PBIS rewards and volunteer work. Strategy's Expected Result/Impact: decrease in office referrals. Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Staff training reports, survey feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 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. Strategy's Expected Result/Impact: Students will have more access to tech based learning. Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: CBJ will establish one Computer lab and utilize mobile carts as a technology resource for all students and use for educational programs. Strategy's Expected Result/Impact: Students will have more access to educational technology. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CBJ staff will attend targeted and ongoing professional development to enhance the effective use of technology in the classroom. Strategy's Expected Result/Impact: Students will benefit from utilization of ed tech. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
1	3	2	Supplemental instructional materials	GT Funds	\$500.00
3	1	4	Payroll costs for tutors and intervention materials	SCE Funds	\$8,000.00
Sub-Total					\$9,000.00
Grand Total					\$9,000.00