

# Goose Creek Consolidated Independent School District

## Baytown Junior High

### 2022-2023 Campus Improvement Plan



**Public Presentation Date:** November 3, 2022

# 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.

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 5
  - School Processes & Programs 6
  - Perceptions 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 11
  - Goal 1: Baytown Junior will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success. 12
  - Goal 2: Baytown Junior will provide a well-balanced and appropriate curriculum to all students. 14
  - 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. 15
  - Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment. 16
  - Goal 5: Baytown Junior will recruit, develop, and retain highly effective personnel. 17
  - Goal 6: Baytown Junior will establish and maintain parental and community partnerships in education to enhance student achievement. 18
  - Goal 7: Baytown Junior will provide the technology infrastructure and tools to maximize student achievement. 21
- Campus Funding Summary 22

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Areas of input and reflect indicate:

- Need to discover the root of attendance issues.
  - Why are students not attending school?
  - COVID may have influenced how students view school
  - Students were just passed on
- Home visits are conducted through the SST/Truancy
  - Pull SST report with list of students
- Strengths:
  - PBIS Team
- Need to determine the issues with Staff Quality and Retention
  - High turnovers
  - Frequent changes in campus administration
  - Professional development Needs
  - How are strengths of an effective teacher shared with others?
  - How do we build capacity? As administrator? As a staff?
  - Welcoming committee?

### Demographics Strengths

- Strengths:
  - AVID program
  - First campus w/AP Spanish (since 2014), 100% passing last year
  - PBIS
  - Pretty Petals & Boys' Gents program; CSU
  - Algebra 1-100% masters last year
  - Honors Society
  - Choir-Sweepstakes Superior: UIL concert and Sight Reading
  - Band-UIL and Concert Sight Reading: Superior
  - Rotary Contest-Ms. Brown

- Robotics-Wests

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There has been a decline in student attendance this year from previous years. **Root Cause:** COVID continued to affect the student population throughout the year, there was infrequent consequences and tracking of student attendance as well as having a high-need student population that faces outside school factors that contribute to lack of student attendance.

**Problem Statement 2:** There has been a decrease in employee retention. **Root Cause:** The campus as a whole does not have a welcoming staff to new employees as a whole, constant turnover in administration personnel and high-need student population leads to teacher burn out.

# Student Learning

## Student Learning Summary

After analyzing several data reports, formative and summative, including STAAR, campus CFAs, CUAs, and district benchmarks, we have determined that we are experiencing overall student academic success and growth. Teachers continue to move the needle on instruction as indicated by student achievement data cited previously in December and March Benchmark scores. Our strengths, such as implementing the PLC process, district, and campus instructional alignment, HB4545 Accelerated instruction supported during the school day, and focused instructional learning and leadership will ensure that we remain on track to further increasing student achievement.

## Student Learning Strengths

- Instructional, vertical alignment
- PLC Process
- HB4545 Instruction during the school day
- Professional Development: Visible Learning, AVID, and focused feedback
- Campus and District Instructional Rounds
- RTI
- Tier 3 Interventionalist for reading and math
- Dyslexia Specialist
- Instructional Specialists
- Tutorials
- Student Rotations for Math and Reading (sharing of students among grade level)

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** All student groups, grade levels, and subject areas sustained overall decreases on STAAR performance on an average of 10% in 2021 compared to 2019. **Root Cause:** The achievement deficits are attributed to a hybrid instructional model comprised of virtual and in-person instruction, decreased class participation, and student attendance situations.

# School Processes & Programs

## School Processes & Programs Summary

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.

## School Processes & Programs Strengths

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 provided 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 provided positive reinforcement between staff members and our students. At the end of each six weeks, rewards will be given for attendance, behavior, and grades.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teachers are inconsistent in referring students who do not meet academic achievement expectations for reading and/or math interventions. **Root Cause:** The campus did not have a productive system in place for students who were currently identified for tracking Tier 2 and Tier 3 interventions from prior school years.

# Perceptions

## Perceptions Summary

Our campus succeeded in providing general communication to parent via various medias and staff is willing to improve in areas of weakness.

## Perceptions Strengths

- General communication to parents
- Surveys sent out to parents and teachers throughout the school year
- Teachers have requested time to host team parent conferences
- Increased celebrations of teachers and students
  - Teacher of the Month
  - Goslin of the Month (per grade level)
  - Perfect Attendance Award
  - SOAR Awards

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Discipline is not handled in a timely manner. **Root Cause:** There are many minor classroom management referrals for grade level administrator to process in a timely manner.



# Priority Problem Statements

**Problem Statement 2:** All student groups, grade levels, and subject areas sustained overall decreases on STAAR performance on an average of 10% in 2021 compared to 2019.

**Root Cause 2:** The achievement deficits are attributed to a hybrid instructional model comprised of virtual and in-person instruction, decreased class participation, and student attendance situations.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 1:** Teachers are inconsistent in referring students who do not meet academic achievement expectations for reading and/or math interventions.

**Root Cause 1:** The campus did not have a productive system in place for students who were currently identified for tracking Tier 2 and Tier 3 interventions from prior school years.

**Problem Statement 1 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

## 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

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

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

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

- Processes and procedures for teaching and learning, including program implementation
- Communications 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 through the PLC process to help improve our tier 1 instruction to provide students with extended learning time and a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of Tier 1</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.5</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Strategic support will be provided to our Emergent Bilingual, including Sheltered Instruction strategies, implementation of SummitK-12, and student talk that promote effective 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> Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Co-Teachers will be trained to use effective Co-Teach Models with emphasis in collaboration through the PLC process to support Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance for Special Education students More effective instruction for co-teach classes</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide strategic support to our identified GT students in order to promote an increase in student achievement levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Supplemental materials - Coordination of Local and State Funds - GT Funds - \$500</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 daily/weekly in Professional Learning Communities (PLCs) 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> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will monitor progress using Common Formative Assessments (CFAs), Curriculum Based Assessments (CBAs) and Benchmarks, analyze data and determine reteach or extension opportunities for academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Continuous growth in student performance STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.4</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 facilitate student data trackers for goal setting, assessments, and student conferences to enhance student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Domain 2 scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<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 unpack the TEKS, identify essential standards and implement research-based strategies to maximize 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> Through the PLC process, teams will utilize the four essential questions to analyze student data and develop strategies for remediation or extension.</p> <p><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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional specialists and AVID site team members will train, model and coach teachers in the use of WICOR strategies for the implementation of Interactive Notebooks and Focus Note-Taking 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 Continuous use of WICOR strategies campus-wide</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Through Campus and District Instructional Rounds, Teaching and Learning Coaches 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 Tier 2 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Funding Sources:</b> Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$180,000</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 1:** We will improve our at risk student success with their 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> Systematic support through a variety of components such as the SST, Tier 3 intervention, lunch talks, and mentoring will be provided to at-risk students so that students are provided with 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> Campus Administrators</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Accelerated Instruction for struggling students will be provided based on the data through a variety of intervention efforts such as before, after school and during advisory period for all core subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of Tier 2 and 3 interventions</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Costs for Intervention activities - Coordination of Local and State Funds - SCE Funds - \$10,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Attendance incentives will be provided every six weeks for students achieving great or improved attendance, including SOAR Bucks, school events and celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance Decline in unexcused absences</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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 Student Support Team will meet weekly to refer, discuss, and monitor students on the SST roster who are chronically absent and have severe problems with behavior or grades. Student action plans will be created, implemented and monitored throughout the school year.</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> Campus Administrators</p> <p><b>Title I:</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 Funds - \$65,000, Cost for Student Wellness Intervention - Coordination of Local and State Funds - SCE Funds - \$85,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> To maintain safety expectations, the campus will refine safety practices to support student safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve clarity and consistency in discipline decisions            Consistent implementation of PBIS            Increase in overall campus culture/climate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Train students on how to utilize Crime Stoppers to report safety concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Student report known/suspected incidents            Students feel safe at school            Strategies implemented to help improve behavior in noted areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            PBIS Committee</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> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Mentoring and coaching will be provided to foster 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> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will be encouraged to obtain additional 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> Campus Administrators	<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 1:** Campus Student Success Specialist, with the help and support of our campus Parent Teacher Organization (PTO), Partner in Education and community stakeholders will maintain an active and positive relationship.

**Evaluation Data Sources:** Feedback from parents and stakeholders





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 parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist</p> <p><b>Title I:</b> 4.1</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 1 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 Administrators Campus Student Success Specialist</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> Materials for academic parent engagement activities - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, Cost for CSSS planning to include parent and family activities - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$4,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The Parent Teacher Organization and Partner in Education will consistently meet throughout the school year to plan and execute activities and events for teachers, students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in overall culture/climate of school Increased parental involvement in school affairs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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> Campus Administrators</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> Campus Administrators</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> Campus Administrators</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> Campus Administrators</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, walkthroughs, 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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> Campus Administrators</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	1	3	Costs for Teaching and Learning Coach	Title I Part A Funds	\$180,000.00
4	1	1	Costs for the Campus Student Success Specialist	Title I, Part A Funds	\$65,000.00
6	1	2	Materials for academic parent engagement activities	Title I Part A Funds	\$500.00
6	1	2	Cost for CSSS planning to include parent and family activities	Title I, Part A Funds	\$4,000.00
<b>Sub-Total</b>					<b>\$249,500.00</b>
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental materials	GT Funds	\$500.00
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	2	Costs for Intervention activities	SCE Funds	\$10,000.00
4	1	1	Cost for Student Wellness Intervention	SCE Funds	\$85,000.00
<b>Sub-Total</b>					<b>\$96,500.00</b>