

Goose Creek Consolidated Independent School District

Cedar Bayou Junior High

2022-2023 Campus Improvement Plan



Cedar Bayou Junior

Cedar Bayou Junior High has an "I can...I will" attitude.



Public Presentation Date: November 3, 2022

Mission Statement

It is the mission of CBJ to provide high levels of learning in a safe and nurturing environment ensuring our students' success in current and future goals.

Vision

We believe that to achieve the mission of our school we must function as a professional learning community. We envision a school in which our staff:

- Unites to achieve a common purpose and strategic goal.
- Works interdependently in a collaborative team.
- Seeks and implements best practices for continuous student improvement.
- Monitors each student's progress on a frequent basis.
- Demonstrates a personal commitment to the academic success and general well-being of each student.

Core Beliefs

Cedar Bayou Staff Collective Commitments

- I will provide a rigorous and appropriate curriculum based on best practices to all my students.
- I will be open to new ideas to improve quality instruction for students.
- I will commit to being a positive, respectful, contributing member of the CBJ Community.
- I will commit to monitoring each student's learning in a timely manner.
- I will commit to being on time with success in mind.
- I will commit to modeling and fairly applying school rules.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Needs Assessment feedback for 2022-2023:

	2018-2019	2019-2020	2020-2021	2021-2022
TOTAL STUDENTS	1,085	1,074	1,075	978
Hispanic/Latino	686---63.23%	676---62.94%	640---59.53%	608---62.17%
American Indian-Alaskan Native	3---0.28%	4---0.37%	5---0.47%	3---0.31%
Asian	3---0.28%	3---0.28%	2---0.19%	1---0.10%
Black-African American	156---14.38%	156---14.53%	182---16.93%	156---15.95%
Native Hawaiian-Pacific Islander	3---0.28%	3---0.28%	3---0.28%	0---0.00%
Two or More	19---1.75%	19---1.77%	20---1.86%	20---2.04%
Emergent Bilingual (EB)	139---12.81%	161---14.99%	156---14.51%	186---19.02%
Special Education (SPED)	157---14.47%	144---13.41%	156---14.51%	150---15.34%

- The percentages for the total amount of students in each sub-population has relatively stayed the same throughout the years of data that is represented above. The biggest increase was among the Hispanic/Latino sub-population that showed an increase of nearly 3% in the most recent year (2021-2022). For the special population groups, the previous 2021-2022 school year showed an increase in both EB's (About 4.5% increase) and SPED (About 0.8% increase). The school years prior to the last, the percentage stayed nearly the same with little fluctuation.
- The enrollment numbers have shown a decrease over the years of data provided, besides the 2019-2020 and 2020-2021 school year which showed an increase of one student. From 2020-2021 to 2021-2022, the numbers significantly decreased by 97 students.
- The mobility rate for 2018-2019 was 17.2% and 2019-2020 was 15.2%. The most recent school year is currently unknown, but this data shows a decrease by 2%.

	2018-2019	2019-2020	2020-2021	2021-2022
Attendance Rates	94.9%	97.5%	N/A	N/A

- The major distinction among the ethnicity between teachers and students are that about 60% of students are Hispanics, but only 17.4% teachers are Hispanics.

- 20% of our students are white but 56% of teachers are white.
- The rest of the socio-demographics are roughly the same.
- Our average student to teacher ratio is 15.5 (count/average).
- The data shows that the 2021-2022 school year had 19.02% of emergent bilingual students. Some effective classroom strategies teachers can use to support emergent bilingual students are pre-teaching vocabulary, pointing to pictures/objects, adaptive blended-learning technology (district issued iPads), and scaffolding.
- Over the past 4 years, data indicates that migrant students were increasing by 1-2 students, but for the 2021-2022 school year the number decreased. The data does not indicate the time of year they return.
- The additional support from teachers needed for students that identify as migrant are talking about shared values, such as family, hard work, and the desire for safety and stability.

Staff Quality, Recruitment, and Retention:

- Systems in place to support new teachers are a buddy-teacher program, new teacher academy offered through the district, and numerous walk-throughs from our encouraging administrative staff.
- CBJ offers multiple in-campus sources of professional development. Professional development is available as a campus through talking as a staff, surveys, and various trainings. They are offered 3-4 times a year through the help of our administrators, programs like AVID, and academic specialists that align with our campus and district instructional framework.

Demographics Strengths

- All teachers at CBJ are state certified. 69.8% hold a bachelor's degree while 30.2% hold a masters.
- Instructional paraprofessionals are highly qualified.

Student Learning

Student Learning Summary

Student Achievement Needs Assessment for 2022-2023:

- 6th grade Math indicates a significant difference in data in A.A. and SPED sub-pop.
- 7th grade Math indicates significant difference in data in A.A, E.B, and SPED sub-pop.
- 8th grade Math indicates 25% all students mastered; however, there does appear to be a significant difference in data in SPED sub-pop with slight difference in data in E.B sub-pop.
- 8th grade Science indicates a significant difference in data in E.B, and SPED sub-pop.
- 6th grade Reading indicates a significant difference in data in African American and SPED sub populations.
- 7th grade Reading indicates a significant difference in African American, Emergent Bilingual and SPED sub populations.
- 8th grade Reading indicates a significant difference in Emergent Bilingual sub populations.
- 8th grade Social Studies indicates a significant difference in the Emergent Bilingual sub populations.
- 6th grade Reading indicates that overall, Cedar Bayou students grew 1% from their 5th grade to 6th grade year. Lack of growth occurred in the emergent bilingual and special education sub populations.
- 7th grade Reading indicates that overall, Cedar Bayou students grew 3% from their 6th grade to 7th grade year. Lack of growth occurred in the emergent bilingual sub populations.
- 8th grade Reading indicates that overall, Cedar Bayou students grew 17% from their 7th grade to 8th grade year.
- The campus review of all data indicates that the campus needs to focus on monitoring and addressing staff issues with certifications, absences, etc. that will ultimately impact academic progress
- The campus will need to address improving the rigor of the assessed TEKS.
- The campus will need to design and implement a student management plan that will improve student overall behavior and focus on school work.

Other campus needs assessment conclusions:

- Math--The majority of students score higher on STAAR than on Benchmarks. There is targeted intervention using benchmark data before the STAAR test. They also score higher due to untaught material tested on the benchmark.
- Reading: The majority of students scored higher on STAAR than on the benchmark, with the exception of 7th grade reading - this may be attributed to lack of solid review instruction in the seventh grade ELA team.
- 6th grade Math Honors sections scores are aligned with all non-honors sections within 6% of each other by teacher. The team implements the PLC process adequately and use the same materials for teaching/assessment (with the exception of enrichment for Honors Classes). Classroom observations indicate that experienced teachers are capable of providing scaffolding up and down as needed within the lesson as opposed to the newer teachers.
- 7th grade Math Honors sections scores are aligned with all non-honors sections within 12% of each other by teacher. Feedback indicates that lack of clarity of content, classroom management, student engagement/compliance, downtime in lieu of enrichment, and staffing situations may be impacting the success levels. The team implements the PLC process adequately and uses the same materials for teaching/assessment (with the exception of enrichment for Honors Classes). There is some concern that resources may be more geared to the Honors level of rigor and DOK; however, feedback does indicate that some teachers struggle with providing scaffolding up and down as needed within the lesson.
- 8th grade Math Honors sections scores are aligned with all non-honors sections within 10% of each other by teacher. The team implements the PLC

process adequately and uses the same materials for teaching/assessment (with the exception of enrichment for Honors Classes), but student engagement needs to be reviewed to implement more opportunities for increased student involvement.

- 6th-8th grade Resource Math scores are below the GCCISD average as compared to resource classes at other campuses.
- 8th grade Science Honors sections are about the same on % Approaches, but then become sporadic in the % Meets, and % Masters. All non honors sections are within 2% of each other's average percent score. The campus needs to look at how to address the aspects that are impacting academic success including how to increase the PLC team time necessary to fully collaborate on all 4 questions of the PLC process, how to complete the required learning process knowing that 40% of the science curriculum dedicated to lab and field studies, adjusting to the shortened class times due to the addition of block scheduling and the advisory classes, and improving classroom management during lab and field studies especially with larger classes since the data reflects substantially lower scores of class periods with 20+ students.
- 6th grade Reading indicates that teachers experiencing the most failures are aligned with those teaching the majority of SPED students. The campus needs to review the co-teacher schedules to determine adjustments that need to be made.
- 7th grade Reading indicates that teachers experiencing the most failures are aligned with those teaching the majority of SPED students. The campus needs to review the co-teacher schedules to determine adjustments that need to be made.
- 8th grade Reading indicates that teachers experiencing the highest failure rates are aligned with those teaching both emergent bilingual and special education students. The campus will need to address instruction that is below the assessed rigor of the TEK as well as a lack of differentiation.
- 8th grade Social Studies indicates that all sections are aligned across the board.
- From review of the data with students that are identified as Special Education and/or Emergent Bilingual, the campus will have the resource and co-teachers be one in the same as well as have the same PLC period as the other grade level teachers to increase ownership and curriculum knowledge, provide coaching cycles for volunteer teachers.
- Teachers currently choose whether or not to provide re-teaching for students when they are absent from class; however, this is data that will be reviewed to determine if the campus will need to systematically address the process of reteaching when students are absent so that student success is not negatively impacted by this data point.
- Individual student needs are identified by any adult on campus that comes into contact with them which is typically through one of their core teachers. Students with identified needs are referred to our RtI team for academic/behavioral struggles, our SST team for attendance issues, or our counselors for continued behavioral challenges.
- Accelerated instruction is planned though a process with the district program staff so that services and implementation include any requirements by the state. Cedar Bayou Junior high monitors students who have failed state assessments, are failing coursework, and/or have significant attendance issues by completing progress monitoring that includes assessment reviews, attendance reviews, and discipline reviews in order to adjust and monitor Tier 1 and 2 instruction.
 - The RTI process and implementation was not as effective at the beginning of the year due to the process being revamped on how teachers can begin the referral process. Although it took most of the year to streamline the new process, we have had some success with referring new students to RTI. The struggles that occurred included teachers not returning teacher feedback forms quickly once a referral has been made and unclear direction from the district level.
 - Feedback indicates that the campus believe that the new RtI system developed by campus representatives during the 2021-2022 school year will both streamline and enrich the program.
 - The RtI process is not impacting referrals for Special Education at this time.
 - The 504 and LPAC decisions concerning state assessments are teacher driven and specific which is both appropriate and beneficial for students. The ARD decisions often times result in unnecessary or unused classroom designated supports since often times teachers are not available when the ARD meetings are scheduled which leads to case managers being unable to gather input from core teachers before ARDS, teachers neglect to

provide feedback when requested, and/or there is a lack of knowledge and communication between campus SPED teachers and general education teachers.

Student Learning Strengths

The specific campus strengths that have been identified are included as part of the complete summary of deliberations for all data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While our African American and bilingual emergent eighth students are making progress, our in sixth and seventh grade students are struggling significantly more academically. **Root Cause:** Teachers need additional training to support their effectiveness with teaching both children of color and/or children experiencing poverty.

School Processes & Programs

School Processes & Programs Summary

Processes and Programs feedback for 2022-2023 CNA:

- The analysis of state assessment reporting categories and student expectations reveal that one of the strengths is that we have high expectations for the students, but one weakness is the amount of time allowed to learn the material.
- We have block scheduling for math and reading but how do we ensure material is adequately covered in the time allotted to include brain breaks and checking for understanding/reteach.
- Professional learning communities are using data for instructional planning effectively by complying data and form small groups based on proficiency level. The process is tracked utilizing item analysis tools. Data trackers, and data from eduphoria is how we track teachers progress. Comparisons of grade level major district exams such as benchmark to other campuses.
- Assessments are being used effectively.
- Teachers uses the data to compile a listing of students grouped by academic proficiency.
- Not all teachers are monitoring and tracking students progress and performance.
- The expectation when progress is not occurring is remediation and interventions during school hours
- Content and language objectives are communicated with Emergent bilingual students by modifying and simplifying instruction at a student friendly level.
- ELL sheltered instruction strategies are not being provided or monitored consistently across the board.
- There appears to be a lack of consistency and commitment from all staff members.
- The processes that are in place are daily meetings per content, and per grade level to discuss instruction and scope and sequence based on the pacing calendar provided by the district, staar questions, and Lead4ward.

Technology:

- The campus expectations is that the student will be able to perform for district and state assessments online.
- Technology is used to support instruction and learning by providing differentiation and implementation of instruction.
- There is limited trainings available for secondary teachers where it actually benefits teacher development and student growth.
- Each classroom teacher received an ipad cube that contains 5 ipads with 5 chargers.
- The internet bandwidth, parent signing electronic waivers, and not having enough access to ipads are concerns.

School Processes & Programs Strengths

The campus strength is we are recognizing data in order to make improvements because we recognize weaknesses and are willing to improve upon our foundation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2: There is a lack of planned, structured communication and procedures that are implemented regularly. **Root Cause:** There is a disconnect between teachers and administration and a lack of parental engagement.

Perceptions

Perceptions Summary

Perceptions CNA Reflection Discussion Points:

- Students have described the campus as boring and uneventful or exciting due to lack of activities and organizations for students to be included in. Teachers would describe the campus as having a lack of structure and inconsistency amongst leadership which directly correlates to student behavior.
- There is a limited amount of campus activities that promote student participation with most being inclusive unless affected by grades or behavior.
- Students describe campus life as great with their fellow peers but have expressed a disconnect with faculty and staff. Several student groups have expressed similar perceptions. Teachers have expressed similar sentiments in reference to also having a disconnect with students as well.
- The discipline data reveals that the 8th grade students have the most referrals for the 2021-2022 school year. Majority of campus referrals are classroom disruptions, failure to follow rules/regulations, and fighting. Some interventions that have been used are behavior contracts, conferences with students and parents, change of seating or classroom, and a sixth-grade girls group counseling session “G.E.M.S”. Administration has removed students for constant disruptions, fighting, and graffiti. Discipline is evaluated through the SST committee; however, it seems as though consequences and procedures for handling discipline is inconsistent across grade levels. The only adjustments we knew about were the 7th and 8th grade APs assisting with handling 6th grade referrals because they were not addressed in a timely manner. The policies and practices on this campus are reactive and only apply once the student has already made the mistake or committed the offense. There are no reward systems or incentive programs that are consistently in place to promote good behavior. There appears to be a lack of structure regarding discipline from the administration team due to different views and philosophies of handling behavior.
- Based on the data provided to us, 4% of the students on our campus were placed in an alternative learning environment. The data does not show the placement purpose. The offenses that were listed were alcohol – non felony, assault – staff member, assault – student, dangerous drug - non felony, fighting, physical confrontation, prohibited weapon – non felony, sexual misconduct, simple assault, terroristic threat, theft – major, vandalism of school property. The Hispanic group had the most alternative placements according to the data.
- There are few safety procedures put in place such as fire drills, lockdowns, etc.; however, in the event that there is a safety issue in a classroom between students or a teacher and a student, there is concern for safety, specifically in response time.
- CBJ offers parents many different opportunities throughout the school year to be present on campus during a school day. Parents can come eat lunch with their children, attend bear camp which welcomes incoming 6th grade students and parents, and if need be, parents are allowed to escort students to classes with approval from admin.
- There is not much parental involvement with the school. Those involved are parents of a particular school organization, fine arts program, or part of PTSO.
- The expectations teachers have for parents is for cooperative involvement and support to make sure the student is successful in school. There have been multiple meetings where teachers have expressed this concern that there is a lack of support from parents and teachers feel as if parents attack when we try to reach out to gain support. This leads to teachers to not reaching out to avoid conflict with parents.
- The partnerships that we are aware of are ExxonMobil and local Credit Unions

Based on the reports and data that was revealed through the data presented in this questionnaire it can be said that there is a strong lack in communication on the campus, there is not a lot of parental involvement or support, there needs to be specific procedures and rules that are communicated to students, staff, parents, and the community so everyone is on the same page. There should also be a master schedule that is sent out with a list of events, testing, etc. This

schedule could be tweaked and changed as needed but this would alleviate a lot of communication and planning issues. This report also shows that students need more positive reasons to do well in school because in their eyes they are not working toward a goal, so they feel there is no point. They need motivation, stability, encouragement, and support.

Perceptions Strengths

Our students excel in academics as a campus compared to other campuses in the district in a lot of areas, we are also excelling athletically.

Priority Problem Statements

Problem Statement 1: While our African American and bilingual emergent eighth students are making progress, our in sixth and seventh grade students are struggling significantly more academically.

Root Cause 1: Teachers need additional training to support their effectiveness with teaching both children of color and/or children experiencing poverty.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Observation Survey results

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
- Male / Female performance, progress, 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
- Section 504 data
- Gifted and talented data
- Dyslexia 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
- 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

Parent/Community Data

- Parent 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





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: Campus Administrators Teaching and Learning Coach</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. Strategy's Expected Result/Impact: Data sheets from each CBA; comparison of scores in sequential district assessments Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>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: Campus Administrators</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 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		
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 Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Emerging Bilingual students scoring beginning or intermediate on TELPAS reading will be scheduled into an ESL Reading Class. Strategy's Expected Result/Impact: Increased reading comprehension Staff Responsible for Monitoring: Campus Administrators Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: Increased student achievement on Common formative assessments. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Teachers will analyze the student scores for special education and plan lessons to implement that will improve the performance for these students.</p> <p>Strategy's Expected Result/Impact: Increased reading comprehension</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500</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: 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 meets and masters level performance in all STAAR state assessments. By the end of the 22-23 school year, more than 50% of students that attempts a STAAR exam will perform at meets level or higher.

Evaluation Data Sources: Campus assessment reports, STAAR Performance Data





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.</p> <p>Strategy's Expected Result/Impact: Teacher Data Analysis sheets, increase in STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</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.</p> <p>Strategy's Expected Result/Impact: increased masters performance on STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in Honors courses, additional Honors courses in the master schedule.</p> <p>Staff Responsible for Monitoring: Campus Administrators</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.</p> <p>Strategy's Expected Result/Impact: An increase in student self-advocacy in the classroom.</p> <p>Staff Responsible for Monitoring: Campus Administrators</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 use AVID as a platform to prepare students for College and Career Readiness. By the end of the 22-23 school year, 60% of students schoolwide will use AVID organizational strategies weekly in all classes.

Evaluation Data Sources: Counselor data reports, AVID walkthrough observations.

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: Campus Administrators	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: Campus Administrators 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: Campus Administrators 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: Campus Administrators 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: Campus 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 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. By the end of the 22-23 school year, all tested subject PLCs will utilize the PLC process and the 15-Day challenge method to develop and implement unit plans.

Evaluation Data Sources: Campus assessment reports, Tested subject unit plans





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: Campus Administrators</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: Campus Administrators</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: Campus Administrators</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: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: CBJ will monitor that the core curriculum, review data results, and provide coaching opportunities for the determined classrooms that need instructional support.</p> <p>Strategy's Expected Result/Impact: Increase in teacher effectiveness Improved State assessments</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - \$140,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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. By the end of the 22-23 school year, the CBJ SEL team will implement Wellness Wednesdays to deliver SEL lessons to all students weekly.





Evaluation Data Sources: Master Schedule, Student Data reports, SEL walkthroughs

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: Campus Administrators</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: Campus Administrators</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 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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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. By the end of the 22-23 school year, the attendance rate for CBJ will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CBJ will collaborate through the Student Support Team including the campus staff, Student Wellness Interventionist, Communities in Schools, etc. to work with at risk students on attendance, academic. or behavior needs.</p> <p>Strategy's Expected Result/Impact: Rosters, fewer discipline referrals among students involved, higher achievement as evidenced in STAAR scores.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$80,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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: Campus Administrators Teaching and Learning Coach</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 3 Details	Formative Reviews		
<p>Strategy 3: CBJ will track student attendance and provide additional resource support to students and parents.</p> <p>Strategy's Expected Result/Impact: Improved Attendance and Student Performance</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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: Campus Administrators</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: increased student attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators PBIS Committee</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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: Campus Administrators</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: Campus Administrators</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: Campus Administrators</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: Campus Administrators PBIS Committee</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: Campus Administrators</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. Strategy's Expected Result/Impact: Increased achievement on state and district assessments and fewer discipline referrals. Increased connection with school for students and parents. Staff Responsible for Monitoring: Campus Administrators</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: Campus 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 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: Campus Administrators	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: Campus Administrators	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		
Strategy 1: Professional development will be provided to ensure teachers are highly effective at providing high level of learning opportunities for students. Strategy's Expected Result/Impact: Increase knowledge based for teachers and increase of resources. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide an environment for new teachers so they are supported and know where to get help when needed. Strategy's Expected Result/Impact: More resourced instructional staff Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Require G/T and Pre-AP teacher to attend district-wide training and maintain updated certification hours. Strategy's Expected Result/Impact: increased student performance from GT students. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Encourage all teachers to become either ESL and/or GT certified and participate in appropriate training opportunities . Strategy's Expected Result/Impact: More resourced instructional staff. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Cedar Bayou Junior High will provide multiple opportunities for parents and community members to participate in their child's educational career. By the end of the 22-23 school year, CBJ will host at least 4 Culture Vision Committee meetings to solicit parent voice.





Evaluation Data Sources: Parent/Community participation and involvement reports, CVC meeting agendas

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: Campus Administrators</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: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CBJ will utilize our partner in education to support PBIS rewards and volunteer work. Strategy's Expected Result/Impact: decrease in office referrals. Staff Responsible for Monitoring: Campus Administrators</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: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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: Campus Administrators</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	4	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
1	2	8	Supplemental instructional materials	Special Education Funds	\$500.00
1	3	2	Supplemental instructional materials	GT Funds	\$500.00
2	1	5	Costs for Teaching and Learning Coach	SCE Funds	\$140,000.00
3	1	1	Costs for Student Wellness Interventionist	SCE Funds	\$80,000.00
3	1	2	Payroll costs for tutors and intervention materials	SCE Funds	\$8,000.00
Sub-Total					\$229,500.00