

# Goose Creek Consolidated Independent School District

## Baytown Junior High

### 2023-2024 Campus Improvement Plan



# Mission Statement

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

## Vision

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 quality education 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 strategies to maximize student learning.
- We will make instructional decisions and set team goals based on student performance.
- 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 achievement.
- Through interactions with one another, we will ensure our campus environment is positive and welcoming.
- We will communicate with parents, students, and staff about achievements, concerns, and student progress.
- We will prepare our students for college and career readiness.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Campus data demonstrates there is approximately 77% students who are Hispanic, approximately 84% students who are economically disadvantaged, and approximately 27% of students who are labeled as LEP. Baytown Junior has programs to support LEP students in ESL and New Arrival. Other programs offered to support all students on campus are STEM, UIL, Fine Arts, Athletics, AVID, and Honors.

The campus lacks parental involvement and community outreach to support student achievement. There is a lack of engagement from working parents.

### Demographics Strengths

#### Strengths:

- Band Sweepstakes
- Choir Sweepstakes
- Girls' Track and Field District Champs
- 93% attendance rate
- AVID Implementation
- PBIS
- Placement in UIL (Fine Arts and Academic)
- Placement in History Fair
- Robotics
- National Junior Honor Society

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Baytown Junior has a high percentage of LEP students who are not exiting the ESL program. **Root Cause:** There is insufficient support in the class to support emergent bilingual students and teachers require professional development on the implementation of ESL strategies.

# Student Learning

## Student Learning Summary

After analyzing several data reports, formative and summative, including STAAR, District CUAs, NWEA Growth Screener, 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.

AVID strategies that are scientifically-based are not used across campus by all instructional staff. Teachers are not identifying how they can tailor AVID strategies to their classroom and style of teaching. The trainings are too broad and those who are not familiar with AVID strategies either use them inefficiently or do not use them at all.

## Student Learning Strengths

- PLC process
- HB4545 Instruction during the school day
- Professional Development: Visible Learning, AVID, and focused feedback
- RTI
- Dyslexia Specialist
- Instructional Specialists

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The PLC Process is not being implemented with fidelity by all teams. **Root Cause:** The PLC teams are not using planning time efficiently and rely heavily on Campus TLCs to provide information for data, lesson plans and activities. Due to master schedule, not all core teams are able to have a daily PLC.

# School Processes & Programs

## School Processes & Programs Summary

There is an adequate number of training and programs we use on campus for student achievement. Teachers/staff can display immediate feedback with students on their performance and mastery, as well as areas of weakness and improvement. This information is reviewed and applied to curriculum and lesson planning. At the end of each unit, teachers and staff can assess how much improvement each student had compared to their fall NWEA MAP screener score. Additionally, the STAAR tested subjects/grade levels can use NWEA Map screeners to predict their performance on SAAR so teachers can provide early intervention to students to promote academic growth.

## School Processes & Programs Strengths

- The district provides various technology training for teachers to utilize and implement in their daily lessons, quizzes, exams, projects. These trainings also provide information on how it applies to improving student achievement.
- Teachers and staff receive Immediate feedback within Eduphoria, NWEA, and other technology-based assessment platforms.

# Perceptions

## Perceptions Summary

The data from the Student Campus Climate Survey reveals that 60-70% of students feel that teachers are engaged and care about the culture of the school. According to data from the survey, less than 50% of students are proud to represent their campus in a positive manner. In addition, 60-75% of the students feel that teachers connect curriculum to their culture and students are treated fairly regardless of their differences. Approximately 65-80% of students feel supported and encouraged by their teachers and feel a sense of belonging among peers. Based on the survey, 55-65% of the students feel that their school is aware of the bullying occurring on campus and that teachers are addressing bullying in the classroom when noticed or made aware; however, the largest student concerns in reference to bullying are racial or cultural issues.

It will be important for the campus to determine how to cultivate a culture where staff will step out of their comfort zone to enhance the campus culture and where students and faculty members have a sense of pride in their school. The campus will also research solutions to address the limited programs or opportunities available for 6th grade students especially since there is a lack of transportation for student involvement in after school activities.

## Perceptions Strengths

According to survey data, 60-70% of students feel that teachers are engaged and care about the culture of the school; 60-75% of the students feel that teachers connect curriculum to their culture, and 65-80% of students feel supported and encouraged by their teachers and feel a sense of belonging among peers.

# Priority Problem Statements

**Problem Statement 1:** Baytown Junior has a high percentage of LEP students who are not exiting the ESL program.

**Root Cause 1:** There is insufficient support in the class to support emergent bilingual students and teachers require professional development on the implementation of ESL strategies.

**Problem Statement 1 Areas:** Demographics

# 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Strategic support will be provided to our Emergent Bilingual students, including Sheltered Instruction strategies, 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide enrichment activities, including field trips to 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 - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 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 NWEA screener, Common Unit Assessments (CUAs), 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 Teachers</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 Teachers</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:** Through the PLC Process, teams will utilize state standards and district curriculum to 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> Teaching and Learning Coaches will provide classroom instructional support to identified staff via modeling and coaching to support the quality of instruction in core content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% improvement in STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$180,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teaching and Learning Coach and AVID Site Coordinator 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 AVID Site Coordinator</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</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>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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, Communities In Schools interventions, 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 Student Support Team Attendance Clerk Campus Student Success Specialist</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 Teachers</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 three weeks for students achieving great or improved attendance, including PBIS Rewards, 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 Campus Student Success Specialist Attendance Clerk</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 4:** Baytown Junior will provide and maintain a safe, positive learning environment.

**Performance Objective 1:** Implement PBIS expectations and facilitate behavior interventions to support 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 Student Support Team</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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> To maintain a safe campus environment, the campus will refine safety protocols.</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>	Formative		
	Nov	Feb	June
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 Crime Stopper Sponsor</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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	Formative		
	Nov	Feb	June
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 Teaching and Learning Coaches	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 1:** The campus will maintain an active and positive relationship with our Parent Teacher Organization (PTO), Partner in Education, and community stakeholders.

**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, Partner in Education and the CATCH Program 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 Campus Student Success Specialist</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> Weekly online newsletters will be sent to parents and community members and posted on campus website.  <b>Strategy's Expected Result/Impact:</b> Positive awareness to parents and community members  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Campus Student Success Specialist                      Webmaster</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> GCCISD Parent Square will be utilized to send out campus and district information to parents regarding testing information and special events.  <b>Strategy's Expected Result/Impact:</b> Parents will be well informed of all school activities.  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Campus Student Success Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will update their grade books each week in order to provide current information to parents on student progress.  <b>Strategy's Expected Result/Impact:</b> Parents, students, coaches, and sponsors will receive accurate and updated feedback about academic progress  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Teachers</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.  <b>Strategy's Expected Result/Impact:</b> Parents, students, and community members will have current information and updates throughout the school year.  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Webmaster</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 on technology tools, devices and programs, which will allow them to effectively use technology in their classrooms throughout the year.</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 Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Costs for Teaching and Learning Coaches	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	3	Supplemental materials	GT Funds	\$1,000.00
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>\$97,000.00</b>