

# Goose Creek Consolidated Independent School District

## Cedar Bayou Junior High

### 2023-2024 Campus Improvement Plan



**Cedar Bayou Junior**

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



# Mission Statement

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

## Vision

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

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

## Core Beliefs

### Cedar Bayou Staff Collective Commitments

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The only notable change over the years is a 5% increase in EB students on campus from 14.1% to now 19%. According to our findings, EB students are increasing at a 3% annual rate. Due to this increase, forethought planning should be done with EB services most notably in the services provided by paraprofessionals.

Enrollment numbers are declining. Over the past 2 years, we have seen a decrease of 96 total students, partially due to the 2021 opening of a new junior high campus, thus affecting the original zoning in place. The student mobility rate is currently 18.4%, up 3 percentage points from 2020-21's 15.2%. To support mobile students, our campus uses horizontal alignment in their daily lesson planning to ensure each subject area teacher is teaching the same content across the entire grade level. Teachers also routinely check for learning gaps while analyzing assessment data, using small group and/or individual instruction to address the gaps. Lastly, our campus has implemented an advisory period of 25 minutes to allow intervention opportunities for students who have exhibited learning gaps in their tested subjects. On a district level, our subject area teachers follow a scope and sequence that ensures teachers are teaching the same TEKS using the same materials and instructional strategies.

### Demographics Strengths

Our findings indicate that the campus remains a diverse environment of students and staff that is inclusive of all ideas.

# Student Learning

## Student Learning Summary

To answer this question, the committee looked at our Interim Assessment for Window 3 of the 2022-2023 school year. We compared how those same students performed on the STAAR test for the previous two years.

ELA--Overall our current 8th-grade students grew from 6th to 7th grade and maintained progress for approaches from 7th grade to 8th grade. We dropped in the meets and mastered category from 7th grade to 8th grade. In particular, our emergent bilingual students dropped from 7th grade to 8th grade. There is overall improvement in students from 6th grade to 7th grade across all groups, including SPED and EB. From 5th grade to 6th grade our SPED students maintained progress, but all other groups decreased dramatically.

Math--Our current 8th-grade students grew in all categories and sub-populations. Our current 7th-grade students dropped in all categories and sub-populations. Overall, our current 6th-grade students dropped in the Meets and Masters categories. However, SPED is showing significant growth. Our EB students dropped significantly.

On PLC days, department time is limited. DOI teachers do not participate in campus PLC or the district C & P meetings that occur on PLC days. As a result many teachers miss important training sessions and miss out on important conversations. Departments need whole department time to have better and more frequent vertical alignment discussions.

There is not a strong RtI process in place to identify and track students who were not identified prior to junior high. When a teacher refers a student to RtI, teachers do not know the steps that should be taken or how to track/monitor a student's progress as they move through the RtI process. The majority of students are identified at the elementary level, so a consistent process has not been followed. Teachers have not been trained on the processes that are in place.

We believe that the reasons for the differences in student performance are a result of a lack of quality tier-one instruction and student attendance.

## Student Learning Strengths

Our current 8th-grade math students are showing growth from 7th grade. Our current 6th-grade SpEd students have shown growth in math. Our current 7th-grade reading students are showing growth from 6th grade. Due to the delay in returning STAAR scores, actual performance cannot be determined, but our possible results are as follows:

### Math

- 6th-grade from 65 to 90% showing proficiency
- 7th-grade from 65 to 88% showing proficiency
- 8th-grade from 80 to 95% showing proficiency

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There are gaps in the quality of Tier 1 instruction between collaborative teams on campus. **Root Cause:** There is a lack of content knowledge and experience for some teachers.

# School Processes & Programs

## School Processes & Programs Summary

Cedar Bayou utilizes the PLC process to plan for instruction. Professional development strategies are implemented and monitored through a series of systems, including the PLC process, faculty meetings, instructional coaching sessions, and administrative walkthroughs. Collaborative teams are structured by grade level and content area, and work together to deliver instruction and intervention to all students. Cedar Bayou uses the principles of Teacher Clarity as a foundation for instruction, utilizing elements such as learning intentions, success criteria, checks for understanding, and formative assessment to ensure student success. CBJ is also an AVID Emerging Schoolwide campus. WICOR is currently being used in classrooms which helps promote student achievement.

## School Processes & Programs Strengths

- Math PLCs - Data tracking and making mid-course adjustments.
- The culture surrounding the importance of the PLC process has increased.
- The implementation of the AVID WICOR badge system.
- The support of instruction with technology.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Although staff have become more committed to our PLC process, administrative support is needed to assist with streamlined processes in analyzing data to adjust instruction as well as accountability for all teams. **Root Cause:** Teachers are unaware that adjusting instruction based on data is a priority and leads to growth. Teachers also do not fully understand the benefits of the PLC process within a collaborative team.

# Perceptions

## Perceptions Summary

The 2022-2023 Staff survey reported positively with most indicators. One area that was evenly distributed in the staff survey was in addressing student discipline.

Student survey results were also positive. According to survey data, students feel safe in most aspects of the school setting. Student survey data indicate that many see bullying to be a significant issue with the school experience. A gap in learning exists regarding bullying, its identification, and its reporting. Communication has improved this year, but the weekly calendar stopped being sent out toward the end of the year. Student survey data also shows low responses to feelings of belonging and school pride.

## Perceptions Strengths

The student survey data returned positive responses at higher rates than the district average.

# Priority Problem Statements

**Problem Statement 1:** There are gaps in the quality of Tier 1 instruction between collaborative teams on campus.

**Root Cause 1:** There is a lack of content knowledge and experience for some teachers.

**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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- 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
- 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.
- 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><b>Strategy 1:</b> All CBJ staff will analyze data using Eduphoria to target specific student groups and specific objectives for mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Datasheets from each CBA; increase in average STAAR scores of 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Supplemental Materials and Supplies - Coordination of Local and State Funds - ESL Funds - \$600, Supplemental Materials and Supplies - Coordination of Local and State Funds - Special Education Funds - \$500</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> CBJ will administer locally designed common formative assessments that correlate to district curriculum and analyze results to track student's specific academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Datasheets from each CBA; comparison of scores in sequential district assessments. Students will show scores within 5% on consecutive assessments to show continued growth.</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> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Department meeting agendas, minutes, and sign-in sheets; increase in average STAAR scores of 3%.</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> CBJ will discuss passing rates of individual students and strategies for improvement. Students and parents will be contacted.</p> <p><b>Strategy's Expected Result/Impact:</b> Department meeting minutes, decrease in failure rate by 5%, and increase in average STAAR scores of 3%.</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;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 2:** Cedar Bayou Junior will increase the number of students achieving meets and masters level performance in all STAAR state assessments.

**Evaluation Data Sources:** STAAR Performance Data





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> CBJ teachers will analyze data specific to G/T and Pre-AP students in an effort to increase masters level performance on STAAR.  <b>Strategy's Expected Result/Impact:</b> Teacher Data Analysis sheets, increase in average STAAR Masters performance of 5%.  <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 differentiate and accelerate instruction for G/T and Pre-AP students in an effort to increase Masters level performance by including academic field experiences.  <b>Strategy's Expected Result/Impact:</b> increased masters performance on STAAR by 5%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators  Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - GT 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> CBJ Teachers will recruit more students into Honors-level courses, and encourage more students to attempt Honors-level coursework.  <b>Strategy's Expected Result/Impact:</b> Increased enrollment in Honors courses by 10%, additional Honors courses in the master schedule.  <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> CBJ will leverage the AVID program across campus to improve student autonomy in learning.  <b>Strategy's Expected Result/Impact:</b> An increase in student self-advocacy in the classroom. Reduce in-class incidents by 10%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
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**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:** Students will demonstrate participate and improve performance in academic and extra curricular activities by using organizational strategies weekly in all classes.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> AVID classes will be offered to ensure high school, college, and career success.</p> <p><b>Strategy's Expected Result/Impact:</b> Students enrolled in AVID elective classes present yearly about the high school academy and college enrollment and application process to their underclassmen and parents during AVID Family nights.</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> By the end of the first grading cycle, all staff will be trained on AVIT POI strategies and practice them within their team and department meetings and planning times to consistently have students using the structures for inquiry through an AVID BOTs (Binder, Organization, Tutorial) Strategies class every Monday during the advisory period, completing at least 4 Socratic seminars OR philosophical chairs per year.</p> <p><b>Strategy's Expected Result/Impact:</b> All students are regularly exposed to and practice AVID strategies in their classrooms during advisory and regular instruction. as measured by lesson plans and focused walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, AVID Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> CBJ will assist 8th grade students in the decision making process for 9th grade classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Completion of the scheduling process by all 8th-grade students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the effectiveness of the scheduling process as measured by 100% submission of course requests prior to the deadline.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Encourage all students to participate in academic competitions such as Academic UIL, Math Counts, Author fair History Fair, etc. <b>Strategy's Expected Result/Impact:</b> increased participation in academic UIL by 10% <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> When questioned quarterly, students can name colleges to attend. <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

**Performance Objective 1:** Cedar Bayou Junior will continue to implement structures in order to actively monitor classroom instruction and student progress by having all tested subject PLCs 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><b>Strategy 1:</b> Administrators will follow a scheduled walkthrough program requiring 10 observations per week, with 5 required feedback meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> increased effectiveness of Tier I instruction as measured by an increase in average STAAR scores of 3%.</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> 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><b>Strategy's Expected Result/Impact:</b> increased effectiveness of Tier I instruction as measured by an increase in average STAAR scores of 3%.</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> 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><b>Strategy's Expected Result/Impact:</b> increased effectiveness of Tier I and Tier II instruction as measured by an increase in average STAAR scores of 3%.</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 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> CBJ will monitor the core curriculum, review data results, and provide coaching opportunities for the determined classrooms that need instructional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher effectiveness as measured through teacher growth in classroom observation scores, and student growth in MAPS performance. Improved State assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 23-24 school year, the CBJ SEL team will implement Wellness Wednesdays to deliver SEL lessons to all students weekly.

**High Priority**

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will be more connected to the campus through these programs. Student organization participation will increase by 10%.</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> 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><b>Strategy's Expected Result/Impact:</b> Social and Emotional well-being for students. This strategy is expected to result in a 5% decrease in behavior incidents.</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 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 with the TEKS readiness and supporting standards to provide rigorous instruction to all students. By the end of the 2023-2024 school year, observation and feedback walkthroughs evidence will show 65% usage of high-yield instructional strategies.

**High Priority**





**Evaluation Data Sources:** STAAR reports Observation reports.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All core teachers will display learning targets/intentions and success criteria in their classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> increased effectiveness of Tier I instruction as measured by an increase in average STAAR scores of 3%.</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> Ensure the implementation of TEKS but provide additional training to those who work with our Emerging Bilingual and SPED populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have more resources to use when working with these populations. This will result in an increase in average student performance on MAPS of 3%.</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:** 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><b>Strategy 1:</b> Teachers will receive training on strategies to ask Higher order thinking questions in all content areas.  <b>Strategy's Expected Result/Impact:</b> Increase in meets and masters performance on district and state assessments of 5%.  <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 incorporate WICOR strategies in their classrooms to encourage student talk.  <b>Strategy's Expected Result/Impact:</b> Increase language use for Emerging Bilingual students and critical thinking for all students which will increase STAAR scores by 5%.  <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> Students will track their data and set goals for improvement.  <b>Strategy's Expected Result/Impact:</b> Increase in meets and masters performance on district assessments by 5%.  <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 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 23-24 school year, the attendance rate for CBJ will increase by 3%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Rosters, 5% fewer discipline referrals among students involved, higher achievement as evidenced in an average STAAR score increase of 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Funding Sources:</b> Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$80,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> CBJ will implement an accelerated learning program for identified at risk students to support needed interventions to improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Academic Performance in Math and Reading resulting in an increase of average STAAR performance of 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Payroll costs for tutors and intervention materials - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> CBJ will track student attendance and provide additional resource support to students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Attendance by 2% and Student Performance on district assessments by 5%.</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> 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><b>Strategy's Expected Result/Impact:</b> increased student attendance by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> increased student attendance by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> CBJ will continue to collaborate with Communities in School to provide services for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to social services through CIS. CIS will service a full caseload according to Student Wellness and SST.</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 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 with the student removal totals to decrease from the previous school year by 10%.

**Evaluation Data Sources:** EOY Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All faculty will follow the district Code of Conduct and the campus discipline management process.  <b>Strategy's Expected Result/Impact:</b> Teachers will be aware of all options for campus discipline. Discipline referrals will reduce by 8%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All CBJ staff will review the modules in Review 360 to aid in classroom and campus management.  <b>Strategy's Expected Result/Impact:</b> increased strategies for classroom management. 50% of staff will complete at least one Review 360 module by the end of the school year.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> PBIS committee will enact a positive behavior discipline plan, PRIDE, based on training received during the summer.  <b>Strategy's Expected Result/Impact:</b> Decrease in incident reports of 5%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      PBIS Committee</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide rewarding opportunities for students who meet goals and expectations at CBJ.  <b>Strategy's Expected Result/Impact:</b> Increased academic achievement by 5% on district assessments. 8% fewer discipline referrals, increased attendance by 2%, and increased connection with school for students and parents.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> A Mental Health and Behavior Interventionist will work on campus daily with specific students to reinforce expectations and reward accomplishments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement by 5% on district assessments. 8% fewer discipline referrals, increased attendance by 2%, and increased connection with school for students and parents.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Inform parents and students of procedures through PTSO Meetings, CBJ Meetings, website, and newsletters with Spanish speaking parents being informed in Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> A better informed community. Messages will be sent out semi-monthly to parents using ParentSquare.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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 5:** Cedar Bayou Junior will recruit, develop, and retain highly effective personnel.

**Performance Objective 1:** Recruit and retain highly effective personnel in order for 100% of the classes to be taught by a highly qualified teacher of record.





**Evaluation Data Sources:** Campus teacher data reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.  <b>Strategy's Expected Result/Impact:</b> Increase in highly effective teachers. All teachers hired will provide evidence of being highly qualified by December of 2023.  <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> Ensure campus personnel decision-makers are available during peak recruiting/hiring times.  <b>Strategy's Expected Result/Impact:</b> Administrators' Schedules will be planned to allow attendance at job fairs and interviews. Each campus administrator will attend at least one job fair during the spring transfer/hiring season.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Evaluate campus Teacher Induction Program/Mentor-ship initiatives and make changes to improve the program efforts to retain teachers.  <b>Strategy's Expected Result/Impact:</b> CBJ will retain 88% of its staff at the end of the year.  <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 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		
<b>Strategy 1:</b> Professional development will be provided to ensure teachers are highly effective at providing high level of learning opportunities for students. <b>Strategy's Expected Result/Impact:</b> Increase knowledge base for teachers and increase of resources. Teacher lesson plans will have at least 2 new strategies from staff development meetings each grading cycle. <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> Provide an environment for new teachers so they are supported and know where to get help when needed. <b>Strategy's Expected Result/Impact:</b> Increase knowledge base for teachers and increase resources. Teacher lesson plans will have at least 2 new strategies from staff development meetings each grading cycle. <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> Require G/T and Pre-AP teacher to attend district-wide training and maintain updated certification hours. <b>Strategy's Expected Result/Impact:</b> increased student performance from GT students by 5% on district and state assessments. <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Encourage all teachers to become either ESL and/or GT certified and participate in appropriate training opportunities . <b>Strategy's Expected Result/Impact:</b> Increase staff available to teach Honors and GT by 10%. <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:** 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 including hosting at least three Culture Vision Committee meetings to solicit parent and student voices.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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).  <b>Strategy's Expected Result/Impact:</b> Increase parent awareness of events at CBJ as measured by an increase in event attendance of 10%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> CBJ will include and publicize a volunteer recruitment form and PTSO membership form via email and website.  <b>Strategy's Expected Result/Impact:</b> increase in number of parent volunteers on campus by 10%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> CBJ will utilize our partner in education to support PBIS rewards and volunteer work.  <b>Strategy's Expected Result/Impact:</b> decrease in office referrals of 8%.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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. By the end of the 2023-2024 school year, 85% of staff will be proficient in the usage of available district technology.

**Evaluation Data Sources:** Staff training reports, survey feedback

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have more access to tech-based learning as measured by 90% ePlanner usage in advisory classes each month.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> CBJ staff will attend targeted and ongoing professional development to enhance the effective use of technology in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will benefit from utilization of ed tech. Teachers will implement at least one new strategy from edTech department per each grading cycle.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Materials and Supplies	ESL Funds	\$600.00
1	1	1	Supplemental Materials and Supplies	Special Education Funds	\$500.00
1	2	2	Supplemental instructional materials	GT Funds	\$500.00
2	1	4	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
<b>Sub-Total</b>					<b>\$229,600.00</b>