

**Goose Creek Consolidated Independent School District**  
**Baytown Junior High**  
**2024-2025 GCCISD School Board Review-September 2024**



# 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 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- 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

#### **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 School will enhance student achievement by delivering a rigorous curriculum and learning opportunities tailored to meet students' needs, thereby supporting exemplary academic and post-secondary success.

**Performance Objective 1:** By implementing rigorous instruction and timely interventions, we aim to improve student performance in all state-tested areas (Domain 1) by 5%.

**Evaluation Data Sources:** STAAR performance; Domain 1 report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> We will systematically disaggregate and analyze data following each formal assessment through the Professional Learning Community (PLC) process to enhance the effectiveness of our Tier 2 small group instruction. <b>Strategy's Expected Result/Impact:</b> Effective implementation of Tier 1 <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach  <b>Title I:</b> 2.5	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will provide targeted support to our Emergent Bilingual students by implementing Sheltered Instruction strategies, including structured conversations that foster the development of effective academic language. <b>Strategy's Expected Result/Impact:</b> Improved academic performance for Emergent Bilingual students <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Offer enrichment activities, including field trips, to Gifted and Talented (GT) students to enhance and elevate their levels of academic achievement. <b>Strategy's Expected Result/Impact:</b> Improved academic performance <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach  <b>Funding Sources:</b> Supplemental materials - Coordination of Local and State Funds - GT Funds - \$1,000	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** Baytown Junior School will enhance student achievement by delivering a rigorous curriculum and learning opportunities tailored to meet students' needs, thereby supporting exemplary academic and post-secondary success.

**Performance Objective 2:** We will increase the number of students meeting or exceeding progress targets, aiming for a 5% or greater increase in our Domain 2 score.

**Evaluation Data Sources:** Accountability Summary Report for Domain 2

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Grade level teams will convene daily or weekly within Professional Learning Communities (PLCs) to adhere to the PLC model for strategic planning, data analysis, and targeted interventions. <b>Strategy's Expected Result/Impact:</b> Improved collaboration, core instruction, and intervention for teachers and students <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will utilize NWEA screeners, Common Unit Assessments (CUAs), and Benchmarks to monitor student progress, analyze data, and identify opportunities for reteaching or extending instruction to foster academic growth. <b>Strategy's Expected Result/Impact:</b> Continuous growth in student performance STAAR scores <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach Teachers  <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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teams will implement student data trackers to support goal setting, assessments, and student conferences, thereby enhancing overall student growth and academic achievement. <b>Strategy's Expected Result/Impact:</b> Improve Domain 2 scores <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach Teachers	Formative		
	Nov	Feb	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div>Continue/Modify</div></div> <div><div><div></div></div><div>Discontinue</div></div>			




**Goal 2:** Baytown Junior School will deliver a well-balanced and comprehensive curriculum to all students.


**Performance Objective 1:** Utilizing the Professional Learning Community (PLC) process, teams will apply state standards and district curriculum to identify essential standards and implement research-based strategies, ensuring optimal learning outcomes for all students.


**Evaluation Data Sources:** Teacher evaluations, instructional rounds, STAAR results, TELPAS results, and accountability ratings.


Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will analyze student artifacts during the Professional Learning Community (PLC) process to design and implement targeted interventions that support student growth. <b>Strategy's Expected Result/Impact:</b> 10% improvement in STAAR results <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coaches  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$180,000	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The AVID Site Coordinator will provide training, modeling, and coaching to teachers in the effective implementation of AVID strategies. <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 AVID strategies campus-wide <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach AVID Site Coordinator	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Within the Professional Learning Community (PLC) process, teams will employ the four essential questions to analyze student data and formulate strategies for both remediation and extension. <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 <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will create higher-order thinking questions to assess students' understanding of concepts and facilitate meaningful discussions. <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coaches	Formative		
	Nov	Feb	June


No Progress


Accomplished


Continue/Modify


Discontinue

**Goal 3:** Baytown Junior School will strengthen dropout prevention efforts to ensure that all students remain enrolled and ultimately earn 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. We will implement targeted strategies to support student retention and completion rates, focusing on proactive interventions and personalized support to promote continuous enrollment and successful graduation.

**Evaluation Data Sources:** Attendance Reports, Academic reports





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Accelerated instruction will be offered to struggling students based on data analysis through various intervention efforts, including before and after school programs and dedicated intervention periods for all core subjects. <b>Strategy's Expected Result/Impact:</b> Effective implementation of Tier 2 and 3 interventions <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist Counselors Communities in Schools Teaching and Learning Coach Teachers  <b>Title I:</b> 2.6 <b>Funding Sources:</b> Costs for Intervention activities - Coordination of Local and State Funds - SCE Funds - \$10,000, Costs for ELAMSS Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The Student Support Team will monitor at risk students progress on attendance, behavior, and course completion and provide students and their families with support, resources, and tools to be successful. <b>Strategy's Expected Result/Impact:</b> Increase in student success Decrease in the "levels of severity" throughout the school year <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors Campus Student Success Specialist  <b>Title I:</b> 2.6 <b>Funding Sources:</b> Costs for the Campus Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$70,000	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Attendance incentives will be awarded to students who demonstrate excellent or improved attendance on two separate occasions within each nine-week period. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance Decline in unexcused absences <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist Counselors Communities in Schools Attendance Clerk	Formative		
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

**Goal 4:** Baytown Junior School will ensure a safe and positive learning environment.

**Performance Objective 1:** Implement Positive Behavioral Interventions and Supports (PBIS) expectations and facilitate behavior interventions to reinforce the campus-wide student management plan.

**Evaluation Data Sources:** Discipline Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers and staff will convene monthly by grade level to discuss and develop behavior plans for students exhibiting persistent misbehavior. <b>Strategy's Expected Result/Impact:</b> Improve clarity and consistency in discipline decisions Consistent implementation of PBIS Increase in overall campus culture/climate <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist Counselors Teachers Communities in Schools  <b>Funding Sources:</b> Cost for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$45,000	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide training for students on reporting bullying through the Crime Stoppers App (P3) and the campus webpage. <b>Strategy's Expected Result/Impact:</b> Student report known/suspected incidents Students feel safe at school <b>Staff Responsible for Monitoring:</b> Campus Administrators Anti-Bullying Committee Crime Stopper Sponsor	Formative		
	Nov	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** Baytown Junior will recruit, develop, and retain highly effective personnel.

**Performance Objective 1:** Baytown Junior will attract highly qualified staff and provide targeted training for all course offerings, ensuring that we deliver exceptional educational services to our students.

**Evaluation Data Sources:** Staff highly effective reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Engage in initiatives to recruit and 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 offered to cultivate and support the development of 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><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 6:** Baytown Junior School will establish and sustain effective partnerships with parents and community stakeholders to enhance student achievement.

**Performance Objective 1:** The campus will cultivate and maintain active, positive relationships with our Parent Teacher Organization (PTO), Partners in Education, and other community stakeholders.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will collaboratively develop and periodically update the Parent and Family Engagement Policy and the School Compact with input from parents to address the evolving needs of both parents and the school. These documents will be distributed to parents and family members and made available to the local community in a clear and accessible format. <b>Strategy's Expected Result/Impact:</b> Increase in parental involvement <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist  <b>Title I:</b> 4.1	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The campus will hold an annual Title I meeting and actively engage parents in supporting student academic progress through parent-teacher conferences, family nights, and other relevant services. These opportunities will be scheduled to maximize participation by parents and family members. <b>Strategy's Expected Result/Impact:</b> Enhanced student achievement and more parental involvement More opportunities for our families to bond together <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist  <b>Title I:</b> 4.2  <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	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The Parent Teacher Organization, Partners in Education, and the CATCH Program will hold regular meetings throughout the school year to plan and coordinate activities and events for teachers, students, and families. <b>Strategy's Expected Result/Impact:</b> Increase in overall culture/climate of school Increased parental involvement in school affairs <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist	Formative		
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			



**Goal 6:** Baytown Junior School will establish and sustain effective partnerships with parents and community stakeholders to enhance student achievement.

**Performance Objective 2:** Campus leadership will ensure ongoing communication with parents and students.

**Evaluation Data Sources:** Parent Reports, Community Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Distribute weekly online newsletters to parents and community members, and post these updates on the 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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct parent workshops on communication platforms, such as Parent Portal and GCCISD Parent Square, to enhance engagement. <b>Strategy's Expected Result/Impact:</b> Parents will maintain consistent communication. <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Student Success Specialist	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will update their grade books weekly to provide parents with current information 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	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Maintain the campus website with up-to-date and relevant information for 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	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 7:** Baytown Junior School will develop and maintain a robust technology infrastructure and tools to maximize student achievement.

**Performance Objective 1:** Teachers will leverage technology tools and resources to deliver enhanced learning opportunities and relevant instruction to students.

**Evaluation Data Sources:** Technology reports, walkthroughs, and teacher observation data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> During Professional Learning Community (PLC) sessions, teachers will receive targeted professional development on technology tools, devices, and programs. <b>Strategy's Expected Result/Impact:</b> More technology integration in the classroom More relevant and engaging lessons that address various learning styles <b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coaches Teachers Ed Tech Specialist	Formative		
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

# 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
3	1	2	Costs for the Campus Student Success Specialist	Title I, Part A Funds	\$70,000.00
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
Sub-Total					\$254,500.00
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	1	Costs for Intervention activities	SCE Funds	\$10,000.00
3	1	1	Costs for ELAMSS Intervention Teacher	SCE Funds	\$70,000.00
4	1	1	Cost for Student Wellness Interventionist	SCE Funds	\$45,000.00
Sub-Total					\$127,000.00