

Goose Creek Consolidated Independent School District

Cedar Bayou Junior High

2025-2026 Goose Creek CISD Board Review - September 2025



Mission Statement

At Cedar Bayou, our mission is to collaboratively advance our goals and achieve outstanding results. We will provide high levels of learning in a safe and nurturing environment to promote student success.

Vision

At Cedar Bayou, our vision is to create a dynamic learning environment where collaboration drives improvement. We are committed to fostering a culture where every team member contributes to our success, embracing commitment to achievement and growth.

School Staff Commitments

Instructional	
1	Planning teacher moves with internalized curriculum resources to support TEKS-aligned instruction
2	Creating opportunities for Student ownership of learning through student engagement, discourse, and data tracking.
3	Know your kids and their learning ability through data monitoring leading to effective differentiation
Professionalism	
1	Committing to supporting the campus with staff attendance
2	Being prepared for educational commitment and attentive
3	Open communication and support of the campus as a whole
Community Stakeholders	
1	Ensuring Parent Square as a tool for communication
2	Creating a positive image for CBJ's campus
3	Timely and accurate grading for parental support

Table of Contents

Comprehensive Needs Assessment Data Documentation 4

Goals 6

 Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE 6

 Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT 16

 Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE 18

 Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT 22

 Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP 25

Campus Funding Summary 28

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 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
- 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: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year at Cedar Bayou Junior School, the achievement of students will increase; the percentage of 6th grade ELA students achieving Approaches will grow to 72% in 2025-26; Meets will grow to 45%; the percentage of students achieving Masters will grow to 20%. In 2025-2026, The percentage of 7th grade ELA students achieving Approaches will grow to 70%; Meets will grow to 46%; Masters will grow to 20%. The percentage of 8th grade ELA students achieving Approaches will grow to 77%; Meets will grow to 47%; Masters will grow to 20%.

If the ELA department consistently uses the provided district LIFT framework, utilizes data to drive instruction employs high yield strategies for student engagement and instruction, and garners administrative support, then we will meet our goals.

- High Priority
- Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The campus will utilize the ELAR TEKS-aligned LIFT framework with fidelity to support high-quality Tier 1 instruction for all learners. Teachers will collaboratively internalize lessons within their PLCs, ensuring instructional alignment to both content and cognitive rigor of the TEKS. Lessons will be intentionally scaffolded to meet the diverse needs of students, with embedded opportunities for intervention and extension. Emphasis will be placed on planning instruction that mirrors the depth and complexity of the standards, particularly through alignment of instructional tasks and assessments to the cognitive level of the verbs in the TEKS.</p> <p>Strategy's Expected Result/Impact: Increased outcomes in reading and writing.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, ELA TLC</p>
Strategy 2 Details
<p>Strategy 2: The campus will. analyze ELAR student performance and address learning gaps. PLCs will use formative and summative data to identify misconceptions and adjust instruction accordingly, ensuring that reteach and enrichment opportunities are timely and standards-based. By leveraging LIFT's built-in assessments and lesson supports, teachers will create targeted interventions and extension activities aligned to student data, helping all students progress toward mastery of grade-level expectations.</p> <p>Strategy's Expected Result/Impact: Increased outcomes in Reading and Writing</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, ELA TLC</p>

Strategy 3 Details

Strategy 3: The campus will increase student engagement by embedding ELAR structured opportunities for student discussion and collaboration within daily instruction. Teachers will utilize the district-provided LIFT framework to plan and implement activities such as turn-and-talks, academic discussions, and high-level questioning that promote critical thinking and active participation. These strategies will be aligned with the Gradual Release Model to ensure students have time to process, discuss, and apply new learning with peers.

Strategy's Expected Result/Impact: Increased outcomes in ELA and Writing

Staff Responsible for Monitoring: Principal, Assistant Principal, ELA TLC

Strategy 4 Details

Strategy 4: ELAR Teachers will implement teacher modeling and "think-alouds" as an essential part of daily instruction, using the Lift framework to explicitly demonstrate skills and strategies. The Gradual Release Model will serve as the foundation for delivering lessons that move students from teacher-led instruction to independent practice. TLCs will support this work by modeling effective "think-aloud" strategies in both PLCs and selected classrooms, ensuring consistency and shared understanding of instructional expectations across the department.

Strategy's Expected Result/Impact: Increased outcomes in ELAR

Staff Responsible for Monitoring: Principal, Assistant Principal, ELA TLC

Strategy 5 Details

Strategy 5: The campus will implement daily ELAR formative assessments embedded in the Lift framework to monitor student understanding and adjust instruction in real time. Through frequent checks for understanding, teachers will identify individual learning needs and provide targeted differentiation within Tier 1 instruction, ensuring students are supported at the appropriate level of rigor. This approach will reinforce proactive teaching adjustments before gaps widen, while aligning to Checkpoint expectations outlined in the Lift model.

Strategy's Expected Result/Impact: Increased outcomes in ELARW

Staff Responsible for Monitoring: Principal, Assistant Principal, ELA TLC

Strategy 6 Details

Strategy 6: The campus will be using ELAR data from formative checks and Common Unit Assessments (CUAs), teachers will strategically build small groups for Tier 2 intervention and enrichment. Teachers will track student progress at the TEKS level using the Mastery feature in Eduphoria, enabling precise analysis of which skills need reinforcement or extension. This ongoing data monitoring will support intentional planning for both re-teach and challenge opportunities, ensuring that all students, regardless of performance level, are supported toward mastery.

Strategy's Expected Result/Impact: Increased outcomes in ELAR

Staff Responsible for Monitoring: Principal, Assistant Principal, ELA TLC

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year at Cedar Bayou Junior School, the achievement of students will increase; the percentage of 6th grade Math students achieving Approaches will grow to 64% in 2025-26; Meets will grow to 30%; Masters will grow to 10%. In 2025-2026, The percentage of 7th grade Math students achieving Approaches will grow to 60%; Meets will grow to 40%; Masters will grow to 15%. The percentage of 8th grade Math students achieving Approaches will grow to 76%; Meets will grow to 55%; Masters will grow to 27%. The percentage of Algebra 1 students achieving Approaches will grow to 100%; Meets will grow to 95%; Masters will grow to 70%.

If the CBJ math department sets and maintains high expectations for all students, plans and provides lessons that are aligned with the TEKS, and uses data to provide interventions and extensions, we will meet our goals.

High Priority

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The Cedar Bayou math team will strengthen Tier 1 instruction by ensuring teachers backwards plan and internalize lessons during PLCs, aligning instructional delivery to the depth and complexity of the TEKS. TLCs will model best instructional practices, including effective questioning, gradual release, and lesson rehearsal, to ensure consistency and clarity in lesson implementation. Direct instruction will be used intentionally to model mathematical processes and thinking, helping students visualize and internalize problem-solving strategies.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Math TLC</p>
Strategy 2 Details
<p>Strategy 2: The campus will increase engagement and deepen understanding, the math team will embed student-centered strategies that promote exploration and discourse. Teachers will provide students with opportunities to build conceptual understanding through discovery-based learning, including the use of Carnegie resources in honors classes. Structured discourse strategies such as QSSSA will be implemented consistently to encourage academic conversations and student voice. These practices will create an active learning environment that fosters both critical thinking and collaborative problem-solving.</p> <p>Strategy's Expected Result/Impact: Increased math outcomes</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Math TLC</p>

Strategy 3 Details

Strategy 3: The campus math team will use backwards planning protocols to ensure that lessons are aligned to the verbiage, context, and rigor of the TEKS. On-level teachers will reference the specificity sections of the district-created Scope and Sequence and analyze released STAAR items to better understand the depth and cognitive demands of each standard. Teachers will ensure that both instruction and student practice are intentionally aligned to these expectations, fostering greater student success on high-stakes assessments. Honors teachers will internalize Carnegie lessons to prioritize high-impact activities, and on-level teachers will integrate Carnegie tasks when appropriate to support conceptual development.

Strategy's Expected Result/Impact: Increased outcome in math

Staff Responsible for Monitoring: Principal, Assistant Principal, Math TLC

Strategy 4 Details

Strategy 4: The campus will work to support struggling learners without compromising Tier 1 instruction, Cedar Bayou will implement intervention classes designed to pre-teach and reinforce critical TEKS. Teachers will utilize MAP Growth data and Progress Learning to guide small-group instruction, tailoring supports to student needs based on identified gaps. This approach will ensure that intervention efforts are data-driven and that Tier 1 classrooms remain focused on grade-level rigor, while intervention settings provide the targeted reinforcement necessary to accelerate student progress.

Strategy's Expected Result/Impact: Increased outcome in math

Staff Responsible for Monitoring: Principal, Assistant Principal, Math TLC

Strategy 5 Details

Strategy 5: The Cedar Bayou math team will implement daily practices to monitor student understanding during guided and independent practice, ensuring that teachers can provide real-time feedback and differentiated support. Teachers will use informal checks for understanding and observation to make immediate instructional adjustments that meet students where they are. Additionally, students will be engaged in tracking their own progress using data trackers, promoting ownership of learning. Teachers will use Eduphoria to analyze TEKS-level data, identify trends, and make informed decisions about reteaching and grouping for targeted intervention.

Strategy's Expected Result/Impact: Increased outcomes in math

Staff Responsible for Monitoring: Principal, Assistant Principal, and Math TLC

Strategy 6 Details

Strategy 6: Teachers will use a combination of digital platforms and scheduled RARE Days to reinforce or extend student learning. Honors students will engage in personalized learning through Mathia for at least 20 minutes weekly, while intervention classes will utilize online tools such as Khan Academy, IXL, and Progress Learning to provide individualized practice aligned to student needs. RARE Days will be strategically planned to offer reteach opportunities for struggling students and enrichment tasks for advanced learners, ensuring all students receive instruction that is appropriately challenging and supportive.

Strategy's Expected Result/Impact: Increased math outcomes

Staff Responsible for Monitoring: Principal, Assistant Principal, Math TLC

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Science Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year at Cedar Bayou Junior High, the percentage of students achieving Approaches on the 8th Grade Science EOY STAAR assessment will grow to 68% in the 2025-2026 school year; Meets will grow to 42%; Masters will grow to 16%.

If Cedar Bayou 8th grade science teachers provide exceptional Tier-1 instruction that aligns with TEKS standards and offer well-targeted interventions and extensions, we will promote growth among students at every level.

High Priority

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The campus will ensure that all Tier 1 instruction is intentionally aligned with the updated Science TEKS, maintaining both the content and cognitive rigor required by the standards. Teachers will engage in backward design of Common Unit Assessments (CUAs) to guide lesson planning and ensure alignment of instructional tasks, assessments, and student learning objectives. Instructional planning will center on clearly defined TEKS outcomes to promote coherence across units and grade levels.</p> <p>Strategy's Expected Result/Impact: Increased outcomes in Science</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Science TLC & Specialist</p>
Strategy 2 Details
<p>Strategy 2: The campus will enhance Tier 1 instruction by implementing student-centered lab investigations within the 5E instructional framework, with a particular emphasis on the Explore phase. The science team will track the frequency and effectiveness of hands-on labs, ensuring that at least 40% of instruction includes inquiry-based learning experiences. Student discourse and writing will be integrated through scientific investigations and short constructed response (SCR) tasks, with teachers using rubrics to provide relevant, TEKS-aligned feedback that reinforces conceptual understanding and scientific reasoning.</p> <p>Strategy's Expected Result/Impact: Increased outcomes in science</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Science TLC & Specialist</p>
Strategy 3 Details
<p>Strategy 3: The Cedar Bayou science department will promote student engagement by ensuring that all teachers implement hands-on, inquiry-based activities as a consistent part of each instructional unit. Teachers will follow the 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate) to guide planning and delivery, with an emphasis on the Explore phase to foster active learning and student-driven discovery. Lessons will be structured to support critical thinking, collaboration, and real-world application of scientific concepts.</p> <p>Strategy's Expected Result/Impact: Increase outcomes in Science</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Science TLC & Specialist</p>

Strategy 4 Details

Strategy 4: Teachers will have regular opportunities to observe and model components of the 5E framework during PLCs and collaborative planning sessions. Instructional strategies, labs, and engagement techniques will be shared through peer demonstrations and collaborative walkthroughs. During district-led PLCs and Curriculum & Planning (C&P) meetings, teachers will refine their understanding of the 5E model and adjust instruction to maximize student engagement and instructional clarity.

Strategy's Expected Result/Impact: Increase outcomes in Science

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Science TLC & Specialist

Strategy 5 Details

Strategy 5: The Cedar Bayou science department will use Common Unit Assessment (CUA) data to plan and implement RARE Days that provide both intervention and enrichment opportunities. Student data will be analyzed to form intentional groups for reteaching, targeted skill support, or deeper exploration of scientific concepts. These RARE Day activities will be designed to directly address gaps in understanding or to push students to higher levels of mastery, ensuring that all learners receive instruction aligned to their specific needs.

Strategy's Expected Result/Impact: Increase outcomes in Science

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Science TLC & Specialist

Strategy 6 Details

Strategy 6: Science teachers will implement targeted small group instruction based on formative and summative assessment data. These groups will be structured to address specific TEKS-based learning needs, allowing for focused reteach, clarification of misconceptions, or advanced enrichment. By consistently reviewing and planning around assessment data, teachers will differentiate Tier 1 instruction and provide Tier 2 supports that promote student growth across performance levels.

Strategy's Expected Result/Impact: Increase outcomes for science

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Science TLC & Specialist

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: The Social Studies Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year At Cedar Bayou Junior High, the percentage of students achieving Approaches on the 8th Grade Social Studies EOY STAAR assessment will grow to 50% in the 2025-2026 school year; Meets will grow to 23%; Masters will grow to 10%.

If we focus on structured planning aligned with TEKS and track student Growth, then we will reach our goals.

High Priority

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The campus will enhance Tier 1 Social Studies instruction by consistently using district-provided and TEKS-aligned instructional materials and strategies. Teachers will engage in purposeful PLC planning focused on aligning classroom activities to the content and cognitive rigor of the TEKS, ensuring that instruction is directly connected to tested standards. Emphasis will be placed on intentional planning that links student tasks to the language and expectations of the TEKS to promote student mastery.</p> <p>Strategy's Expected Result/Impact: Increased outcomes in Social Studies</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Social Studies TLC/Liaison</p>
Strategy 2 Details
<p>Strategy 2: The campus will support more personalized instruction, additional U.S. History sections have been added, resulting in smaller class sizes that allow for more direct monitoring of individual student progress. This structural change enables teachers to better track learning, provide targeted feedback, and differentiate support during instruction. The smaller setting creates more opportunities for formative assessment and instructional adjustment, helping ensure students receive the attention needed to meet grade-level expectations.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Social Studies TLC/Liaison</p>
Strategy 3 Details
<p>Strategy 3: The Cedar Bayou Social Studies department will utilize dedicated PLC time embedded in the master schedule to engage in intentional planning of lessons that incorporate district-aligned curriculum resources. Teachers will collaboratively design instruction that includes teacher modeling, use of primary and secondary sources, and critical thinking strategies aligned to TEKS. Planning will focus on scaffolding academic conversations and integrating structured writing tasks using the ACES strategy to build student analytical skills and support test readiness.</p> <p>Strategy's Expected Result/Impact: Increased outcomes in Social Studies</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies TLC</p>

Strategy 4 Details

Strategy 4: Teachers will create opportunities for active student engagement through the consistent use of turn-and-talks, writing exercises, and analysis of historical texts. Lessons will be designed to spark student conversations around primary and secondary sources, encouraging evidence-based reasoning and discourse. By embedding these engagement strategies into daily instruction, students will build the communication and critical thinking skills necessary for academic success in social studies and on high-stakes assessments.

Strategy's Expected Result/Impact: Increased outcomes in Social Studies

Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies TLC

Strategy 5 Details

Strategy 5: The campus will regularly monitor Social Studies student performance data, including TEKS-specific trackers and interim assessment results, to drive instructional decisions. Teachers will engage in data conversations during PLCs to identify trends, address misconceptions, and plan for strategic small group instruction. By tracking individual and class growth, teachers can adjust instruction in real time to ensure all students receive targeted support aligned to the depth and specificity of the TEKS.

Strategy's Expected Result/Impact: Increased outcomes in Social Studies

Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies TLC

Strategy 6 Details

Strategy 6: Teachers will review and revise instructional questions and tasks to better align with the rigor of the TEKS. This includes modeling higher-order questioning, incorporating Lead4Ward strategies, and designing extension tasks that push students to think critically. These practices will ensure both struggling learners and high-performing students are challenged and supported through rigorous, differentiated instruction.

Strategy's Expected Result/Impact: Increased outcomes in Social Studies

Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies TLC

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: In addition to providing high quality planning and instructional learning opportunities in four core areas (reading, math, science, social studies) CBJ will provide opportunities for students to engage with AVID focused WICOR strategies that promote engagement, retention, and rigor of content and skills.

Evaluation Data Sources: observations, walkthroughs

Strategy 1 Details
<p>Strategy 1: AVID classes will be offered to ensure high school, college, and career success.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: Teachers will receive training on strategies to ask Higher order thinking questions in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase in meets and masters performance on district and state assessments of 5%.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 3 Details
<p>Strategy 3: By the end of the first grading cycle, all staff will be trained on AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies and practice them within their team and department meetings and planning times to consistently have students using the structures for inquiry through completing at least 4 Socratic seminars OR philosophical chairs per year.</p> <p>Strategy's Expected Result/Impact: All students are regularly exposed to and practice AVID strategies in their classrooms during regular instruction. as measured by lesson plans and focused walkthroughs.</p> <p>Staff Responsible for Monitoring: Administrators, AVID Coordinator</p>
Strategy 4 Details
<p>Strategy 4: Teachers will incorporate WICOR strategies in their classrooms to encourage student talk.</p> <p>Strategy's Expected Result/Impact: Increase language use for Emerging Bilingual students and critical thinking for all students which will increase STAAR scores by 5%.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>

Strategy 5 Details

Strategy 5: CBJ will leverage the AVID program across campus to improve student autonomy in learning.

Strategy's Expected Result/Impact: An increase in student self-advocacy in the classroom. Reduce in-class incidents by 10%.

Staff Responsible for Monitoring: Campus Administrators

Strategy 6 Details

Strategy 6: Students will be introduced to a variety of colleges to encourage post secondary enrollment by studying colleges during college and career week and through AVID program.

Strategy's Expected Result/Impact: When questioned quarterly, students can name colleges to attend.

Staff Responsible for Monitoring: Campus Administrators
Counselors

Strategy 7 Details

Strategy 7: In the 2025-2026 school year, 70% of teachers will engage students in at least 2 weekly critical reading strategies to help increase rigor across all core classes and increase overall student reading comprehension; teachers will document photo evidence of student behaviors and products once per 9-weeks.

Strategy's Expected Result/Impact: AVID Site team will use photo evidence of student behaviors and products once per 9-weeks, WICOR Walkthroughs , teacher feed-back, and student performance data. -increased student performance data, -increased student engagement, -increased visibility of rigorous reading strategies, -increased reading comprehension

Staff Responsible for Monitoring: Avid Site Team

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: Cedar Bayou Junior High will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

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

Strategy 1 Details
<p>Strategy 1: CBJ will make parent phone calls and/or use the Parent Square system to increase student attendance. Teachers will communicate with parents prior to the School Messenger call as needed.</p> <p>Strategy's Expected Result/Impact: increased student attendance by 2%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: CBJ will use Parent Square 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).</p> <p>Strategy's Expected Result/Impact: Increase parent awareness of events at CBJ as measured by an increase in event attendance of 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 3 Details
<p>Strategy 3: Inform parents and students of procedures through PTSO Meetings, CBJ Meetings, website, and newsletters with Spanish speaking parents being informed in Spanish.</p> <p>Strategy's Expected Result/Impact: A better informed community. Messages will be sent out semi-monthly to parents using Parent Square.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 4 Details
<p>Strategy 4: The campus will host at least three Parent Night meetings to solicit parent and student voices.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 5 Details
<p>Strategy 5: The campus will schedule parent opportunities to meet and communicate the passing rates of their specific child and strategies for improvement.</p> <p>Strategy's Expected Result/Impact: Parent Meetings conducted decrease in failure rate by 5% increase in average STAAR scores of 3%</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Strategy 6 Details
<p>Strategy 6: CBJ will include and publicize a volunteer recruitment form and PTSO membership form via email and website.</p> <p>Strategy's Expected Result/Impact: increase in number of parent volunteers on campus by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 7 Details
<p>Strategy 7: Grow our Parent-Teacher-Student Organization and continue to plan for their support in promoting students success and a positive image to the community.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 8 Details
<p>Strategy 8: CBJ will utilize our partner in education to support PBIS rewards and volunteer work.</p> <p>Strategy's Expected Result/Impact: decrease in office referrals of 8%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: Cedar Bayou Junior will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: Attendance reports
Discipline reports

Strategy 1 Details
Strategy 1: All faculty will follow the district Code of Conduct and the campus discipline management process. Strategy's Expected Result/Impact: Teachers will be aware of all options for campus discipline. Discipline referrals will reduce by 8%. Staff Responsible for Monitoring: Campus Administrators
Strategy 2 Details
Strategy 2: The campus will provide a positive campus atmosphere that reinforces expectations and rewards student accomplishments. Strategy's Expected Result/Impact: 10% Decrease in student removals Staff Responsible for Monitoring: Campus Principal
Strategy 3 Details
Strategy 3: CBJ support and wellness staff members will engage in weekly pull-outs to provide Social Emotional Learning opportunities for students. Strategy's Expected Result/Impact: Social and Emotional well-being for students. This strategy is expected to result in a 5% decrease in behavior incidents. Staff Responsible for Monitoring: Campus Administrators
Strategy 4 Details
Strategy 4: Provide rewarding opportunities for students who meet goals and expectations at CBJ. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators
Strategy 5 Details
Strategy 5: CBJ will track student attendance and provide additional resource support to students and parents. Strategy's Expected Result/Impact: Improved Attendance by 2% and Student Performance on district assessments by 5%. Staff Responsible for Monitoring: Campus Administrators

Strategy 6 Details
<p>Strategy 6: The campus will address ways to improve academic, attendance, and behavior through phone calls, home visits, challenges, and/or field trips.</p> <p>Strategy's Expected Result/Impact: increase student attendance by 2%</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 7 Details
<p>Strategy 7: CBJ will continue to collaborate with Communities in School to provide services for students.</p> <p>Strategy's Expected Result/Impact: Students will have access to social services through CIS. CIS will service a full caseload according to Student Wellness and SST.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 8 Details
<p>Strategy 8: Through consistent collaboration among counselors, teachers, and support staff, the campus will provide regular SEL lessons, mental health awareness activities, and responsive interventions to help students build emotional resilience, manage stress, and maintain positive relationships throughout the school year.</p> <p>Strategy's Expected Result/Impact: Help support mental health and decrease disciplinary behaviors</p> <p>Staff Responsible for Monitoring: SEL Team</p>
Strategy 9 Details
<p>Strategy 9: CBJ will coordinate an approach to increase school health through education of healthy lifestyle activities and nutrition (via CATCH lessons, Sun Safety lessons, and posters around the school, and cafeteria announcements.</p> <p>Strategy's Expected Result/Impact: Increase our stakeholders opportunities to participate in healthier lifestyle choices around nutrition and physical activity</p> <p>Staff Responsible for Monitoring: Campus Administrators Wellness Team</p>

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 2: Cedar Bayou will maintain a college, military, and career readiness culture to prepare our learners for their future high school specialized pathways and post-secondary course options.

Evaluation Data Sources: Realign

Strategy 1 Details
Strategy 1: CBJ will have a variety of electives in fine arts such as art, theater arts, band, orchestra, choir, and HS credit classes such as Spanish Strategy's Expected Result/Impact: Students will be more connected to the campus through these programs. Student organization participation will increase by 10%. Staff Responsible for Monitoring: Campus Administrators
Strategy 2 Details
Strategy 2: CBJ Teachers will recruit more students into Honors-level courses, and encourage more students to attempt Honors-level coursework. Strategy's Expected Result/Impact: Increased enrollment in Honors courses by 10%, additional Honors courses in the master schedule. Staff Responsible for Monitoring: Campus Administrators
Strategy 3 Details
Strategy 3: CBJ will assist 8th grade students in the decision making process for 9th grade classes. Strategy's Expected Result/Impact: Completion of the scheduling process by all 8th-grade students. Staff Responsible for Monitoring: Campus Administrators Counselor
Strategy 4 Details
Strategy 4: Students will track their data and set goals for improvement. Strategy's Expected Result/Impact: Increase in meets and masters performance on district assessments by 5%. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach
Strategy 5 Details
Strategy 5: CBJ will present course selections and help students register for their classes emphasizing High School Credit classes including Algebra, Spanish and AP Spanish, and STEM. Strategy's Expected Result/Impact: Increase in the effectiveness of the scheduling process as measured by 100% submission of course requests prior to the deadline. Staff Responsible for Monitoring: Campus Administrators Counselor

Strategy 6 Details
<p>Strategy 6: Encourage all students to participate in academic competitions such as Academic UIL, Math Counts, Author fair History Fair, etc.</p> <p>Strategy's Expected Result/Impact: increased participation in academic UIL by 10%</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 7 Details
<p>Strategy 7: All core teachers will display learning targets/intentions and success criteria in their classrooms.</p> <p>Strategy's Expected Result/Impact: increased effectiveness of Tier I instruction as measured by an increase in average STAAR scores of 3%.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 8 Details
<p>Strategy 8: CBJ will monitor that the core curriculum is aligned to the TEKS standards and at the appropriate relevance and rigor for the appropriate audience</p> <p>Strategy's Expected Result/Impact: increased effectiveness of Tier I instruction as measured by an increase in average STAAR scores of 3%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Campus teacher data reports

Strategy 1 Details
Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Increase in highly effective teachers. All teachers hired will provide evidence of being highly qualified by December of 2023. Staff Responsible for Monitoring: Campus Administrators
Strategy 2 Details
Strategy 2: Ensure campus personnel decision-makers are available during peak recruiting/hiring times. Strategy's Expected Result/Impact: Administrators' Schedules will be planned to allow attendance at job fairs and interviews. Each campus administrator will attend at least one job fair during the spring transfer/hiring season. Staff Responsible for Monitoring: Principal
Strategy 3 Details
Strategy 3: Provide an environment for new teachers so they are supported and know where to get help when needed. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators
Strategy 4 Details
Strategy 4: Professional development will be provided to ensure teachers are highly effective at providing high level of learning opportunities for students. Strategy's Expected Result/Impact: Increase knowledge base for teachers and increase of resources. Teacher lesson plans will have at least 2 new strategies from staff development meetings each grading cycle. Staff Responsible for Monitoring: Campus Administrators

Strategy 5 Details
<p>Strategy 5: Provide additional training to ensure the implementation of TEKS with our Emerging Bilingual and SPED populations.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 6 Details
<p>Strategy 6: Encourage all teachers to become either ESL and/or GT certified and participate in appropriate training opportunities .</p> <p>Strategy's Expected Result/Impact: Increase staff available to teach Honors and GT by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 7 Details
<p>Strategy 7: During PLCs, CBJ teachers will analyze data specific to G/T and Pre-AP students in an effort to increase masters level performance on STAAR.</p> <p>Strategy's Expected Result/Impact: Teacher Data Analysis sheets, increase in average STAAR Masters performance of 5%.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 8 Details
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: increased masters performance on STAAR by 5%.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>
Strategy 9 Details
<p>Strategy 9: CBJ staff will attend targeted and ongoing professional development to enhance the effective use of technology in the classroom.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 10 Details
<p>Strategy 10: Require G/T and Pre-AP teachers to attend district-wide training and maintain updated certification hours.</p> <p>Strategy's Expected Result/Impact: increased student performance from GT students by 5% on district and state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Strategy 11 Details

Strategy 11: CBJ will monitor the core curriculum, review data results, and provide coaching opportunities for the determined classrooms that need instructional support.

Strategy's Expected Result/Impact: Improve At-risk student academic performance

Staff Responsible for Monitoring: Principal

Strategy 12 Details

Strategy 12: Administrators will follow a scheduled walkthrough program requiring 10 observations per week, with 5 required feedback meetings.

Strategy's Expected Result/Impact: increased effectiveness of Tier I instruction as measured by an increase in average STAAR scores of 3%.

Staff Responsible for Monitoring: Campus Administrators

Strategy 13 Details

Strategy 13: CBJ will conduct a minimum of one departmental meeting per month (including district PLCs) to communicate campus specific information emphasizing curricular strategies to improve student success.

Strategy's Expected Result/Impact: Department meeting agendas, minutes, and sign-in sheets; increase in average STAAR scores of 3%.

Staff Responsible for Monitoring: Campus Administrators

Teaching and Learning Coach

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details
Strategy 1: Routinely monitor campus budget accounts. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal
Strategy 2 Details
Strategy 2: Monitor staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal
Strategy 3 Details
Strategy 3: Align Campus Improvement Plan with financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
<p>Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas where 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.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - GT Funds - \$700</p>
Strategy 2 Details
<p>Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas for our students identified for special education services.</p> <p>Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - Special Education Funds - \$500</p>
Strategy 3 Details
<p>Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas for our Emerging Bilingual population.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - ESL Funds - \$600</p>

Strategy 4 Details

Strategy 4: State Compensatory Education (SCE) State Program - The Student Support Team including the campus staff, Student Wellness Interventionist, Communities in Schools, etc. will provide support with at risk students on attendance, academic, behavior and/or other wellness needs.

Strategy's Expected Result/Impact: Increase in attendance
Increase in academic performance

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$80,000

Strategy 5 Details

Strategy 5: State Compensatory Education (SCE) State Program - The campus will monitor the core curriculum, review data results, and provide coaching opportunities for the determined classrooms as well as implement an accelerated learning program for identified at risk students to support needed interventions to improve student performance.

Strategy's Expected Result/Impact: Intervention completed with Fidelity
Increase in attendance
Increase in academic performance

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Costs for Accelerated Instruction - Tutoring - Coordination of Local and State Funds - SCE Funds - \$8,000, Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, SCE Teaching and Learning Coach Costs - Coordination of Local and State Funds - SCE Funds - \$70,000

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental Materials and Supplies	GT Funds	\$700.00
5	2	2	Supplemental Materials and Supplies	Special Education Funds	\$500.00
5	2	3	Supplemental Materials and Supplies	ESL Funds	\$600.00
5	2	4	Costs for Student Wellness Interventionist	SCE Funds	\$80,000.00
5	2	5	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	5	SCE Teaching and Learning Coach Costs	SCE Funds	\$70,000.00
5	2	5	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$8,000.00
Sub-Total					\$229,800.00