

Goose Creek Consolidated Independent School District

Baytown Junior High

2025-2026 CIP Periodic Update - November 2025



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.

Value Statement

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
- 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
- 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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: ENGLISH LANGUAGE ARTS: With campus Spring 2025 STAAR scores to RLA underperforming the state in most proficiency and grade levels, the campus goal is to perform at or above state averages in grades 6-8 without regression.

Campus (State) Performance for Spring 2025 RLA STAAR:

6th Approaches 57% (75%), Meets 38% (54%) Masters 13% (28%)

7th Approaches 69% (74%) Meets 43% (52%), Masters 20% (27%)

8th Approaches 72% (80%) Meets 35% (57%) Masters 13% (31%)

Campus Performance Target for Spring 2026 RLA:

6th Approaches 75%, Meets 54%, Masters 28%

7th Approaches 74%, Meets 52%, Masters 27%

8th Approaches 80%, Meets 57% Masters 31%

Additionally, our African American and Hispanic students will show increased performance at the Meets level in all subjects to meet Domain III accountability targets. In addition, the state has identified two low-performing areas, SPED and EB students, progress toward improving these areas will be demonstrated over the next three years.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, NWEA Map Data, CUA data, TELPAS Results and PLC clarity.

Strategy 1 Details		Formative Reviews		
Strategy 1: High-Quality Tier 1 Instruction: Baytown Junior will strengthen Tier 1 instruction by ensuring teachers engage in high-functioning PLCs that use student data and TEKS unpacking to inform instructional moves, differentiate learning, and promote student engagement. Teachers will plan collaboratively in PLCs, scaffold lessons, and embed intervention and extension opportunities. To Support Strategy 1: - T-TESS Appraisers will conduct a minimum of two classroom coaching and feedback walkthroughs per instructional day. - TLCs and Specialists will conduct classroom walks to monitor the implementation of Amplify checkpoints and provide targeted support. - Professional Learning will be provided on TEKS unpacking, data analysis, and research-based instructional strategies to strengthen teacher capacity. Strategy's Expected Result/Impact: Walkthroughs and PLC documentation will demonstrate improved instructional fidelity, consistent use of research-based strategies, and stronger teacher collaboration. Student work and data trackers will show timely adjustments for English Learners, Special Education, At-Risk, and other targeted subgroups. These efforts will lead to increased student engagement and participation in rigorous, differentiated instruction, resulting in a 10-22% increase in STAAR Reading Meets/Masters and measurable growth in NWEA MAP percentiles across all subgroups. Staff Responsible for Monitoring: Campus Principal, Assistant Principals, ELA TLC		Formative		
		Nov	Feb	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Student Engagement: Baytown Junior will ensure that teachers embed structured opportunities for student collaboration and critical thinking, such as turn-and-talks, academic discussions, and high-level questioning, within the Gradual Release Mode. To Support Strategy 2: - Appraisers and the ELA TLC will provide professional development on student engagement strategies. - Internalization documents will guide the creation of lesson slides with targeted teacher moves to support effective implementation. Strategy's Expected Result/Impact: Students will receive timely support, improving comprehension and performance. Lessons will become more student-centered, promoting deeper understanding. Students will develop greater awareness of their own learning processes. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, ELA TLC		Formative		
		Nov	Feb	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Target Small groups: Administrators will conduct classroom observations to verify effective implementation of instructional strategies and provide targeted support. They will also evaluate the fidelity of small-group interventions and enrichment activities to ensure alignment with instructional goals. Strategy's Expected Result/Impact: By Spring 2026, walkthroughs will show that at least 90% of ELA classrooms consistently use checks for understanding aligned to C&I look-fors. Students will demonstrate higher engagement and literacy discourse, while teachers make timely instructional adjustments. This will lead to a 10-22% increase in Meets/Masters on STAAR Reading and measurable growth in NWEA MAP percentiles across all subgroups (EL, SPED, ED). Staff Responsible for Monitoring: Campus Principal, Assistant Principals, ELA TLC		Formative		
		Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: MATHEMATICS: With the campus goal of eliminating the performance gap between state results and campus outcomes. Our objective is to increase the percentage of students achieving at or above the state averages in grades 6-8

Campus [State] STAAR Performance for Spring 2025 Math STAAR:

6th Approaches 58% (72%), Meets 18% (38%), Masters 4%(15%)

7th Approaches 62% (52%), Meets 39% (31%), Masters 14% (10%)

8th Approaches 50% (69%), Meets 22% (45%), Masters 1% (17%)

Campus Performance Target for Spring 2026 Math STAAR:

6th Approaches 72%, Meets 38%, Masters 15%

7th Approaches 52%, Meets 39%, Masters 10%

8th Approaches 76%, Meets 55%, Masters 27%

Additionally, our African American and Hispanic students will show increased performance at the Meets level in all subjects to meet Domain III accountability targets. In addition, the state has identified two low-performing areas, SPED and EB students, progress toward improving these areas will be demonstrated over the next three years.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, NWEA Map Data, CUA data and PLC clarity.

Strategy 1 Details		Formative Reviews		
Strategy 1: Strategy 1: Ensure High Quality Tier 1 Instruction - HQIM Implementation: Appraisers, TLCs, Region 4 Implementation Advisors, and Region 4 Product advisors will conduct classroom walkthroughs to monitor the implementation of Bluebonnet learning. Walkthrough data will drive collaborative discussions to identify instructional strengths and areas for growth. These discussions will inform next steps, including targeted professional learning opportunities during collaboration or PLC days, to ensure consistent, high-quality Tier 1 instruction across classrooms. To Support Strategy 1: - Appraisers will conduct a minimum of two walkthroughs per instructional day. Walkthrough data will drive collaborative discussions to identify instructional strengths and next steps. - The A-Team will collaborate with Region 4 Product Advisors to schedule monthly walks and provide targeted support opportunities for teachers. - The A-Team will collaborate with Region 4 Implementation Advisors to schedule implementation walks to ensure Bluebonnet is being implemented with fidelity. - Professional learning needs will be addressed during PLC meetings and staff development sessions. Strategy's Expected Result/Impact: During weekly Administration meetings, walkthrough discussions will be an agenda item. Follow up conversations with teachers will be coordinated with Appraiser and TLCs. Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Math TLC		Formative		
		Nov	Feb	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Strategy 2: Data Driven Instruction: Teachers will use strategic monitoring through the use of global data tracker folders so that students can measure their performance in assessments in Math Bluebonnet. To Support strategy 2: - Teachers will use strategic monitoring and tracking during checks for understanding to ensure that every student receives timely, meaningful feedback and is supported toward achieving mastery. - Administration will coordinate opportunities for staff development around Bluebonnet. - Teachers will encourage students to use data folders to track their own progress. Strategy's Expected Result/Impact: Teachers and students will use data folders to monitor progress and inform instruction in Math Bluebonnet. Students will take ownership of their learning by tracking their own performance, while teachers will make instructional decisions guided by accurate, timely data. Staff development opportunities will strengthen teachers' ability to analyze and act on this data, increasing instructional effectiveness and ultimately improving student outcomes across all subgroups. Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Math TLC		Formative		
		Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Strategy 3: Tier 2 Instruction: Targeted Small Groups and Intervention support classes. The systematic approach to implementing targeted math instruction and IXL will support student remediation through small-group pullouts, effectively addressing current learning gaps and preventing future academic deficiencies. To support strategy 3: - Support will be given to teachers who are part of the intervention classes. - Teachers pull groups using strategies for students who did not demonstrate mastery during Tier 1. - Teachers will work with TLC to plan opportunities using data points and action plan next steps Strategy's Expected Result/Impact: The systematic implementation of targeted small groups and intervention support classes, including Math Targeted Groups and IXL, will help remediate students and prevent academic gaps. Teachers will receive support for intervention planning and will pull students based on mastery data from Tier 1 instruction using effective instructional strategies. Staff Responsible for Monitoring: Campus Principal, Assistance Principals, TLCs	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: SCIENCE: With the campus goal of eliminating the performance gap between state results and campus outcomes. Our objective is to increase the percentage of students achieving at or above the state averages in 8th Grade.

Campus (State) STAAR Performance for Spring 2025 Science STAAR:
8th Approaches 56% (72%), Meets 23% (46%), Masters 6% (18%)

Campus Performance Target for Spring 2026 Science STAAR:
8th Approaches 76%, Meets 55%, Masters 27%

Additionally, our African American and Hispanic students will show increased performance at the Meets level in all subjects to meet Domain III accountability targets. In addition, the state has identified two low-performing areas, SPED and EB students, progress toward improving these areas will be demonstrated over the next three years.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CUA Data, PLC and CFA data, and NWEA Data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Baytown Junior will strengthen Tier 1 instruction by ensuring that all teachers engage in high-functioning Professional Learning Communities (PLCs) that use student data and TEKS unpacking to inform instructional moves, differentiate learning, and promote high levels of student engagement. Strategies: 1. PLC Data-Driven Collaboration: Teachers will collaboratively analyze assessment data (STAAR Interim, NWEA MAP, Progress Learning, common assessments) during PLCs to identify trends and make instructional decisions. - Teachers will collaboratively unpack TEKS in PLCs to align instruction and learning activities with the rigor and cognitive demand of the standards. 2. Monitoring Student Progress: Teachers will use student artifacts (exit tickets, writing samples, formative assessments, student trackers) to monitor student progress and adjust instruction. - Target groups (Emergent Bilinguals, Special Education, At-Risk, and Targeted/Additional Targeted subgroups) will be tracked through data binders and campus trackers. 3. Instructional Practices for Engagement and Growth: Teachers will create rigorous, engaging activities that align with TEKS and promote student discourse. - Differentiated instruction and scaffolds will be used to meet the needs of all learners without lowering rigor. - Teachers will model and implement research-based strategies (e.g., PEEL writing, small group interventions, academic vocabulary strategies). 4. Progress Monitoring and Accountability: PLCs will set short-term instructional goals for targeted groups and revisit progress after every assessment. - Administrators and instructional coaches will monitor PLC minutes, walkthrough data, and classroom artifacts to ensure implementation fidelity. Strategy's Expected Result/Impact: By strengthening Tier 1 instruction through high-functioning PLCs, Baytown Junior expects teachers to demonstrate greater consistency in using data and unpacking TEKS to plan instruction, resulting in improved alignment between instructional practices and state standards. Student artifacts, data binders, and trackers will reflect timely adjustments to instruction that address the needs of Emergent Bilinguals, Special Education, At-Risk, and other targeted subgroups. As a result, student engagement and participation in rigorous, differentiated activities will increase across classrooms. These efforts are expected to yield measurable gains in student performance, including a 46-49% increase in the percentage of students meeting or exceeding the Meets and Masters performance levels on the Science STAAR along with growth in NWEA MAP percentiles for all subgroups. In addition, walkthroughs and PLC documentation will show evidence of stronger instructional fidelity, effective use of research-based strategies, and sustained improvement in teacher collaboration focused on student outcomes. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Baytown Junior will ensure that teachers' classroom instruction is consistently aligned to the TEKS and lesson plans developed in PLCs through systematic progress monitoring by administrators. Strategies: - Campus administrators will conduct frequent walkthroughs using a common progress-monitoring tool aligned to PLC-developed lesson plans. - Administrators will provide immediate, actionable feedback to teachers after walkthroughs to ensure alignment to PLC plans. - Walkthrough trends will be analyzed during leadership team meetings to identify instructional strengths and areas for professional development. - Evidence of TEKS alignment, rigor, differentiation, and student engagement will be prioritized during progress monitoring. - Feedback and monitoring results will be revisited in PLCs to ensure instructional adjustments are implemented with fidelity. - Administrators will perform regular classroom observations to ensure the effective implementation of instructional strategies and provide targeted support as needed. - Administrators will evaluate the fidelity of small-group interventions and enrichment activities to ensure alignment with intended instructional goals. Strategy's Expected Result/Impact: As a result of systematic progress monitoring, Baytown Junior expects that classroom instruction in Science will consistently align with PLC-developed lesson plans, with at least 90% of walkthroughs reflecting evidence of TEKS alignment, differentiation, and student engagement. Teachers will demonstrate increased fidelity in implementing Science instructional strategies, including small-group reading interventions, PEEL writing, and academic vocabulary development, leading to more effective support for all learners. Student achievement outcomes will reflect this alignment, with a projected 46-49% increase in the percentage of students performing at the Meets and Masters levels on the Science STAAR compared to the prior year, alongside measurable growth in NWEA MAP Reading percentiles for targeted subgroups such as Emergent Bilinguals, Special Education, and Economically Disadvantaged students. In addition, student engagement in inquiry-based and writing tasks will improve as observed in walkthroughs and student surveys, while leadership team analyses of walkthrough trends will guide professional development, resulting in fewer repeated areas of need and stronger instructional consistency across Science classrooms. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Baytown Junior will strengthen the quality of Tier 1 instruction by conducting an average of two daily classroom walkthroughs using the C&I look-for tool, with a targeted focus on teachers' consistent use of checks for understanding to adjust instruction in real time. Strategies: - Teachers will implement a variety of research-based checks for understanding throughout lessons, including: - Whiteboards/Dry-Erase Boards: Students write and display answers for instant teacher feedback, allowing for immediate reteach or enrichment. - Turn & Talk: Students engage in structured partner discussions using complete sentences and academic vocabulary before sharing out. - Entry Tickets - At the start of class, students answer a quick review question from the prior day's lesson to confirm retention before new content. - Exit Tickets: Students answer 1-2 TEKS-aligned, rigorous questions at the end of class that are tied to lesson objectives. - Think-Pair-Share - Students think independently, discuss with a partner, then share with the class to demonstrate understanding. - Stop & Jot: Students pause during lessons to write brief responses using academic language, providing teachers with insight into comprehension. Strategy's Expected Result/Impact: Through the systematic use of checks for understanding in Science classrooms, Baytown Junior expects teachers to consistently gather real-time evidence of student learning in inquiry and writing and make immediate instructional adjustments. As a result, students will demonstrate higher levels of engagement and academic discourse in critical thinking tasks, while teachers will show increased responsiveness to student needs during lessons. Walkthrough data will reflect consistent implementation of C&I look-fors in Science, with evidence of checks for understanding (e.g., exit tickets, stop-and-jots, whiteboards, fist-to-five, turn-and-talks) observed in at least 90% of Science classrooms by Spring 2026. Student outcomes will improve, with a projected 46-49% increase in the percentage of students achieving Meets and Masters on the Science STAAR, alongside measurable growth in NWEA MAP Science percentiles for all subgroups, including Emergent Bilinguals, Special Education, and Economically Disadvantaged students. This focus on high-quality Tier 1 ELA instruction will strengthen teacher practice, close science TEKs gaps in real time, and ensure equitable access to rigorous, TEKS-aligned instruction for every student. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: SOCIAL STUDIES: With the campus goal of eliminating the performance gap between state results and campus outcomes. Our objective is to increase the percentage of students achieving at or above the state averages in 8th Grade.

Campus (State) STAAR Performance for Spring 2025 Social Studies STAAR:
8th Approaches 48% (55), Meets 23% (30), Masters 9% (16)

Campus Performance Target for Spring 2026 Social Studies STAAR:
8th Approaches 55%, Meets 30%, Masters 16%

Additionally, our African American and Hispanic students will show increased performance at the Meets level in all subjects to meet Domain III accountability targets. In addition, the state has identified two low-performing areas, SPED and EB students, progress toward improving these areas will be demonstrated over the next three years.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, NWEA Map Data, CUA data, TELPAS Results and PLC clarity.

Strategy 1 Details	Formative Reviews		
Strategy 1: Strategy 1: Baytown Junior will strengthen Tier 1 instruction by ensuring teachers engage in high-functioning PLCs that use student data and TEKS unpacking to drive instructional moves, differentiate learning, and promote student engagement. To support Strategy 1: - Teachers and TLCs will unpack readiness TEKS in weekly PLCs to identify targeted Tier 1 strategies. - Develop and implement rigorous, TEKS-aligned questions at appropriate DOK levels (e.g., Hot Texts). - Collaboratively align lessons and student activities to the rigor and cognitive demand of TEKS, with reteach and enrichment as needed. - Integrate AVID/WICOR strategies (e.g., Socratic Seminar, Focused Note-Taking, LENSES) to support comprehension, checks for understanding, and engagement. Strategy's Expected Result/Impact: Baytown Junior will strengthen Tier 1 instruction by leveraging PLCs to unpack readiness TEKS, identify strategies, and create rigorous TEKS-aligned questions. PLCs will define clear success criteria and ensure lessons include reteach and enrichment. Teachers will integrate AVID/WICOR strategies to embed checks for understanding, reinforce content, and increase student engagement, as evidenced by walkthroughs and student work. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Strategy 2: Baytown Junior will strengthen the quality of Tier 1 instruction by conducting an average of two daily classroom walkthroughs using the C&I look-fors, with a targeted focus on teachers' consistent use of checks for understanding to adjust instruction in real time. To support this strategy 2: - Teachers will implement daily CFUs (Whiteboards, Exit Tickets, Turn & Talk, etc.) to gauge mastery in real time. - PLCs will review CFAs/CUAs to anticipate misconceptions and plan targeted reteach/enrichment. - Campus TLCs will conduct frequent classroom visits and implement student-centered coaching moves that prioritize student learning evidence. Strategy's Expected Result/Impact: Through consistent daily walkthroughs and targeted PLC planning, Baytown Junior will strengthen the quality of Tier 1 instruction by ensuring that checks for understanding (CFUs) are implemented with fidelity across classrooms. Walkthrough trend data will show that 80-90% of teachers consistently embed CFUs such as whiteboards, exit tickets, and turn-and-talks into their lessons and use the results to adjust instruction in real time. PLCs will reflect intentional analysis of CFA/CUA results, with grade-level teams identifying common misconceptions and planning targeted reteach and enrichment opportunities for all students, including sub-pops. Instructional observations will demonstrate alignment to the district lesson flow with embedded intentional CFUs every 5-7 minutes, while lesson plans and classroom practices will provide evidence of planned reteach and enrichment strategies. As a result, accountability for these outcomes will be tracked through the C&I walkthrough system, averaging two walkthroughs per day, with feedback demonstrating a measurable increase in teachers' consistent use of CFUs and responsive instructional adjustments. Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Strategy 3: Baytown Junior will strengthen Tier 2 instruction by addressing TEKS of concern, misconceptions, and differentiation with a targeted focus on sub-populations. Teachers will implement data-driven interventions and enrichment to increase student growth by at least 10% by year's end. To support Strategy 3: - Walkthroughs and observations will monitor lesson fidelity, engagement, and strategy use. - PLC minutes, student artifacts, and exemplars will document strategies to improve performance. - BOY/MOY/EOY screeners, CUAs, and SLOs will track progress toward objectives. - Teachers will analyze multiple data points per student to identify strengths and gaps. - Target groups (AA, Hispanic, EB, SPED) will be monitored through data folders and trackers. - Enrichment and reteach will occur through R.A.R.E. days, extension projects, and differentiated assignments. - Progress Learning will support targeted interventions and student self-monitoring. Strategy's Expected Result/Impact: Teachers will consistently use data to align instruction with state standards, reviewing CUAs/CFAs the next day and in PLCs. Progress will be monitored through frequent data analysis, with student artifacts and trackers reflecting timely adjustments for EB, SPED, African American, and Hispanic students. Increased engagement in rigorous, differentiated activities will drive a 10% gain in 8th grade Social Studies Meets/Masters performance and growth across subgroups. Walkthroughs and PLCs will document instructional fidelity, effective strategies, and stronger collaboration focused on student outcomes. Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: AVID: Baytown Junior will strengthen college and career readiness by fully implementing AVID strategies campus-wide. Teachers will integrate WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies into daily instruction, with fidelity checks conducted during PLCs and walkthroughs. By Spring 2026, at least 90% of classrooms will show evidence of WICOR strategies, as measured by AVID walkthrough forms and PLC artifacts.

Evaluation Data Sources: AVID Site Team minutes, binder checks, and student data notebook reviews. PLC lesson plan reviews with evidence of WICOR integration. Walkthroughs using the AVID strategy look-for tool. Student, parent, and teacher surveys on AVID impact.

Strategy 1 Details	Formative Reviews		
Strategy 1: Embed AVID "Focused Note-Taking" and organizational strategies into weekly lesson plans across all core subjects, ensuring that students consistently practice structured note-taking, interactive notebook organization, and reflective summarization. PLCs will review lesson plans for evidence of integration, and walkthroughs will monitor classroom implementation. - Weekly PLC lesson plan checks for note-taking and organizational strategies - Classroom walkthroughs using AVID WICOR look-fors - Student interactive notebook checks and samples of focused notes Strategy's Expected Result/Impact: By Spring 2026, at least 85-90% of core content lesson plans will include evidence of AVID Focused Note-Taking and organizational strategies. Walkthrough data will reflect consistent student use of these strategies, contributing to improved academic performance and organizational skills. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Integrate the AVID "LENSES" problem-solving strategy across core subjects to build student capacity in analyzing texts, word problems, and data. Teachers will model and require students to apply the LENSES steps (circle numbers/dates, underline questions, box key words, evaluate processes/evidence, solve and check) at least once per week in core instruction. - Lesson plan reviews for evidence of LENSES integration - Walkthrough data capturing explicit use of LENSES steps - Student work samples in ELA, Math, Science, and Social Studies demonstrating annotation and problem-solving using LENSES Strategy's Expected Result/Impact: By Spring 2026, at least 80% of students will independently apply the LENSES strategy to problem-solving and text analysis tasks, as measured by classroom walkthroughs, binder checks, and formative assessments. This will result in improved critical thinking, accuracy on multi-step problems, and comprehension of rigorous texts across content areas. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus 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: Feedback from parents and stakeholders

Strategy 1 Details	Formative Reviews		
Strategy 1: Distribute weekly online newsletters to parents and community members, and post these updates on the campus website. Strategy's Expected Result/Impact: By distributing weekly online newsletters and posting updates on the campus website, the school will strengthen communication and engagement with parents and community members. This consistent flow of information will keep stakeholders informed about academic initiatives, student progress, upcoming events, and campus goals. As a result, increased transparency and involvement from families and the community will support a more collaborative learning environment, contributing to improved student outcomes and a stronger school-community partnership. Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Webmaster	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will update their grade books weekly to provide parents with current information on student progress. Strategy's Expected Result/Impact: By updating grade books on a weekly basis, teachers will ensure that parents, students, coaches, and sponsors have access to accurate and up-to-date information regarding academic progress. This consistent communication will promote transparency, support timely interventions, and foster greater accountability among students. As a result, stakeholders will be better equipped to provide academic support and encouragement, leading to improved student performance, increased engagement, and steady progress toward meeting campus achievement goals. Staff Responsible for Monitoring: Campus Administrators Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain the campus website with up-to-date and relevant information for students and parents. Strategy's Expected Result/Impact: By maintaining the campus website with up-to-date and relevant information, parents, students, and community members will have consistent access to current announcements, academic resources, event details, and school updates throughout the year. This transparency will enhance communication, increase stakeholder engagement, and ensure that the school community remains informed and connected, ultimately supporting student success and promoting a positive campus culture. Staff Responsible for Monitoring: Campus Administrators Webmaster	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct parent workshops on communication platforms, such as Parent Portal and GCCISD Parent Square, to enhance engagement. Strategy's Expected Result/Impact: By conducting parent workshops on communication platforms such as Parent Portal and GCCISD Parent Square, the campus will increase parents' awareness and understanding of how to access important academic information and school updates. As a result, parents will maintain more consistent and effective communication with teachers and staff, leading to stronger family-school partnerships. This increased engagement will support student success through timely support, improved attendance, and greater involvement in academic progress and campus activities. Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: By holding regular meetings with the Parent Teacher Organization, Partners in Education, and the CATCH Program, the campus will foster collaboration and coordinated planning of activities and events that engage teachers, students, and families. As a result, the school will experience an increase in overall culture and climate, with stronger relationships among stakeholders and a more supportive learning environment. Additionally, parental involvement in school affairs will increase, promoting greater community investment in student success and contributing to a more inclusive and vibrant school culture. Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus 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: Discipline Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: By implementing Sheltered Instruction strategies that include structured conversations to develop effective academic language, the campus will provide targeted support to Emergent Bilingual students. This approach will enhance their language acquisition and comprehension, leading to improved academic performance across content areas. As a result, Emergent Bilingual students will demonstrate greater confidence, participation, and success in meeting grade-level standards. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Attendance incentives will be awarded to students who demonstrate excellent or improved attendance on two separate occasions within each nine-week period. Strategy's Expected Result/Impact: By awarding attendance incentives to students who demonstrate excellent or improved attendance on two separate occasions within each nine-week period, the campus will motivate students to attend school regularly. This recognition program is expected to lead to an increase in overall student attendance and a decline in unexcused absences, fostering greater student engagement and contributing to improved academic performance and campus success. Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Counselors Communities in Schools Attendance Clerk	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: By having the Student Support Team consistently monitor at-risk students' progress in attendance, behavior, and course completion, the campus will be able to provide timely and targeted support, resources, and interventions to students and their families. This proactive approach will lead to an increase in overall student success, including improved academic performance, better behavior, and higher attendance rates. Additionally, early identification and intervention will contribute to a decrease in the levels of severity of student challenges throughout the school year, fostering a more supportive and responsive educational environment. Staff Responsible for Monitoring: Campus Administrators Counselors Campus Student Success Specialist	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: The campus through the campus PBIS team, 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 Administrators	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers and staff will convene monthly by grade level to discuss and develop behavior plans for students exhibiting persistent misbehavior. Strategy's Expected Result/Impact: By convening monthly grade-level meetings, teachers and staff will collaboratively discuss and develop behavior plans for students exhibiting persistent misbehavior. This structured approach will lead to improved clarity and consistency in discipline decisions, ensuring that all staff members follow aligned expectations. Additionally, the consistent implementation of PBIS (Positive Behavioral Interventions and Supports) will promote proactive behavior strategies and positive reinforcement across campus. As a result, the school will experience a notable improvement in overall campus culture and climate, fostering a safer, more respectful, and supportive learning environment for all students. Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Counselors Teachers Communities in Schools	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide training for students on reporting bullying through the Crime Stoppers App (P3) and the campus webpage. Strategy's Expected Result/Impact: By providing training for students on how to report bullying through the Crime Stoppers App (P3) and the campus webpage, the school will empower students to confidently and accurately report known or suspected incidents of bullying. This increased awareness and accessibility of reporting tools will lead to more timely identification and intervention in bullying situations. As a result, students will feel safer and more supported at school, contributing to a positive and respectful campus climate. Staff Responsible for Monitoring: Campus Administrators Anti-Bullying Committee Crime Stopper Sponsor	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Offer enrichment activities, including field trips, to Gifted and Talented (GT) students to enhance and elevate their levels of academic achievement. Strategy's Expected Result/Impact: By offering enrichment activities, including field trips, to Gifted and Talented (GT) students, the campus will provide opportunities that challenge and inspire higher-level thinking and creativity. These experiences will deepen students' understanding, engagement, and motivation, leading to improved academic performance and elevated achievement levels among GT students. Additionally, these enrichment opportunities will support the development of critical skills that contribute to long-term academic success. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: Staff highly effective reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Engage in initiatives to recruit and hire highly qualified staff for the campus. Strategy's Expected Result/Impact: By actively engaging in initiatives to recruit and hire highly qualified staff, the campus will successfully attract and retain highly effective educators and support personnel. This will strengthen the overall quality of instruction and student support services, leading to improved student achievement, a positive school culture, and sustained progress toward campus goals. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Mentoring and coaching will be offered to cultivate and support the development of highly effective teachers. Strategy's Expected Result/Impact: By providing mentoring and coaching, the campus will cultivate and support the professional growth of teachers, helping them refine instructional practices and address areas for improvement. This support will ensure that teachers are effective in the classroom and assist those who need it in achieving highly effective performance status. Ultimately, this will lead to enhanced teaching quality, increased student achievement, and a stronger instructional environment campus-wide. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: By convening daily or weekly within Professional Learning Communities (PLCs), grade level teams will engage in strategic planning, data analysis, and the development of targeted interventions. This consistent collaboration will lead to improved teamwork among teachers, more effective core instruction, and timely interventions tailored to student needs. Ultimately, these efforts will enhance student learning outcomes and drive overall academic growth across the campus. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Stronger Tier 1 instruction leading to higher levels of learning Improved interventions resulting in success for all students Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: By systematically disaggregating and analyzing data after each formal assessment during Professional Learning Community (PLC) sessions, the campus will enhance the precision and effectiveness of Tier 2 small group instruction. This data-driven approach will also support the effective implementation of Tier 1 instruction by identifying areas where whole-class strategies can be improved. As a result, targeted interventions will better address student needs, leading to increased academic growth and progress toward campus achievement goals. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will create higher-order thinking questions to assess students' understanding of concepts and facilitate meaningful discussions. Strategy's Expected Result/Impact: By creating higher-order thinking questions, teachers will deepen students' understanding of key concepts and promote critical thinking skills. This approach will facilitate more meaningful classroom discussions, encourage student engagement, and enhance the ability to analyze, evaluate, and apply knowledge. Ultimately, this will lead to improved comprehension and higher-level academic performance. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Teachers will analyze student artifacts during the Professional Learning Community (PLC) process to design and implement targeted interventions that support student growth. Strategy's Expected Result/Impact: By analyzing student artifacts during Professional Learning Community (PLC) sessions, teachers will be able to identify specific learning needs and design targeted interventions that support individual student growth. This focused approach will lead to more effective instruction and remediation, contributing to a 10% improvement in STAAR results. Overall, the strategy will enhance student understanding, close learning gaps, and drive measurable academic progress across the campus. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: During Professional Learning Community (PLC) sessions, teachers will receive targeted professional development on technology tools, devices, and programs. Strategy's Expected Result/Impact: During Professional Learning Community (PLC) sessions, teachers will receive targeted professional development on technology tools, devices, and programs, leading to increased confidence and proficiency in using these resources. As a result, there will be more technology integration in the classroom, which will enable teachers to create more relevant and engaging lessons that address diverse learning styles. This enhanced instructional approach is expected to improve student engagement, participation, and overall learning outcomes. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches Teachers Ed Tech Specialist	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: The AVID Site Coordinator will provide training, modeling, and coaching to teachers in the effective implementation of AVID strategies. Strategy's Expected Result/Impact: Through training, modeling, and coaching provided by the AVID Site Coordinator, teachers will effectively implement AVID strategies across the campus. As a result, students will take meaningful notes, develop into more creative and independent writers and thinkers, and create valuable study resources that enhance their engagement and ownership of learning. The continuous and consistent use of AVID strategies campus-wide will foster a culture of academic rigor and student empowerment, leading to improved critical thinking skills and overall academic success. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach AVID Site Coordinator	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. 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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. 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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. 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	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas through enrichment activities, including field trips, to Gifted and Talented (GT) students to enhance and elevate their levels of academic achievement. Strategy's Expected Result/Impact: 5% increase in student achievement scores across the Meets and Masters performance categories. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental materials - Coordination of Local and State Funds - GT Funds - \$1,000	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$750	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: Bilingual/ESL students will demonstrate measurable growth in performance, contributing to overall campus success and closing achievement gaps. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500	Formative		
	Nov	Feb	June

Strategy 4 Details		Formative Reviews		
Strategy 4: State Compensatory Education (SCE) State Program - Utilize student assessment data to develop and implement accelerated instruction intervention plans with identified at-risk students as well as social-emotional student supports based on data analysis through various intervention efforts, including before and after school programs and dedicated intervention periods for all core subjects. Strategy's Expected Result/Impact: Effective implementation of Tier 2 and 3 interventions Intervention plans developed and implemented with fidelity Progress Monitoring completed to determine student growth Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Accelerated Instruction -Tutoring - 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, Costs for At Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$85,000		Formative		
		Nov	Feb	June
Strategy 5 Details		Formative Reviews		
Strategy 5: Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement. Strategy's Expected Result/Impact: TLC Coaching Documentation Reviewed for Effectiveness 10% increase in student achievement scores Close achievement gaps Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Coaching support by Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A - \$200,000		Formative		
		Nov	Feb	June
Strategy 6 Details		Formative Reviews		
Strategy 6: Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.4 requirements All students will make at least one year's growth Staff Responsible for Monitoring: Principal District Program Director		Formative		
		Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.5 requirements Documentation of activities aligned to Well Rounded Education Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk". Strategy's Expected Result/Impact: Meet Title I Part A Element 2.6 requirements 10% increase in student academic success Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs. Strategy's Expected Result/Impact: Improved academic, attendance, and/or behavior outcomes Increase in Student Achievement by 10% overall Meet Title I Part A Element 5.1 requirements Staff Responsible for Monitoring: Principal District Program Director Funding Sources: 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 10 Details	Formative Reviews		
Strategy 10: Title I, Part A Federal Program - The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format. Strategy's Expected Result/Impact: Review, Revise, and Determine annually Distribute to all parents yearly electronically or by hard copy Provide to all parents in English or Spanish Increase in Parent and Family Engagement participation Meet Title I Part A Element 4.1 requirements Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Title I, Part A Federal Program - The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members. Strategy's Expected Result/Impact: Increase parent engagement from prior year Provide sessions in English and Spanish Offer sessions during the day, in the evening, and/or on Saturdays Meet Title I Part A Element 4.2 requirements Staff Responsible for Monitoring: Principal District Program Director Funding Sources: 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 12 Details	Formative Reviews		
Strategy 12: Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students Strategy's Expected Result/Impact: CNA Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes All students will make at least one year's growth in Reading and Math Meet Title I, Part A Element 1.1 Requirements Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
Strategy 13: The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement. Strategy's Expected Result/Impact: Documentation results indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes submitted. Meet Title I, Part A Element 2.1 requirements Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 14 Details	Formative Reviews		
Strategy 14: Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees. Strategy's Expected Result/Impact: Documentation with meeting agendas, sign-in sheets, and minutes will be submitted. Meet Title I, Part A Element 2.2 requirements Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
Strategy 15: Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan". Strategy's Expected Result/Impact: Meet Title I Part A Element 3.1 requirements Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes Adjust schoolwide plan as determined by the review Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 16 Details	Formative Reviews		
Strategy 16: The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students. Strategy's Expected Result/Impact: Documentation with meeting agendas, sign-in sheets, and minutes Program Evaluation Documentation indicated in the CIP Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 3: The campus will meet the requirements required for Federal Accountability in the format designated through the TEA TIP (Targeted Improvement Plan) Process.

Evaluation Data Sources: Screener Data reports, Campus Assessment Data reports, and State Assessment and Accountability reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will develop, implement, monitor, and adjust the school improvement strategies through the TEA TIP (Targeted Improvement Plan) Process that will eliminate the campus school improvement "comprehensive" identification status. Strategy's Expected Result/Impact: Meet Federal Accountability requirements Eliminate identification as a "Comprehensive" Campus Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	5	Coaching support by Teaching and Learning Coaches	Title I Part A	\$200,000.00
5	2	9	Costs for the Campus Student Success Specialist	Title I, Part A Funds	\$70,000.00
5	2	11	Materials for academic parent engagement activities	Title I Part A Funds	\$500.00
5	2	11	Cost for CSSS planning to include parent and family activities	Title I, Part A Funds	\$4,000.00
Sub-Total					\$274,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental materials	GT Funds	\$1,000.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$750.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
5	2	4	Costs for At Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$10,000.00
5	2	4	Costs for Student Wellness Interventionist	SCE Funds	\$85,000.00
5	2	4	Costs for ELAMSS Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$237,250.00

Baytown Junior School Targeted Improvement Plan (TIP)

Please select campus you are reporting Student Outcome Goals for.	If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below.	Please enter your full name.	Please enter your email.	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.
Baytown Junior	101911041	James Husband	james.husband@gccisd.net	49%
Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
52%	50	50	100	50
To which campus or campuses does this strategy apply?	Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	Please name any organizations you are currently working with to build capacity and support strategy implementation.		
Baytown Junior	Intensive Curriculum & Instruction Improvements	District Staff	Kevin Foxworth- Principal Supervisor, James Husband- DCSI- 50%	James Husband- 2 years (moved 3 campuses from CSI to acceptable)
Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?	How many instructional minutes per week are required/recommended for implementation of this curriculum?	How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	How many instructional days are included in the 2025-2026 calendar?
Bluebonnet- Math Amplify- RLA McGraw Hill/ EduSmart, District- Science Navigate Texas, District- Social Studies	Yes	RLA: Amplify- 200 minutes per week Math: Bluebonnet- 200 minutes per week	RLA: Amplify- 200 minutes per week Math: Bluebonnet- 200 minutes per week	170
Please describe the assessment plan for the impacted campus(es)			Will the campus(es) implement a PLC structure?	How will PLCs be organized (by grade level, content area, etc.)?
Math: we will use the mid- and end-of-module assessments provided with Bluebonnet Learning.	Reading: We will use both the mid- and end-of-unit assessments for K-5 and the BoY, MoY, and EoY assessments provided with Bluebonnet Learning.	All assessments will be administered via our local LMS to allow streamlined data analysis following each assessment.	Yes	Each grade level and content area has their own PLC

Baytown Junior School Targeted Improvement Plan (TIP)

How frequently will PLCs occur?	Who will facilitate PLCs?	Who is required to attend PLCs?	Please describe the PLC protocol to be used	
Daily	Instructional Leadership Team	Instructional Leadership Team, Teachers	Lesson internalization PLCs: Understand the lesson purpose and objectives, Understand the sequence and pacing of activities, Activity deep dive, Resource Organization Student Work Analysis PLCs: Task review, Determine Success Criteria, Analyze and Sort Student Work, Discussion, Action Steps Data Analysis	
Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	
District Leadership (Principals and Aps) receive professional development twice a month in the form of a Principal Operational meeting and a Principal PLC meeting. These meetings are structured in such a way that they are then turned around to the Campus AP's as well as the Campus Instructional Coaches. Also during district PLC days training is offered by the district personnel to develop the district leaders. The principal coach also receives professional development monthly. This PD is geared to equipping the principal supervisor to lead the principals more effectively.	Inexperienced Staff (<2 years): Training for this group will focus on foundational skills, including classroom management, instructional planning, and implementation of the campus instructional framework. Staff will receive scaffolded support through mentoring, modeling of best practices, guided observations, and hands-on workshops. Ongoing coaching and formative feedback will ensure that these staff members build confidence and competence while gradually increasing instructional autonomy.	TTESS Walkthrough tool, BlueBonnet Checklist, Observation and Feedback Walks with Rubric	The number of observation from an instructional leader or coach and receive feedback varies on what Tier (red, yellow, green) the teacher is on. A red tiered teacher will receive some sort of observation daily, yellow 2-3 times a week, and green weekly. The tiering teacher tracking document will be updated each 9 weeks to reflect growth of the teacher.	

Baytown Junior School Targeted Improvement Plan (TIP)

What capacity building supports related to supporting students in special populations will teachers and administrators receive?		Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.		
Our district federal programs personnel from Sped and the Multilingual department will also attend initial strong foundations implementation trainings and join learning walks to determine how best to support teachers and will provide specific coaching once per grading period.	In addition our district content specialists (SPED and EB) support the campuses to ensure high yield instructional strategies are being implemented and are effective. Progress monitoring is being done by the use of Summit K-12 for our EB students and implementation and effectiveness are being monitored monthly. Usage and progress reports are run and the usage of a Summit K-12 Calendar lets campuses know when Progress Monitoring assessments are done and the data is evaluated.	By mid-fall semester (Oct. 15): all teachers are within 5 days of the BL pacing guide, teacher surveys indicate high confidence in the RBIS, and teachers are not reading from a script/ instruction is consistently aligned to the RBIS 10/3: BOY Screener (K-12 MATH/RLA NWEA, 8th Science/ Social Studies District created) ends 10/31 10/10: BOY Screener data to campuses to review with campus ILT 10/21: BOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 11/18/26: Principal PLC to review data up to this point (CUA, Blue Bonnet Modules, etc.) with principal, principal supervisor, DCSI, and Assistant Sup of C&I	12/2/2026: 3-5 RLA Benchmark (TFAR), 3-5 Math (TFAR), 5 Science (TFAR) 12/9/26: Benchmark data to principals to review with campus ILT 12/16/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 1/7: MOY Screener (K-12 MATH/RLA NWEA, 8th Science/ Social Studies District created) ends 1/23 by 1/26: mid-year IA step back 1/30/26: MOY Screener data to campuses to review with campus ILT 2/10/26: MOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I)	2/19/26: 3-5 RLA Benchmark (STAAR Interim), 3-5 Math (STAAR Interim), 5 Science (STAAR Interim) 2/26: Region IV TIL Implementation Support Visit 2/27/26: Benchmark data to principals to review with campus ILT 3/3/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 4/20: MOY Screener (K-12 MATH/RLA NWEA, 8th Science/ Social Studies District created) ends 5/8 5/15/26: EOY Screener data to campuses to review with campus ILT 5/19/26: EOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I)
Please describe how district and campus leaders will monitor the successful implementation of this plan.	Please describe how district and campus leaders will monitor the successful implementation of this plan.	Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?	
District and campus leaders will ensure the successful implementation of this plan through systematic monitoring and accountability structures. Monitoring will occur through scheduled data analysis meetings, formal walkthroughs, and progress checks aligned to district and state performance indicators. **Campus leaders will be responsible for collecting and analyzing evidence of implementation, including instructional practices, professional development participation, and student outcome data. Findings will be documented and reported regularly to district leadership.	**District leaders will review campus reports, conduct joint monitoring visits, and facilitate leadership meetings to ensure fidelity to the plan. Adjustments will be made based on evidence from formative assessments, performance trends, and stakeholder feedback. **This multi-level monitoring system will provide consistent oversight, promote alignment across campuses, and ensure that both district and campus leaders are accountable for achieving the identified goals.	How will milestone progress data be shared with district leadership and other relevant stakeholders?	Monthly	

Baytown Junior School Targeted Improvement Plan (TIP)

How will milestone progress data be collected?		How will milestone progress data be shared with district leadership and other relevant stakeholders?	
Data will be collected through multiple sources to ensure accuracy and alignment with the plan's objectives. Student Achievement Data: Collected from state assessments, district benchmarks, progress monitoring tools, and classroom-based assessments entered into the district's data management system. Instructional Practice Evidence: Gathered through scheduled classroom walkthroughs, formal observations, and implementation checklists completed by campus administrators.	Professional Development Participation: Tracked through sign-in sheets Progress Monitoring Reports: Compiled by campus leaders using attendance records, intervention logs, and curriculum pacing guides. Stakeholder Feedback: Collected through staff surveys, parent/community input forms, and focus groups when applicable. All data will be centralized in the district's reporting system, reviewed during scheduled leadership meetings, and used to guide continuous improvement efforts.	Milestone progress data will be shared with district leadership and relevant stakeholders through structured and transparent communication processes. Campus principals will submit scheduled progress reports aligned to established milestones, which will be reviewed during district-led leadership meetings to analyze data trends, address challenges, and plan next steps. Within the campus, progress will be communicated to staff during faculty meetings and professional learning communities (PLCs) to ensure teachers receive timely updates and can make necessary instructional adjustments.	At the district and community level, summarized updates will be presented in board reports, newsletters, and campus communications to promote accountability and transparency. Parents and families will also be informed of milestone progress through parent-teacher conferences, school websites, and family engagement events. This comprehensive approach ensures that all stakeholders remain informed and engaged in supporting the successful implementation of the plan. The campus principal, principal supervisor, DCSI, and Assistant Superintendent of Curriculum and instruction will review the data once a month during the Principal PLC to ensure that the campus is on track to meet their goals set.
If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?		(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.	
Locally funded	Artifacts to collect: Leadership team agendas and minutes, observation and feedback schedules with follow-up actions, PLC agendas and completed data analysis protocols. Also classroom walkthrough checklist and student progress tracking artifacts.		