

Goose Creek Consolidated Independent School District
Cedar Bayou Junior High

2025-2026 CIP Periodic Update - November 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

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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
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance 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: ENGLISH LANGUAGE ARTS: 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 RLA STAAR:

6th Approaches 62 [75], Meets 34 [54], Masters 12 [28]

7th Approaches 61 [74], Meets 36 [52], Masters 13 [26]

8th Approaches 62 [80], Meets 34 [56], Masters 12 [31]

Campus Performance Target for Spring 2026 RLA STAAR:

6th Approaches 75, Meets 54, Masters 28

7th Approaches 74, Meets 52, Masters 26

8th Approaches 80, Meets 56, Masters 31

Additionally, our state performance in all subjects for our African-American 25% [43%], and Hispanic 40% [46%] students will increase at the Meets level in order to meet the Domain III targets. In addition, the state has identified a target for 3 low performing areas in 3 years for our White demographics 54% [66%].

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High Quality Tier 1 Instruction: Ensure grade level teaching through the ELAR TEKS-aligned LIFT framework as it matches the content and rigor of standards. Teachers will plan collaboratively in PLCs, scaffold lessons, and embed intervention and extension opportunities. To support strategy 1: **TTESS Appraisers will conduct a minimum of 2 classroom coaching & feedback walks per instructional day of the week. **TLC/Specialist will conduct walks to monitor implementation of the LIFT checkpoints. Strategy's Expected Result/Impact: During CBJ Administration Meeting, Walkthrough Discussions will continue to be a part of the agenda so that Appraisers, TLCs, Counselors, and SWI can reflect on classroom needs and supports from the team. Heavy emphasis on supports, discussions, and coaching. TLCs and Appraisers will also discuss needs for coaching cycles in administration meeting. Staff Responsible for Monitoring: Campus Principal, Assistant Principals, ELA TLC	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Student Engagement: Embed structured opportunities for student collaboration and critical thinking (turn-and-talks, academic discussions, high-level questioning) within the Gradual Release Model. **Appraisers and TLCs will engage teachers in professional development around strategies for increasing student engagement in lessons. **Internalization documents will be used to create presentation slides with focused teacher moves for clear support Strategy's Expected Result/Impact: Students will receive timely support through strategies leading to better understanding and performance. Lessons will become more student-centered and effective. Students will become aware of their own learning. Staff Responsible for Monitoring: Principal, Assistant Principal, ELA TLC	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Target Small Groups: Teachers will use The systematic implementation of RLA targeted classes for students with a focus on AMIRA for remediation. **Intervention teachers will receive training on AMIRA so that continued monitoring and support continues. **Teacher pulls small groups from AMIRA for students who do not demonstrate mastery of TIER 1 instruction in intervention classes. **Teachers are supported by ELA TLC for Amira support and emphasis of next steps based on data. Strategy's Expected Result/Impact: All students are provided opportunity to be supported by Amira for 15 minutes 3x a week. Teacher maintains records of weekly check-ins and follows through with action plan. Staff Responsible for Monitoring: Principal, Assistant Principal, ELA TLC	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Tier 2 DDI: Use formative assessments, CUAs, and benchmark data to identify learning gaps, track mastery at the TEKS level, and adjust instruction in real time. Teachers will create targeted small groups for reteach and enrichment. **Appraisers/TLCs will train teachers on monitoring of student data by students. Emphasis will be focused on lifting the load from teachers and keeping students accountable to it instead. **Appraisers will conduct Blitz Walks to monitor use of data folders. Strategy's Expected Result/Impact: Students will receive opportunities for intervention and extension for better academic support and performance. Instructional strategies will focus on classroom evidence of extension/intervention. Students will become more aware of their learning and monitor their progress through TEKS. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, 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 24 [38], Masters 7 [15]
7th Approaches 41 [52], Meets 27 [31], Masters 13 [10]
8th Approaches 70 [69], Meets 44 [45], Masters 19 [17]
Algebra I Approaches 98, Meets 86, Masters 50

Campus Performance Target for Spring 2026 Math STAAR:

6th Approaches 72, Meets 38, Masters 15
7th Approaches 52, Meets 31, Masters 10
8th Approaches 76, Meets 55, Masters 27
Algebra I Approaches 100, Meets 95, Masters 70

Additionally, our state performance in all subjects for our African-American 24% [43%] and Hispanic 40% [49%] students will increase at the Meets level in order to meet the Domain III targets. In addition, the state has identified a target for 3 low performing areas in 3 years for our White demographics 40% [68%].

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High Quality Tier 1 Instruction: HQIM Implementation - Appraisers and TLCS will walk classrooms to monitor Bluebonnet learning. Discussion will bring forth the needs for next steps such as development opportunities during collaboration or PLC days. **Appraisers will conduct a minimum of 2 walks per instructional day. **A-Team will collaborate with Region 4 Implementation Advisors to schedule implementation walks and support opportunities for teachers. 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 Principal, Math TLC	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
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. **Administration will coordinate opportunities for staff development around data tracker folders. **Teachers will encourage students to use data folders to track their own progress. Strategy's Expected Result/Impact: Students will receive support and intervention opportunities. This would lead to a better understanding. Early intervention will prevent setbacks. Lessons will be focused on student-centered activities for extension and intervention. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Math TLC	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Tier 2 Instruction: Targeted Small Groups and Intervention support classes. The systematic implementation of Math Targeted groups and IXL will help remediate students based on pullouts and preventing academic gaps. **Support will be given to teachers who are part of the intervention classes. **Teachers pull groups using Bluebonnet learning and other 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: All students complete assignments in IXL to facilitate data focused TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Math TLC	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 grade 8

Campus [State] STAAR Performance for Spring 2025 Science STAAR:
8th Approaches 60 [72], Meets 38 [46], Masters 13 [18]

Campus Performance Target for Spring 2026 Science STAAR:
8th Approaches 72, Meets 46, Masters 18

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: TEKS Alignment & Planning: Ensure Tier 1 instruction is fully aligned to the updated Science TEKS using backward design of CUAs. Teachers will collaborate in PLCs to plan lessons, share strategies, and refine use of the 5E model. Strategy's Expected Result/Impact: Increased outcomes in Science Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Science TLC & Specialist	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Inquiry & Labs: Embed hands-on, inquiry-based labs as a consistent part of instruction, with at least 40% of lessons incorporating lab-based or exploratory learning. Emphasize student discourse, writing, and real-world application within the 5E framework. Strategy's Expected Result/Impact: Increased outcomes in science Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Science TLC & Specialist	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Data-Driven Interventions: Use formative and summative data (CUAs, benchmarks, classroom checks) to plan targeted small groups and RARE Days for reteach, intervention, and enrichment, ensuring all students progress toward mastery. Strategy's Expected Result/Impact: Increase outcomes in Science Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Science TLC & Specialist	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Learning & Collaboration: Provide teachers with regular opportunities in PLCs and district-led C&P meetings to observe, model, and refine the 5E framework. Peer demonstrations, collaborative walkthroughs, and shared best practices will strengthen consistency and effectiveness of science instruction. Strategy's Expected Result/Impact: Increase outcomes in Science Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Science TLC & Specialist	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Instructional Coaching & Support: Science TLCs and specialists will provide ongoing coaching by modeling lessons, co-teaching labs, and supporting teachers in designing inquiry-based tasks. This job-embedded support will ensure that instructional expectations are clear and consistently implemented across classrooms. Strategy's Expected Result/Impact: Increase outcomes in Science Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Science TLC & Specialist	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 grade 8

Campus [State] STAAR Performance for Spring 2025 Social Studies STAAR:
8th Approaches 43 [55], Meets 15 [30], Masters 7 [16]

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

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: TEKS-Aligned Planning: Ensure Tier 1 instruction consistently uses TEKS-aligned resources and strategies. PLCs will focus on aligning lessons, activities, and assessments to the rigor of tested standards. Strategy's Expected Result/Impact: Increased outcomes in Social Studies Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Social Studies TLC/Liaison	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Personalized Support by Class: Smaller U.S. History sections will allow teachers to monitor progress closely, differentiate instruction, and provide targeted feedback within a more individualized setting. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Social Studies TLC/Liaison	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Literacy Instruction: In PLCs, teachers will design lessons that integrate teacher modeling, use of primary/secondary sources, and structured writing strategies (e.g., ACES). Instructional tasks and questioning will be revised to align with TEKS rigor, using strategies like Lead4Ward to push critical thinking. Strategy's Expected Result/Impact: Increased outcomes in Social Studies Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies TLC	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Student Engagement: Embed daily engagement strategies: turn-and-talks, historical text analysis, and writing activities--that promote evidence-based reasoning and discourse. Strategy's Expected Result/Impact: Increased outcomes in Social Studies Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies TLC	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Data-Driven Instruction: Use TEKS-specific trackers and interim assessment data to guide reteach, small groups, and instructional adjustments. Teachers will engage in data conversations during PLCs to plan supports in real time. Strategy's Expected Result/Impact: Increased outcomes in Social Studies Staff Responsible for Monitoring: Principal, Assistant Principal, Social Studies TLC	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: AVID: 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	Formative Reviews		
Strategy 1: All staff will receive monthly training on one AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategy. **Teachers will select one team member in each PLC will conduct a micro lesson utilizing an AVID strategy Strategy's Expected Result/Impact: AVID WICOR strategies will be implemented 2 times weekly as evidenced through classroom walkthroughs and observations. Staff Responsible for Monitoring: Administrators, AVID Coordinator	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will imbed WICOR strategies in daily instruction promote structures self talk. Strategy 2 will be supported by the following: Inquiry - Socratic Seminars, Philosophical Chairs, Costa's Levels of Questioning Collaboration - Collaborative Study Groups, Think-Pair-Share, Jigsaw, Four Corners/Stand and Share Writing - Quickwrites, Learning Logs, One Pagers (with discourse after each) Reading - Marking the test & Text Dependent Questions, Reciprocal Teaching Organization - Focused Note Taking, Learning Targets (generate questions and stems to encourage discourse) **Creation of an AVID rubric for measurement of Frequency of contribution, Quality of Contribution, Listening & Collaboration, Use of WICOR strategies - develop and train teachers on "look fors in PLCs" 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%. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Focused on college research, presentations, and participation in district college and career event. Strategy's Expected Result/Impact: Students will: research destination prior to trip, provide real time feedback through Costa's Levels of Questioning during field trip, provide a one page summary or journal about their experience with prompt provided connecting the experience to personal college/career goals, participate in a Socratic Seminar outlining their key take aways. Staff Responsible for Monitoring: Campus Administrators Counselors	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: 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	Formative		
	Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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	Formative Reviews		
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. Strategy's Expected Result/Impact: increased student attendance by 2%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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). Strategy's Expected Result/Impact: Increase parent awareness of events at CBJ as measured by an increase in event attendance of 10%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Inform parents and students of procedures through PTSO Meetings, CBJ Meetings, website, and newsletters with Spanish speaking parents being informed in Spanish. Strategy's Expected Result/Impact: A better informed community. Messages will be sent out semi-monthly to parents using Parent Square. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will host at least three Parent Night meetings to solicit parent and student voices. Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will schedule parent opportunities to meet and communicate the passing rates of their specific child and strategies for improvement. Strategy's Expected Result/Impact: Parent Meetings conducted decrease in failure rate by 5% increase in average STAAR scores of 3% Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: CBJ will include and publicize a volunteer recruitment form and PTSO membership form via email and website. Strategy's Expected Result/Impact: increase in number of parent volunteers on campus by 10%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: CBJ will utilize our partner in education to support PBIS rewards and volunteer work. Strategy's Expected Result/Impact: decrease in office referrals of 8%. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: The campus will address ways to improve academic, attendance, and behavior through phone calls, home visits, challenges, and/or field trips. Strategy's Expected Result/Impact: increase student attendance by 2% Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: CBJ will continue to collaborate with Communities in School to provide services for students. 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. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Help support mental health and decrease disciplinary behaviors Staff Responsible for Monitoring: SEL Team	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
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). Strategy's Expected Result/Impact: Increase our stakeholders opportunities to participate in healthier lifestyle choices around nutrition and physical activity Staff Responsible for Monitoring: Campus Administrators Wellness Team	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Encourage all students to participate in academic competitions such as Academic UIL, Math Counts, Author fair History Fair, etc. Strategy's Expected Result/Impact: increased participation in academic UIL by 10% Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: All core teachers will display learning targets/intentions and success criteria in their classrooms. 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 Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
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 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	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: Campus teacher data reports

Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

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

Strategy 11 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
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	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: 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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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	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 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. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - GT Funds - \$700	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 for our students identified for special education services. 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 Materials and Supplies - Coordination of Local and State Funds - Special Education Funds - \$500	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 for our Emerging Bilingual population. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - ESL Funds - \$600	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
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	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 for Federal Accountability in the format designated through the TEA LIP (Local 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 "targeted" school improvement strategies through the TEA LIP (Local Improvement Plan) Process that will eliminate the campus "targeted" identification status. Strategy's Expected Result/Impact: Meet Federal Accountability requirements Eliminate identification as a "Targeted" Campus Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Federal Accountability		Campuses with a Targeted Support (TSI) identification: White		
Local Improvement Plan	Campus Name:	Cedar Bayou Junior School		
	District Name:	Goose Creek CISD		
	Date of Plan:	September 30, 2025		
	Board Approval Date (no later than March 31, 2026):	11/10/2025		
Perspective	Indicator	Description	RESPONSE	COMMENTS
Section 1:				
Evidence-Based School Improvement Strategy	Identify Strategy	(Describe the evidence-based strategy selected to address areas of low performance. Cite research or data sources supporting effectiveness. Example: High-dosage tutoring, PLCs focused on data-driven instruction, evidence-based literacy interventions, etc.)	Expand tiered supports for literacy and math through high-dosage tutoring, extended-day programs, and teacher-led small-group interventions.	
	Rationale for Selection:	(Explain why this strategy is appropriate for the specific needs of the campus and how it will lead to improved student outcomes and removal of the D rating or ATS/TSI designation.)	Cedar Bayou has persistent reading achievement gaps and a below-average growth index. High-dosage tutoring and extended learning accelerate growth for struggling students.	
Section 2:				
Student Performance Goals (Goals should be SMART: Specific, Measurable, Achievable, Relevant, and Time-Bound)	Goal 1:	Academic achievement (e.g., "Increase percentage of students meeting grade-level proficiency in Reading from 35% to 55% by Spring 2026.")	Increase the percentage of students meeting grade-level expectations (meets) in Reading/Language Arts to 46% by Spring 2026.	
	Goal 2:	Closing gaps (e.g., "Reduce performance gap between English learners and non-English learners in math from 25% to 10% by Spring 2026.")	Reduce the performance gap between State Target and White Sub pop at the meets grade level in Math to 68% by Spring 2026.	
	Goal 3:	Additional indicators (attendance, discipline, growth, etc.)	Improve Student attendance rate from 93.4%-95.0% by the end of the 25-26 school year.	
Section 3:				
Monitoring Plan	Responsible Parties:	(List district and campus leaders who will monitor the plan, e.g., principal, instructional coaches, superintendent, board committees.)	Principals, Assistant Principals, Campus Instructional Coaches, Department Chairs, District Assessment & Accountability, Curriculum and Instruction TEAM.	
	Monitoring Process & Frequency:	(Describe how and how often progress will be reviewed. Example: Weekly PLC meetings, monthly data reviews, quarterly progress checks with district leadership, board updates.)	Daily PLC Meetings to review formative assessment data, weekly classroom Walkthroughs with targeted feedback, Monthly campus leadership meetings with district support staff, Monthly data reviews with campus and district administrators.	
	Data Sources for Monitoring:	Benchmark assessments, Classroom walkthrough data, Progress monitoring tools, Attendance/discipline data	Benchmark Assessments, Classroom Walkthrough data, Student attendance and discipline reports, Progress monitoring software supports.	
Section 4:				
Contingency Actions (If Plan Is Not Successful)	Tier 1 Actions (Initial Adjustments):	(Describe first-level corrective actions, such as increased coaching, additional professional development, or strategy refinement.)	Provide additional coaching cycles for teachers in reading and math. Increase small-group instruction frequency. Adjust intervention groups based on student progress data. Push in for RLA and Math coteach utilizing retired teachers.	
	Tier 2 Actions (Escalation):	(Describe stronger interventions if initial adjustments are not successful, such as staffing changes, curriculum adjustments, extended instructional time.)	Reallocate instructional resources and staff support to high-needs classrooms. Increase parent engagement meetings focused on attendance and behavior. Intervention classes built into the Master schedule. Interventions provided by retired teachers for RLA and Math during intervention time.	
	Tier 3 Actions (District-Level Interventions):	(Describe district-level or board-level actions if goals continue to be unmet, such as leadership reassignments, reallocation of significant resources, or external partnerships.)	District intervention team conducts instructional audit. Implement mandatory district-led professional development. Reassign or augment staffing to ensure fidelity of interventions.	
Section 5:				
Reallocation of Resources	Time:	(Identify adjustments to schedules, extended learning time, or changes to planning periods to support the strategy.)	Campus has coordinated their use of state funds to provide the interventions to support the campus.	
	Funding:	(Detail how funds will be redirected to support this plan, e.g., federal/state funds, ESSA, Title I, local budget reallocations.)	Ongoing trainings in evidence based reading strategies, math problem solving frameworks, culturally responsive teaching, and data driven instruction.	
	Staffing	(List staffing adjustments, such as hiring interventionists, instructional coaches, or restructuring teacher assignments.)	Adaptive reading and math software, benchmark assessments, progress monitoring tools, and supplemental intervention materials. Master schedule has been adjusted in order to provide interventions for identified students.	
Section 6:				
Implementation Timeline	By November 14, 2025:	Initial implementation of LIP strategies underway.	Ongoing: Monitoring and adjustment of strategies. August 2025 - April 2026	
	By March 31, 2026	Board approval secured.	11/10/25	
	By Spring 2026:	Evaluation of student performance outcomes.	After each assessment we will monitor to ensure that we are on track to meet the end of the year goals.	
By typing my name below, I affirm that I have reviewed and agree to the contents of this Local Improvement Plan. My typed name shall constitute my electronic signature and is legally binding in the same manner as a handwritten signature.				
Principal:				
District Coordinator for School Improvement (DCSI):				
District Leader/Superintendent:				