

Goose Creek Consolidated Independent School District

Baytown Junior High

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

We uphold high expectations and inspire one another to reach our maximum potential regardless of background or challenges.

Vision

- In order to realize our mission, we will become a school that focuses our systems, instruction, leadership and culture on the following:
 - We celebrate successes, take risks, and accept mistakes and failures as part of the learning process.
 - We are known for overcoming obstacles by providing support systems to ensure that personal hurdles do not prevent success.
 - We utilize best-practice instructional strategies that support learning and continuous growth for all.
 - We have a collaborative culture where we work and learn together in order to improve learning for all students.
 - We provide a safe and welcoming environment for our students, parents, faculty, and community.
 - Upon completion, our students leave Baytown Junior with the foundational college and career readiness skills needed to be prepared and successful at the high school level.

Core Beliefs

- **Collective Commitments:** In order 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 student learning.
 - We will make instructional decisions and set team goals based on student results.
 - We will commit to using engaging and rigorous instructional methods (e.g. WICOR strategies) and shared lessons from colleagues in order to continually improve our classroom instruction.
 - We will celebrate all student and team success.
 - 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 focus our attention and resources on preparing our students for college and career readiness.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Baytown Junior has experienced a big change in demographics in the past 3 to 5 years. New programs have emerged in order to meet the needs of our at-risk students. We have District support with Title I funds, feeder pattern social workers, GRIPS staffing for gang-related activity, Community in Schools, and a Family Involvement Coordinator. The committee believes that our school climate has improved and has helped all of our students. Our staff would like to get more involved in interventions and special programs. Our staff would also like to be more involved in attendance issues, and they would like more information and feedback on why students are chronically absent.

Demographics Strengths

- BJS has experienced a slight increase in attendance compared to last year (.67%).
- BJS has numerous programs that help our at-risk and special population students. The following are some of the programs offered: SOS mentor program, during and after-school tutorials, CIS, advisory class, Lunch Bunch, All Day Everyday (attendance), Ladies in Waiting, PALS, CogMed, and FastForward.
- We have a faculty that works together collaboratively which helps all of our students.

Demographics Needs

- Special programs, such as SPED and ESL, need more support in science and social studies classes.
- Staff needs more communication about our programs and interventions so they can be more involved.
- 8th grade students need more interventions or incentives to improve attendance rates.

Student Achievement

Student Achievement Summary

- Achievement rates of Section 504 students, SPED students, LEP/ESL, and at-risk students are significantly lower than the general education population. It would be beneficial to schedule core classes in the morning for low-performing students when they will be the most focused. Pre-Ap classes should be in the afternoon when scheduling allows.
- The African American population would benefit from targeted relationship building as well as academic interventions.
- At-risk students that do not fall into a special program population need to be targeted with academic interventions and monitored closely in the classroom. These students will also benefit from interventions that target teacher/student relationships.

Student Achievement Strengths

- 79% of the Hispanic population met standard on the first administration of the grade 8 reading STAAR test.
- 11% reached advanced academic performance on the first administration of the grade 8 reading STAAR. 25 out of 29 were from the Hispanics population.
- More students are meeting or exceeding their growth expectations that in years past.

Student Achievement Needs

- Low percentages of LEP and ESL students are meeting expectations in all subjects.
- Low percentages of SPED students are meeting expectations in all subjects.
- At-risk students need targeted interventions.

School Culture and Climate

School Culture and Climate Summary

- To determine the strengths and needs of Baytown Junior's school culture and climate a team answered the following questions using data from Review 360, teacher survey, and the campus calendar.
 - What does an analysis of discipline data reveal? What interventions are in place to increase appropriate behavior?
 - What support systems are in place for students who are new to the campus?
 - What specific campus practices contribute to positive school culture and climate? What practices could be adjusted or added to contribute to a positive school culture and climate?
- The committee determined our campus strengths include a positive school climate, highly visible administrative staff, and celebrating student success. Campus needs include more transparent discipline procedures and the effectiveness of assigned consequences, celebrating teacher achievements, and developing a plan for new students.

School Culture and Climate Strengths

- Survey revealed an overall positive campus culture and climate
- Highly visible administrative presence in the halls and throughout the campus
- Continual celebration of student success

School Culture and Climate Needs

- Tie more incentives to behavior
- More transparency with discipline procedures
- More celebration regarding teacher achievements
- Assess the effectiveness of assigned consequences
- New student orientation to ensure new students understand the campus procedure and expectations

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Baytown Junior Staff are highly qualified. As a campus, we need to focus on providing resources and additional training/support in order to provide more capacity to our new or first year teachers.

Staff Quality, Recruitment, and Retention Strengths

- Healthy retention at our campus
- District mentor program
- Collaborative teams provide support

Staff Quality, Recruitment, and Retention Needs

- Additional capacity needs to be provided for new, 1st year, or struggling teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Overall we agreed that CFAs have been a useful tool that most teams have successfully implemented to identify student successes and needs. However, we need more time to plan and incorporate these CFA data-based interventions and a time-friendly way to incorporate opportunities for student self-evaluation. Our teams have received adequate opportunities for professional development and are using those trainings to incorporate research-based strategies into our teaching.

Curriculum, Instruction, and Assessment Strengths

- Core content teams consistently using CFA's as an informal assessment tool of student learning.
- Core content teams using data to identify students in need of more learning opportunities.
- Core content teams using AVID strategies (WICOR, Cornell notes, Socratic seminars) in their instructional practice.
- Core content teams taking advantage of district offered professional development opportunities.

Curriculum, Instruction, and Assessment Needs

- Not all core content teams are aligned with their grade-level partners for classroom tests.
- District tests are not always well aligned with the TEKS or the time frame we have for teaching the material.
- Need to increase rigor on our classroom tests.
- Allowing students to participate in more self-evaluation opportunities (goal-setting, tracking or charting progress) is helpful, and increases student success but takes too much instructional time to always be practical.

Family and Community Involvement

Family and Community Involvement Summary

Campus has a tradition of valuing a strong community but needs to reach out more to incoming 6th grade parents. Non-English speaking parents should feel as included and as able to communicate directly with teachers as English speakers. Our support staff does an excellent job keeping us connected to parents. Parent surveys have a low rate of response; the campus should examine other ways to collect data regarding the opinions and needs of the community.

Family and Community Involvement Strengths

- Parents feel welcome on our campus (per survey data)
- Parents feel our communication is effective (per survey data)
- Our office staff is friendly, welcoming and helpful (per survey data)

Family and Community Involvement Needs

- Campus needs more facilitation allowing teachers to communicate directly with non-English speaking parents
- Teacher expectations for parent involvement should be more structured and objective, with clear goals and programs
- Incoming 6th graders and their families should receive additional support for the first semester in order to make the transition from elementary levels of support to secondary.
- Additional data is needed to create targeted support for at-risk students and their families.

School Context and Organization

School Context and Organization Summary

Overall, teachers understand expectations and support the processes that are currently in place. Open communication has been a key factor in keeping the faculty informed when procedures and schedules change. Positive data reinforcement during faculty meetings has been helpful to keep teachers on track for the school year. Strong organization of advisory lessons has led to successful advisory classes using WICOR.

School Context and Organization Strengths

- Open communication; faculty meeting, email, face to face, T-TESS
- Advisory classes that focus on WICOR strategies and Reading
- PLC time for content areas
- Provides consistent data analysis as a positive tool for teachers
- Areas in need of improvement are addressed in a positive manner

School Context and Organization Needs

- Spring T-TESS refresher
- PLC availability for grade levels (split teachers/master schedule)
- Morning interventions options-duty (8th grade)
- Share documentation of grade level meetings
- Communicate breakfast procedures in student expectations

Technology

Technology Summary

There were a few concerns that many of the departments do not have technology and or working technology.. Many classrooms do not have working Promethean boards, many classrooms have network connection issues,broken scanners or printers or non at all. Many teachers are interested in peer teaching on how to successfully implement technology into the classroom . Most do not use technology because they are afraid to implement new ways of teaching using technology. Teachers also believe their is a lack of communication between core teachers and technology teachers (many technology assignments can be used for multiple disciplines). There also was a suggestion of additional elective (technology courses) offered to 7th and 8th graders.

Technology Strengths

- Certain departments are able to use the technology that's given to them .
- Every classroom has clickers
- Many teachers know how to use technology and are able to help other teachers
- There are currently a multitude of trainings are available

Technology Needs

- Most classrooms need working laptops and promethean boards
- Many classrooms do not have access to technology (limited by department)
- Teachers need more working printers (high priority)
- Teachers need access to scanners that link to their drives

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

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
- Study of best practices






Goals

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

Performance Objective 1: Through rigorous instruction and timely interventions, we will increase student performance in all state tested areas by at least five percentage points.

Summative Evaluation: STAAR performance






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1</p> <p>1) We will provide a targeted reading and writing intervention school-wide during two days of advisory class. This intervention (WIRE: Writing, Interacting and Reading Effectively) will target reading and writing performance schoolwide.</p>	1, 9	Principal; Campus Instructional Specialists; Assistant Principals	Advisory lesson plans, Advisory walkthroughs, CBA and benchmark performance on reading and writing			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Grade level teams will meet once a week in Professional Learning Communities (PLC) to follow the PLC model for planning, data review and targeted interventions. The four essential questions of the PLC model will be used to guide this process. Each six weeks the campus will meet to review CFA data and revisit/refine the PLC model.</p>	1, 4, 9	Principal; Campus Instructional Specialists; Assistant Principals	Documentation of PLC meetings, lesson plans, CFAs, documentation of interventions.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) We will disaggregate and analyze data after each district assessment using Eduphoria to help guide and plan our targeted interventions.</p>	1, 8, 9	Principal; Campus Instructional Specialists; Assistant Principals	Data meeting minutes in PLCs; implementation of interventions			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) We will provide Sheltered Instruction classes for all English Language Learners (ELL) and provide an additional reading class for students who scored at the beginning or intermediate levels of reading on the TELPAS.</p>	1, 9	Principal; Campus Instructional Specialists; Selected Reading teachers	STAAR scores, TELPAS, Lesson plans			

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Special Education students will be placed in Collaborative Teacher classrooms; specific students will utilize CogMed and FastForward throughout the school year to accelerate instruction.</p>	1, 9	Principal; Campus Instructional Specialists; Assistant Principals; SPED teachers	Test data			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) We will provide additional instruction for at-risk students using "advisory intervention" teachers. We will also use instructional specialists and retired teachers as tutors during the spring semester. At-risk 8th graders will be scheduled into an additional math or ELA lab for targeted, small group instruction.</p>	1, 9	Principal; Assistant Principals; Campus Instructional Specialists	STAAR scores			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: We will increase the number of students who meet standard so that our Index 1 score is at least four points higher than the previous year (70).


Summative Evaluation: Accountability Summary Report for Index 1

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Grade level teams will meet once a week in Professional Learning Communities (PLC) to follow the PLC model for planning, data review and targeted interventions. The four essential questions of the PLC model will be used to guide this process. Each six weeks the campus will meet to review CFA data and revisit/refine the PLC model.</p>	1, 4, 9	Principal; Campus Instructional Specialists; Assistant Principals	Documentation of PLC meetings, lesson plans, CFAs, documentation of interventions.			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) We will provide Sheltered Instruction classes for all English Language Learners (ELL) and provide an additional reading class for students who scored at the beginning or intermediate levels of reading on the TELPAS.</p>	1, 9	Principal; Campus Instructional Specialists; Selected Reading teachers	STAAR scores, TELPAS, Lesson plans			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Special Education students will be placed in Collaborative Teacher classrooms; specific students will utilize CogMed and FastForward throughout the school year to accelerate instruction.</p>	1, 9	Principal; Campus Instructional Specialists; Assistant Principals; SPED teachers	Test data			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) We will provide additional instruction for at-risk students using "advisory intervention" teachers. We will also use instructional specialists and retired teachers as tutors during the spring semester. At-risk 8th graders will be scheduled into an additional math or ELA lab for targeted, small group instruction.</p>	1, 9	Principal; Assistant Principals; Campus Instructional Specialists	STAAR scores			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: We will increase the number of students who meet and/or exceed progress so that our Index 2 score is at least four points higher than the previous year (35).


Summative Evaluation: Accountability Summary Report for Index 2

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Grade level teams will follow the PLC model for planning, data review and targeted interventions. Teachers will monitor progress using campus developed Common Formative Assessments (CFAs).</p>	1	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	STAAR scores			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) We will refine the collaborative teaching model with special education and regular education teachers. Ongoing training will take place with involved faculty throughout the school year.</p>	5	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Sign in sheets			
<p>Critical Success Factors CSF 1</p> <p>3) Our Sheltered Instruction team will be responsible for monitoring student progress and providing support for English Language Learners (ELL). We will add three reading elective classes for ELL students in need of additional support.</p>	1, 3, 9	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Meeting minutes, sign in sheets, state and local assessment data.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) We will provide additional instruction for at-risk students using "advisory intervention" teachers. We will also use instructional specialists and retired teachers as tutors during the spring semester. At-risk 8th graders will be scheduled into an additional math or ELA lab for targeted, small group instruction.</p>	1, 9	Principal; Assistant Principals; Campus Instructional Specialists	STAAR scores			
						

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

Performance Objective 4: We will close our achievement gaps across all student groups so that our Index 3 score is at least four points higher than the previous year (38).


Summative Evaluation: Accountability Summary Report for Index 3

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Grade level teams will follow the PLC model for planning, data review and targeted interventions. Teachers will monitor progress using campus developed Common Formative Assessments (CFAs).</p>	1	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	STAAR scores			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) We will refine the collaborative teaching model with special education and regular education teachers. Ongoing training will take place with involved faculty throughout the school year.</p>	5	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Sign in sheets			
<p>Critical Success Factors CSF 1</p> <p>3) Our Sheltered Instruction team will be responsible for monitoring student progress and providing support for English Language Learners (ELL). We will add three reading elective classes for ELL students in need of additional support.</p>	1, 3, 9	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Meeting minutes, sign in sheets, state and local assessment data.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) We will provide additional instruction for at-risk students using "advisory intervention" teachers. We will also use instructional specialists and retired teachers as tutors during the spring semester. At-risk 8th graders will be scheduled into an additional math or ELA lab for targeted, small group instruction.</p>	1, 9	Principal; Assistant Principals; Campus Instructional Specialists	STAAR scores			
						

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

Performance Objective 5: We will increase our post-secondary readiness performance so that Index 4 is at least four points higher than the previous year (33).


Summative Evaluation: Accountability Summary Report for Index 4

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Level 3 performance on CBA's and benchmarks will be monitored and reviewed during our data meetings.</p>	3	Principal; Campus Instructional Specialists; Assistant Principals	Level 3 scores on STAAR assessments.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teams will target and plan for enrichment interventions surrounding the fourth essential question in our PLC process: What will we do when students learn?</p>	1	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Level 3 scores on STAAR assessments; level 3 scores on CBAs and Benchmarks			
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) We will increase the number of students who are served in the AVID program by adding at least two more AVID sections and serving at least 10% of our campus population.</p>	5	Principal, AVID Coordinator	Percentage of students taking the AVID elective class; percentage of students who are in AVID three or more years.			
						

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

Performance Objective 6: We will increase the number of fine arts groups earning 1st division ratings in UIL competition to at least 50%.






Summative Evaluation: School and Community Scorecard results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 5 CSF 6 1) We will take more groups to competition in fine arts.		Fine arts teachers	successful 1st division ratings in fine arts.			
Critical Success Factors CSF 5 CSF 6 2) We will improve the performance of existing fine arts groups.		Fine arts teachers	Higher scores, improved feedback from judges.			
						

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

Performance Objective 7: We will increase the number of students participating and retaining in athletics.






Summative Evaluation: Compare numbers from 2015-2016 to measure an increase in retention and participation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 6</p> <p>1) All coaches will actively recruit students beginning the 1st day of school.</p>		Athletic coaches	Increase in participation from the previous year.			
<p>Critical Success Factors CSF 6</p> <p>2) All coaches will build positive relationships and experiences with student athletes in order to promote retention.</p>		Athletic coaches	Increase in retention from previous year.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Baytown Junior will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Using state standards and District curriculum, our collaborative teams will identify the most important standards, ensure a common understanding of these standards, and decide how to best provide a viable curriculum to all of our students.

Summative Evaluation: Teacher evaluations, instructional rounds, STAAR results, TELPAS results, and accountability ratings.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Collaborative teams will complete products that answer Question #1 in the PLC process: What is it that we expect all students to learn?	2, 8	Administrators, CIS	Completed products for Question 1.			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Instructional Specialists will meet with instructional teams to develop weekly lesson plans, implement the PLC framework, create CFAs and use data to target instruction based on what was learned and what was not learned.</p>	1, 2	Campus Instructional Specialists; Assistant Principals; Teachers	PLC documentation, Lesson plans, Creation of CFAs			
<p>Critical Success Factors CSF 1</p> <p>3) Key instructional leaders will collaborate with C&I, GT, Special Ed., Bilingual/ESL, Migrant, and CTE departments to help close instructional gaps for all students.</p>	9	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Meeting agendas, State and local scores			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>4) Instructional teams will review assessment data in Eduphoria in order to help guide targeted instruction and interventions.</p>	4	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	PLC documentation, Lesson plans, Creation of CFAs			
<p>Critical Success Factors CSF 1</p> <p>5) The content and language objectives will be posted, reviewed, and monitored each day with students. The content objective will be posted in the form of an "essential question."</p>	1	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Walkthrough data			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Baytown Junior will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 2: Teachers will implement specific WICOR strategies in their classrooms (Writing, Inquiry, Collaboration, Organization, Reading) so that student engagement and learning continually improves.

Summative Evaluation: Evaluation of the following items:






1. Training was provided to teachers throughout the school year.
2. Instructional rounds and administrative walkthroughs monitored the effectiveness of WICOR strategies.
3. Targeted professional learning was provided based on walkthrough and teacher data.
4. Teachers were given opportunities to master the WICOR strategies.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Specific WICOR strategies will be identified at AVID Summer Institute. Strategies include, but are not limited to, the following:</p> <ol style="list-style-type: none"> 1. Writing: focused note-taking 2. Inquiry: essential questions, Costas levels of thinking, sentence stems 3. Collaboration: quiz, quiz, trade 4. Organization: planners, binders 5. Reading: critical reading process 	1, 4	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Completed professional learning for teachers, classroom observations, lesson plans with listed WICOR strategies.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Instructional specialists and AVID site team members will train, model and coach teachers in the use of WICOR strategies throughout the school year.</p>	4	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Completed trainings, observations, lesson plans with WICOR strategies, improvement in academic performance.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Content teams will complete "instructional walkthrough rounds" to view student learning in a systematic way and provide focused instruction as determined by the team.</p>	1, 4, 8	Principal; Campus Instructional Specialists, Assistant Principals	Documentation of instructional rounds, lesson plans, documentation of interventions.			
						

Goal 2: Baytown Junior will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 3: We will collaborate and faithfully implement the Professional Learning Community process in order to provide a guaranteed curriculum to our students.






Summative Evaluation: Completed PLC binder products

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) PLC teams will keep a PLC binder and include required products for each PLC question.</p>	2	Administrators, Instructional Specialists	Completed PLC Binder products			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) PLC teams will meet weekly, as well as one day per six weeks, in order to collaborate on the PLC cycle.</p>	2	Administrators, Instructional Specialists	Attendance at meetings, completion of PLC products for PLC binder			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) PLC teams will answer the four essential questions for each unit of study throughout the school year.</p>	2	Administrators, Instructional Specialists	Documents in the PLC binder			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Baytown Junior, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: We will improve our student attendance so that our attendance percentage is in the 2nd quartile of our Comparable Schools group.


Summative Evaluation: Attendance performance

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 4 CSF 5</p> <p>1) The Student Support Team will work together to utilize the A2A program to contact parents and document students who fall into the "chronically absent" category. Home visits will be conducted by campus staff to locate students with attendance problems.</p>	1, 10	Principal; Campus Assistant Principals; Teachers, Family Involvement Coordinator; Counselors; Attendance Clerk	Attendance Reports, Documentation of Contracts, Documentation of home visits			
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Attendance incentives will be provided for students achieving good or improved attendance each semester, including SOAR bucks, school events, and celebrations.</p>	10	Principal, Assistant Principals, Counselors, Family Involvement Coordinator	Increased attendance rate			
<p>3) The "All Day, Everyday" program will continue through the Student Support Team. Students who are chronically absent will be assigned a mentor who will call home everyday he or she is absent.</p>	1	Student Support team members	Increase in attendance rate for chronically absent students			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Baytown Junior, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 2: We will integrate high school credit courses, additional elective courses, and more opportunities for club/organization involvement in order to increase the level of high school readiness and interest for our students.


- Summative Evaluation:**
1. Completion of course offerings that count towards high school credit.
 2. Opportunities and activities that promote club/organization involvement.
 3. At least one additional elective offered at BJS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) We will continue our Student Council organization that we instituted last year.</p>		Principal, new STUCO sponsor	STUCO officers, STUCO sponsor, STUCO meeting minutes			
<p>Critical Success Factors CSF 6</p> <p>2) Courses (Introduction to Engineering, Spanish, Algebra I) will be offered to 8th graders for high school credit.</p>		Principal, Counselors, Selected teachers	Student Course Rosters and curriculum			
<p>Critical Success Factors CSF 6</p> <p>3) Two more sections of AVID will be added to the master schedule.</p>		Principal, Counselors, Assistant Principals, AVID coordinator	Increase in the use of WICOR strategies; improved student performance			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) One section of Robotics will be added to the master schedule; BJS will support at up to two Robotics teams.</p>		Principal, robotics teachers and coaches	Consistent practice and participation in robotics competition			
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>5) Additional fine arts sections will be added to the master schedule, in order to provide a richer experience for students.</p>		Principal, counselors, fine arts teachers	student class sizes are manageable; fine arts programs are receiving high ratings at competition.			
						

Goal 3: Baytown Junior, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 3: We will implement specific transition and college/career readiness events and activities so that we increase the number of students who are informed and prepared for the transition to high school.






- Summative Evaluation:**
1. 100% of 8th graders will complete their Naviance surveys.
 2. 100% of 8th graders will select an endorsement.
 3. High school readiness activities will be completed throughout the school year.
 4. End of year CCR survey.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Counselors will utilize Naviance to develop student interest, goals and help students develop long-term plans for college and career success.	7	Counselors	Naviance usage report			
<p>Critical Success Factors CSF 1</p> 2) Counselors will identify high performing students using 5th and 6th grade STAAR scores and teacher recommendations. Counselors will help register and prepare students for the Duke Talent Search (SAT/ACT).		Counselors	Identified students take the SAT/ACT prep courses. At least two students achieve Duke finalist status.			
<p>Critical Success Factors CSF 6</p> 3) 8th grade students will attend high school readiness activities and events in order to be informed and better prepared for their high school career.		Counselors, 8th grade administrator	Activities and events are well planned and engaging for students; high school readiness activities are completed throughout the school year.			
						

Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment.

Performance Objective 1: Baytown Junior's Positive Behavior Support model, SOAR, will continue be implemented in order to reinforce behavior expectations in a positive and systematic manner.






Summative Evaluation: Fewer discipline referrals; increase in overall campus climate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) The SOAR model will be reintroduced at the beginning of the school year to staff and students (Safety, Ownership, Achievement, Respect).</p>	1	Assistant Principals; Teachers	Lesson Plans, Walkthroughs			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment.

Performance Objective 2: The Student Support Team (SST) will provide ongoing interventions to at-risk students so that chronic or severe issues are addressed with our students in need of support.






Summative Evaluation: Increase in student success for SST students; decrease in level 3 students throughout the school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>1) The Student Support Team will identify students with chronic or severe problems in the areas of attendance, behavior or grades. Student action plans will be implemented and monitored throughout the school year in order to effectively support at-risk students.</p>	1, 6, 10	Student Support Team members	Review 360 Discipline Referral Analysis Reports			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) The Student Support Team will meet weekly to discuss and support students on the SST roster.</p>	10	Student Support Team members	Ongoing review of SST roster; increase in student success; decrease in the "levels of severity" throughout the school year			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment.

Performance Objective 3: A Behavior Leadership Team will be formed in order to review discipline data, discuss effective discipline strategies, and improve discipline at our school.






Summative Evaluation: Decrease in discipline referrals; increase in overall campus culture/climate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) The Discipline team will review discipline data at least once a quarter. Data will be shared with the faculty throughout the school year.</p>	1	Discipline Team members; assistant principals; principal, Family Involvement Coordinator; teachers	Review 360 Discipline Referral Analysis Reports			
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) The Discipline Team will provide incentives, interventions, and support in order to help address campus-wide discipline concerns.</p>	6	Discipline Team members	Decrease in discipline referrals; increase in overall campus culture/climate			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Baytown Junior will provide and maintain a safe, positive learning environment.

Performance Objective 4: Safety drills will be conducted throughout the school year as required by local and state requirements so that our school personnel is better able to respond in the event of an emergency.






Summative Evaluation: Completion of all required drills

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) The following drills will be completed in a timely manner:</p> <ol style="list-style-type: none"> 1. Monthly fire drill 2. Semester lock down drill 3. Semester severe weather drill 4. semester shelter in place drill 5. semester reverse evacuation drill 		Principal; leadership team	Drills completed in a timely manner			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Baytown Junior will recruit highly qualified personnel for all Baytown Junior course offerings in order to provide the best staff and services for our students.






Summative Evaluation: Baytown Junior is 100% staffed
 Baytown Junior staff is highly qualified and effectively works with students

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 7</p> <p>1) Teachers will be encouraged to obtain specific subject area certifications.</p>	5	Principal, Assistant Principals	Certifications of teachers, SBEC			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will be encouraged to become ESL certified and GT trained based on teaching assignments.</p>	3, 4	Principal, Assistant Principals	Certifications of teachers, SBEC			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Experienced and knowledgeable Baytown Junior teachers will mentor new teachers.</p>	5	Principal, mentor teachers	Meeting minutes; assigned mentor roster			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: We will ensure that 100% of the teachers receive high-quality professional development each year in order to continually improve our instructional practices and performance.


Summative Evaluation: Completion of our Campus Professional Development Plan

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 7</p> <p>1) Staff development growth plans (part of HQ Intervention Plan) will be developed for all non-HQ teachers.</p>	3	Principal, Assistant Principals	Meeting minutes, Walkthroughs, PDAS documentation			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Baytown Junior will establish and maintain parental and community partnerships to enhance student achievement.

Performance Objective 1: Campus leadership will consistently provide relevant campus information in a timely manner in order to improve ongoing communication with our parents and students.






Summative Evaluation: Successful completion of all strategies listed under this goal.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 6</p> <p>1) Monthly online newsletters will be sent to parents and community members. Campus events/activities will be highlighted in a positive manner.</p>		Principal, teacher, librarian	Baytown Junior website; School messenger broadcasts.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) School Messenger calls and emails will allow for frequent and timely communication with our parents about upcoming campus or district dates, testing information, progress reports, report cards, special events, and other items of importance.</p>		Principal	List of communication efforts on the items listed, parent survey results.			
<p>Critical Success Factors CSF 5</p> <p>3) Teachers will update their grade books each week in order to provide current information to parents.</p>		Teachers; Assistant Principals, Principal	Completed grade updates each week			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) The campus website will be current and relevant to our students and parents.</p>		Librarian	Current dates, events, and pictures posted on our website.			
						

Goal 6: Baytown Junior will establish and maintain parental and community partnerships to enhance student achievement.

Performance Objective 2: We will maintain an active and positive relationship with our Parent Teacher Organization and Partner in Education, so that we improve our ability to collaborate with our partners and better serve our students.






Summative Evaluation: Completion of events and projects as listed in the strategies section.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) The Parent Teacher Organization will consistently meet throughout the school year to plan and execute activities and events for our teachers and students.</p>	6	Principal; Assistant principals; Family Involvement Coordinator; PTO officers	Sign in sheets; meeting minutes; completion of events sponsored by PTO			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Campus leadership will coordinate meaningful events and activities with our Partner in Education (ExxonMobil). STEM will be a major focus of these events and activities.</p>		Principal; Assistant principals; Family Involvement Coordinator; PIE liaison	Sign in sheets; meeting minutes; completion of events sponsored by PIE			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Family Events will be coordinated by our Family Involvement Coordinator, with the help and support of our PTO and PIE.</p>	6	Family Involvement Coordinator; Leadership team	Successful completion of family events; sign-in sheets, agendas Coordination of local, state, and federal funds			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: Baytown Junior will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Teachers will utilize technology tools and resources to provide enhanced learning opportunities and relevant instruction to our students.

Summative Evaluation: Active use of technology tools and resources based on walk-through and teacher observation data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 4</p> <p>1) Baytown Junior will utilize one classroom which will serve as a technology resource lab for all teachers throughout the school year to support and enhance instruction.</p>		TMS Specialist; Instructional Specialists	Lab schedule sign in sheets			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Teachers will receive professional learning for the following technology devices, which will allow them to effectively use technology in their classrooms throughout the year: iPads, Promethean Boards, and Response Clicker Technology.</p>		Principal, Assistant Principals, District TMS, Instructional Specialists	Lesson plans, Walkthrough data, completion of technology training			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Grade level teams will meet once a week in Professional Learning Communities (PLC) to follow the PLC model for planning, data review and targeted interventions. The four essential questions of the PLC model will be used to guide this process. Each six weeks the campus will meet to review CFA data and revisit/refine the PLC model.
1	2	1	Grade level teams will meet once a week in Professional Learning Communities (PLC) to follow the PLC model for planning, data review and targeted interventions. The four essential questions of the PLC model will be used to guide this process. Each six weeks the campus will meet to review CFA data and revisit/refine the PLC model.
2	1	2	Instructional Specialists will meet with instructional teams to develop weekly lesson plans, implement the PLC framework, create CFAs and use data to target instruction based on what was learned and what was not learned.
2	1	4	Instructional teams will review assessment data in Eduphoria in order to help guide targeted instruction and interventions.
2	3	1	PLC teams will keep a PLC binder and include required products for each PLC question.
2	3	2	PLC teams will meet weekly, as well as one day per six weeks, in order to collaborate on the PLC cycle.
2	3	3	PLC teams will answer the four essential questions for each unit of study throughout the school year.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	3	1	PLC teams will keep a PLC binder and include required products for each PLC question.

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Matt Bolinger	Principal
Administrator	Heather Barrett	Assistant Principal
Administrator	Kendall David	Assistant Principal
Classroom Teacher	Sharla Bigler	Math CIS
Classroom Teacher	Michael Bothwell	Science CIS
Classroom Teacher	Camille Burt	AVID Coordinator
Classroom Teacher	Liz Johnson	Campus Academic Specialist
Classroom Teacher	Jasmine Nightingale	Math Teacher
Classroom Teacher	Denise Ross	ELA Teacher
Classroom Teacher	Debbie Silverberg	Fine Arts teacher
Classroom Teacher	Kim Smith	SPED teacher
Classroom Teacher	Liz Thomas	Social Studies teacher
Classroom Teacher	Kayla Tomlinson	Science Teacher
District-level Professional	Ginger McKay	District Rep