

**Goose Creek Independent School District**  
**Baytown Junior High**  
**2015-2016 Campus Improvement Plan**

# Mission Statement

## MISSION

At Baytown Junior School, we continue to build upon the strong academic and social foundation that our students bring with them from elementary school. Our faculty and staff are committed to providing our students with the tools they need for a successful future.

## Vision

### VISION

Dedicated to excellence

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Baytown Junior School is one of five junior high campuses in Goose Creek Consolidated Independent School District. Baytown Junior serves approximately 960 students in grades 6 to 8. Four years ago, 769 students were served by the campus, which in an increase of 25%. Baytown Junior services a wide variety of students. The FOCUS and BIP programs are housed at our campus. Baytown Junior has a strong academic focus to meet the needs of all students, including those at risk of not being successful in school. Baytown Junior will have a new STEM lab and engineering course to offer students. A variety of athletics and fine arts offerings are provided to our students in order to develop their interest, talent and connections to our campus.

The student population is 14.5% African-American, 13% Anglo, <1% Asian, 69.5% Hispanic, with a low socioeconomic status of 78%.

The overall mobility rate for the campus is approximately 22%. The average daily attendance rate for students is 96%. The average daily attendance rate for staff is 93%. There is a total of number discipline referrals this year totaled 1,410.

Baytown Junior serves 184 English Language Learner students, 59 students in the Gifted and Talented program, 76 students identified for 504 services, 87 students served through special education services (10%).

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Benchmarks, STAAR performance, attendance, discipline incidents, and student/teacher feedback.

Committees were formed to look for areas of weaknesses and strengths. The data showed:

**Curriculum, Instruction, and Assessment:** STAAR, Benchmarks, CBAs, Assessments on campus

### ***Strengths:***

Data drives the decision making at Baytown Junior School. The teachers have a scope and sequence to follow, which is aligned to the TEKS. Many teams collaboratively plan together. On the first administration of STAAR, our math and science performance was at or above the District average.

### ***Needs:***

Additional resources are needed to support student learning. Additional time has been requested for re-teaching material that is not understood. The focus is primarily on testing instead of student learning and success. On the first administration of STAAR, our reading, writing and social studies performance was

far below the District average. For example, out of the five junior highs in our District, our 6<sup>th</sup> & 7<sup>th</sup> grade reading scores and 7<sup>th</sup> grade writing scores were double digits away from the school that scored in 4<sup>th</sup> place (2<sup>nd</sup> to last place in front of BJS).

**Demographics:** Teams and Eduphoria

***Strengths:***

The enrollment at Baytown Junior is steadily increasing. The campus has been allotted three instructional coaches, which will help meet the needs of at-risk students.

***Needs:***

With the increase of enrollment, the campus needs to be adequately staffed. Due to the high population of at-risk students, the campus would benefit from additional faculty, especially in the areas of electives, administration, and English Language Arts. The campus has a very high population of low socioeconomic students and English Language Learners. The mobility rate is a concern.

**Family and Community Involvement:** Campus Calendar, FIC documentation

***Strengths:***

Baytown Junior provided several opportunities for parents to become involved at the school. Parent nights were offered throughout the school year. Our Partner in Education, ExxonMobil, contributed to several events at the campus.

***Needs:***

Baytown Junior needs to be more proactive and aggressive with communication and events for parents and community members. Our school will utilize our Family Involvement Coordinator in a very active way in order to provide support, motivation and communication to our parents and community. We will be actively working with our Partner in Education to make Baytown Junior a school that focuses on student success, innovation, and celebration.

**School Context and Organization:** Master Schedule, Communications, Campus Procedures

***Strengths:***

Baytown Junior has new leadership this year, including a new principal, two new assistant principals, a new Family Involvement Coordinator, and three new academic coaches. The leadership will assess the current school context and organizational items during the next school year. A safety protocol is in place at our campus.

***Needs:***

The discipline committee stated that there needs to be more structure in all aspects of discipline, including the following: campus procedures, awareness of policies, positive behavioral support model, enforcement of the most important items, parent communication, and ISS procedures. Routine discipline protocols will be addressed at the beginning of the school year and expectations need to be clearly stated.

**School Culture and Climate:** Discipline data, school calendar, teacher feedback

***Strengths:***

Baytown Junior has a strong teacher base that wants to see our students be successful. Several school activities last year helped to increase the climate at the campus, such as a few pep rallies, teacher/student games, etc.

***Needs:***

The committee determined that incentives and celebrations need to increase. The following ideas were generated: rewards for perfect attendance (teacher and student), social events with faculty, employee of the month, “I noticed” awards, and end of year celebrations. It was recommended that new teachers are better supported through more involvement with beginning of the year supplies, welcoming gift, and active mentoring. More communication needs to be in place to address concerns, such as advisory lessons, curriculum, and campus-wide initiatives. The Sunshine/Flower club was suggested for faculty who are going through a difficult time.

**Staff Quality, Recruitment and Retention:** Previous Campus Improvement Plan

***Strengths:***

Baytown Junior is fully staffed for the 2015-2016 school year. We will continue to hire highly qualified faculty members who are passionate about student involvement and success. The campus has been trained on several effective strategies, such as Abydos, Marzano’s strategies, and Kagan strategies.

***Needs:***

Baytown Junior had an extremely high turnover rate this past school year. Our campus needs a strong focus, positive energy, and stability in order to draw and recruit great teachers. The attendance rate is lower than acceptable at our school and this will be an area of focus.

**Student Achievement:** STAAR, TELPAS, Universal Screening, Grades, Promotion/Retention rates, Review 360

***Strengths:***

Math scores, especially at the 8<sup>th</sup> grade, were very positive and resulted in the highest percentage in the District. Science scores at the 8<sup>th</sup> grade were at the District average.

### ***Needs:***

As mentioned, the reading, writing and social studies performances are far below the District average. A campus wide focus on literacy and rigorous instruction needs to be in place in order to support student success.

**Technology:** Teacher feedback responses, training documentation

### ***Strengths:***

Baytown Junior teachers have access to a variety of technology tools for instructional purposes. Many teachers have a promethean board in their classrooms. There are several iPad and laptop carts that teachers can check out for use. In addition, the District provides instructional technology training throughout the year with hands on support.

### ***Needs:***

Our campus needs to integrate technology into our lessons in a more seamless manner. There will be a renewed focus of the importance of technology in lessons, as it is a way to make relevant connections to students. It was stated that many teachers are reluctant to use technology due to lack of training and consistency.

### **Summary of Priority of Needs**

The priority of needs at Baytown Junior School center around three main areas: rigorous instruction centered on reading and writing, creating a positive school culture, and implementing effective systems for behavior management and student procedures.

Baytown Junior will focus on school-wide strategies for student improvement, such as writing across the curriculum. Our instructional model will be the WICOR framework (Writing, Inquiry, Collaboration, Organization, and Reading) and our planning/data review model will be the PLC framework (Professional Learning Community). Funds will be allocated to provide the necessary resources for instructional training and materials. We will hire tutors to work with our at-risk students who struggle with reading and writing. Funds will be devoted to pay for college tutors and retired teachers who will tutor our at-risk students in a small group setting. Funds will be provided for our before/after school tutorial program for students in need. Resources and training will be provided to implement the PLC model at our campus. Funds will also be devoted to instructional materials for intervention and advisory classes. We will also allocate fund for technology training and resources, so that our classroom instruction is relevant and innovative.

There will be an emphasis on creating a positive culture, one in which our students at Baytown Junior will be successful regardless of their background or past history. Funds will be provided in order to support targeted initiatives, which include student and faculty celebrations, school wide projects that promote school spirit, and incentives for student success. We will provide planners/calendars to all students at Baytown Junior in order to emphasize the importance of school spirit, organization and student ownership of learning. We will devote resources to showing and celebrating student success in all areas, including academics, fine arts, athletics, and extra-curricular organizations. In addition, we will provide ongoing communication and support to our parents and community members. We will utilize funding to offer parent workshops, school celebrations, and family nights throughout the school year. We will establish

a peer-to-peer mentor program in order to create a culture of collaboration and team work.

School-wide systems will be implemented to address the wide array of discipline and ISS concerns. We will allocate funds for items that support this initiative, such as instructional and character materials for the ISS classroom, school wide passes, Positive Behavior Intervention Support (PBIS) posters, PBIS resources, and student incentives for good behavior and attendance.



# Comprehensive Needs Assessment Data Documentation






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

# 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 the following areas: Reading from 70% to 77%; Writing from 66% to 74%; Science from 69% to 76%; Social Studies from 48% to 60%; and Math will increase from 71% to 76%.


**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) We will provide a targeted reading and writing intervention school-wide during two days of advisory class beginning in the 2nd six weeks of instruction. This intervention (WIRE: Writing, Interacting and Reading Effectively) will target reading and writing performance schoolwide.	Principal; Campus Instructional Specialists; Assistant Principals	STAAR scores, Advisory lesson plans, Observations				
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.	Principal; Campus Instructional Specialists; Selected Reading teachers	STAAR scores, Lesson plans				
3) 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.	Principal; Campus Instructional Specialists; Assistant Principals	Documentation of PLC meetings, lesson plans, CFAs, documentation of interventions.				
4) We will disaggregate and analyze data using Eduphoria to help guide and plan our targeted interventions.	Principal; Campus Instructional Specialists; Assistant Principals	Data meeting minutes in PLCs; implementation of interventions				
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.	Principal; Campus Instructional Specialists; Assistant Principals; SPED teachers	Test data				
6) We will implement an after-school tutorial program for students at risk of not passing STAAR and provide additional accelerated instruction for at-risk students using instructional specialists and retired teachers as tutors.	Campus Instructional Specialists	STAAR scores				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**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 percentage of students meeting Level 3 in the following areas:  
 Reading from 8% to 13%; Math 15%; Writing from 1% to 7%; Science from 11% to 16%; Social Studies from 4% to 10%.

**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Level 3 performance on CBA's and benchmarks will be monitored and reviewed with the faculty.	Principal; Campus Instructional Specialists; Assistant Principals	Level 3 scores on STAAR assessments.				
2) Baytown Junior will implement the PLC model and target/plan for enrichment interventions surrounding the fourth essential question: What will we do when students learn?	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Level 3 scores on STAAR assessments; level 3 scores on CBAs and Benchmarks				
3) We will increase the number of students who are served in the AVID program by adding at least 10% from the previous year.	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 3:** Baytown Junior will increase the number of students who meet and/or exceed progress so that our Index 2 number is at 36 or higher.

Specifically, we will increase performance in the following areas:

- Met Progress: Reading from 48% to 60%; Math to 60%; Writing from 51% to 60%.
- Exceeded Progress: Reading from 13% to 15%; Math to 15%; Writing from 4% to 15%.
- Student Groups: 75% of students in the All, African American, Hispanic, and White groups will meet or exceed progress, and 60% of our ELL students will meet or exceed progress.

**Summative Evaluation:** To be determined.

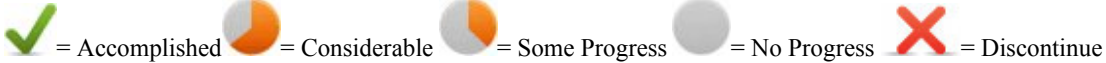
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Grade level teams will meet once a week in Professional Learning Communities (PLC) to follow the PLC model for planning, data review and targeted interventions. Teachers will monitor progress using campus developed CFAs.	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	STAAR scores				
2) We will reintroduce the "co-teach" model with special education and regular education teachers. Ongoing training will take place with involved faculty throughout the school year.	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Sign in sheets				
3) We will continue to utilize a Sheltered Instruction team of core teachers who will be responsible for monitoring student progress and providing support for ELL students. In addition, we will add a reading elective class for ELL students who score at the beginner or intermediate reading levels on TELPAS.	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Meeting minutes, sign in sheets, state and local assessment data.				
						

**Goal 2:**

**Baytown Junior will provide a well-balanced and appropriate curriculum to all students.**

**Performance Objective 1:** We will utilize the district curriculum that is aligned to the Texas Essential Knowledge and Skills readiness and supporting standards to provide rigorous instruction to all students.

**Summative Evaluation:** To be determined.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Instructional Specialists will meet with core departments weekly to develop lesson plans by following the PLC model, as well as creating CFAs and using this data to target instruction based on what was learned and what was not learned.	Campus Instructional Specialists; Assistant Principals; Teachers	PLC documentation, Lesson plans, Creation of CFAs				
2) We will collaboratively work with the C&I, GT, Special Ed., Bilingual/ESL, Migrant, and CTE departments to help close instructional gaps for all students.	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Meeting agendas, State and local scores				
3) We will use Eduphoria to review and analyze data, which will guide our instruction and interventions.	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	PLC documentation, Lesson plans, Creation of CFAs				
4) Our teachers will display the content and language objectives in their classrooms. The essential question format will be encouraged and trained this year.	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Walkthrough data				
						

**Goal 2:**

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

**Performance Objective 2:** We will train, implement, monitor, and coach teachers on how to provide quality instruction through the use of best practice instructional strategies.


**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Instructional specialists and AVID site team members will coach and model WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading) so that our teachers are actively using them throughout the school year. We will implement school-wide planners to support the Organization in WICOR. Examples of WICOR include the Reading Process, Summarization and expository writing, Kagan strategies, Organizational Planners, foldables, graphic organizers, and higher level questioning.	Principal; Campus Instructional Specialists; Assistant Principals; Teachers	Completed trainings, observations, lesson plans with WICOR strategies, improvement in academic performance.				
						

**Goal 3: Through enhanced and dropout prevention efforts, all students will remain in school until they obtain a high school diploma.**

**Performance Objective 1:** We will improve our student attendance rate from 95.5% to 96.5% or greater.


**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Counselors, Teachers, and Assistant Principals will work together to utilize A2A program as well as use of School Messenger calls to contact parents and document students who fall into the "chronically absent" category (excessive absences). Home visits will be conducted by campus staff to locate students with attendance problems.	Principal; Campus Assistant Principals; Teachers, Family Involvement Coordinator; Counselors; Attendance Clerk	Attendance Reports, Documentation of Contracts, Documentation of home visits				
2) Provide tangible incentives for students achieving good or improved attendance each semester, including SOAR rewards and attending in school events and celebration.	Principal, Assistant Principals, Counselors, Family Involvement Coordinator	Increased attendance rate				
						

**Goal 3:** Through enhanced and dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Performance Objective 2:** Baytown Junior will integrate High School credit courses into the curriculum, as well as incorporating more electives and organizations.

**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) We will start a Student Council organization at our campus.	Principal, new STUCO sponsor	STUCO officers, STUCO sponsor, STUCO meeting minutes				
2) Courses (Introduction to Engineering, Spanish, Agriculture, Algebra I) will be offered to 8th graders for them to receive High School credit.	Principal, Counselors, Selected teachers	Student Course Rosters and curriculum				
3) Selected teachers on the AVID site team will attend AVID training during the summer and serve as a liaison for AVID within their departments.	Principal, Counselors, Assistant Principals, and selected teachers	Increase in the use of WICOR strategies; improved student performance				
4) We will recruit and form a robotics team at Baytown Junior.	Principal, teachers who will coach robotics	Consistent practice and participation in robotics competition				
						



**Goal 3:** Through enhanced and dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Performance Objective 3:** We will implement specific events and activities designed to increase the level of high school, college and career readiness with our students.

**Summative Evaluation:** To be determined.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) We will offer a Career Fair for students to be able to explore career opportunities.	Assistant Principal, PIE representative	Career Fair attendance records and participation				
2) Counselors will utilize Naviance to develop student interest, goals and help students develop long-term plans for college and career success.	Counselors	Naviance usage report				
3) Counselors will identify high performing students using 5th and 6th grade STAAR scores and teacher recommendations. Counselors will help register, prepare, and attend SAT test.	Counselors	List of students taking SAT.				

**Goal 4:**

**Baytown Junior will provide and maintain a safe, positive learning environment.**

**Performance Objective 1:** We will implement our Positive Behavior Support model (SOAR) which addresses classroom, hallway, library, and building expectations in a positive and systematic manner.


**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) We will teach faculty and students our SOAR model at the beginning of the school year (Safety, Ownership, Achievement, Respect).	Assistant Principals; Teachers	Lesson Plans, Walkthroughs				
2) As a staff, we will review discipline data each six weeks grading period to identify trends in student behavior on campus, as well as develop interventions and incentives to address areas of the campus that students need support.	Assistant Principals; Teachers, Family Involvement Coordinator	Review 360 Discipline Referral Analysis Reports				
3) Our Student Support Team will identify students with chronic or severe problems with attendance, behavior or class grades. The Student Support team will create, review and monitor action plans for these students so that these students will become more successful in school.	Student Support team	Review 360 Discipline Referral Analysis Reports				
						

**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.


**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) We will encourage and solicit teachers to obtain specific subject area certifications.	Principal, Assistant Principals	Certifications of teachers, SBEC				
2) We will encourage teachers to become ESL certified and GT trained based on teaching assignments.	Principal, Assistant Principals	Certifications of teachers, SBEC				
3) Experienced and knowledgeable Baytown Junior teachers will be mentors to new teachers.	Principal, Teachers	Meeting minutes				
						

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

**Performance Objective 2:** Ensure that 100% of the teachers receive high-quality professional development each year.

**Summative Evaluation:** To be determined.

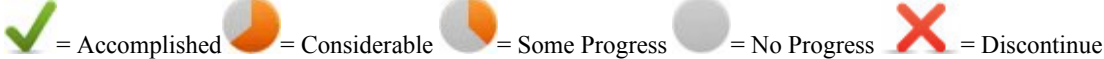
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) We will develop staff development growth plans (part of HQ Intervention Plan) for all non-HQ teachers.	Principal, Assistant Principals	Meeting minutes, Walkthroughs, PDAS doumentation				
						

**Goal 6:**

**We will establish and maintain parental and community partnerships to enhance student achievement.**

**Performance Objective 1:** We will consistently provide information to parents and students regarding campus data, announcements, athletic events, fine arts events, progress and grading reports, and other important events throughout the year.

**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) We will post a monthly online newsletter, produced by students, in order to highlight current and positive events and activities at our campus.	Principal, teacher, librarian	Baytown Junior website; School messenger broadcasts.				
2) We will send out School Messenger calls and emails in order to communicate with our parents about upcoming campus or district dates, testing information (semester and final exams, STAAR, etc), progress reports, report cards, special events, and other items of importance.	Principal	List of communication efforts on the items listed, parent survey results.				
3) Our teachers will update their gradebooks each week in order to keep parents current and informed about their child's academic progress.	Teachers; Assistant Principals, Principal	Completed grade updates each week				
4) We will maintain an active and positive relationship with our Parent Teacher Organization and Partner in Education. Together, we will implement several school-wide projects which include a peer-to-peer mentor program, STEM day, and career fair.	Principal; Assistant principals; Family Involvement Coordinator; PIE partner, PTO committee	Sign in sheets, meeting minutes				
						

## Goal 7:

### We will provide the technology infrastructure and tools to maximize student achievement.

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

**Summative Evaluation:** To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
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.	TMS Specialist; Instructional Specialists	Lab schedule sign in sheets				
2) Our teachers will receive professional learning for the following technology devices, which will allow them to effectively use technology in their classrooms throughout the year: I-Pads, Promethean Boards, and Response Clicker Technology.	Principal, Assistant Principals, District TMS, Instructional Specialists	Lesson plans, Walkthrough data, completion of technology training				
