

**Bay City Independent School District**  
**Bay City Junior High**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

The Bay City Junior High School Team is committed to providing a positive and productive learning environment that will foster academic, social and emotional growth for all students, giving them the tools and resources to become vibrant, respectful and productive citizens in society.

# Value Statement

We are Respectful!

We are Responsible!

We are Productive!

We are Panthers!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The following student demographic needs have been identified and are listed in priority order:

1. Hispanic 63%, White 20%, African American 15%, Asian 1%, Two or more 2%.

### Demographics Strengths

1. BCJH student enrollment increased from previous year, going from approximately 750 students to 802 students.

# Student Achievement

## Student Achievement Summary

Bay City Junior High saw increases from the 2016-2017 school year in the following areas:

Math: All Students Grade 6 Approaches, Meets, and Masters; Grade 7 Approaches; Grade 8 Approaches, Meets, and Masters; Algebra 1 Grade 8 Approaches, Meets, and Masters;

Reading: All Students Grade 6 Approaches, Meets, and Masters; Grade 7 Approaches, Meets, and Masters; Grade 8 Approaches, Meets, and Masters;

Writing Grade 7: All Students Meets

Science Grade 8: All Students Approaches, Meets, and Masters

Social Studies Grade 8: All Students Masters

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## Student Achievement Strengths

100% of Grade 8 Algebra 1 Scored at the Meets level with 94% at the Masters level.

Our Grade 8 African American scored 100% at the Approaches level with 42% at Meets, and 4% at Masters.

In Grade 8 Math 88% of our Special Education students scored at the Approaches level and 38% at the Meets level.

We have seen more consistent usage of TEKS Resource System with our teachers

BCJH has seen an increase of 217% in usage of DMAC

Increase from 141 logins to TEKS Resource System to 664 from 2017-2018.

Implementation content based assessments at the end of each unit that are created in DMAC using questions from TEKS Resource System and released

STAAR questions.

Creation of the Instructional Leadership Team that meets bi-monthly to discuss instructional practices, data, and determine areas of improvement.

Department Chair meetings held bi-monthly

Content meetings held bi-monthly

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Data discussions to analyze results need to be held more frequently to adequately monitor student progress. **Root Cause:** Data talks are not held in a timely manner to make adjustments in instructional practices or determine interventions.

# School Culture and Climate

## School Culture and Climate Summary

Teachers and faculty generally believe Bay City Junior High has a new perspective and outlook for school year. Teachers have demonstrated efforts to unite with a common cause of increasing student performance. Overall, a positive approach and energy has strengthened the school culture and climate. A common goal for campus is to improve safety concerns, reduce discipline incidents, and increase morale among faculty and students.

## School Culture and Climate Strengths

The creation and implementation of the Faculty Advisory Committee to assist in analyzing problems and find solutions.

The creation of a PBIS (Positive Behavior Incentive Support) committee

Recognition of Staff Member of the Month as well as Student of the Month



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Bay City Jr. High continues to work collaboratively with the district to express our campus needs at job fairs, online postings, and recruitment trips. Our goal is to have our faculty represent the student body demographically in relation to our student population.

## Staff Quality, Recruitment, and Retention Strengths

Staff represents special populations of students in relation to percentage of student body.

More African American teachers were hired in new positions.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Currently our campus is not at 100% Highly Qualified. We will continue to post open positions with the Educational Service Center, campus website, and notify colleges and universities of campus needs. **Root Cause:** High demand areas of Science with limited applicants have made it difficult to fill positions.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Campus moved to an eight period day and thereby able to offer more electives for our students.

With the change in time for the beginning of the school day, the majority of tutorials are offered after school.

Implementation of Saturday Academy for students At Risk of failure and high number of absences.

Three of the four core content areas have a common planning time.

Department Chairs are given an additional period to monitor content instruction.

## Curriculum, Instruction, and Assessment Strengths

Edmentum-Study Island

ESL Reading Smart

CHAMPS Restorative Discipline for PASS program

FLIPPEN (Capturing Kids Hearts)

SIOP training

Renaissance (AR/STAR)

Success Maker

Stetson and Associates Inclusion support and training

AVID institute training and strand instructional strategies

# Parent and Community Engagement

## Parent and Community Engagement Summary

The following school family and community involvement needs have been identified and are listed in priority order:

1. Need to provide more parent involvement opportunities for our parents.
2. Need to provide increased ESL parent involvement opportunities.
3. Need to increase communication between the home and school.
4. Create a campus level parent involvement committee.

## Parent and Community Engagement Strengths

Usage of Parent Portal

Parent Attendance at Extra Curricular Activities

Parent Contact Logs

Attendance at the Parent Involvement Conference in Victoria

Attendance at the Parent Meeting for Core Complete for Grade 8

# School Context and Organization

## School Context and Organization Summary

In order to improve our school context and organization, the BCJH campus participated in a School Health survey. The results have guided the campus in the following:

Creation of Faculty Advisory Committee

Creation of Instructional Leadership Team

Group Norms for meetings that are posted and followed for all meetings

## School Context and Organization Strengths

Faculty Advisory Committee

Instructional Leadership Committee

Group Norms

Better communication between campus administrators and faculty

# Technology

## Technology Summary

TBay City Jr. High has worked to provide more opportunities for technology on the campus. Three Chromebook carts are currently in use, with a fourth in the works. Our district has upgraded the wifi capabilities and we have seen an improvement. We have added Touch Data Systems for all 6th grade students, Business Information Management Systems (BIMM), Principles of Information Technology (PIT) for 7th and 8th grade, Investigating Careers in Computer Science, Investigating Careers in Health Science, and Investigating Careers in STEM/Robotics.

In addition, the district Instructional Technology Facilitator, is on campus throughout the month to assist teachers in technology implementation.

## Technology Strengths

All core classrooms have LCD projectors, document cameras and less than 3 years old teacher stations.

Availability of three computer labs for student use.

Three Chromebook carts are available for classroom use.

Addition to elective offerings.

Teacher attendance to the Education Service Center Annual Technology Conference.

# Priority Problem Statements

**Problem Statement 1:** Data discussions to analyze results need to be held more frequently to adequately monitor student progress.

**Root Cause 1:** Data talks are not held in a timely manner to make adjustments in instructional practices or determine interventions.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Currently our campus is not at 100% Highly Qualified. We will continue to post open positions with the Educational Service Center, campus website, and notify colleges and universities of campus needs.

**Root Cause 2:** High demand areas of Science with limited applicants have made it difficult to fill positions.

**Problem Statement 2 Areas:** Staff Quality, Recruitment, and Retention

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Equity Data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



# Goals

## Goal 1: Bay City Junior High will provide quality instruction and rigorous learning in all academic areas, with an emphasis on mastery in Reading, Writing, Mathematics, Social Studies, and Science.

**Performance Objective 1:** Of the approximate 800 students at BCJH, 10% of the more (total of 81 students) will score the same or better on their Math STAAR or Reading STAAR than they scored on their previous year's STAAR.

Math -Increase from 73% Passing to 80% Passing

For the student taking the Algebra I EOC, the students will score the same or better in the area of Approaches (100%); Meets (100%), and Masters (96%).

Reading - Increase from 68% Passing to 75% Passing;




Of the 7th grade students who are taking STAAR Writing, there will be an increase of 4% passing. Increase from 56% passing to 60% passing.

Of the 8th grade students taking the Science and Social STAAR, there will be an increase of 4% passing on STAAR Science; Increase from 76% passing to 80%

**Evaluation Data Source(s) 1:** Bay City Junior High School will use data from student daily assessments, content based assessments, benchmark tests, grade reporting, Annual Yearly Progress (AYP) and state assessment results.












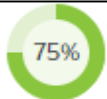
**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective
















**Next Year's Recommendation 1:** New Goals- reworded and restructured

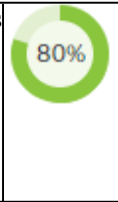
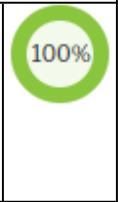


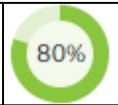
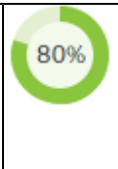
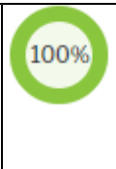
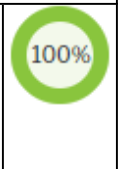
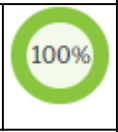
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math</p> <p><b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 7</p> <p>1) All content teachers will use the TEKS Resource System to follow their YAG, to create assessments and to reference resources for instruction.</p>		Campus administrators, Academic Dean and teachers	Administrative classroom observations, and review of lesson plans that include the YAG, the test question resources and Student performance measures.			
	<b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1					

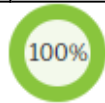
<p><b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) All language arts content teachers will continue to attend Lead4ward, TEKS Resource System, and Writing to Read professional development that emphasizes reading fluency, comprehension, elements of literacy, writing processes, and academic language and vocabulary.</p>		Campus administrators, Academic Dean	Increase in student achievement on STAAR assessments in Reading and Writing. Improved grades and sustained reading abilities.			
<b>Funding Sources:</b> 255 - Title IIA - 3000.00						
<p><b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) All special education teachers and paraprofessionals will continue to provide support to students with disabilities in the general education curriculum as well as receiving professional staff development with Stetson &amp; Associates</p>		Campus administrators	<p>Increase the number of special education students accessing the general education curriculum.</p> <p>Increased student success among special education students being assisted with inclusion support</p>			
<b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1						
<p><b>Comprehensive Support Strategy</b></p> <p>4) Core academic teachers (ELA, Social Studies, Science, Math) will administer two benchmark tests and content based assessments (CBA) at the end of each unit. They will use the campus DMAC scoring system.</p>	2.6	Campus administrators, Academic Dean, teachers	Improvement in student achievement scores on STAAR released test and comparable assessments			
<b>Funding Sources:</b> 211 - Title I - 1200.00						
<p><b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p>5) All core subjects will provide tutorials before or after school in effort to increase all student achievement.</p>	2.4	Department chairs and campus administrators	Improvement in percentages of student passing all of their classes and student making the honor roll.			
<b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1						
<b>Funding Sources:</b> 197 - State Compensatory - 15000.00, 211 - Title I - 3000.00						

<p><b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) We will continue to have staff development consultants to assist our inclusion support teachers with co teacher models and RTi support for students, including the use of Stetson and Associates.</p>	2.4	Campus Principal	Increase students', with inclusion support, test scores.			
	<p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1</p> <p><b>Funding Sources:</b> 211 - Title I - 1000.00</p>					
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) All core teachers of LEP students will attend bi-monthly ESL team meetings. Facilitated by the ELL administrator</p>		ESL teacher and campus principal	Sign in sheets, agendas of all meetings			
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>Critical Success Factors</b> CSF 7</p> <p>8) We will continue to increase teachers that are ESL certified.</p>	2.4	Campus principal	Significant student academic growth among ELL students			
	<p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1</p>					
<p><b>Comprehensive Support Strategy</b></p> <p>9) Implement SIOP training and instructional strategies in all core academic classes that teach ESL students.</p>		Campus administrators	Walkthroughs Evidence of higher student engagement and learning			
<p>10) We will have an ESL parent meeting the first semester of school for all grades with all ELL teachers</p>	3.2	Campus Principal	Increase in test scores for all ELL learners			
	<p><b>Funding Sources:</b> 199 - Local - 300.00</p>					
<p>11) Continue to have AVID for sixth, seventh and eighth grade. AVID students will continue with AVID student club with monthly meetings.</p>	2.5	AVID teachers and campus administrators	Increase on academic benchmarks and STAAR scores.			
<p>12) The AVID team will continue to invite a guest speaker twice a month on Friday to share life and job related experiences with all AVID students during the AVID elective class.</p>		AVID teacher and team, campus AVID principal	Increase in student motivation for improvement of grades			
	<p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1</p>					

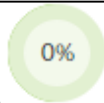
13) AVID instructional and learning strands will be taught and implemented to entire staff training by AVID site team.		Campus principal	Systematic instructional strategies that yield higher student engagement and learning			
14) AVID students will continue to take college field trips provided by the visiting college.		AVID teachers and AVID principal	Increase in the number of students that have exposure to higher level education.			
<b>Funding Sources:</b> 199 - Local - 4000.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>Critical Success Factors</b> CSF 1	2.6	Campus administrators and teachers	Increased benchmark scores and students passing the STAAR test.			
	<b>Funding Sources:</b> 211 - Title I - 2500.00					
15) 6th Grade BCJH core teachers will use Study Island in Reading and Math.						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4	2.6	Campus Administrators and Success Maker instructors	Increase test scores			
	RTI uses data d from Success Maker and the students are using the actual program to help solidify them students basis content					
16) Continuation of a computer lab that has Success Maker; instructional computer program for identified RTI math and reading students.						
<b>Funding Sources:</b> 211 - Title I - 4975.00, 270 - Title V - 10000.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 17) We will use use Eduphoria for our T TESS evaluation for campus staff to help increase student achievement.		Campus administrators	Increase in student achievement Campus wide lesson plan template			

<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>18) Campus administrators will complete adequate annual training to be effective instructional leaders using current information and methods for school improvement. Part of this professional development includes TASSP Summer Institute, T TESS review training and Coaching Alliance Leadership training. In addition to consulting work from Region 4 for instructional leadership strategies.</p>		Principal	Administrators provide certifications and participation agendas to professional development. Improvement of leadership effectiveness for campus goals			
	<p><b>Funding Sources:</b> 211 - Title I - 3500.00</p>					
19) Hand schedule ESL students into core academic subject area classrooms. ESL student schedules will reflect an inclusive model.(PMI)		Campus Principal Campus Counselors	Achievement in STAAR assessments			
<p><b>Comprehensive Support Strategy</b></p> <p>20) Schedules will be created in modified blocks in grades 6 and 7 to provide more instruction in response to intervention for students who were unsuccessful in Reading state assessments.</p>	2.6	Principal Counselors	Master schedule will reflect this change. Teacher plans for intervention used during this period.			
<p><b>Comprehensive Support Strategy</b></p> <p>21) Modified blocks in grades 6 and 7 will support ELL students in building academic competency skills in reading</p>	2.4	Teachers	Improved academic achievement and STAAR performance.			
22) Resource students will be scheduled using an inclusive model supported with pull outs by the resource teacher.	2.4	Counselor and Resource Teacher	Improved academic achievement on the STAAR test.			
<p>23) Campus will focus on math, reading, science and social studies weaknesses. Will use all disaggregated student scores from a variety of assessments to adjust instruction to meet the needs of all students. BCJH's Instructional leadership committee meets bi-monthly to discuss instructional pedagogues and student performance data. Additional instructional materials will be made available.</p>		Principal, Academic Dean	Improved performance on STAAR.			
	<p><b>Funding Sources:</b> 211 - Title I - 3995.00</p>					

24) BCJH will continue to have teachers attend conferences and professional development to improve instructional strategies and network with other educational professionals to improve effective teaching practices		Campus Administration	Teachers have participated in various professional development events including improving math skills through active learning, increasing literacy and comprehension in academic language, and to enhance instructional strategies.			
<b>Funding Sources:</b> 211 - Title I - 8000.00						
<p align="center"><b>TEA Priorities</b></p> Recruit, support, retain teachers and principals 25) BCJH will provide teachers with effective resources that will increase academic progress through the implementation of technology, including the support of the district Technology Instructional Coach.		Campus administration	New interactive projectors and purchase of student devices will improve student engagement and rigor of lessons.			
26) Elective teachers will integrate core subject curriculum into their perspective coursework to support the four key content areas.	2.5					
27) BCJH will provide support to improve reading, literary and writing through the collaborative groupings of LA Block scheduling in 6th and 7th grade. Writing and Reading content will be combined in a effort to blend literacy and writing skills for all students. Teachers will receive professional development through the consultation services of Region IV to successfully teach students in language arts.		Administrators	Improvement for 6th and 7th grade STAAR results			
<b>Funding Sources:</b> 211 - Title I - 12000.00						
28) BCJH will provide planning days for core content teachers to collaborate, create, and develop lessons for the upcoming six weeks using the TEKS Resource System, Lead4Ward, and other resources.	2.4, 2.5, 2.6	Administrators Academic Dean	Improvement for all students Well developed lesson plans for improved instruction			
<b>Funding Sources:</b> 211 - Title I - 5000.00						
29) BCJH will offer the elective courses of Investigating Careers in Health Science and Investigating Careers in STEM/Robotics Programming and Design to provide all students the opportunity to explore career ready practices through a context of project based learning and activities.	2.5	Administrators Academic Dean Counselors	Improvement of attendance and academic scores.			
30) BCJH will continue to provide technological devices to enhance classroom instruction to engage all students. Students will have the opportunity to work collaboratively, individually, and demonstrate successful knowledge of content TEKS standards.		Campus Administrator	Improvement of classroom participation Improvement of classroom instruction Enhancing the technological knowledge of students.			
<b>Funding Sources:</b> 211 - Title I - 16000.00, 263 - Title III LEP - 11000.00						
31) BCJH will offer the elective course for the soft skills and college and career readiness to provide all students the opportunity to prepare the skills needed for secondary and post secondary instruction.	2.5	Counselors Campus Administrator Academic Dean	Improvement of time management, student preparedness for academics, and study skills.			
<b>Funding Sources:</b> 211 - Title I - 5000.00						



= Accomplished



= No Progress



= Discontinue

**Performance Objective 1 Problem Statements:**

**Student Achievement**

**Problem Statement 1:** Data discussions to analyze results need to be held more frequently to adequately monitor student progress. **Root Cause 1:** Data talks are not held in a timely manner to make adjustments in instructional practices or determine interventions.

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Currently our campus is not at 100% Highly Qualified. We will continue to post open positions with the Educational Service Center, campus website, and notify colleges and universities of campus needs. **Root Cause 1:** High demand areas of Science with limited applicants have made it difficult to fill positions.

**Goal 1:** Bay City Junior High will provide quality instruction and rigorous learning in all academic areas, with an emphasis on mastery in Reading, Writing, Mathematics, Social Studies, and Science.

**Performance Objective 2:** Bay City Junior High will strive to have a 96% or above attendance rate for all students.

**Evaluation Data Source(s) 2:** Our administrative staff will use daily attendance reports of students to determine excessive absences and file truancy charges on parents.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** New Goals to realign data and needs of campus

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) Administrators and attendance clerk will increase home visits, parent conferences and phone calls to seek resolution for student absences.</p>	2.4, 2.5, 2.6	Campus administrators, Drop Out Prevention Coordinator	Improved student attendance rate Improved student performance on state assessment Improved student passing rate in content areas			
2) Campus will provide periodic incentives to students with Perfect Attendance.		Campus administrators	Improved attendance rate Improved student performance on state assessment-STAAR Improved student passing rate			
3) Collaborate with district drop out prevention specialist to monitor individual student attendance rate.		District Drop Out Prevention Specialist Campus administrators Campus counselors	Improved student attendance Improved passing rate in content areas Improved performance on state assessment - STAAR			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						



**Goal 1:** Bay City Junior High will provide quality instruction and rigorous learning in all academic areas, with an emphasis on mastery in Reading, Writing, Mathematics, Social Studies, and Science.

**Performance Objective 3:** 95% of Bay City Junior High students will successfully pass all primary content classes for the 2018- 2019 school year.

**Evaluation Data Source(s) 3:** Teachers and administrators will review and monitor student progress of Gradebook, progress reports and report cards.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Progress reports will be sent home every three weeks to keep students and parents/guardians informed of student's progress.</p>	3.1					
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Campus administrators will pull grade reports for TxEIS to hold conferences with students that are failing subject areas.</p>	2.4, 2.6					
<p style="text-align: center;">  = Accomplished                = No Progress                = Discontinue         </p>						








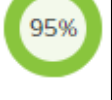

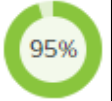



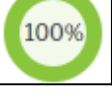
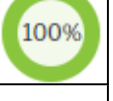
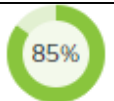
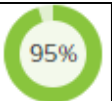
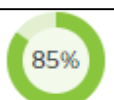
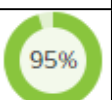
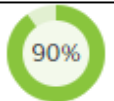


# Goal 2: Bay City Junior High School will provide a safe and disciplined environment which is conducive to learning.









**Performance Objective 1:** Bay City Junior High School will use research driven methodologies to improve the disciplinary climate and behavior responses to decrease overall discipline incident referrals by 10%

**Evaluation Data Source(s) 1:** Bay City Junior High School administrative staff will use PEIMS Data Plus and TxEIS to monitor discipline data.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) We will continue with student class meetings conducted by campus administrators at the beginning of each year and semester that outlines student expectations, behavior, bullying, sexual harassment and conflict resolution.		Campus principals and faculty	Decrease in discipline referrals monthly and higher student achievement			
		BCISD Police Chief, Police Officer, Campus administrators	Daily schedule of the officer supervising students			
		Campus police officer, chief of police and campus principal	PEIMS incident report reductions in discipline			
<b>Funding Sources:</b> 199 - Local - 500.00						
4) We will continue with the use of our Raptor System for campus visitors to screen out registered sex offenders, coordinate volunteers, and respond to emergencies.		Campus administrators, office staff	We will know immediately when offender is on our campus			
	<b>Funding Sources:</b> 199 - Local - 500.00					
5) We will continue to provide Crisis Prevention Intervention training for our campus teachers and administrators.		Campus principal	Teacher CPI certificates			

6) We will continue to follow our Student Code of Conduct and allow due process for all students.		Teachers and campus administrators	PEIMS reports			
<b>Funding Sources:</b> 199 - Local - 500.00						
7) We will continue to implement our campus Crisis Management Plan and each classroom will have a red Crisis Management Plan book.		Campus administrators and campus police	Emergency drills for lock down, fire drills and other crisis situations			
8) We will have bully presentations by counselors and guest speakers for all students.		Campus administrators and counselors	Decrease in monthly PEIMS reports that indicate bully of insubordinate behavior.			
9) Students have opportunities to report bullying to teachers, counselors, administrators and campus police if they are being bullied including access to Talk About It to report bullying. Campus administrators will then follow the Student Code of Conduct when administering discipline to students that are bullying other students.		Teachers, Counselors, Campus Administrators and Campus Police	Incidents reduced in PEIMS reports			
10) Bay City Junior High will monitor PEIMS Discipline entries each semester. PEIMS data entry will be done in a timely fashion.		Principal	Bay City Junior High will have 100% accuracy on disciplinary reports			
11) Create and implement a campus wide discipline plan that incorporates elements of Restorative Practices for student behavior.		Principal, Assistant Principals and Campus Committee	Decrease in discipline incidents.			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals		Teachers, Counselors, Campus Administrators	Increase in student engagement and reduction of behavior referrals			
12) Bay City Junior High will implement Capturing Kids Hearts training by all faculty to build relationships and to foster a positive and safe learning environment.	<b>Funding Sources:</b> 211 - Title I - 5500.00					
13) Bay City Junior High will incorporate Champs Restorative Discipline in the PASS program to improve procedures and policies with regard to campus safety and class room management.		Teachers, Counselors, Campus Administrators	Increase in student engagement and reduction of behavior referrals			
14) Bay City Junior High has added safety provisions for campus security including gated entries, security cameras and more radios provided to personnel.		Campus staff and administration	Reduction of behavior and reported criminal activities			
15) Essential staff members will be given CPI, CPR and first aid training.		Principal and assistant principals	Provide certification for training			

16) Bay City Junior will create a Social Skills class to take the place of electives for students to attend who are having behavior issues and coping with conflict. These courses are designed to empower students with making the right choices.		Principal	Through this course students will respond through behaviors and responsibilities.			
<p align="center"><b>Critical Success Factors</b> CSF 6</p> 17) BCJH will have a campus wide merit system attached to PBIS that recognizes students for following campus expectations.	2.6					
<b>Funding Sources:</b> 211 - Title I - 3000.00						
 = Accomplished  = No Progress  = Discontinue						

# Goal 3: Bay City Junior High School will place a continued emphasis on providing students with highly qualified teachers who are committed and innovative practitioners as well as reflect the student population as varied ethnic role models.

**Performance Objective 1:** Bay City Junior High School will address all students needs along with program support for all low socioeconomic, at-risk, LEP, ESL, Special Education, and GT/Pre-Ap students by hiring highly qualified teachers.

**Evaluation Data Source(s) 1:** Bay City Junior High School administrative team will monitor daily our master schedule class counts and evaluate state assessment data.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) We will continue as our goal to employ only highly qualified teachers.		Campus principal	Meeting AYP			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals		Principal and Assistant Principals	Increased staff retention.			
2) Develop a new teacher mentoring program to support our new teachers that will include campus teachers, as well as the support of our instructional facilitators.						
3) Develop and implement a teacher recognition program.		Assistant Principal	Increased teacher retention. Improved staff survey results.			
4) We will participate in career fairs at colleges and region centers to recruit new teachers.		Principal	We will hire 100% highly qualified teachers.			
5) We will use internet job postings to attract new teacher candidates.		Principal	Increased pool of job applicants from diverse backgrounds.			
6) We will work with Region centers and colleges to place job openings on their job boards.		Principal	Increased pool of job applicants.			
= Accomplished               = No Progress               = Discontinue						

# Goal 4: Bay City Junior High School will provide a positive learning environment that will embrace diverse populations and foster strong relationships with our parents and community.

**Performance Objective 1:** Bay City Junior High will strive to offer opportunities for more parent involvement as well as community engagement with our campus

**Evaluation Data Source(s) 1:** Successful events that include agendas of activities and parent survey results

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Feb	Apr	June
1) Bay City will develop customized parent meetings such as Pick Up Report Card visits in which teachers can meet with parents and share information pertinent to their child's education.	3.2	Principals	Build stronger bridges between teacher and parent supports.			
2) BCJH will continue to invite parents to attend the free Parent Involvement Conference hosted by ESC 3 in Victoria. The district will continue to provide registration and transportation for parents that wish to attend.	3.2	Campus administrators	Build stronger bridge between parents and the school. Provide parents with a network system of other parents. Provide parents with strategies and tools to work with their children.			
3) BCJH will invite parents to participate in site based decision making (in person and by survey participation) to include the Comprehensive Needs Assessment, Parent Involvement policy, and Campus Improvement Plan.	3.1	Principal	Parent Input gathered and utilized in campus decision making process			
4) BCJH parents will be invited to Language Acquisition Classes provided by the district to support parent growth in the English Language.	3.2	Principal	Parental support of ELL students acquiring English			
= Accomplished                = No Progress                = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All content teachers will use the TEKS Resource System to follow their YAG, to create assessments and to reference resources for instruction.
1	1	2	All language arts content teachers will continue to attend Lead4ward, TEKS Resource System, and Writing to Read professional development that emphasizes reading fluency, comprehension, elements of literacy, writing processes, and academic language and vocabulary.
1	1	3	All special education teachers and paraprofessionals will continue to provide support to students with disabilities in the general education curriculum as well as receiving professional staff development with Stetson & Associates
1	1	4	Core academic teachers (ELA, Social Studies, Science, Math) will administer two benchmark tests and content based assessments (CBA) at the end of each unit. They will use the campus DMAC scoring system.
1	1	5	All core subjects will provide tutorials before or after school in effort to increase all student achievement.
1	1	6	We will continue to have staff development consultants to assist our inclusion support teachers with co teacher models and RTI support for students, including the use of Stetson and Associates.
1	1	9	Implement SIOP training and instructional strategies in all core academic classes that teach ESL students.
1	1	15	6th Grade BCJH core teachers will use Study Island in Reading and Math.
1	1	16	Continuation of a computer lab that has Success Maker; instructional computer program for identified RTI math and reading students.
1	1	18	Campus administrators will complete adequate annual training to be effective instructional leaders using current information and methods for school improvement. Part of this professional development includes TASSP Summer Institute, T TESS review training and Coaching Alliance Leadership training. In addition to consulting work from Region 4 for instructional leadership strategies.
1	1	20	Schedules will be created in modified blocks in grades 6 and 7 to provide more instruction in response to intervention for students who were unsuccessful in Reading state assessments.
1	1	21	Modified blocks in grades 6 and 7 will support ELL students in building academic competency skills in reading

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	16	Continuation of a computer lab that has Success Maker; instructional computer program for identified RTI math and reading students.
1	1	18	Campus administrators will complete adequate annual training to be effective instructional leaders using current information and methods for school improvement. Part of this professional development includes TASSP Summer Institute, T TESS review training and Coaching Alliance Leadership training. In addition to consulting work from Region 4 for instructional leadership strategies.



# State Compensatory

## Personnel for Bay City Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bay City Jr. High	Teacher	DAEP	.5
Bay City Jr. High	Instructional Aide	DAEP	1
Bay City Jr. High	Instructional Aide	DAEP	1
Bay City Jr. High	Teacher	Reading	.5
Bay City Jr. High	Teacher	Reading	.5
Bay City Jr. High	Teacher	Math	.5
Bay City Jr. High	Teacher	Math	.5
Bay City Jr. High	Teacher	Math	.27
Bay City Jr. High	Teacher	Math	.27
Bay City Jr. High	Teacher	English	.5
Bay City Jr. High	Teacher	DAEP	.5
Bay City Jr. High	Instructional Aide	Computer Lab	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

*Bay City Junior High*

#### *Comprehensive Needs Assessment Process*

1. What we need to learn from the CNA.
  - Minimum data required:
    - Demographics/Student Achievement
    - Curriculum/Instruction/Assessment
    - Staff Quality/Recruitment/Retention
    - Family and Community Involvement
    - School Culture/Climate/Context/Organization
    - Technology
2. Committees for each area of desired data.
  - Comprised of parent/community members, teachers, administrators, and students
3. Data collected for each committee to utilize.
  - TAPR, STAAR results, Survey results, Attendance reports, Discipline Reports, Staff reports
  - Probing question stems (Region 20 – TEA)
4. Committee reviews their data noting strengths and needs. From this data they will:
  - Create a problem statement
  - Work through a Root Cause Analysis

(Remind committee members that certain types of data are confidential.)

5. Collect the following from each committee:
  - Committee Self – Assessment/Reflection
  - Problem Statement
  - Root Cause Analysis

- Review the committee findings
  - Create a Problem Statement for the Campus
  - Work through a Root Cause Analysis
6. Convene a Campus CNA Committee

Reflect:

- Are the needs addressed in the CIP through strategies and activities designed to improve the student outcomes?
- How do priorities and needs correlate with justification for Federal Fund expenditures?

*Turn in all documents to the Federal Programs Office by June 4, 2018.*

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.2: Regular monitoring and revision**

The Site-Based Decision Making committee will meet three times a year to monitor and revision.

### **2.3: Available to parents and community in an understandable format and language**

Campus Improvement Plan will be made available to parents at Meet the Teacher Night, the front office, and on the website. Written and/or oral translation in Spanish of the CIP will be available upon request.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The campus Parent and Family Engagement Policy will be developed with a committee of staff and parents; will be available in the front office, website, and

Meet the Teacher Night, and is available for translation into Spanish upon request.

### **3.2: Offer flexible number of parent involvement meetings**

Bay City Jr. High will offer parent meetings at a variety of times, in the morning, afternoon, and evening.

A calendar of meeting dates will be made available on the campus website. In addition, BCJH offers Meet the Teacher Night, Science Fair, Core Completion, band and choir performances, Panther Camp, athletic and sporting events, Pastries with the Principal, Report Card Pick Up, ELL Parent Night, and Award Programs as well as other opportunities.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bay City Jr. High	Instructional Aide	ESL	1
Bay City Jr. High	Instructional Aide	ESL	1

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dollie Coleman	Principal
Academic Dean	Jessica Estlinbaum	Academic Dean
Classroom Teacher	Mary Anne Harrison	Special Education teacher
Classroom Teacher	Traci Gernand	7th grade ELAR
Classroom Teacher	Louanna Blackburn	7th grade Math
Classroom Teacher	Raeanna Wertz	7th grade ELAR
Classroom Teacher	Cindy K. Simpson	6th grade ELAR
Classroom Teacher	Amy McLain	8th grade History
Classroom Teacher	Sandra Ortiz	6th/7th Science
Paraprofessional	Blanca Gutierrez	ESL Paraprofessional
Non-classroom Professional	Erica Jackson	Campus Secretary
District-level Professional	Lisa Moya	Chief Academic Officer
Parent	Christine DeWitt	Parent
Parent	Karen Kennedy	Parent
Parent	Robert Nelson	Parent
Parent	Margaret Marshall	Parent
Parent	Navidad Garcia	Parent

# Campus Funding Summary

<b>211 - Title I</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,200.00
1	1	5	Tutorials and transportation		\$3,000.00
1	1	6			\$1,000.00
1	1	15			\$2,500.00
1	1	16			\$4,975.00
1	1	18			\$3,500.00
1	1	23	Teacher assistance for 8th grade Social Studies:		\$3,995.00
1	1	23	Region III Social Studies specialist assistance		\$0.00
1	1	24	Science Instructional Support Region III		\$5,000.00
1	1	24	Science resource and lab investigation		\$3,000.00
1	1	27	Consultation and Coaching from Region IV		\$5,000.00
1	1	27	Region Iv Professional development for Language Arts		\$7,000.00
1	1	28			\$5,000.00
1	1	30			\$16,000.00
1	1	31	5,000.00		\$5,000.00
2	1	12			\$5,500.00
2	1	17			\$3,000.00
<b>Sub-Total</b>					<b>\$74,670.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$132,678.00</b>
<b>+/- Difference</b>					<b>\$58,008.00</b>
<b>197 - State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutorials and bus		\$15,000.00
<b>Sub-Total</b>					<b>\$15,000.00</b>

	<b>Budgeted Fund Source Amount</b>	\$15,000.00
	<b>+/- Difference</b>	\$0
	<b>Grand Total</b>	\$89,670.00