

Bay City Independent School District
Bay City Junior High
2017-2018 Campus Improvement Plan



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

You Have Value

You Have Purpose

You are Loved

It's Our Time to Shine!

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

1. Hispanic 64%, White 20%, African American 13%, Asian 1.41%, Two or more 1%.

Demographics Strengths

1. BCJH student enrollment increased from previous year.

Student Achievement

Student Achievement Summary

Year: 2016

Test Version(s): STAAR, STAAR L, STAAR A

Calculation Option: Level II Sat Phase-in 1

Grade(s): 06, 07, 08

| Subpopulation | Reading/ELA | | | Mathematics | | | Social Studies | | | Science | | | Writing | | |
|------------------|-------------|---------|----------|-------------|---------|----------|----------------|---------|----------|---------|------|-------|---------|------|-------|
| | Tested | LII Sat | LII Sat% | Tested | LII Sat | LII Sat% | Tested | LII Sat | LII Sat% | Tested | MStd | MStd% | Tested | MStd | MStd% |
| All Students | 720 | 483 | 67% | 718 | 514 | 72% | 218 | 114 | 52% | 219 | 143 | 65% | 263 | 150 | 57% |
| African American | 96 | 55 | 57% | 96 | 56 | 58% | 29 | 10 | 34% | 29 | 11 | 38% | 31 | 18 | 58% |
| Hispanic | 476 | 312 | 66% | 474 | 340 | 72% | 146 | 70 | 48% | 147 | 94 | 64% | 173 | 92 | 53% |
| White | 125 | 98 | 78% | 125 | 98 | 78% | 38 | 30 | 79% | 38 | 33 | 87% | 50 | 34 | 68% |
| ECD | 506 | 310 | 61% | 502 | 340 | 68% | 154 | 72 | 47% | 154 | 94 | 61% | 181 | 98 | 54% |

Student Achievement Strengths

Our sub populations among hispanic, African American, and Economically disadvantaged students made significant gains across contents and grade levels.

Hispanic students made percentage gains in math across all three grade levels. 6th grade 3% improvement, 7th grade 3% improvement, 8th grade 5% improvement compared to last years scores.

African American students made percentage gains in math in both 7th and 8th grade levels. 7th grade 3% improvement, 8th grade 5% improvement compared to last years scores.

Economically Disadvantaged students made percentage gains in math for both 7th and 8th grade levels. 7th grade 8% improvement, 8th grade 7%

improvement compared to last years scores.

African American students made percentage gains in reading in both 7th and 8th grade levels. 7th grade 5% improvement, 8th grade 7% improvement compared to last years scores

Hispanic students made percentage gains in reading in both 7th and 8th grade levels. 7th grade 3% improvement, 8th grade 5% improvement compared to last years scores.

Economically Disadvantaged students made percentage gains in reading in both 7th and 8th grade levels. 7th grade 5% improvement, 8th grade 7% improvement compared to last years scores.

African American students made percentage gains in science in 8th grade, improving 14% compared to last years scores

Hispanic students made percentage gains in science in 8th grade, improving 15% improvement compared to last years scores.

Economically Disadvantaged students made percentage gains in science in 8th grade, improving 21% improvement compared to last years scores.

African American students made percentage gains in 8th grade social studies, improving 17% compared to last years scores.

Hispanic students made percentage gains in 8th grade social studies, improving 3% compared to last years scores.

Economically Disadvantaged

100% passistng rate in ALG 1 EOC exam.

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 Bay City Junior High learning community has joined together to dedicate time, efforts and resources in order to increase student engagement and academic achievement.

Efforts have been put in place to create a safe and secure learning environment for students and teachers.

Positive efforts have been made to increase parent involvement and communications.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% highly qualified teachers are employed at Bay City Junior High

Bay City Junior High faculty represents the student body demographically in relation to the percentage of student populations.

19 new teachers were hired for the school year, which included transfer and experienced teachers from other locations.

Staff Quality, Recruitment, and Retention Strengths

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

More men were hired in new positions.

More African American teachers were hired in new positions.

All teachers are highly qualified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Instruction time increased as a result of going to a seven period schedule.

Tutorial time moved to thirty minutes in the morning instead of after school.

Content planning time created for teachers to assess and desegregate data from testing assessments.

Curriculum, Instruction, and Assessment Strengths

Knovation (Brain Pop)

Edmentum-Study Island

ESL Reading Smart

CHAMPS (Safe & Civil Schools)

FLIPPEN (Capturing Kids Hearts)

SIOP training

Plato/Secondary Academic

Renaissance (AR/STAR)

Success Maker

Stetson and Associates Inclusion support and training

AVID institute training and strand instructional strategies

Family and Community Involvement

Family and Community Involvement 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.

Family and Community Involvement Strengths

1. We continue to have great family and community support of our school.
2. Highly active parent CARES volunteer group.
3. Student mentor program.
4. Good community incentive support for academic and attendance achievement

Technology

Technology Summary

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

1. Provide Success Maker training for staff members that will use the program.
2. Increase integration of interactive technology within all content classes.
3. The implementation of Remind 101 has been utilized by some teachers.
4. More in depth staff development needed to train teachers

Technology Strengths

All core classrooms have LCD projectors, document cameras and available use of Mobi's.

Availability of five computer labs for student use.

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
- 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: Bay City Junior High School 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: All students will meet or exceed mastery standards on required TEA state assessments and will meet or exceed Region and State passing rates on all areas of assessment for 2018














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

Summative Evaluation 1:

| Strategy Description | TITLE I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|---|-------------------|-----|------|
| | | | | Dec | Mar | June |
| System Safeguard Strategy 1) All content teachers will use the TEKS Resource System to follow their YAG, to create assessments and to reference resources for instruction. | 3.0, 8.0, 9.0 | 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. | | | |
| System Safeguard Strategy 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. | 4.0 | Campus administrators, Academic Dean | Increase in student achievement on STAAR assessments in Reading and Writing. Improved grades and sustained reading abilities. | | | |
| | Funding Sources: 255 - Title IIA - 3000.00 | | | | | |
| 3) BCJH will provide common morning team planning time for teachers to plan instructional lessons and activities, in addition to semester planning days | | Campus administrators, Academic Dean, Department head leaders | TESS classroom observations Lesson plans submitted weekly | | | |
| System Safeguard Strategy 4) 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 | 8.0, 9.0 | Campus administrators | Increase the number of special education students accessing the general education curriculum. Increased student success among special education students being assisted with inclusion support | | | |

| | | | | | | |
|--|--------------------------|---|---|--|--|--|
| <p>System Safeguard Strategy</p> <p>5) Core academic teachers (ELA, Social Studies, Science) will administer two benchmark tests and Math will administer one benchmark test and two content based assessments (CBA). They will use the campus DMAC scoring system.</p> | 3.0, 8.0 | Campus administrators, Academic Dean, teachers | Improvement in student achievement scores on STAAR released test and comparable assessments | | | |
| Funding Sources: 211 - Title I - 1200.00 | | | | | | |
| <p>System Safeguard Strategy</p> <p>6) All core subjects will provide tutorials three mornings a week in effort to increase student achievement.</p> | 1.0, 3.0, 8.0, 9.0 | Department chairs and campus administrators | Improvement in percentages of student passing all of their classes and student making the honor roll. | | | |
| Funding Sources: 211 - Title I - 4750.00, 197 - State Compensatory - 2000.00 | | | | | | |
| 7) 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. | 4.0 | Campus Principal | Increase students', with inclusion support, test scores. | | | |
| 8) All core teachers of LEP students will attend bi-monthly ESL team meetings. Facilitated by an ESL teacher. | | ESL teacher and campus principal | Sign in sheets, agendas of all meetings | | | |
| Funding Sources: 197 - State Compensatory - 44705.00 | | | | | | |
| 9) We will continue to increase teachers that are ESL certified. | 1.0, 2.0, 3.0, 9.0 | Campus principal | Significant student academic growth among ELL students | | | |
| <p>System Safeguard Strategy</p> <p>10) Implement SIOP training and instructional strategies in all core academic classes that teach ESL students.</p> | 8.0 | Campus administrators | Walkthroughs Evidence of higher student engagement and learning | | | |
| 11) We will have an ESL parent meeting the first semester of school for all grades with all ELL teachers | 6.0 | Campus Principal | Increase in test scores for all ELL learners | | | |
| Funding Sources: 199 - Local - 300.00 | | | | | | |
| 12) Continue to have AVID for sixth, seventh and eighth grade. AVID students will continue with AVID student club with monthly meetings. | 9.0 | AVID teachers and campus administrators | Increase on academic benchmarks and STAAR scores. | | | |
| 13) 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. | 9.0 | AVID teacher and team, campus AVID principal | Increase in student motivation for improvement of grades | | | |
| 14) AVID instructional and learning strands will be taught and implemented to entire staff training by AVID site team. | 8.0, 9.0 | Campus principal | Systematic instructional strategies that yield higher student engagement and learning | | | |
| 15) AVID students will continue to take college field trips provided by the visiting college. | 9.0 | AVID teachers and AVID principal | Increase in the number of students that have exposure to higher level education. | | | |
| <p>System Safeguard Strategy</p> <p>16) 6th Grade BCJH core teachers will use Study Island in all core areas.</p> | 3.0, 8.0, 9.0 | Campus administrators and teachers | Increased benchmark scores and students passing the STAAR test. | | | |
| Funding Sources: 211 - Title I - 2500.00 | | | | | | |
| <p>System Safeguard Strategy</p> <p>17) Continuation of a computer lab that has Success Maker; instructional computer program for identified RTI math and reading students.</p> | 1.0, 2.0, 8.0, 9.0, 10.0 | Campus Administrators and Success Maker instructors | Increase test scores | | | |
| Funding Sources: 211 - Title I - 4975.00, 270 - Title VI - 10000.00 | | | | | | |

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|---|---------------|---------------------------------------|---|--|--|--|
| 18) We will use use DMAC for our T TESS evaluation for campus staff to help increase student achievement. | 8.0 | Campus administrators | Increase in student achievement Campus wide lesson plan template | | | |
| Funding Sources: 211 - Title I - 140.00 | | | | | | |
| System Safeguard Strategy 19) 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. | | Principal | Administrators provide certifications and participation agendas to professional development. Improvement of leadership effectiveness for campus goals | | | |
| Funding Sources: 211 - Title I - 3500.00 | | | | | | |
| 20) Hand schedule ESL students into core academic subject area classrooms. ESL student schedules will reflect an inclusive model.(PMI) | 1.0 | Campus Principal Campus Counselors | Achievement in STAAR assessments | | | |
| System Safeguard Strategy 21) Schedules will be created in modified blocks to provide more instruction in response to intervention for students who were unsuccessful in Math and Reading state assessments. | 1.0, 3.0, 9.0 | Principal Counselors | Master schedule will reflect this change. Teacher plans for intervention used during this period. | | | |
| 22) Utilize Knovation products including Brain Pop to integrate technology into daily lesson plans with the goal of improving academic success.(SS) | 8.0 | Teachers, Librarian | Improved academic achievement and increased use of technology. | | | |
| Funding Sources: 211 - Title I - 2095.00 | | | | | | |
| System Safeguard Strategy 23) Modified blocks will support ELL students in building academic competency skills in math and reading | 8.0 | Teachers | Improved academic achievement and STAAR performance. | | | |
| Funding Sources: 211 - Title I - 1200.00 | | | | | | |
| 24) Resource students will be scheduled using an inclusive model supported with pull outs by the resource teacher. | | Counselor and Resource Teacher | Improved academic achievement on the STAAR test. | | | |
| 25) 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 monthly to discuss instructional pedagogues and student performance data. Additional instructional materials will be made available. | 1.0 | Principal, Academic Dean | Improved performance on STAAR. | | | |
| Funding Sources: 211 - Title I - 3995.00 | | | | | | |
| 26) 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. | | | |
| Funding Sources: 211 - Title I - 8000.00 | | | | | | |








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|---|---|-----------------------|--|---|---|--|
| 27) BCJH will provide teachers with effective resources that will increase academic progress through the implementation of technology, including the weekly 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. |  |  | |
| 28) Elective teachers will integrate core subject curriculum into their perspective coursework to support the four key content areas. | | | |  |  | |
| 29) 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. 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 |  |  | |
| | Funding Sources: 211 - Title I - 12000.00 | | | | | |
| 30) BCJH will provide support to academic core area teachers through the assistance of the Academic Dean. | | Administrators | Improvement for all language arts student STAAR results |  |  | |
| | Funding Sources: 211 - Title I - 10000.00 | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 1: Bay City Junior High School 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:

| Strategy Description | TITLE I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|---------|-----------------------------------|---|---|------|
| | | | | Dec | Mar | June |
| 1) Administrators and attendance clerk will increase home visits, parent conferences and phone calls to seek resolution for student absences. | | | |  |  | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 1: Bay City Junior High School 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 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:






























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 | TITLE I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|---|-------------------|-----|------|
| | | | | Dec | Mar | June |
| 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 | | | |
| 2) We will continue to have a campus police officer assigned to our campus. | | BCISD Police Chief, Police Officer, Campus administrators | Daily schedule of the officer supervising students | | | |
| 3) We will continue to provide services to support Safe and Drug Free Week Schools, Red Ribbon Week and unscheduled drug dog campus visits. | | Campus police officer, chief of police and campus principal | PEIMS incident report reductions in discipline | | | |
| Funding Sources: 199 - Local - 500.00 | | | | | | |
| 4) We will continue with the use of our Raptor System for campus visitors. | | Campus administrators, office staff | We will know immediately when offender is on our campus | | | |
| Funding Sources: 199 - Local - 500.00 | | | | | | |
| 5) We will continue to provide Crisis Prevention Intervention training for our campus teachers. | 4.0 | Campus principal | Teacher CPI certificates | | | |


















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|---|-----|---|---|---|---|--|
| 6) We will continue to follow our Student Code of Conduct and allow due process for all students. | | Teachers and campus administrators | PEIMS reports |  |  | |
| Funding Sources: 199 - Local - 500.00 | | | | | | |
| 7) We will continue to implement our campus Crisis Management Plan. | | 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. | 4.0 | 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. |  |  | |
| 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. | | Teachers, Counselors, Campus Administrators | Increase in student engagement and reduction of behavior referrals |  |  | |
| 13) Bay City Junior High will incorporate Safe & Civil training done by all personnel to improve procedures and policies with regard to campus safety and CHAMPS class room management training. | | 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) BCJH will provide staff development through Region 3 for new teachers to improve classroom management skills | | Campus administrators | |  |  | |
| 16) Essential staff members will be given CPI, CPR and first aid training. | | Principal and assistant principals | Provide certification for training |  |  | |
| 17) 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. |  |  | |
|  = Accomplished  = Considerable  = Some Progress  = 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 | TITLE I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|------------------------------------|---|---|---|------|
| | | | | Dec | Mar | June |
| 1) We will continue as our goal to employ only highly qualified teachers. | | Campus principal | Meeting AYP |  |  | |
| 2) Develop a new teacher mentoring program to support our new teachers that will include local teachers from Bay City, as well as the support of our instructional coaches. | | Principal and Assistant Principals | Increased staff retention. |  |  | |
| 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  = Considerable  = Some Progress  = 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 | TITLE I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|------------|---|---|---|------|
| | | | | Dec | Mar | 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. | | Principals | Build stronger bridges between teacher and parent supports. |  |  | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

System Safeguard 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 | 4 | 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 | 5 | Core academic teachers (ELA, Social Studies, Science) will administer two benchmark tests and Math will administer one benchmark test and two content based assessments (CBA). They will use the campus DMAC scoring system. |
| 1 | 1 | 6 | All core subjects will provide tutorials three mornings a week in effort to increase student achievement. |
| 1 | 1 | 10 | Implement SIOP training and instructional strategies in all core academic classes that teach ESL students. |
| 1 | 1 | 16 | 6th Grade BCJH core teachers will use Study Island in all core areas. |
| 1 | 1 | 17 | Continuation of a computer lab that has Success Maker; instructional computer program for identified RTI math and reading students. |
| 1 | 1 | 19 | 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 | 21 | Schedules will be created in modified blocks to provide more instruction in response to intervention for students who were unsuccessful in Math and Reading state assessments. |
| 1 | 1 | 23 | Modified blocks will support ELL students in building academic competency skills in math and reading |

State Compensatory

Budget for Bay City Junior High:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|---------------------------|---|---------------------|
| 6100 Payroll Costs | | |
| 197-11-6112.00-041-8-30 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$7,000.00 |
| 197-11-6119.00-041-8-29 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$50,743.00 |
| 197-11-6119.21-041-8-30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$133,787.00 |
| 197-11-6119.59-041-8-30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$54,965.00 |
| 197-11-6119.64-041-8-30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$28,395.00 |
| 197-11-6129.00-041-8-28 | 6129 Salaries or Wages for Support Personnel | \$37,312.00 |
| 197-11-6129.00-041-8-30 | 6129 Salaries or Wages for Support Personnel | \$19,245.00 |
| 6100 Subtotal: | | \$331,447.00 |

Personnel for Bay City Junior High:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|--------------------|----------------|------------|
| BCJH | Teacher | English | .5 |
| BCJH | Teacher | Math | .15 |
| BCJH | Teacher | Math | .33 |
| BCJH | Teacher | Math | .15 |
| BCJH | Instructional Aide | DAEP | 1 |
| BCJH | Instructional Aide | DAEP | 1 |
| BCJH | DAEP teacher | DAEP | 1 |
| BCJH | Teacher | Math | .15 |
| BCJH | Instructional Aide | Computer Lab | 1 |
| BCJH | Teacher | English | .5 |
| BCJH | Teacher | Math | .15 |

Title I Component Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|-----------------|----------------|------------|
| BCJH | Aide | ESL | 1.0 |

Campus Funding Summary

| 211 - Title I | | | | | |
|------------------------|-----------|----------|--|--------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 5 | | | \$1,200.00 |
| 1 | 1 | 6 | | | \$4,750.00 |
| 1 | 1 | 16 | | | \$2,500.00 |
| 1 | 1 | 17 | | | \$4,975.00 |
| 1 | 1 | 18 | | | \$140.00 |
| 1 | 1 | 19 | | | \$3,500.00 |
| 1 | 1 | 22 | | | \$2,095.00 |
| 1 | 1 | 23 | | | \$1,200.00 |
| 1 | 1 | 25 | Teacher assistance for 8th grade Social Studies: | | \$3,995.00 |
| 1 | 1 | 25 | Region III Social Studies specialist assistance | | \$0.00 |
| 1 | 1 | 26 | Science Instructional Support Region III | | \$5,000.00 |
| 1 | 1 | 26 | Science resource and lab investigation | | \$3,000.00 |
| 1 | 1 | 29 | Consultation and Coaching from Region IV | | \$5,000.00 |
| 1 | 1 | 29 | Region Iv Professional development for Language Arts | | \$7,000.00 |
| 1 | 1 | 30 | Salary for Jennifer Runnels | | \$10,000.00 |
| Sub-Total | | | | | \$54,355.00 |
| 270 - Title VI | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 17 | | | \$10,000.00 |
| Sub-Total | | | | | \$10,000.00 |
| 255 - Title IIA | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | | | \$3,000.00 |
| Sub-Total | | | | | \$3,000.00 |

| 197 - State Compensatory | | | | | |
|---------------------------------|------------------|-----------------|-------------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | | | \$2,000.00 |
| 1 | 1 | 8 | | | \$44,705.00 |
| Sub-Total | | | | | \$46,705.00 |
| 199 - Local | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 11 | Materials for parent meetings | | \$300.00 |
| 2 | 1 | 3 | | | \$500.00 |
| 2 | 1 | 4 | | | \$500.00 |
| 2 | 1 | 6 | | | \$500.00 |
| Sub-Total | | | | | \$1,800.00 |
| Grand Total | | | | | \$115,860.00 |