

# **Banquete Independent School District**

## **Banquete Junior High School**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

# Mission Statement

The Mission of Banquete Junior High is to provide a high quality education in a safe, respectful, and inclusive environment.

## Vision

Our vision is to create a loving, respectful, and encouraging community at Banquete Junior High.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

22-23 Student Demographics

87.1% Hispanic and 12.9% White

61.2% Economically Disadvantaged

12.4% Special Education

22-23 Teacher Demographics

54.7% Hispanic and 45.3% White

68% with 10 or more years of experience.

### Demographics Strengths

68% of the teachers at BJH have 10 or more years of teaching experience.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our 8th grade Social Studies teacher is a first year teacher and Social Studies is the one of the areas of concern. Getting training for this new Social Studies teacher will be crucial in helping increase overall scores in the 8th grade Social Studies test. **Root Cause:** Prior Social Studies teacher did not address rigor in the classroom.

**Problem Statement 2 (Prioritized):** Our 8th grade Math scores were below the Region and State in Met and Masters. Our 8th grade Math teacher has been working closely with the other Math teachers and BRES to improve his routines and procedures in the classroom. **Root Cause:** Our 8th grade Math teacher did not have much experience but has shown significant growth .

# Student Learning

## Student Learning Summary

Students at BJH outperformed their peers in the Region and state in all exams other than 8th grade Math on the Met area of STAAR . Other than 8th grade Math, students in enrolled in 6th grade math, 7th grade math, and Algebra 1 outperformed their peers in the Region and State in the Masters area of STAAR.

## Student Learning Strengths

In 6th grade Math, 7th grade Math, and Algebra EOC, BJH outperformed the Region and State in their Met and Masters scores.

In 6th grade ELA, 7th Grade ELA, and 8th Grade ELA, BJH outperformed the Region in their Met scores.

In 8th grade Science, BJH outperformed the Region and State in Met scores.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 8th grade Math scores had a low overall passing percentage that was below the region and state. **Root Cause:** Our 8th grade Math teacher was new and did not have much experience in working with 8th grade math curriculum.

**Problem Statement 2 (Prioritized):** 8th grade Social Studies did not have any students meet the Masters level on the STAAR Social Studies exam. **Root Cause:** Rigor was not addressed in the classroom at the level necessary for students to be as successful as they could have been on the Social Studies STAAR exam.

**Problem Statement 3 (Prioritized):** ELA scores have will need to increase in the Met and Masters areas. The have been lower than the state in these areas. **Root Cause:** BJH did not have an ELA department that worked cooperatively together.

**Problem Statement 4 (Prioritized):** BJH students do not know enough about college and career readiness programs at the HS level. **Root Cause:** BJH has not stressed college and career readiness programs at the HS level while students are in the 8th grade.

# School Processes & Programs

## School Processes & Programs Summary

All teachers at BJH are Highly Qualified for their positions within BJH. All BJH teachers are certified in the content and grade level that they are teaching.

## School Processes & Programs Strengths

Teachers attended various professional development this summer in the areas of content improvement and technology. All teachers at BJH will take part in walkthroughs by administrators and BRES coaches to ensure that we are creating a common language and that classroom expectations are being met in every classroom.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** A concern has been finding quality workshops for our teachers at our ESC2 Region Center. There has been a lack of training for our staff in previous years. **Root Cause:** For the last several years, the Service Center has not offered training that is beneficial for many of the tested subject areas.

**Problem Statement 2 (Prioritized):** Students at BJH need to be more aware of school safety. They must be familiar with procedures for all drills. **Root Cause:** BJH only take part in drills monthly. This is not enough time for our students to fully understand what they need to do.

# Perceptions

## Perceptions Summary

BJH has various events throughout the school year to involve parents. Parents are encouraged to offer feedback through surveys conducted by the district throughout the school year. BJH leadership teams then look at this information to see where improvements can be made in the overall climate at the campus. Mentor programs have also been put in place at the district level. As a result, every new teacher at BJH is assigned a Mentor to help improve staff retention.

## Perceptions Strengths

BJH has a positive relationship between staff, parents, community, and students. Office staff has worked closely with KT Services and will continue to touch base with them this year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** BJH has limited participation when we have parental involvement events due to the fact that many parents do not participate as much as they typically will at the Elementary level. **Root Cause:** At the JH level, students may be embarrassed if their parents show up or parents may feel students are older and they do not have to be as visible.

# Priority Problem Statements

**Problem Statement 1:** Our 8th grade Social Studies teacher is a first year teacher and Social Studies is the one of the areas of concern. Getting training for this new Social Studies teacher will be crucial in helping increase overall scores in the 8th grade Social Studies test.

**Root Cause 1:** Prior Social Studies teacher did not address rigor in the classroom.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our 8th grade Math scores were below the Region and State in Met and Masters. Our 8th grade Math teacher has been working closely with the other Math teachers and BRES to improve his routines and procedures in the classroom.

**Root Cause 2:** Our 8th grade Math teacher did not have much experience but has shown significant growth .

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 8th grade Math scores had a low overall passing percentage that was below the region and state.

**Root Cause 3:** Our 8th grade Math teacher was new and did not have much experience in working with 8th grade math curriculum.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 8th grade Social Studies did not have any students meet the Masters level on the STAAR Social Studies exam.

**Root Cause 4:** Rigor was not addressed in the classroom at the level necessary for students to be as successful as they could have been on the Social Studies STAAR exam.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** BJH has limited participation when we have parental involvement events due to the fact that many parents do not participate as much as they typically will at the Elementary level.

**Root Cause 5:** At the JH level, students may be embarrassed if their parents show up or parents may feel students are older and they do not have to be as visible.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** ELA scores have will need to increase in the Met and Masters areas. They have been lower than the state in these areas.

**Root Cause 6:** BJH did not have an ELA department that worked cooperatively together.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** BJH students do not know enough about college and career readiness programs at the HS level.

**Root Cause 7:** BJH has not stressed college and career readiness programs at the HS level while students are in the 8th grade.

**Problem Statement 7 Areas:** Student Learning



**Problem Statement 8:** Students at BJH need to be more aware of school safety. They must be familiar with procedures for all drills.

**Root Cause 8:** BJH only take part in drills monthly. This is not enough time for our students to fully understand what they need to do.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** A concern has been finding quality workshops for our teachers at our ESC2 Region Center. There has been a lack of training for our staff in previous years.

**Root Cause 9:** For the last several years, the Service Center has not offered training that is beneficial for many of the tested subject areas.

**Problem Statement 9 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

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

- Organizational structure data
- Communications data








# Goals

**Goal 1:** Recruit, support, and retain staff at BJH.

**Performance Objective 1:** All teachers hired at BJH will be highly qualified for the 2023-2024 school year.

**High Priority**

**Evaluation Data Sources:** Highly Qualified Report

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Potential new teachers to BJH will go through an interview process that includes members of the campus Leadership Team. The interview committee will ensure that potential new teachers are "highly qualified" which should help increase STAAR scores and meet academic goals for the 23-24 school year. <b>Strategy's Expected Result/Impact:</b> Increased STAAR scores in the areas of concern by 10% in Masters area and 15% in Met areas. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 1		Formative			Summative
		Nov	Feb	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 2:** Our 8th grade Math scores were below the Region and State in Met and Masters. Our 8th grade Math teacher has been working closely with the other Math teachers and BRES to improve his routines and procedures in the classroom. **Root Cause:** Our 8th grade Math teacher did not have much experience but has shown significant growth .



### School Processes & Programs







**Problem Statement 1:** A concern has been finding quality workshops for our teachers at our ESC2 Region Center. There has been a lack of training for our staff in previous years. **Root Cause:** For the last several years, the Service Center has not offered training that is beneficial for many of the tested subject areas.

**Goal 1:** Recruit, support, and retain staff at BJH.

**Performance Objective 2:** All new teachers at BJH will be assigned a mentor in order to help increase teacher retention.

**Evaluation Data Sources:** Mentor List  
Sign in Sheets at Mentor/Mentee meetings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Mentors and Mentees will meet at the start of the school year to make sure they understand their roles. Mentors and Mentees will also discuss concerns during weekly PLC meetings held with the Principal.  <b>Strategy's Expected Result/Impact:</b> Strategies will help ensure that BJH increases teacher retention for the 23-24 school year. <b>Staff Responsible for Monitoring:</b> Principal Mentors  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The new 8th grade Social Studies teacher will work closely with the new ELA teacher who was a former 8th grade Social Studies teacher and consultant for the Region Service Center to help ensure that she is able to increase the passing rate and the number of students earning Met and Masters scores in the 8th grade Social Studies STAAR test. <b>Strategy's Expected Result/Impact:</b> Increase the number of students passing the 8th Grade Social Studies test and increase the Met percentage by 20% and the Masters percentage by 10%. <b>Staff Responsible for Monitoring:</b> Principal Teachers  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 2		Formative			Summative
		Nov	Feb	Apr	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					







## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Our 8th grade Social Studies teacher is a first year teacher and Social Studies is the one of the areas of concern. Getting training for this new Social Studies teacher will be crucial in helping increase overall scores in the 8th grade Social Studies test. <b>Root Cause:</b> Prior Social Studies teacher did not address rigor in the classroom.
Student Learning
<b>Problem Statement 1:</b> 8th grade Math scores had a low overall passing percentage that was below the region and state. <b>Root Cause:</b> Our 8th grade Math teacher was new and did not have much experience in working with 8th grade math curriculum. <b>Problem Statement 2:</b> 8th grade Social Studies did not have any students meet the Masters level on the STAAR Social Studies exam. <b>Root Cause:</b> Rigor was not addressed in the classroom at the level necessary for students to be as successful as they could have been on the Social Studies STAAR exam.

**Goal 2:** Build a strong foundation in reading and math.

**Performance Objective 1:** Math teachers will continue to utilize rigor in the classroom.

**Evaluation Data Sources:** MAPS Data  
STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Math teachers will utilize their common planning period and PLC meetings to ensure they are all teaching to the rigor of the STAAR/EOC exams.  <b>Strategy's Expected Result/Impact:</b> Increase the Met scores by 15% in 6th, 7th, and 8th grade math and increase the Masters scores 10% in 6th , 7th, and 8th grade math. <b>Staff Responsible for Monitoring:</b> Principal Math teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**




Demographics
<b>Problem Statement 2:</b> Our 8th grade Math scores were below the Region and State in Met and Masters. Our 8th grade Math teacher has been working closely with the other Math teachers and BRES to improve his routines and procedures in the classroom. <b>Root Cause:</b> Our 8th grade Math teacher did not have much experience but has shown significant growth .









**Goal 2:** Build a strong foundation in reading and math.

**Performance Objective 2:** Reading teachers will increase their understanding of how to address rigor and writing in the ELA classroom.

**Evaluation Data Sources:** MAPS Data  
STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every 6th grade student will take a Reading lab close where the focus will be on Reading and Writing under the new STAAR test.  <b>Strategy's Expected Result/Impact:</b> 6th grade students will gain a strong foundation in reading and writing. Increase in the number of students achieving Met and Masters in the STAAR Reading exam by at least 10% in the Met scores and 15% in the Masters scores.  <b>Staff Responsible for Monitoring:</b> Principal ELA teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> ELA teachers will work closely with the new 8th grade ELA teacher who has served as a reading consultant at the Region Service Center. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students achieving Met and Masters in the STAAR Reading exam by at least 10% in the Met scores and 15% in the Masters scores. <b>Staff Responsible for Monitoring:</b> Principal ELA Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3		Formative			Summative
		Nov	Feb	Apr	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					







### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> ELA scores have will need to increase in the Met and Masters areas. The have been lower than the state in these areas. <b>Root Cause:</b> BJH did not have an ELA department that worked cooperatively together.

**Goal 3:** Connect BJH to college and career readiness at the High School

**Performance Objective 1:** BJH will ensure that at least 80% of our 8th graders participate in P-Tech at the High School for the 23-24 school year.

**Evaluation Data Sources:** Dual Enrollment numbers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The BJH Counselor will give a presentation to our current 8th graders over what P-Tech is how it can benefit them with college and career readiness. <b>Strategy's Expected Result/Impact:</b> Help BHS hit their goal of having at least 25 students per grade participating in P Tech. <b>Staff Responsible for Monitoring:</b> Principal Counselor  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 4:</b> BJH students do not know enough about college and career readiness programs at the HS level. <b>Root Cause:</b> BJH has not stressed college and career readiness programs at the HS level while students are in the 8th grade.

**Goal 3:** Connect BJH to college and career readiness at the High School

**Performance Objective 2:** BJH programs will be developed to ensure students are knowledgeable of post secondary experiences.

**Evaluation Data Sources:** Teacher Lesson Plans  
Master Schedule

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BJH Students will research various colleges and universities through their FLEX periods once a month and will have researched at least 6 colleges or universities by the time they leave BJH. <b>Strategy's Expected Result/Impact:</b> Students will gain knowledge and awareness of post secondary opportunities. <b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All 7th and 8th grade students will complete lessons from the College and Career Readiness Curriculum which is aligned to the State Standards regarding College and Career Readiness. <b>Strategy's Expected Result/Impact:</b> BJH will help increase the number of students participating in P Tech by 20%. <b>Staff Responsible for Monitoring:</b> Principal Teaches  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Student Learning





**Problem Statement 4:** BJH students do not know enough about college and career readiness programs at the HS level. **Root Cause:** BJH has not stressed college and career readiness programs at the HS level while students are in the 8th grade.

**Goal 4:** BJH Campus will earn a rating of "A" as a campus and increase its state accountability score by 5%.

**Performance Objective 1:** All tested subject areas will increase their Met percentages by 15% and their Masters percentages by 10%.

**High Priority**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers at BJH will effectively use their planning period to analyze MAPS and STAAR Data in order to increase Met and Masters percentages. <b>Strategy's Expected Result/Impact:</b> Increase in Met and Masters scores by 10% in Masters area and 15% in Met areas. <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The new 8th grade Social Studies teacher will work closely with our new 8th ELA teacher to help improve Social Studies STAAR scores. <b>Strategy's Expected Result/Impact:</b> Increase in scores in Social Studies by 15% in Met and 10% in <b>Staff Responsible for Monitoring:</b> Principal Teachers  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Our 8th grade Social Studies teacher is a first year teacher and Social Studies is the one of the areas of concern. Getting training for this new Social Studies teacher will be crucial in helping increase overall scores in the 8th grade Social Studies test. **Root Cause:** Prior Social Studies teacher did not address rigor in the classroom.

#### Student Learning








**Problem Statement 1:** 8th grade Math scores had a low overall passing percentage that was below the region and state. **Root Cause:** Our 8th grade Math teacher was new and did not have much experience in working with 8th grade math curriculum.

**Problem Statement 3:** ELA scores have will need to increase in the Met and Masters areas. The have been lower than the state in these areas. **Root Cause:** BJH did not have an ELA department that worked cooperatively together.

**Goal 4:** BJH Campus will earn a rating of "A" as a campus and increase its state accountability score by 5%.

**Performance Objective 2:** BJH will increase its attendance rate to 95%.

**Evaluation Data Sources:** PEIMS attendance data  
Parent phone call logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parent liaison will contact parents of students with more than 5 absences and will document each they reach out to those parents. <b>Strategy's Expected Result/Impact:</b> Improvement in attendance numbers. <b>Staff Responsible for Monitoring:</b> Clerk Parent Liaison Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will receive a monetary award for perfect attendance each semester. <b>Strategy's Expected Result/Impact:</b> Improvement in attendance numbers. <b>Staff Responsible for Monitoring:</b> Principal Clerk  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**



## Perceptions










**Problem Statement 1:** BJH has limited participation when we have parental involvement events due to the fact that many parents do not participate as much as they typically will at the Elementary level. **Root Cause:** At the JH level, students may be embarrassed if their parents show up or parents may feel students are older and they do not have to be as visible.

**Goal 5:** Safe, supportive learning environment.

**Performance Objective 1:** BJH will participate in the state required drill each month 100% of the time.

**High Priority**

**Evaluation Data Sources:** Safety Drills Logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BJH will participate in state required drills each month. <b>Strategy's Expected Result/Impact:</b> Students and staff will be better prepared to handle emergencies that may occur. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal BISD Officer  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Assistant Principal will meet each morning with the officer assigned to our campus that day. <b>Strategy's Expected Result/Impact:</b> To help ensure students and staff are safe and secure on campus. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Assigned Campus Officers  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Students at BJH need to be more aware of school safety. They must be familiar with procedures for all drills. <b>Root Cause:</b> BJH only take part in drills monthly. This is not enough time for our students to fully understand what they need to do.
Perceptions
<b>Problem Statement 1:</b> BJH has limited participation when we have parental involvement events due to the fact that many parents do not participate as much as they typically will at the Elementary level. <b>Root Cause:</b> At the JH level, students may be embarrassed if their parents show up or parents may feel students are older and they do not have to be as visible.

**Goal 5:** Safe, supportive learning environment.

**Performance Objective 2:** BJH will increase its number of parental involvement meetings by 75% for the 23-24 school year.

**Evaluation Data Sources:** Sign In Sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> BJH will hold Parents Matter Meetings each month to give parents an opportunity to discuss matters with the Principal and Assistant Principal. <b>Strategy's Expected Result/Impact:</b> Meetings will help create a more trusting environment between the campus and parents. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Students at BJH need to be more aware of school safety. They must be familiar with procedures for all drills. <b>Root Cause:</b> BJH only take part in drills monthly. This is not enough time for our students to fully understand what they need to do.
Perceptions
<b>Problem Statement 1:</b> BJH has limited participation when we have parental involvement events due to the fact that many parents do not participate as much as they typically will at the Elemetary level. <b>Root Cause:</b> At the JH level, students may be embarrassed if their parents show up or parents may feel students are older and they do not have to be as visible.

# State Compensatory

## Budget for Banquete Junior High School

**Total SCE Funds:** \$53,120.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

SCE funds will be used to hire a Parent Liason for BJH that will help to build a connection between the Camus and its parents. SCE funds will also be used to hire a Library Aide for BJH. In addition, supplies for the students to use in class will be ordered by the teachers for the students.

## Personnel for Banquete Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anna Gabriel Gonzalez	Parent Liaison	0
Sara Pena	Library Aide	0

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Ramiro Pena	Principal
Counselor	Alena Garza	Counselor
Classroom Teacher	Carlos Flores	Teacher
Classroom Teacher	Brianna Garcia	Teacher
Classroom Teacher	Jordan Lerma	Teacher
Classroom Teacher	Denise Rhodes	Teacher
Classroom Teacher	Ludy Resendez	Teacher
Parent	Vanessa McLerran	Parent