

# **Goose Creek Consolidated Independent School District**

## **Highlands Junior High**

### **2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

The mission of Highlands Junior School is to serve the diverse and distinguishable needs of this age group while encouraging and leading them to develop intellectually, emotionally, and socially.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The enrollment at Highlands Junior School has decreased from a population of 1233 in the 2014-2015 school year, to 1142 in the 2015-2016 school year, and was 1118 this year. Rezoning has reduced the overall population, but with the steady growth of new communities in the area, we anticipate increases in enrollment in the near future. As enrollment increases, so class sizes will also increase, necessitating an increase in teaching faculty and support staff.

Over the past 3 years, the Hispanic/Latino student population has increased to 55%, while the rest of the student population has decreased to 25% white and 13% African American. Some of the students attending the campus are identified as At Risk, Special Education, Section 504, Gifted and Talented, and English Language Learners. From last year to this year, the economically disadvantaged population increased from 49% to 52%. The proportion of English Language Learners is currently 6% and special education students is currently 13%. There are about 50% male students and 50% female students.

The attendance rate at HJS has been maintained at 96% from 2014 to 2017. Truancy interventions include daily IRIS callouts to the parents/guardians of students who are not in attendance, weekly A2A letters mailed to homes, and conferences with parents/guardians and assistant principal of students with excessive or unexcused absences. Teachers also call parents/guardians concerning attendance when students are absent.

In 2014 the teacher demographics were about 19% African American, 14% Hispanic, 64% white, and 3% Asian. In 2017, the population of African American teachers has increased to 22% and white increased to 67%; however, the Hispanic population decreased to 7% Hispanic. This year HJS has about 50% male students and 50% female students, whereas the teachers' genders are about 25% male and 75% female.

### Demographics Strengths

The school has a diverse population therefore the goal is to provide a stable environment to students that allows teachers to maintain a strategic approach towards educating all of the students. This year HJS held our first career fair which was designed to expose students to many district programs in high school, as well as various programs and opportunities at the college level and within local industry. First generation students planning to attend college were introduced to the AVID program. Gifted and Talented students participated in Duke Talent Search. Students on track for entering a high school vocational certification program were able to participate in the Stuart Career Center Fair. HJS has mentoring programs for students with challenging behaviors and school trips for the overall population of students to educate them in diversity and gain exposure to other areas of the country.

HJS has maintained an average attendance of 96% for the past three years.

Three percent of the teachers at Highlands Junior are Asian, which closely matches the proportion of students who are Asian.

## Student Achievement

### Student Achievement Summary

At Highlands Junior for the 2016-2017 school year, our areas of lowest performance on STAAR are our special education students and our Limited English Proficient (LEP) students. These two sub-populations are our lowest performing groups across all contents and grade levels. Following the current 8<sup>th</sup> grade students over the past three years, our data shows that these groups perform close to the district average, but considerably lower than all other groups. The data is as follows:

<b>STAAR MATH 2015-2017</b>			
<b>GCCISD</b>	62.47%	62.53%	66.44%
<b>HJS</b>	65.33%	57.22%	64.33%
	6th Grade	7th Grade	8th Grade

<b>STAAR MATH 2015-2017 - LEP</b>			
<b>GCCISD</b>	32.48%	24.49%	36.69%
<b>HJS</b>	25.00%	18.48%	39.13%
	6th Grade	7th Grade	8th Grade

<b>STAAR MATH 2015-2017 - Sp Ed</b>			
<b>GCCISD</b>	13.99%	13.92%	19.43%
<b>HJS</b>	14.63%	8.89%	6.38%
	6th Grade	7th Grade	8th Grade

<b>STAAR READING 2015-2017</b>			
<b>GCCISD</b>	64.14%	60.16%	67.77%
<b>HJS</b>	69.05%	62.50%	69.59%
	6th Grade	7th Grade	8th Grade

<b>STAAR READING LEP 2015-2017</b>			
<b>GCCISD</b>	8.33%	8.97%	22.35%
<b>HJS</b>	0.00%	4.76%	30.43%
	6th Grade	7th Grade	8th Grade

<b>STAAR READING Sp Ed 2015-2017</b>			
<b>GCCISD</b>	13.99%	14.95%	19.43%
<b>HJS</b>	14.63%	20.45%	21.74%
	6th Grade	7th Grade	8th Grade

Based on Eduphoria reports, district Benchmark passing rates are consistently lower than STAAR passing rates in both math and reading for 8<sup>th</sup> grade. Considering the Benchmarks are given a month or more before the STAAR, this is an expected and reasonable outcome. In both subjects, special education and LEP achieved at lower rates than the rest of the grade level – similar to their comparative rates on STAAR.

All critical sub-populations (African-American, Hispanic, LEP, Sp Ed) showed growth in achievement from the math benchmark to the math STAAR, except for special education. All sub-populations showed growth in achievement from the reading benchmark to the reading STAAR. Data tables are below.

<b>Subpop</b>	<b>Math Passing Rates</b>			<b>Reading Passing Rates</b>		
	<b>Benchmark</b>	<b>STAAR</b>	<b>% Change</b>	<b>Benchmark</b>	<b>STAAR</b>	<b>% Change</b>
All Students	45.57%	64.33%	+18.76%	55.65%	69.59%	+13.94%
African-American	43.10%	68.42%	+25.32%	46.67%	74.14%	+27.47%
Hispanic	45.18%	62.35%	+17.17%	54.00%	68.14%	+14.14%
LEP	30.43%	39.13%	+8.7%	12.50%	30.43%	+17.93%
Sp Ed	14.29%	6.38%	-7.91%	11.36%	21.74%	+10.38%

**Benchmark Mathematics Grade 8, Feb 2017**

	Total Students	Raw Score	Percent Score	CBA		CBA Max Passing Standard	Date Taken
				Min Passing	Masters GL		
Highlands Junior	305	18.48	44.04%	45.57%	10.16%	0%	2/6/2017
Economic Disadvantage	154	17.63	42.03%	39.61%	8.44%	0%	2/6/2017
American Indian/Alaskan Native	3	16	38%	33.33%	0%	0%	2/6/2017
Asian	1	12	29%	0%	0%	0%	2/6/2017
Black/African American	58	18.12	43.19%	43.10%	10.34%	0%	2/6/2017
Hispanic	166	18.34	43.70%	45.18%	9.64%	0%	2/6/2017
Two or More Races	325	67	61.33%	100%	33.33%	0%	2/6/2017
White	74	18.97	45.23%	47.30%	10.81%	0%	2/6/2017
Female	127	19.26	45.87%	48.03%	8.66%	0%	2/6/2017
Male	178	17.92	42.74%	43.82%	11.24%	0%	2/6/2017
First Year of Monitoring	2	14	33.50%	0%	0%	0%	2/6/2017
LEP	23	15.91	38%	30.43%	4.35%	0%	2/6/2017
Second Year of Monitoring	7	15.29	36.29%	14.29%	0%	0%	2/6/2017
Special Ed Indicator	42	12.83	30.67%	14.29%	2.38%	0%	2/6/2017

**March 2017 STAAR Mathematics, Grade 8**

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Meets Masters			Date Taken
					GL	GL	GL	
Highlands Junior	314	22.92	1634.55	54.58%	64.33%	25.16%	4.46%	3/1/2017
Economic Disadvantage	161	21.06	1607.76	50.16%	57.14%	17.39%	1.86%	3/1/2017
American Indian/Alaskan Native	3	24.67	1651.67	59%	66.67%	0%	0%	3/1/2017
Asian	1	21	1607	50%	100%	0%	0%	3/1/2017
Black/African American	57	22.84	1632.7	54.44%	68.42%	31.58%	3.51%	3/1/2017
Hispanic	170	22.73	1630.89	54.12%	62.35%	22.94%	2.94%	3/1/2017
Two or More Races	425	75	1678	61.25%	75%	50%	25%	3/1/2017
White	79	23.22	1641.27	55.23%	64.56%	25.32%	7.59%	3/1/2017
Female	130	23.53	1641.87	56.05%	67.69%	26.92%	3.85%	3/1/2017
Male	184	22.49	1629.39	53.54%	61.96%	23.91%	4.89%	3/1/2017
First Year of Monitoring	2	20.5	1600.5	49%	50%	0%	0%	3/1/2017
LEP	23	18.31	1571.65	43.61%	39.13%	8.70%	0%	3/1/2017
Second Year of Monitoring	6	20.83	1603.17	49.50%	50%	16.67%	0%	3/1/2017



Special Ed Indicator

47 12.81 1499.64 30.55% 6.38% 2.13% 0%/3/1/2017

**Benchmark Reading Gd. 8 Dec 2016**

	Total Students	Raw Score	Percent Score	CBA		Date Taken
				Min Passing Standard	Masters GL	
Highlands Junior	363	25.33	57.57%	55.65%	25.34%	9.37%11/28/2016
Economic Disadvantage	177	22.85	51.95%	43.50%	16.95%	4.52%11/28/2016
American Indian/Alaskan Native	4	28.5	64.75%	75%	25%	0%11/28/2016
Asian	4	31.25	71%	75%	75%	25%11/28/2016
Black/African American	60	22.87	52.05%	46.67%	13.33%	1.67%11/28/2016
Hispanic	200	25.2	57.28%	54%	26.50%	10%11/28/2016
Native Hawaiian/Pacific Islander	1	42	95%	100%	100%	100%11/28/2016
Two or More Races	6	25.17	57.17%	83.33%	0%	0%11/28/2016
White	88	26.7	60.66%	61.36%	29.55%	12.50%11/28/2016
Female	160	26.98	61.31%	61.25%	29.38%	13.12%11/28/2016
Male	203	24.02	54.62%	51.23%	22.17%	6.40%11/28/2016
First Year of Monitoring	1	18	41%	0%	0%	0%11/28/2016
LEP	24	16.17	36.75%	12.50%	0%	0%11/28/2016
Second Year of Monitoring	6	22.67	51.50%	50%	0%	0%11/28/2016
Special Ed Indicator	44	16.02	36.43%	11.36%	0%	0%11/28/2016

**March 2017 STAAR Reading, Grade 8**

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Meets Masters			Date Taken
					GL	GL	GL	
Highlands Junior	365	28.34	1647.24	64.41%	69.59%	37.81%	15.07%	3/1/2017
Economic Disadvantage	176	26.38	1618.74	59.94%	60.23%	27.84%	11.93%	3/1/2017
American Indian/Alaskan Native	3	31.67	1677	72%	100%	33.33%	0%	3/1/2017
Asian	4	34.75	1757.5	78.75%	75%	75%	75%	3/1/2017
Black/African American	58	28.43	1645.1	64.64%	74.14%	32.76%	17.24%	3/1/2017
Hispanic	204	27.95	1641.95	63.52%	68.14%	37.75%	13.24%	3/1/2017
Native Hawaiian/Pacific Islander	1	41	1875	93%	100%	100%	100%	3/1/2017
Two or More Races	5	27.8	1633.4	63.20%	60%	60%	0%	3/1/2017

White	9028.661652.97	65.13%	68.89%	37.78%	15.56%	3/1/2017
Female	15829.451663.46	66.96%	74.05%	41.14%	16.46%	3/1/2017
Male	20727.491634.86	62.47%	66.18%	35.27%	14.01%	3/1/2017
First Year of Monitoring	2 29 1639	66%	100%	0%	0%	3/1/2017
LEP	23 19.831529.22	45.04%	30.43%	0%	0%	3/1/2017
Second Year of Monitoring	624.171587.67	55%	50%	33.33%	0%	3/1/2017
Special Ed Indicator	46 19.17 1522.5	43.59%	21.74%	4.35%	0%	3/1/2017

Highlands Junior offered Reading Intervention classes, Math Intervention classes, and Advisory Tutorials for all grades in the 2016-2017 school year. In every intervention provided, participating students passed the 8<sup>th</sup> grade math and reading STAAR at higher rates than they did in 7<sup>th</sup> grade.

Intervention	Total Students	7 <sup>th</sup> Grade Math Passing %	8 <sup>th</sup> Grade Math Passing %	Math % Change	7 <sup>th</sup> Grade Reading Passing %	8 <sup>th</sup> Grade Reading Passing %	Reading % Change
Advisory Tutorials	294	24.83%	66.33%	+41.5%	35.37%	64.29%	+28.92%
Reading Intervention	16	n/a	n/a	n/a	0%	31.25%	+31.25%
Math Intervention	27	0%	44.44%	+44.44%	n/a	n/a	n/a

Intervention	Math Progress				Reading Progress			
	#	%	%	%	#	%	%	%
	Unsuccessful	Limited	Expected	Accelerated	Unsuccessful	Limited	Expected	Accelerated
Tutorials	99 students	49.5%	46.5%	3%	104 students	50%	40.4%	6.7%
Interventions	15 students	20%	60%	20%	11 students	9%	54.5%	36.4%

For the 2016-2017 school year, 360 recorded grades are course failures for the year. Of the courses failed, eight teachers recorded 60.8% of them.

<b>Teacher</b>	<b>Content</b>	<b>Full Year Failures</b>
ELA 1	ELA	0
ELA 2	ELA	0
ELA 3	ELA	0
FA 1	Fine Arts	0
FA 2	Fine Arts	0
FA 3	Fine Arts	0
FA 4	Fine Arts	0
FA 5	Fine Arts	0
FA 6	Fine Arts	0
FA 7	Fine Arts	0
OTH 1	Intervention	0
OTH 2	Intervention	0
OTH 3	Life Skills	0
OTH 4	Life Skills	0
MA 1	Math	0
PE 1	PE	0
PE 2	PE	0
PE 3	PE	0
PE 4	PE	0
PE 5	PE	0
PE 6	PE	0
SCI 1	Science	0
SCI 2	Science	0
OTH 5	SILC	0
SS 1	Social Studies	0
TCH 1	Technology	0
ELA 4	ELA	1
ELA 5	ELA	1
ELA 6	ELA	1

SCI 3	Science	1
SCI 4	Science	1
SCI 5	Science	1
<b>Teacher</b>	<b>Content</b>	<b>Full Year Failures</b>
SS 2	Social Studies	1
SS 3	Social Studies	1
SS 4	Social Studies	1
SS 5	Social Studies	1
OTH 6	Spanish	1
TCH 2	Technology	1
ELA 7	ELA	2
FA 8	Fine Arts	2
MA 2	Math	2
SCI 6	Science	2
FA 9	Fine Arts	3
SS 6	Social Studies	3
ELA 8	ELA	5
MA 3	Math	5
ELA 9	ELA	6
SCI 7	Science	6
SS 7	Social Studies	6
TCH 3	Technology	6
SS 8	Social Studies	7
FA 10	Fine Arts	8
ELA 10	ELA	10
ELA 11	ELA	11
ELA 12	ELA	13
ELA 13	ELA	16
ELA 14	ELA	16
MA 4	Math	20
MA 5	Math	24
TCH 4	Technology	24
MA 6	Math	25
MA 7	Math	27

MA 8	Math	27
SCI 8	Science	33
MA 9	Math	39

Math classes accounted for nearly half of all full-year course failures.

	ELA	Math	Science	Social Studies	Fine Arts	PE	Tech	Other
# Course Failures	82	169	44	20	13	0	31	1
% of all Course Failures	22.78%	46.94%	12.22%	5.56%	3.61%	0%	8.61%	0.28%

### Student Achievement Strengths

- In math, our LEP students show increasing achievement rates on STAAR from sixth grade to eighth grade.
- In reading, all populations of students show increasing achievement rates on STAAR from sixth grade to eighth grade.
- African-American students are showing a 25% or greater increase from the benchmark to the STAAR in both math and reading.
- All critical sub-populations are showing significant growth and improvements in reading from the benchmark to the STAAR.
- Math intervention classes showed the greatest increase in passing percentage. Students entered eighth grade math intervention not having passed their seventh grade math STAAR. 44.44% of those students successfully passed the eighth grade STAAR.
- Reading intervention students showed the highest levels of accelerated progress. Of the eighth grade students enrolled in reading intervention, 36.4% exceeded one school year's progress on STAAR.
- Science, social studies, fine arts electives, and technology electives have very similar course failure rates, with science just slightly elevated from the rest.
- Although comparatively high for the campus, ELA classes have failure rates at significantly lower levels than those in math.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** STAAR achievement has lagged behind the state and district. **Root Cause:** Student growth and progress has not been addressed consistently

## School Culture and Climate

### School Culture and Climate Summary

Several systems are in place to support students who are new to Highlands Junior. All 5<sup>th</sup> graders are provided three opportunities to visit the campus and learn about elective options plus procedures. In December of their 5<sup>th</sup> grade year, students attend a 5<sup>th</sup> grade orientation and a parent night. In addition, they can attend Tadpole Camp in August before the beginning of school.

Students who enroll in Highlands Junior during the school year always meet with their counselor. During that meeting, the student is interviewed by the counselor to determine any needs or potential areas of concern. Based on the result of the interview, the student is introduced to personnel who can assist with any issues. Also, electives are discussed, conduct cards are explained, lunch procedures are described, and a campus tour is given. If students are found to have difficulty in making friends, they are provided the opportunity to join a lunch bunch group and visit his/her counselor for additional support.

About two weeks before the start of the school year, any incoming 6<sup>th</sup> graders, as well as any transfer students from other districts, are invited to Eagle Camp. This is a three- to four-hour camp of activities and orientation that helps with the successful transition from elementary to junior high school and/or from another school district for any grade level. The students are given information about the school, the mascot, discipline, dress code, attendance, tardy policy, grades, bell schedule, expectations, where to go for help, etc. Students are also given tips for a successful school year and participate in several activities including get-to-know-you activities, a scavenger hunt, as well as suggestions to be organized. Students are given a tour of the school building lead by teachers, Student Council, National Honor Society students and/or cheerleaders. Students get the opportunity to meet their teachers. They meet their Principals as well as School Counselors. Students are entertained by the School Band/Orchestra and a welcome cheer from the Cheerleaders and the School Mascot.

During the school year, new students receive orientation through the School Guidance Center. Students are able to ask student helpers and the School Counselor and Assistant Principal any pertinent questions. A brief needs assessment is done by the School Counselor assigned to see if there are needs for school supplies, clothing vouchers, extra academic help, etc. An evaluation is done of grades and state testing assessments to determine if special programs are already in place or need to be considered. Students are taken on a school tour led by Student Assistants. If a student/parent expresses extra needs or requests additional support, a request/referral is also made to CIS (Communities in Schools).

The analysis of discipline data revealed that the same students are repeat offenders in each grade level. There are about 15 to 20 students who fall into this category. Disciplinary interventions include conference with student, conference with parent/guardian, conference with grade level assistant principal, conference with grade level counselor and the CIS representative.

During the 2016-2017 school year Highlands Junior School (HJS) sent 1.61% of our total population to a DAEP/JJAEP placement center, with 0.18% being for discretionary purposes, and 1.43% for mandatory placements. The discretionary purposes were for persistent misbehavior. The mandatory placements were for assault of staff or student, sexual misconduct, and drugs/liquor. At HJS 16% of the population are African American, 54% are Hispanic and 25% are white. This year 39% of the students sent to DAEP/JJAEP were African American, 50% Hispanic and 11% were white.

We have many campus-wide activities that are inclusive, such as athletic events (football, basketball, volleyball, and soccer) and activities in the fine arts programs (choir, band, orchestra and drama). Other school wide events include Pep-Rallies, Student Council, CSU, FCA, school sponsored dances, chess club, musicals, and student assemblies. These activities are all examples of events that promote widespread student participation that are inclusive.

Some exclusive activities also take place that promote wide-spread participation. These events include Solo and Ensemble, Region auditions, All City Band, Goose Creek Honor Choir and Honor Orchestra. Other school wide activities that are exclusive are conduct card parties and field trips related to participation or conduct.

### **School Culture and Climate Strengths**

We offer numerous opportunities for transition students to visit our campus prior to attending school. Future students are able to learn expectations and become familiar with the campus before their first day. This reduces anxiety and uncertainty about junior high life.

The systems in place for new students to the school provide a smooth transition to help reduce the anxiety of adjusting to a new grade level as well as a new school. New students are able to meet their teachers in advance, meet student helpers who help answer questions, and get more familiar with the building to find their classes to reduce the fear of being lost.

In relation to the overall student population, the total number of discipline offenders is relatively low.

Less than 2% of our population was sent to an alternative school (DAEP/JJAEP), with most being mandatory placements.

The campus excels in many areas that associate consistently with indicators of academic, behavioral, and social emotional adjustment.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Highlands Junior School has a summary of the teachers who are highly qualified; there is also a summary that reflects the retention rates of teachers at Highlands Junior School. Individual teacher certification status and validity can be checked online through TEA. Teachers who may have a suspended or expired teaching license can also be verified through this website. Alternative Certification programs can be contacted for teachers with a probationary status to discuss their progress and/or standing with the program. Instructional paraprofessionals must meet district qualifications for employment in GCCISD, so it is likely the district has already checked to verify that instructional paraprofessionals meet state and district qualifications. Classroom paraprofessionals should also have their TEA Educational Aide Certificate and school administrative staff should demonstrate proficiency with administrative and clerical functions.

Highlands Junior School is a family of educators. Except for staff reductions ordered by the district, teacher retention goals set at the beginning of the year were met. There is a mentor program already in place in the district to assist and support new teachers. An experienced teacher receives a “buddy teacher” who assists the teacher who is new to Highlands Junior School (not necessarily new to teaching). The “buddy teacher” assists the new teacher with the ins and outs of how HJS functions; mentors and buddy teachers help newcomers to the campus throughout the school year. New teachers also benefit from campus and district Professional Learning Communities (PLCs) which also provide support for new teachers.

Help with classroom technology was identified as one need since technology use may vary amongst schools in the district. Assistance with technology is provided by district and the Campus Technology Specialist. Technology integration specialists spend at least one day per week on campus. They notify teachers when they are coming to allow them a chance to schedule a full day, in-classroom training, with the option of a follow-up or additional technology training during individual class periods or conference periods. Technology specialists will schedule another day to meet with classroom teachers on the next rotation to that campus if a teacher feels additional training or assistance is needed. Needs are usually identified by grade level, subject area, and student population. Personal (teacher) development needs can be identified through administrative walkthroughs and observations.

Professional development is available for technology, classroom management, content, and specific needs such as GT/AP, SPED, and ESL/ELL. Some courses may be three hours long, while others last a full day. Some courses are also offered on a multiple day or weekly time frame. Trainings are available throughout the school year as well as during the summer. Teachers are now required to complete 12 hours of professional development during the summer to earn exchange time. In addition, GCCISD requires numerous compliance trainings that must be completed online at the beginning of the school year. Follow up for all professional development consists of an online survey that must be completed to receive credit for the training. Professional development sessions are available online through self-paced courses, GCCISD, and Region 4 workshops/trainings, all of which can be easily accessed by every teacher through Eduphoria.

The most effective teachers have an opportunity to share their strengths during campus and district PLCs. They can also share their strengths in department and grade level meetings, during faculty meetings and during team planning time. Effective teachers could also plan a training or a workshop to share their skills at the beginning of the school year or during early release days.



## **Staff Quality, Recruitment, and Retention Strengths**

Highlands Junior's staff is highly qualified through TEA certification and alternative certification programs.

Many teachers on campus have advanced degrees.

Many teachers have professional experience outside of school, particularly in arts and athletics.

Retention rates have been stable in recent years due to an improvement in administrative staff.

We maintain a successful buddy/mentor program for new teachers.

We provide a positive school climate that is a family atmosphere.

Faculty has access to a campus academic specialist.

Administration maintains an open door policy to all faculty and staff.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The assessments that are being used to measure student achievement include, but are not limited to, curriculum based assessments, district-created tests, benchmarks, STAAR released tests, teacher-created assessments, and, ultimately, STAAR. The assessments which are being administered, as well as the data collected from those assessments, are being used effectively. Each group of core teachers is a part of a learning community that is responsible for disaggregating data to determine the needs of each student, as well as evaluation of staff needs as it relates to the students. Once the needs are determined, each core group is able to identify a common goal for students and teachers. Then, the critical basic content specific pedagogical knowledge is reinforced and gaps are addressed for educators. Evidence-based strategies are identified and selected to enhance learning opportunities, followed by application. The final step is to establish a mode to evaluate what is implemented.

Ultimately, teachers use the data from assessments to answer the following questions:

- Did each student master the prescribed goals and objectives?
- What students are struggling and in what area?
- Did the prescribed method of instruction cover the goal and objective appropriately?
- What are the student's strengths and weaknesses compared to campus/district peers?

The progress for individual students is tracked by current grades on daily assignments, benchmark scores, CBAs, teacher-created tests, and state assessments. Additionally, teachers use various informal assessments, such as exit tickets, smart check-ups, or Promethean ActiVote devices, to monitor student progress. Teachers periodically review students progress to know how to best continue to meet the needs of every learner.

District CBAs and benchmarks provide a wealth of information that allows teachers and other staff to determine individual student progress, as compared to their peers. These assessments also allow our teachers to compare their students' progress to other campuses throughout the district.

Administrators are conducting walkthroughs to evaluate instructional practices and student engagement. These walkthroughs provide the administrator with evidence on how the teacher is progressing in his or her craft, and how the students are progressing in the prescribed environment.

Teachers also use formative assessments and summative assessments to gather powerful information about how students and teachers are progressing. The formative test identifies needs at the campus and district levels, as well as patterns of learning strengths and challenges. The summative test, with STAAR being the final summative assessment for the TEKS of a given subject/grade level, provides information about learning gaps. With the technology now available for disaggregating data, any summative assessment can break down test results by race, ethnicity, gender, disability status, migrant status, economic status, and English proficiency. All of this data can be used for instructional planning.

Currently, planning is done in a professional learning community. Each PLC is organized by subject and grade level. During weekly meetings, each core team is responsible for reviewing testing data. The team is then charged with designing and implementing a plan of action to address the needs of each

student. Each core subject department also meets at designated times with a district content specialist.

When students are not making progress, it is important for the core department to reevaluate what they are doing and ensuring that the plan of action addresses the problems. The team will also have to address discrepancies by designing strategies to enhance the learning opportunities, so the maximum number of students can benefit from the lesson. The team will need to identify the following:

- What we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

To that end, teachers must be effective at communicating content objectives, as well as language objectives, to their students. Currently, all content and language objectives are being presented to students in the introduction of each lesson. The objectives are also written on the board, or presented in some other visual format, so the student can easily see the learning goals for the day. In some classes, the objectives for each section of study are written in a journal or ISN. Through different methods of checking for understanding, the classroom teacher uses guided questions to verify that the students clearly understand the objective of the lesson. Technology also allows for the presentation of learning objectives to be more user friendly, with the use of Promethean ActivInspire, Google Classroom, and teacher websites, for example.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers have access to a great number of instructional resources which allow them to provide individualized instruction to students, based on their needs. Furthermore, the district department specialists analyze the results of common assessments, meeting with each department and/or grade level to offer assistance in planning. In some cases, specialists provide lessons to teachers to address weak areas.

Teachers also analyze data from CBA and benchmark testing and gear instruction toward areas which appear to be problematic. During a PLC, for example, teachers have the opportunity to share ideas and strategies that work for them. Objectives to be addressed might be weaknesses for an entire class, or perhaps an individual student.

Using technology to address specific needs is also an area of strength. Access to programs such as Think Through Math, iStation, and Read180 allow instruction to be individualized based on needs.

## Family and Community Involvement

### Family and Community Involvement Summary

In the School Counseling Guidance Center, our two counselors help students and parents with the transition from elementary to junior high and junior high to high school through Eagle Camp. Other types of counseling are offered, such as academic counseling, college and career planning, solving school and personal problems, dealing with problems at home, outside resources for mental health, clothing referrals, parent/teacher/student conferences, outside intervention referrals, and resources for outside crisis intervention/prevention. Our counselors also assist in the 504 and/or special education referral process. Our campus social worker and CIS (Communities in Schools) case manager also work with our counselors to make home visits, address attendance issues, social needs, health needs, assist in resource referrals, and hold parent conferences. “Lunch Bunch” groups are also held weekly to check in with students and work on social issues. Weekly “Student Support Team” meetings are held with our GCCISD Social Worker, Campus Academic Specialist, campus nurse, campus attendance clerk, assistant principal, and grade level counselors. These parties also work together to hold a community/parent night addressing social media and healthy relationships. Together, these groups work collaboratively to provide a variety of services to students and parents.

Parents and the community have the following events that they are able to be involved in:

- Extracurricular Activities – Athletics, Cheerleading, Band, Orchestra, Theater Arts, Choir, Art, FFA, See You at the Pole
- Curricular Activities – UIL, MathCounts, History Fair, Math Fair, Duke Talent Search, Washington D.C. trip, classroom projects, Robotics, Kids to College, Wetlands Field Trip, Career Day Partnership with Lee College
- Parent Meetings– Open House, PTO meetings, NJHS induction, 6<sup>th</sup> Grade Orientation, Campus Awards Ceremonies

We observed that there is more parent involvement/participation with extracurricular activities. Most of the extracurricular activities involve the same students and therefore the same parents being involved. We can most likely get more parent involvement through communication of activities and having more parent-oriented meetings.

According to the parent surveys for the district, these methods are found to be effective. Highlands Junior keeps an updated website through our webmaster, 59% (5% decrease from last year) of teachers send e-mails through TEAMS, 44% (8% increase from last year) of teachers send e-mails through Review360, and 24% (2% decrease from last year) of teachers have a classroom website. Other communication tools used by staff members include phone calls, individual e-mails, parent conferences, Remind 101, written communication, notes, letters, and flyers. This year, the Highlands Junior Marketing Team created an active Facebook, Instagram, and Twitter account. This team has also published 4 editions of *The Golden Voice* – a parent-centered newsletter.

Parents and community members participate in site-based planning through the following committees and functions:

- ILT – parent representative and community representative (Partner in Education)
- ARDs – parents
- 504/Dyslexia meetings – parents
- LPAC meetings – parents

- PTO – parents

### **Family and Community Involvement Strengths**

- Social media presence from the campus
- Different activities/programs are offered and available to students and parents have the opportunity to be involved/participate.
- Active Partner in Education
- Many resources are available through our counselors, social worker, CIS, and CYS to provide resources and information to parents.

## School Context and Organization

### School Context and Organization Summary

Expectations for formative and summative reviews of staff are communicated at the beginning of the year and throughout the school year. Each teacher expects the assigned appraiser to meet with them prior to and after their summative reviews. There are expectations that appraiser and administrators will visit classrooms to ensure quality instruction is always occurring. Teachers welcome administrators' feedback on walkthroughs so that they can ensure quality teaching practices. Administrators are always visual and friendly. Teachers enjoy walkthroughs because they can receive valuable feedback from the administrative staff.

PLCs are conducted weekly for content and grade level, and monthly with district curriculum administrators. When there are staff development days, PLCs are conducted across the content areas in order to horizontally align content areas. All content and grade levels are scheduled to help all students that require remediation. The content and grade level teachers are scheduled to have conference periods at the same time to facilitate PLCs meeting. District administration normally heads the PLC initially and then the department chairperson collaborates with each grade level lead to coordinate further PLC priorities. The PLC structure was created to enrich the teachers so that no child is left behind. This learning time is set up to teach teachers valuable skills to improve their practice in working with students.

Teachers can always speak to administrators informally or formally regarding issues on campus. There are open door policies for all of the administrators on campus in order to facilitate this communication. Teachers also have a voice in decision-making through two campus committees: Instructional Leadership Team (ILT), and Campus Advisory Committee (CAC). Teachers on campus feel that their concerns are valued and important because of these committees.

- CAC - This committee addresses issues on campus that are not instructional in nature and that have not been addressed by the district Superintendent's Campus Connect. Teachers can voice their concerns to the CAC by submitting a form to the CAC box, which the committee will discuss during their next meeting. All staff members are briefed on the results that were determined during meetings.
- ILT - This committee meets to discuss instructional issues that occur on campus. Teachers can place questions and comments into the ILT box and the issues will be discussed and hopefully resolved during meetings. The committee head attends the district instructional leadership meetings to discuss issues that are unable to be addressed at the campus level.

The master schedule is set up to maximize instructional time. The schedule allows for an advisory period before first period that is used for in-school tutorials and remediation, and for student mentoring, grade checks, homework recovery time, and make-up work time. The master schedule provides the necessary time for students to gain mastery in all content courses and for electives to integrate and promote health and enrichment into their instruction. There is sufficient time during passing periods for students to take care of personal needs so that class disruptions are minimized.

### School Context and Organization Strengths

- Administration maintains open door policies, facilitating communication to staff.

- Common departmental planning time allows for weekly team and/or departmental PLC time which is utilized for planning and data analysis.
- Teachers have a voice in decision-making through ILT and CAC.
- The master schedule minimizes disruptions and allows for in-school remediation and student mentoring.

# Technology

## Technology Summary

Technology is used to support instruction and learning by providing platforms for teachers to share instructional materials. Students are able to conduct research without the need to relocate to an alternative location. Teachers have ready access to student assessment, attendance, health, disciplinary, and demographic information in a variety of formats. Students are able to participate in game-based learning tools, increasing participation rates. Core content textbooks are available in print and online, providing textbook resources to students and families, regardless of location.

In math, teachers are able to utilize programs such as Prodigy, think Through Math, and Khan Academy. These programs help every student close math skill gaps and boost overall achievement. They also serve to address the diverse learning needs of our students.

Language arts is able to utilize programs such as iStation and Read180, as well as hardware via the class sets of iPads. These tools assist students who are performing below grade level and provide teachers with diagnostic and intervention tools. Lexile reading levels can be determined in order to differentiate instruction.

The district offers training for ActivInspire, Promethean boards and clickers, Google drive, Eduphoria, and Web 2.0. Most teachers took the campus trainings, and some teachers attended sessions offered by TMS. The impact of this training was minimal. Teachers continued utilizing classroom hardware (Promethean products and ActivInspire) at a basic level.

District personnel is available to teachers on a once per week basis, and teachers are able to book appointments with those individuals. These sessions are highly valuable and showed the greatest growth in the level of teachers' proficiency in using the technology and understanding how to integrate it into their classroom instruction.

Our district is sometimes slow or down. In our seventh grade hallway, all teachers are routed through the same wireless hub, but the hub is not able to handle the traffic. We are finding more classroom computers that are non-functional, yet are not being replaced, and many classrooms with "class sets" of technology do not have sufficient units to accommodate the number of students in the class. Battery packs for laptops are often short-lived or non-functional. IStation often freezes in the middle of the universal screeners (ISIP), and the student's progress is not being saved when it is necessary to log off during a session. Class iPads often are unable to connect to the network or the internet.

## Technology Strengths

All classrooms now have Promethean boards and technology carts. The cart includes: Teacher laptop, document camera, and teacher slate.

All classroom's have document cameras.



Although the majority of teachers use PowerPoint, many have begun using Google Classroom.

All English Language Arts teachers have a class cart of iPads.

All social studies classrooms have laptop carts. Sixth grade teachers received new/updated laptops this year.

Some teachers have clickers.

# 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

## Accountability Data

- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent Involvement Rate

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices






# Goals

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

**Performance Objective 1:** Highlands Junior will increase writing scores through rigorous instruction and timely, targeted interventions.

**Evaluation Data Source(s) 1:** STAAR results

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) During weekly PLC meetings, teachers will utilize state, district, and local assessment data from Eduphoria and Lead4Ward to identify student academic weaknesses.	Campus Administrators, Teachers	Improved STAAR results			
Problem Statements: Student Achievement 1					
2) Through common conference periods and PLCs, teachers will continue growing in their understanding and implementation of the PLC model, focusing on student learning, professional collaboration, aligning instruction, reviewing data, and creating common assessments..	Campus Administrators, Teachers	Increased compliance in submitting lesson Plans, improved STAAR results, receipt PLC meeting notes			
3) Teachers will use local and state assessment data to identify students in need of additional support and reteach opportunities through the use of Advisory tutorials and intervention classes.	Principal, Teachers, Campus Academic Specialist	Increased local assessment results, improved STAAR results			
4) Administrators will follow a scheduled and prioritized walk-through program, focusing on classroom instruction involving increased depth of knowledge and increased rigor.	Campus Administrators	Increased STAAR results, improved T-TESS goals, increased use of Eduphoria Data			
Funding Sources: Coordination of Local and State Funds - \$15,000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Performance Objective 1 Problem Statements:**


Student Achievement
<b>Problem Statement 1:</b> STAAR achievement has lagged behind the state and district. <b>Root Cause 1:</b> Student growth and progress has not been addressed consistently

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

**Performance Objective 2:** HJS will increase the percentage of students meeting Level III (advanced performance) by at least 4% on all STAAR assessments.

**Evaluation Data Source(s) 2:** STAAR results

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will differentiate and accelerate instruction for GT and Pre-Ap students in order to increase Level III performance.	Teachers, Campus Administrators, Campus Academic Specialist	Increased compliance in submitting lesson plans, increased completion of classroom walkthroughs, improved STAAR Scores			
Funding Sources: Coordination of Local and State Funds - \$1,000.00					
2) Language Arts teachers will integrate Abydos writing strategies with mentor texts into daily instruction in order to increase the level of rigor of instruction.	Campus Administrators, Teachers, Campus Academic Specialist	Increased compliance in submitting lesson plans, increased completion of classroom walkthroughs, improved STAAR Scores			
3) Teachers will collaborate during weekly PLC meetings to unwrap their TEKS, create common assessments, and identify and share instructional activities that match the level of rigor and depth of knowledge of the curriculum.	Campus Administrators, Campus Academic Specialist	Submission of PLC meeting notes, increase compliance in submitting lesson plans, increased Level III STAAR results			
4) Advisory teachers who are not conducting tutorials will provide mentoring and grade monitoring to students who were close to the Level III threshold on the previous year's STAAR.	Teachers, Campus Administrators	Increased level III STAAR results			
					

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

**Performance Objective 1:** Highlands Junior will ensure academic success for all students by closing student achievement gaps.

**Evaluation Data Source(s) 1:** STAAR results

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will utilize data and reports from Lead4Ward and Eduphoria during weekly PLC meetings to track student progress and to identify students who are in need of additional support.	Teachers, Campus Academic Specialist, Campus Administrators	Increased STAAR results			
	Funding Sources: Coordination of Local and State Funds - \$1,735.00				
2) All Advisory teachers will meet regularly with their identified at-risk students to discuss missing work, grades, and upcoming assignments.	Principal, Teachers	Improved local, district, and state assessment results			
3) Teachers will use PLC meetings to unwrap their Texas Essential Knowledge and Skills in order to better understand their curriculum, to effectively utilize district instructional resources, and to provide rigorous instruction for all students.	Teachers, Campus Academic Specialist, Campus Administrators	Increased compliance in submitting lesson plans, increased STAAR results, submission of PLC meeting notes			
					

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

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

**Evaluation Data Source(s) 2:** STAAR results

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Monitor teachers' instructional alignment to the Texas Essential Knowledge and Skills, as well as the use of Azydos writing strategies, Kagan cooperative learning techniques, and direct instruction of academic vocabulary.	Campus Administrators	Increased STAAR results			
					

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

**Performance Objective 1:** Highlands Junior will instill awareness of college and career readiness with all students.

**Evaluation Data Source(s) 1:** PEIMS Attendance report; At-risk student data reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Highlands Junior will utilize tutorials and additional staffing through tutors to increase the academic performance of at-risk and struggling students, thus reducing the potential drop out rate for these students.	Principal, Assistant Principals, Teachers	Increased overall scores and passing percentages on district and state testing.			
2) Purchase instructional resources that target high-needs TEKS in core content areas, in order to support at-risk and academically struggling students who have been assigned to tutorials.	Principal, Assistant Principals, Teachers, Campus Academic Specialist	Increased overall scores and passing percentages on district and state testing.			
3) Through the use of Naviance, students will gain understanding of career choices, college information, and financial support.	Counselor, Teachers	Improved attendance rates, as recorded on the PEIMS Attendance Report			
4) Highlands Junior staff will utilize A2A program as well as School Messenger call to contact parents and document students who have excessive absences. Teachers will address absences with parents during mandatory positive calls, if needed. Home visits will be made by campus staff to locate students with attendance problems.	Principal, Assistant Principals, Teachers, Counselors	Improved attendance rates, as recorded on the attendance reports, increased number of A2A contracts completed			
					




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

**Performance Objective 1:** Highlands Junior staff will increase awareness of the district and campus emergency plan and take proactive measures to ensure student safety.

**Evaluation Data Source(s) 1:** Drill Submission Report

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Campus administrators will ensure all staff understand and follow the district and campus emergency procedures.	Principal, Assistant Principals, Teachers	Improved number of submitted dates of completed drills to Administration			
2) Teachers and Staff will be highly visible in the hallways in between class changes to monitor students and ensure procedures are being followed.	Campus Administrators, Counselor, Teachers	Decreased number of student incidents in between class periods			
3) Hang hallway and common area positive behavior signs encouraging appropriate behavior in each area and reinforce current systems to improve student movement and transitions in hallways.	Principal, Assistant Principals, Teachers	Decreased number of students incidents between class periods; decreased number of tardies			
					

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

**Performance Objective 1:** Highlands Junior will recruit highly effective personnel for all course offerings.

**Evaluation Data Source(s) 1:** Master schedule, retention reports, staff highly effective reports

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Recruit from a pool of highly effective teachers.	Principal	Improved master schedule			
2) Assure that all assignments and re-assignments are filled with highly effective staff.	Campus Administrators	Increased STAAR Results			
3) Review and evaluate New Teacher/Mentor Program initiatives and make changes to increase new teacher retention	Principal, Assistant Principal	Improved results on satisfaction survey. Reduction of employee attrition.			
4) Continue implementation the district's initiative of compensation for core SIOP Team members.	Principal	Increased numbers of certificates of certification and completion			
5) Form committees made up of school personnel to assist in hiring highly effective faculty members.	Principal, Assistant Principals, Campus Academic Specialist, Teachers	Increased teacher retention. Improvement in district and state assessments. Improvement in classroom discipline.			
					

**Goal 6: Highlands Junior will establish and maintain parental and community partnerships in education to enhance student achievement.**

**Performance Objective 1:** Highlands Junior will address the College and Career Readiness needs of our students by participating in the Endorsement Day Partnership with Lee College and Junior Achievement.

**Evaluation Data Source(s) 1:** HS academy enrollment, Endorsement Day Participation Data

**Summative Evaluation 1:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will participate in future college and career planning through participation in the Naviance program and Endorsement Day activities.	Principal, Counselor	Improved attendance totals			
					

**Goal 6:** Highlands Junior will establish and maintain parental and community partnerships in education to enhance student achievement.

**Performance Objective 2:** Highlands Junior will encourage parental and community involvement to increase student achievement.

**Evaluation Data Source(s) 2:** Parent sign in sheets, Student "H" awards, School messenger and marquee records, CIS Rosters

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Highlands Junior will conduct an Open House encouraging parent involvement to establish teacher expectations as well as to review district policies.	Principal, Assistant Principals, Counselors, Teachers	Increased number of signatures on parent sign in sheets.			
2) Highlands Junior will provide opportunities for parents to participate in campus activities such as Eagle Camp for incoming 6th graders, Open House, Elective Night, Student Performance Nights, Team Conferences, and participation in school committees.	Principal, Teachers,	Increased number of signatures on parent sign-In sheets			
3) Highlands Junior will continue to recognize and reward students for perfect attendance every 6 weeks.	Principal	Increased numbers of attendance awards			
4) Highlands Junior will use IRIS Alerts, School Messenger, school marquee, and website postings to enable parents to be more involved in the academic success of their students.	Principal	Maintenance of Iris call records, School messenger records, and Marquee records			
5) Highlands Junior will continue to support and collaborate with Communities In Schools and Precinct2GETHER to provide services to students.	Campus Administration	Submission of CIS rosters and Precinct2Gether rosters			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

**Performance Objective 1:** Highlands Junior will implement and support a school wide technology program that provides teachers and students with technological resources to increase student achievement.

**Evaluation Data Source(s) 1:** Certificates of completion and lesson plans

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Highland Junior will provide opportunities for staff to attend targeted staff development that will enhance the effective use of technology in the classroom.	Teachers, Principal, Campus Academic Specialist	Submission of certificates of completion and increased compliance in submitting lesson plans			
2) Continue to integrate technology in the classroom through the use of Brain Pop, Promethean boards and clickers, E-Instruction tools, laptop carts, and iPad carts.	Teachers, Principal	Increased compliance in submission of lesson plans			
3) Use technology to increase student success by utilizing I-Station, Think Through Math, Journeys, and other programs targeted for special populations.	Principal, Teachers	Increased compliance in submission of lesson plans			
					

## 17-18 Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Terrie Davis	Demographics Committee Lead
Classroom Teacher	Charles Brack	Demographics Committee
Classroom Teacher	David Hoffman	Demographics Committee
Classroom Teacher	Kirti Kulkarni	Demographics Committee
Classroom Teacher	Joann Massony	Demographics Committee
Classroom Teacher	Leslie Moore	Demographics Committee
Classroom Teacher	Dominic Johnson	Demographics Committee
Classroom Teacher	Kristen Benavides	Demographics Committee
Classroom Teacher	Sarah Aghajan	Demographics Committee
Non-classroom Professional	Jennifer Alexander	Student Achievement Committee Lead
Classroom Teacher	Adrienne Freeman	Student Achievement Committee
Classroom Teacher	Tyler Stafford	Student Achievement Committee
Classroom Teacher	Lisa Stults	Student Achievement Committee
Classroom Teacher	Carol Labonte	Student Achievement Committee
Classroom Teacher	Anna Whiteley	Student Achievement Committee
Classroom Teacher	Brooksetta King	Student Achievement Committee
Classroom Teacher	Kimberle Erwin	Student Achievement Committee
Classroom Teacher	Jamie Graves	Student Achievement Committee
Administrator	Leslie Ashby	School Culture & Climate Committee Lead
Classroom Teacher	Stephan Aguero	School Culture & Climate Committee
Classroom Teacher	Manuel Garza	School Culture & Climate Committee
Classroom Teacher	Donna Jackson	School Culture & Climate Committee
Classroom Teacher	Von Silverberg	School Culture & Climate Committee
Non-classroom Professional	Tameka Staten	School Culture & Climate Committee
Classroom Teacher	Julie Jackson	School Culture & Climate Committee

Non-classroom Professional	Mandi King	School Culture & Climate Committee
Classroom Teacher	Austin Lindsey	School Culture & Climate Committee
Classroom Teacher	Alexsia Shankle	Staff Quality Recruitment & Retention Committee Lead
Classroom Teacher	Eva Bradford	Staff Quality Recruitment & Retention Committee
Classroom Teacher	Thomas Ledvina	Staff Quality Recruitment & Retention Committee
Classroom Teacher	Stacy Weatherston	Staff Quality Recruitment & Retention Committee
Classroom Teacher	Trevor Smith	Staff Quality Recruitment & Retention Committee
Classroom Teacher	Julia Clark	Staff Quality Recruitment & Retention Committee
Classroom Teacher	Lindsey Hampton	Staff Quality Recruitment & Retention Committee
Classroom Teacher	Crystal Mayer	Staff Quality Recruitment & Retention Committee
Classroom Teacher	Chase Owen	Staff Quality Recruitment & Retention Committee
Classroom Teacher	Deborah Kingsmill	Curriculum Instruction & Assessment Committee Lead
Classroom Teacher	Kristina Farmer	Curriculum Instruction & Assessment Committee
Classroom Teacher	Tracy Gaston-Gray	Curriculum Instruction & Assessment Committee
Classroom Teacher	Connie Thibodeaux	Curriculum Instruction & Assessment Committee
Classroom Teacher	Kayla Bolds	Curriculum Instruction & Assessment Committee
Classroom Teacher	Angela Batiste	Curriculum Instruction & Assessment Committee
Classroom Teacher	Angela Upshaw	Curriculum Instruction & Assessment Committee
Classroom Teacher	Nancy Bonds	Family & Community Involvement Committee Lead
Classroom Teacher	David Arterbery	Family & Community Involvement Committee
Classroom Teacher	Geoffrey Garza	Family & Community Involvement Committee
Classroom Teacher	Steve Loutan	Family & Community Involvement Committee
Classroom Teacher	Juliana Mason	Family & Community Involvement Committee
Classroom Teacher	Vanesa Lopez	Family & Community Involvement Committee
Classroom Teacher	Elizabeth Bonin	Family & Community Involvement Committee
Classroom Teacher	Johnross Fuller	Family & Community Involvement Committee

Classroom Teacher	Mercedes Paul	Family & Community Involvement Committee
Administrator	Heron Thomas	School Context & Organization Committee Lead
Classroom Teacher	Corliss Viator	School Context & Organization Committee
Classroom Teacher	Beverly Joseph	School Context & Organization Committee
Classroom Teacher	Laura Silliman	School Context & Organization Committee
Classroom Teacher	Cindy McMurrey	School Context & Organization Committee
Classroom Teacher	Faith Smith-Chew	School Context & Organization Committee
Classroom Teacher	Ashley Chapman	School Context & Organization Committee
Classroom Teacher	LaTanza Haggerty-Allen	School Context & Organization Committee
Classroom Teacher	Carla Griffin	School Context & Organization Committee
Classroom Teacher	Michella Jones	Technology Committee Lead
Classroom Teacher	Nicole Bright	Technology Committee
Classroom Teacher	Ruth Henderson	Technology Committee
Classroom Teacher	Susanne Lucas	Technology Committee
Classroom Teacher	Ruben Rivas	Technology Committee
Classroom Teacher	Warren Simpson	Technology Committee
Classroom Teacher	Brenda Ayers	Technology Committee
Classroom Teacher	Lauren Fox	Technology Committee
Classroom Teacher	Amy Harrison	Technology Committee
Classroom Teacher	Lakwanta Wheelock	Technology Committee



## Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutorial payroll costs and intervention material costs	SCE Funds	\$15,000.00
1	2	1	Materials to support GT and pre-AP course work	GT Funds	\$1,000.00
2	1	1	Supplemental instructional materials	Special Education Funds	\$1,267.00
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	\$468.00
<b>Sub-Total</b>					\$17,735.00
<b>Grand Total</b>					\$17,735.00

# Addendums

## Campus Program Evaluation for Special Education-Program Intent "23"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> <li>- IMPROVED 7<sup>TH</sup> WRITING SCORES FOR SPECIAL EDUCATION STUDENTS.</li> </ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> <li>- TO IMPROVE 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE READING SCORES.</li> <li>- TO IMPROVE QUALITY OF INSTRUCTION IN RESOURCE READING CLASSES.</li> <li>- TO INCREASE EXPOSURE TO GRADE LEVEL TEKS FOR SPECIAL EDUCATION STUDENTS.</li> </ul>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> <li>- LACK OF RIGOR IN INSTRUCTIONAL STRATEGIES IN RESOURCE CLASSES.</li> <li>- DECREASE IN SPECIAL EDUCATION STAFFING. LOSS OF INCLUSION TEACHER POSITION.</li> </ul>

## Campus Program Evaluation for Bilingual/ESL-Program Intent "25"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> <li>- INCREASE IN NUMBER OF STUDENTS EXITED FROM E.S.L. PROGRAM.</li> <li>- INCREASE IN STUDENT T.E.L.P.A.S. PERFORMANCE.</li> </ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> <li>- NEED TO INCREASE 8<sup>TH</sup> SCIENCE STAAR SCORES (EL)</li> <li>- 17% (16-17)</li> </ul>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> <li>- INCREASED CLASS SIZE DUE TO MATH/SCIENCE POSITION SPLIT.</li> <li>- LACK OF STRONG VERTICAL ALIGNMENT FROM 6<sup>TH</sup> TO 8<sup>TH</sup> GRADE.</li> </ul>

## Campus Program Evaluation for State Compensatory Education-Program Intent "24, 26, 28, and 30"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> <li>- UTILIZATION OF TUTORS TO SUPPORT STRUGGLING 6/7 GRADE MATH STUDENTS.</li> <li>- USE OF INSTRUCTIONAL MATERIALS IN MATH AND READING ADVISORY TUTORIALS.</li> </ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> <li>- TUTORS FOR STRUGGLING STUDENTS IN READING IN ALL GRADE LEVELS.</li> <li>- TUTORS FOR STRUGGLING STUDENTS IN MATH IN ALL GRADE LEVELS.</li> </ul>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> <li>- LIMITED INSTRUCTIONAL TIME BEFORE OR AFTER SCHOOL.</li> <li>- CONDUCT TUTORIALS RESULTING IN NEED FOR IN-SCHOOL PULL OUT TUTORIALS.</li> </ul>

## Campus Program Evaluation for High School Allotment-Program Intent "31"

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

- MATH TEACHERS ATTENDING C.A.M.T.; EXPOSURE TO INSTRUCTIONAL STRATEGIES AND INSTRUCTIONAL MATERIALS.

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

- CONTINUE TO PROVIDE ACCESS TO HIGH IMPACT INSTRUCTIONAL STRATEGIES AND MATERIALS.

Indicate the Root Cause  
for each identified need:

- STAGNANT LEVEL 3 ACHIEVEMENT ON STAAR SCORES,

## Campus Program Evaluation for Parent Involvement Opportunities

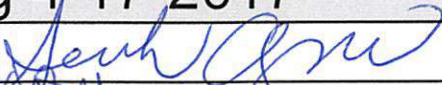


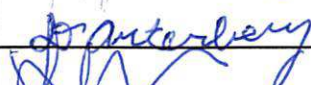

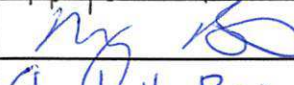
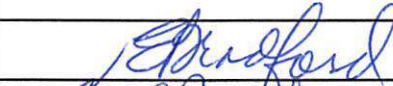



<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>- HIGH LEVEL OF PARENT INVOLVEMENT IN EXISTING ACTIVITIES EX: OPEN HOUSE, FINE ARTS, ATHLETICS.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>- INCREASED OPPORTUNITIES FOR PARENTS TO BE INVOLVED IN CORE ACADEMIC ACTIVITIES VS. EXTRA-CURRICULAR ACTIVITIES EX: MATH NIGHT, ESL NIGHT</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>- INCREASE PARENT SUPPORT OF CORE-INSTRUCTIONAL PROGRAMS</p>

## Campus Program Evaluation for Safe Schools

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> <li>- SAFETY DRILLS COMPLETED BY DISTRICT GUIDELINES.</li> <li>- EFFECTIVE DISTRICT EMERGENCY DRILL</li> <li>- POSITIVE FIRE MARSHALL INSPECTION.</li> </ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> <li>- CONTINUE TO COMPLETE SAFETY DRILLS BY DISTRICT SCHEDULE.</li> <li>- EDUCATE NEW STAFF MEMBERS ON CAMPUS SAFETY PROCEDURES.</li> </ul>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> <li>- DISTRICT MANDATES</li> <li>- NEW TEACHERS/ STUDENTS TO CAMPUS.</li> </ul>




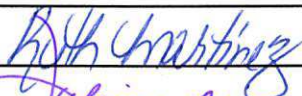

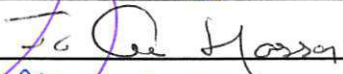
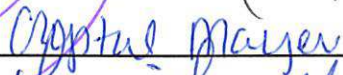


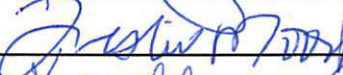
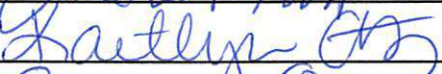
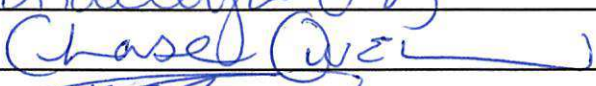


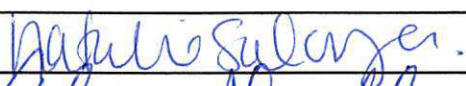
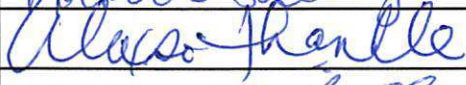
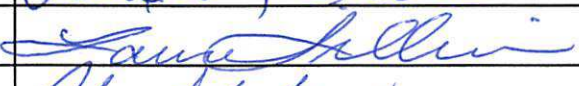
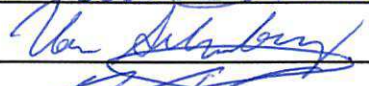




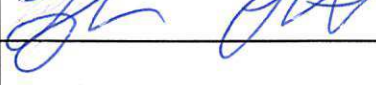
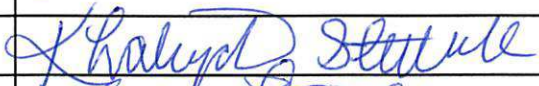

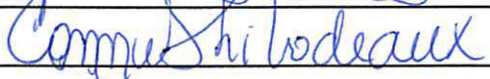
PLC Meeting 4-17-2017

Aghajan, Sarah	
Aguero, Stephan	
Alexander, Jennifer	
Arredondo, Mona L	Mona Arredondo
Arterbery, David J	
Ashby, Leslie K	
Ayers, Brenda Lee	Brenda Ayers
Barnette, Lori Lynne	Lori Barnett
Bartrip, Julie Gayle	Julie Bartrip
Batiste, Angela R	Angela Batiste
Benavides, Kristen	
Bocardo, Jessica	Jessica Bocardo
Bolds, Kayla	Kayla Bolds
Bonds, Nancy K	
Bonin, Elizabeth	Elizabeth Bonin
Brack, Charles S	
Bradford, Eva A	
Bright, Kathryn	
Cadena, Martha	
Chapman, Ashley	
Clark, Julia Gail	Julia Clark
Clift, Angela Renee	Angela Clift
Davis, Terrie	
Erwin, Kimberle Ann	Kimberle A. Erwin
Farmer, Kristina Marie	K FARMER
Flemming, Deborah	Deborah Flemming
Fox, Lauren Dnay	Lauren Fox
Freeman, Adrienne	
Fuller, Johnross	Fuller

PLC Meeting 4-17-2017

Garza, Geoffrey Dean	<i>Geoffrey Dean Garza</i>
Garza, Manuel	<i>Manuel Garza</i>
Gaston-Gray, Tracy	<i>Tracy Gaston-Gray</i>
George, Edith	<i>Edith George</i>
Graves, Jamie Lynn	<i>Jamie Graves</i>
Griffin, Carla J	<i>Carla Griffin</i>
Guy, Gary	<i>Guy</i>
Haggerty-Allen, LaTanza Lashae	<i>LaTanza Haggerty-Allen</i>
Hampton, Lindsey	<i>Lindsey Hampton</i>
Harrison, Amy	<i>Amy Harrison</i>
Henderson, Ruth	
Hoffman, David Lee	<i>David Hoffman</i>
Hutton, Carrie	<i>Carrie Hutton</i>
Jackson, Donna Kay	
Johnson, Dominic	<i>Dominic Johnson</i>
Jones, Michella Joseph	<i>Michella Jones</i>
Joseph, Beverly A	<i>Beverly Joseph</i>
King, Brooksetta	
King, Debbie	
King, Mandi	
Kingsmill, Deborah	<i>Deborah Kingsmill</i>
Knox, Cynthia Lynn	<i>Cynthia Knox</i>
Kulkarni, Kirti S	<i>Kirti Kulkarni</i>
Labonte, Carol Ann	<i>Carol Labonte</i>
Ledvina, Thomas R	<i>Thomas Ledvina</i>
Lee, Katie	
Lindsey, Austin	<i>Austin Lindsey</i>
Lopez, Vanesa	<i>Vanesa Lopez</i>
Loria, Teresa Ann	<i>Teresa Loria</i>

## PLC Meeting 4-17-2017

Loutan, Steve G	
Lucas, Susanne P	
Mack, Diana Maria	
Martinez, Ruth M	
Mason, Juliana K	
Massony, Joann	
Mayer, Crystal Diane	
McMurrey, Cindy Lou	
Mizell, Tammy Lea	
Moore, Leslie	
Oltz, Kaitlyn	
Owen, Chase	
Paul, Mercedes	
Rios, Dalia S	
Rivas, Ruben	
Roberts, Marcelene	
Salazar, Natalie	
Shankle, Alexsia	
Silliman, Laura	
Silverberg, Von A	
Simpson, Warren	
Smith Chew, Faith N	
Smith, Trevor W	
Soto, Imelda	
Stafford, Tyler	
Staten, Tameka	
Stewart, Khaliyah	
Stults, Lisa Marie	
Thibodeaux, Connie	

PLC Meeting 4-17-2017

Thomas, Heron	<i>Heron Thomas</i>
Upshaw, Angela	<i>Angela Upshaw</i>
Viator, Corliss	<i>Corliss Viator</i>
Wagner, Lisa Ann	
Weatherston, Stacy	
Wheelock, Lakwanta	
Whiteley, Anna	<i>Anna Whiteley</i>