Goose Creek Consolidated Independent School District

Highlands Junior High

2016-2017 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 steady increase in enrollment at Highlands Junior School has evolved the student population into a body that is about 51% Hispanic/Latino, 26.03% White, and 18% African American. Most of the students reside in Baytown or Highlands. All grades share equal representation in the following categories: At Risk, Special Education, Section 504, Gifted and Talented, and Limited English Proficient. This committee is making several recommendations to improve student performance, such as: Increasing academic vocabulary in the core subjects and focusing on reading comprehension in all subjects.

Demographics Strengths

Our school's dynamically diverse population provides a stable environment to students and allows teachers to maintain a strategic approach towards educating our specific student groups.

Demographics Needs

Specific staff development is needed that focuses on best instructional and behavior management practices for our diverse populations of at-risk, special education, language learners, and Section 504/dyslexia students. Interdisciplinary communication needs improvement in order to streamline and align the curriculum.

Student Achievement

Student Achievement Summary

- **How are the requirements for accelerated instruction being addressed?** Accelerated instruction was addressed by analyzing individual student needs and targeting those skills and TEKS. Students were grouped for math according to math teacher, and in reading according to skill level. Teachers targeted highly tested TEKS, with only a brief review of TEKS that are assessed with the least number of questions.
- **How are individual student needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted, and evaluated? What structures, including RtI, are in place to support each student?** Individual student needs are identified through classroom teacher observation and monitoring of campus assessment data. Identified students can be placed into reading intervention, math intervention, or Read180. The intervention teachers are responsible for delivering instruction that is targeted to individual student needs and for monitoring the effectiveness of their interventions. Read180 requires students to take an initial placement test, and integrates regular progress monitoring throughout the school year. RTI, in-school tutorials during second semester, and Grade Saver all work towards supporting each student.
- **How is RtI being implemented? How are students identified and placed into RtI? Are the RtI processes and implementation effective? How is the RtI process affective referrals to special education?** The HJS RTI process was altered and refined this year, but was not rolled out to the entire campus due to time constraints. The goal of the RTI committee was to develop procedures and a documentation process that is effective for the junior high level. We will need to fully implement these new procedures next school year and gather data before we are able to determine effectiveness and the impact on special education.
- **Are the majority of course failures specific to subjects or teachers? What do classroom observations reveal about class sections with high course failures?** Student failure rates center primarily in the math department and the ELA department. Together, they represent 54% of all failing report card grades for this school year. Of the ten teachers with the highest failure rates, 5 are math teachers and 2 are ELA teachers. Teachers feel that the reason students fail a class is due to either curriculum support or student behavior. HJS teachers employ a wide variety of strategies to reach students who are failing, with student and parent contact being the most frequently used and cited as the approaches more likely to be effective.

Student Achievement Strengths

- Students received individualized instruction which targeted highly tested skills. This instruction was delivered in 55-minute segments, giving students adequate breaks. In most cases, the teacher of record provided the accelerated instruction, building on the strategies and structures that have been taught all year.
- Space in math intervention classes was more than adequate to meet the needs of our student population. The Read180 program's data shows this intervention to be highly effective in increasing student Lexile levels by 2 or more grade levels, on average.
- HJS now has a full RtI process developed and available for the 2016-2017 school year.
- The majority of our teachers have less than a 10% failure rate for all posted report card grades. Departmentally, the majority of our departments also have less than a 10% failure rate for all posted report card grades.
- Our teachers understand student diversity and utilize many different strategies for supporting students who are struggling academically. Most teachers

utilize and strengthen the home-school connection in gaining support and help with students who are failing.

Student Achievement Needs

- Scheduling restraints due to the state testing calendar limited the duration and frequency of intervention sessions.
- Space in reading intervention classes was extremely limited on all grade levels due to the last minute addition of an ESL class to our master schedule. Identifying students for all intervention classes resulted in students being inappropriately placed. Progress monitoring and data tracking is not consistently or effectively done, therefore the campus is not able to determine program fidelity or intervention effectiveness (the exception is the Read180 program).
- Campus-wide implementation was not achieved this year, so we do not yet have data to support refining this process.
- Combined, math and ELA represent over half of all campus report card failures.
- More support is needed in delivering curriculum. More data and feedback is needed to determine the type of support that will be most effective for our teachers. Classroom behavior is a large factor in student failure rates. Classroom management and behavioral strategies should be addressed campus-wide to help with this issue.

School Culture and Climate

School Culture and Climate Summary

- **Support for New Students:** All fifth graders are provided three opportunities to visit the campus and learn about electives and campus procedures. In December of their fifth grade year, students attend fifth grade orientation and parent night. Students can also attend Eagle Camp in August before the beginning of school.   Students who enroll at HJS during the school year meet with their counselor to determine any needs or potential areas of concern. Based on the result of this interview, the student is introduced to personnel who can assist with any issues. Counselors are also responsible for discussing electives, explaining conduct cards and lunch procedures, and a campus tour is given. If students are found to have difficulty making friends, they are provided an opportunity to join a lunch bunch group and visit his/her counselor for additional support
- **Discipline:** Approximately 15 to 20 students per grade level represent the majority of discipline referrals for each grade and can be considered chronic repeat offenders. Discipline interventions include conferencing with student or parent, conferencing with the grade level counselor or CIS representative, and conduct card signatures. Positive behavioral interventions include positive behavior awards/celebrations each grading period and conduct card parties three times per school year.
- **DAEP/JJAEP Placement:** During the 2015-2016 school year, Highlands Junior sent 1.84% of our total population to a DAEP/JJAEP placement center. Of these placements, 0.7% were for discretionary purposes, and 1.14% were 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 18% of the population are African American, 51% are Hispanic, and 26% are white. Of the students sent to DAEP/JJAEP, 22% were African American, 28% were Hispanic, and 29% were white.
- **Student Participation:** Inclusive activities include athletics events, fine arts events, school sponsored dances, musicals, and pep rallies. Many student organizations are also inclusive, such as Student Council, Christian Student Union, and Fellowship of Christian Athletes. Exclusive activities at HJS also encourage wide-spread participation. These events include Solo & Ensemble, Region, All City Band, GCCISD Honor Choir, Honor Orchestra, National Junior Honor Society, conduct card parties, and field trips requiring specific participation or conduct.

School Culture and Climate Strengths

- **Support for New Students:** Students transitioning to us from the elementary schools have numerous opportunities to visit our campus prior to attending school. They are able to learn expectations and become familiar with the campus before their first day, reducing anxiety and uncertainty about junior high life.
- **Discipline:** Compared to the overall student population, the number of chronic repeat offenders is relatively low.
- **DAEP/JJAEP Placement:** Less than 2% of our total population was sent to an alternative school (DAEP/JJAEP). Most of these were mandatory placements.
- **Student Participation:** HJS excels in many areas that are consistently associated with indicators of academic, behavioral, and socioeconomic adjustment.

School Culture and Climate Needs

- **Support for New Students:** We do not have follow-up procedures to determine how well students are acclimating to our campus. A proactive approach in this area could assist students in adjusting to their new campus.
- **Discipline:** The discipline interventions and positive behavior incentives are not effective for those students who are frequent repeat offenders.
- **DAEP/JJAEP Placement:** We lack view in critical areas where assaults occur. This prevents us from proactively addressing conflict.
- **Student Participation:** HJS lack activities that are related to merit or standards. In order to improve student engagement, the campus should consider holding more pep rallies for athletic events and/or conducting student assemblies related to standardized testing.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- **Highly Qualified Staff:** Highly qualified standards are required for employment in GCCISD, and it is likely the district has already checked to verify that all teachers and instructional paraprofessionals meet state and district qualification requirements.
- **Employee Retention & Support:** Teacher retention goals set at the beginning of the 2015-2016 school year were met. The staff feels that the current administration has grown stronger and is more supportive of our employees. The district mentor/buddy program for new teachers is in place to provide support for these individuals. Departmental PLCs were implemented this year with more clarity and better fidelity, providing much-needed communication and training.
- **Professional Development:** Needs for additional PD is usually identified by subject, grade level, and student population. Classroom walkthroughs and observations help to inform administration of areas of PD that may be needed in broader sections of the school. Currently, PD is available for technology, class management, making improvements in knowledge and skills necessary for teaching core subjects, and for specific student population needs (GT/PAP, SpEd, ESL/ELL). This training is available through self-paced online courses, as well as workshops available throughout the year. They are provided either through GCCISD or Region 4 with access for dates, times, and locations, as well as registration, provided through Eduphoria. Compliance training is also made available online through Eduphoria and the district website, with follow-up of most trainings consisting of an online survey that must be completed in order to earn credit for the training. Technology specialists area available throughout the school year to provide technology training and follow-up training to all teachers. These specialists communicate the dates they will be on our campus well ahead of time, so that teachers are able to schedule a convenient time to work with them.
- **Teacher Strengths and Weaknesses:** Our most effective campus teachers share their knowledge and skills through department PLCs, during team planning, and during faculty meetings. Teachers who are struggling to improve student performance have the services of the Campus Academic Specialist, Jennifer Alexander, available to them. Campus administration is able to identify teachers in need of additional support, as well as the areas they need support, through classroom observations and walkthroughs.

Staff Quality, Recruitment, and Retention Strengths

- **Highly Qualified Staff:** The district already has systems in place to ensure that any person hired to work at HJS meets the federal definition and district requirements for highly qualified.
- **Employee Retention & Support:** Improvements in administration have helped to improve faculty morale and has directly improved staff retention. New teachers receive either a mentor or a buddy to provide needed support. Department PLCs provided communication and professional development. All staff benefits from the current open door policy of Mr. Guy.
- **Professional Development:** GCCISD has provided 'Academies' in order to help meet the training needs of our teachers. The district technology department has been highly visible and available to our teachers this year, providing much-needed support and training with our ever-evolving campus and classroom technology. Implementing twice monthly departmental PLC meetings has provided a convenient time to present professional development on a regular basis and tailored to the department it is being presented to.

- **Teacher Strengths and Weaknesses:** HJS has a very active CAS who works to support teachers through coaching, data analysis, professional development, consultation, and locating resources. Our campus administrators are frequently in classrooms performing observations and walkthroughs, providing instructional staff with frequent and timely feedback. Administrators and our CAS work very closely together to identify areas of need in order to provide support and guidance to teachers who are struggling with student achievement.

Staff Quality, Recruitment, and Retention Needs

- **Highly Qualified Staff:** We should have a summary of teachers who are qualified, what areas they are certified to work in, and the summary should reflect the retention rates of HJS teachers.
- **Employee Retention & Support:** More on-campus professional development through a carousel rotation and/or during PLCs would be helpful. Increasing avenues and opportunities for communication with and between all staff is needed. New teachers would benefit from classroom and campus visits with qualified teachers, and monthly meetings with campus administrators.
- **Professional Development:** Technology training is still a high-needs area, especially as technology use may vary between schools in the district. HJS teachers feel that the descriptions provided in Eduphoria for the training opportunities listed are lacking, and that they would benefit from more information regarding the course content.
- **Teacher Strengths and Weaknesses:** Our most highly effective teachers need more opportunities to share their knowledge and techniques with others on campus. More opportunities are needed for these teachers to work directly with teachers who are struggling. It would be helpful if these highly effective teachers were provided additional opportunities to plan campus or departmental training or workshops to share their skills. Teachers whose student performance is below standards need opportunities to observe master teachers (and vice versa) in order to gain insight into better teaching and classroom management techniques.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- **Assessments:** Assessments at HJS are being used effectively. Each group of core teachers are part of a learning community that is responsible for disaggregating data to determine the needs of each student. This data analysis also evaluates staff needs as it relates to student achievement. Once needs are determined, each core group is able to identify a common goal for students and educators. The critical, basic, content-specific pedagogical knowledge is then reinforced and gaps are addressed. Evidence-based practices are identified, selected, and applied to enhance learning opportunities. Finally, educators establish a mode to evaluate what has been implemented. Teachers use assessment data to answer questions such as:
- **Progress Monitoring:** The progress for each student is tracked by current grades on daily assignments, benchmark scores, CBAs, teacher made tests, and state assessments. Additionally, teachers use formative assessments to gather immediate understanding of their students' progress. District CBA and benchmark data allows teachers and other staff to determine individual student progress compared to their peers. Two Curriculum Quarterly Review committees, comprised of campus administration, the CAS, and lead teachers, meet on a regular basis to discuss and review campus progress in critical needs areas in order to determine best practices to implement and to identify students who need to be targeted for interventions. Administration conducts frequent and regular walkthroughs in order to continually evaluate instructional practices and student engagement.
- **PLC/Department Impact:** Professional Learning Communities at HJS are organized by subject and sometimes grade level. Each PLC meets at least one time each month with the entire department and an instructional specialist. Grade level teams then meet separately to develop specific goals and objectives pertinent to each team. Each team is responsible for reviewing testing data from district assessments. From the data analysis, teams are tasked with designing and implementing a plan of action that addresses the needs of each student. When students are not making progress, core departments re-evaluate what they are doing to assess implementation fidelity regarding the developed plan of action.
- **Instructional Objectives:** All content and language objectives are communicated to students by the classroom teacher through the introduction of the lesson. All teachers are required to post daily content and language objectives on their dry-erase board so that they are visible to students at all times. Some contents also require students to write the daily objectives in a journal or interactive student notebook.

Curriculum, Instruction, and Assessment Strengths

- **Assessments:** Teachers are able to use data in order to form highly effective tutorial groups. Department and team smart goals are developed from analyzing data.
- **Progress Monitoring:** Grade level meetings provide cross-curricular communication opportunities in order to track student progress in multiple areas. The district curriculum specialists met with core departments several times in order to disseminate curriculum information and data to faculty.
- **PLC/Department Impact:** Each department and team has adequate time allotted for PLCs. Implementing and maintaining PLCs helped to keep the teams focused.
- **Instructional Objectives:** Teachers are introducing the objectives at the beginning of each class. Objectives are posted and visible on the dry erase board.

Curriculum, Instruction, and Assessment Needs

- **Assessments:** District Science CBAs take too long for students to complete. The question format on these assessments do not align with the TEKS. A STAAR-based test bank is needed, rather than teachers writing the questions.
- **Progress Monitoring:** There is limited collaboration between teachers in core groups, especially in identifying and supporting struggling students. Campus PLCs in the math department lacked consistency.
- **PLC/Department Impact:** PLC teams noted a lack of incorporation of Response to Intervention strategies and procedures in core subjects. Curriculum pacing and classroom interruptions (district or campus activities that suspended classes) limit time for re-teaching.
- **Instructional Objectives:** Certain subjects and/or teachers keep the same objective up for weeks and months at a time. Teachers are writing their TEKS verbatim for their content objective, instead of rewriting it in simpler child-friendly language.

Family and Community Involvement

Family and Community Involvement Summary

- In the school counseling and guidance center, our two guidance counselors help students and parents with the transition from elementary to junior high through Eagle Camp, and with the transition from junior high to high school through participation in Junior Achievement activities. Or campus social worker and Communities in Schools (CIS) representative also work with our counselors to make home visits, address attendance issues, social needs, health needs, assist in resource referrals, and hold parent conferences. Weekly Student Support Team meetings are held with our social worker, Community Youth Specialist (CYS), nurse, attendance clerk, assistant principal, and grade level counselors to provide a variety of services to students and parents.
- There is greater parent involvement and participation in our extracurricular activities than with any other type of activity. Most of our curricular events involve the same students and, therefore, the same parents. We can achieve greater parent involvement through communication of activities and holding more parent-oriented meetings. The following demonstrates opportunities our parents and community members have to become involved with the school:
    - Extracurricular Activities – Athletics, Cheerleading, Band, Orchestra, Theater Arts, Choir, Art, Fellowship of Christian Athletes, and See You at the Pole
    - Curricular Activities – UIL, MathCounts, History Fair, Math Fair, Duke Talent Search, Washington D.C. trip, classroom projects, robotics team, Kids to College, Wetlands field trips, Career Day Partnership with Lee College and Junior Achievement
    - Parent Meetings – Open House, PTO meetings, NJHS induction, 6th grade orientation and Eagle Camp, campus awards ceremonies
- According to parents surveys for the district, communication through the school website, mobile app, letters, and newspaper articles are found to be effective. Highlands Junior keeps an updated website through our webmaster, 64% of our teachers send email through TEAMS, 36% of our teachers send messages through Review360, and 26% of our teachers have a classroom website. Other communication tools used by staff members include: phone calls, parent conferences, Remind101, Dial My Calls, Google Classroom, written communication (notes, letters, flyers).
- Parents and community members are able to participate in site-based planning through participation the parent representative and community representative (Partner in Education) on our Instructional Leadership Team. Parents also have opportunities to participate in their child's IEP team meetings, Section 504 meetings, and LPAC meetings.

Family and Community Involvement Strengths

- We have many different activities and programs that are offered and available to students and parents to provide opportunities for campus involvement and participation.
- Highlands Junior has an active PTO.
- Highlands Junior has an active and very involved Partner in Education.
- Many resources and a great deal of information is made available through our school counseling and guidance center, our social worker, our CIS, and

our CYS.

Family and Community Involvement Needs

- More effective communication between parents and staff is needed.
- Parents should be more involved in reward activities and ceremonies.
- Weekly messages about campus activities could be sent via IRIS alerts, Remind101, or email.
- Additional bilingual staff and ESL services are needed for our growing population of language-diverse families.
- Parent nights that center on core content subjects would provide opportunities for parents to be informed and involved in their child's academic life.
- Additional parent and community representatives on campus committees (discipline committee, campus advisory committee, etc.) would provide more opportunities for parent and community input.
- Teachers should be better utilizing the communication tools in TEAMS and Review360.
- More communication and collaboration is needed between teachers and counselors, social worker, CIS, and CYS.

School Context and Organization

School Context and Organization Summary

- The goals for our campus and the district is to close achievement gaps and ensure that all students are showing substantial growth. The target areas for HJS are students who are identified as economically disadvantaged, English language learners, special education, Hispanic, and African American. HJS utilizes district assessments, report card grades, state assessments, and teacher input to address the needs of the students to ensure that we are working towards our goals. The issues we encounter are frequently the topic of PLCs, grade level meetings, department meetings, and faculty meetings.
- Each department has a common planning time in which they are able to meet to plan or hold a PLC meeting. This allows teachers within the same grade level and content area to plan effective instruction and discuss strategies to help increase student performance. Teachers are expected to work collaboratively with one another to plan and prepare lessons that are outlined by the district's scope and sequence. This scheduling has resulted in more teamwork and an increased amount of positive communication between coworkers.
- Teachers are welcome to voice concerns through their PLCs, to their department chair, to an assistant principal, to the Instructional Leadership Team, to the Discipline Committee, or directly to the principal. We feel that our leadership team is open to the suggestions and recommendations of all employees, as long as the suggestions are in the best interest of our students.
- HJS has a very supportive environment that supports student achievement and collaborative work from all stakeholders. Systems are in place and we are making strides to ensure that all employees are knowledgeable and able to address areas of concern in a timely manner.

School Context and Organization Strengths

- We have open communication and ready access to administration, instructional leadership, and others in our departments and grade level teams.
- Committees are in place to address concerns, identify solutions, and implement plans for improvement.
- The community Highlands Junior serves is strongly involved in campus and district activities.
- Highlands Junior's Partner in Education is deeply involved and highly committed to student achievement in both academic and extracurricular areas.
- Campus morale has improved tremendously.

School Context and Organization Needs

- Our Campus Advisory Committee needs to be reinstated
- We need of more professional development and classroom management training.

Technology

Technology Summary

- **The following technology is available for all students:** Printers, Scanners ELA – Classroom set of iPads, iPen Pro II, Clickers, Promethean boards, Social Studies – Classroom set of laptops, Active Slate, ELMO/Document Camera, 3 Computer Labs, Mobiview from E-Instruction, Teacher computer and COW (laptop and projector system in most classrooms)
- **The following technology support is available for students and teachers:** Jennifer Stephens – Technology specialist provides teacher support. Teachers can contact Jennifer for help, Teachers – Student support. Students ask teachers for assistance, Mrs. Knox – Assists with troubleshooting and technology issues, Work Order System – Requests can be made for help with any hardware or software problem.
- Technology training available to teachers includes campus training for Active Inspire, Promethean boards, and clickers. TMS staff offered training for Promethean basics and advanced uses, Google, Eduphoria, and Web 2.0. Most teachers attended the campus trainings and a few attended those offered by TMS. The impact of this training was minimal and most teachers are able to use the Active Inspire and Promethean products at only a basic level.
- **Barriers that reduce the use of technology includes:** Not enough technology for all (only 30 laptops and 31 iPads), Charge Time, Server login problems, Slow network or network completely down, Not enough class sets for a campus this size and not enough battery packs, When students are working on laptops all day, the battery packs are needed by 6th and 7th periods, yet there are not enough, I-Station has serious issues with freezing and not saving the students' place when they must log off during a session.

Technology Strengths

- Most classrooms have document cameras.
- Most classrooms have Promethean boards.
- Most of our staff implements technology through PowerPoint presentations, clickers, and shared writing with the Promethean projector.
- Laptops or iPads are available in some classrooms.

Technology Needs

- Students need access to their own laptops.
- More student desktops are needed.
- Additional class sets of the technology we already have in place is needed.
- Due to growth, additional computer labs are needed, as two of our three are used as full-time classrooms.
- All nonworking computers and components (battery packs, printers, etc.) need to be replaced.
- Math and science do not have classroom sets of any technology.

- ELA should have been provided with class sets of headphones to accompany the iPads.
- Infrastructure – Our district network runs very slowly and staff is more frequently receiving "not responding" messages. More devices and higher usage (especially with the new VOIP phone systems) demanded significant upgrading of the network infrastructure that was not done, so employees are now using up-to-date components on an outdated network that cannot handle the traffic. Too often we have extremely slow processing speeds or no access at all to the network, creating work stoppages and delays.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- 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.

Summative Evaluation: STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Counselors, Campus Academic Specialist	STAAR results			
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, Campus Academic Specialist, Teachers	Lesson Plans, STAAR results, 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.	Teachers, Campus Academic Specialist	Local assessment data, 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	T-TESS, Eduphoria Data			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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.

Summative Evaluation: STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Lesson Plans, Classroom Walkthroughs, STAAR Scores			
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	Lesson Plans, Classroom Walkthroughs, 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	PLC Meeting Notes, Lesson Plans, Level lll 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	Level III STAAR results			
✔ = Accomplished　◔ = Considerable　◑ = Some Progress　◯ = No Progress　✘ = Discontinue					

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.

Summative Evaluation: STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	STAAR results			
2) All Advisory teachers will meet regularly with their identified at-risk students to discuss missing work, grades, and upcoming assignments.	Teachers	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, District Specialists, Campus Academic Specialist, Campus Administrators	Lesson Plans, STAAR results, PLC meeting notes			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue					

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.

Summative Evaluation: STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Academic specialist and administration will monitor teachers' instructional alignment to the Texas Essential Knowledge and Skills, as well as the use of Abydos writing strategies, Kagan cooperative learning techniques, and direct instruction of academic vocabulary.	Teachers, Academic specialist, administration	STAAR results			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue					

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.

Summative Evaluation: PEIMS Attendance report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Through the use of Naviance, students will gain understanding of career choices, college information, and financial support.	Counselor, Teachers	PEIMS Attendance Report			
2) 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, C.I.S., Attendance clerk	Attendance reports, A2A contracts completed			
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue					

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.

Summative Evaluation: Submitted dates of completed drills to Administration

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	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			
✔ = Accomplished ◓ = Considerable ◓ = Some Progress ⬤ = No Progress ✘ = Discontinue					

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

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

Summative Evaluation: Master schedule. Reduction in employee attrition. Certificates of certification and completion. Increase in teacher retention.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Recruit from a pool of Highly Qualified Teachers.	Principal	Master Schedule			
2) Assure that all assignments and re-assignments are filled with Highly Qualified Staff.	Campus Administrators	STAAR Results			
3) Review and evaluate New Teacher/Mentor Program initiatives and make changes to increase new teacher retention	Principal, Assistant Principal	Survey Results. Reduction of employee attrition.			
4) Continue implementation the district's initiative of compensation for core SIOP Team members.	Principal	Certificates of certification and completion			
5) Form committees made up of school personnel to assist in hiring Highly Qualified faculty members.	Principal, Assistant Principals, Campus Academic Specialist, Teachers	Increased teacher retention. Improvement in district and state assessments. Improvement in classroom discipline.			
✔ = Accomplished ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue					

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.

Summative Evaluation: HS academy enrollment. Number of students participating in Endorsement Day

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Attendance totals			
✓ = Accomplished ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue					

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.

Summative Evaluation: Parent sign in sheets. Student "H" awards. School messenger and marquee records. CIS Rosters.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	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,	Sign-In Sheets			
3) Highlands Junior will continue to recognize and reward students for perfect attendance every 6 weeks.	Principal	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	Iris call records, School messenger records, Marquee records			
5) Highlands Junior will continue to support and collaborate with Communities In Schools and Precinct2GETHER to provide services to students.	Administration	CIS Rosters 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.

Summative Evaluation: Certificates of completion and lesson plans

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Certificates of Completion and 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	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	Lesson Plans			
✔ = Accomplished ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue					

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Gary Guy	Principal