

Goose Creek Consolidated Independent School District
Highlands Junior High
2018-2019 Campus Improvement Plan



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

Over the past 3 years, data show that there has been an increase in the Hispanic population from 47% to 55%. The student population for African American has decreased from 19% to 15% and white has decreased from 28% to 25%. The Asian population has remained relatively the same.

Highlands Jr. School also has students identified as At Risk, Special Education, Section 504, Gifted and Talented, and English Language Learners. Within the past 3 years the economically disadvantaged population increased from 51% to 66%. English Language Learners increased from 7.8% to 18% and SPED decreased from 13% to 12%.

Our teacher demographics are about 22% African American, 7% Hispanic, 67% white in 2017. Comparatively, our students are around 15% African American, 54% Hispanic, 25% white. This year we have about 50% male students and 50% female students, while our teachers' genders are about 25% male and 75% female.

After reviewing campus reports and information, the Highlands Junior School campus is in 100% compliance with The Texas Education Agency (TEA) by requiring all teachers to acquire and maintain a state certification. Highlands Junior School is also in compliance with TEA by having all paraprofessionals complete and pass the No Child Left Behind (NCLB) exam which is administered through the Goose Creek Consolidated Independent School District (GCCISD) Administration.

Demographics Strengths

Highlands Junior School has identified several strengths that result from having certified teachers and highly qualified paraprofessionals. To begin, the quality of education that each student receives has continued to improve because of employing teachers who are state certified and paraprofessional who are highly qualified. Certified teachers are held to a higher standard and believe in providing students with the best education possible. Finally, through the positive influence of the administrators at Highlands Junior School, this campus has also benefited from a higher teacher retention rate.

Student Academic Achievement

Student Academic Achievement Summary

State Assessment Performance of All Student Groups									
Student Group	6 th Math	7 th Math	8 th Math	6 th Reading	7 th Reading	8 th Reading	7 th Writing	8 th Science	8 th Social Studies
All Students	78.12%	75.82%	71.61%	59.94%	70.10%	66.85%	68.26%	66.04%	66.58%
Econ Disadv	75.22%	72.95%	69.00%	53.54%	64.49%	61.46%	64.34%	58.93%	61.61%
African American	69.81%	65.45%	66.07%	47.17%	63.64%	59.38%	67.27%	60.94%	68.75%
Hispanic	73.63%	77.67%	66.46%	55.22%	72.22%	63.10%	67.91%	59.90%	59.38%
White	90.67%	73.33%	85.37%	74.67%	64.76%	77.08%	63.81%	78.00%	75.00%
LEP	53.12%	34.38%	32.35%	15.62%	9.38%	12.12%	18.75%	14.29%	31.43%
Special Education	38.24%	28.89%	22.73%	20.59%	24.44%	11.36%	20.00%	11.36%	15.91%

Groups not meeting Satisfactory Performance:

6th Math LEP SpEd

6th Reading Econ Disadv African American LEP SpEd

7th Math LEP SpEd

7th Reading LEP SpEd

7th Writing LEP SpEd

8th Math LEP SpEd

8th Reading LEP SpEd

8th Science LEP SpEd

8th Social Studies LEP SpEd

The performance of the two groups that did not meet Satisfactory Performance, LEP and SpEd, is traditionally lower than other student groups. In the case of the LEP students, language barriers exist that negatively affect their ability to perform on standardized assessments. In the case of the Special Education student, disabilities of various types and severity exist that affect their ability to perform on standardized assessments. This is true in all settings, in all states, and in all schools. The better question is whether these groups are making improvements over their performance from last year.

Percentage of Students Meeting Growth Expectations						
Student Group	6 th Math	6 th Reading	7 th Math	7 th Reading	8 th Math	8 th Reading
All Students	44.84%	30.54%	69.4%	70.08%	78.64%	65.52%
Econ Disadv	41.01%	27.91%	67.51%	66.81%	72.84%	62.32%
American Indian	100%	100%	--	--	--	--
Asian	80%	50%	85.71%	100%	100%	60%
African American	42.31%	42.32%	58.49%	58.5%	79.24%	70.49%
Hispanic	39.38%	30.85%	72.95%	73.2%	75%	66.12%
2+ Races	54.54%	27.27%	42.86%	71.43%	100%	60%
White	54.17%	33.33%	67.35%	65.31%	83.78%	61.79%
1 st Yr Monitor	41.67%	33.33%	66.67%	33.33%	88.89%	44.44%
LEP	24.14%	12.5%	65.38%	57.69	73.34%	51.72%
2 nd Yr Monitor	57.15%	28.57%	75%	87.5%	100%	60%
SpEd	51.61%	22.58%	54.55%	61.36%	69.77%	55.81%

Groups with lowest percentages of meeting growth expectations:

- 6th Math LEP Hispanic Econ Disadv
- 6th Reading LEP SpEd 2+ Races
- 7th Math 2+ Races SpEd African American
- 7th Reading 1st Yr Moni LEP African American
- 8th Math SpEd Econ Disadv LEP
- 8th Reading 1st Yr Moni LEP SpEd

The most common student groups not meeting expectations are the LEP and SpEd students. A predominant factor in the academic growth of these students involves student motivation and teacher motivation factors.

Percentage of Students Exceeding Growth Expectations						
Student Group	6 th Math	6 th Reading	7 th Math	7 th Reading	8 th Math	8 th Reading
All Students	7.08%	6.29%	13.46%	29.66%	12.2%	17.24%
Econ Disadv	5.07%	4.19%	11.39%	26.47%	12.23%	15.94%
American Indian	0%	0%	--	--	--	--
Asian	50%	20%	50%	57.14%	0%	10%
African American	3.85%	3.85%	7.55%	26.42%	16.98%	27.87%
Hispanic	6.22%	3.72%	12.56%	30.62%	11.25%	15.3%
2+ Races	18.18%	0%	0%	28.57%	25%	40%
White	4.17%	13.89%	14.29%	25.51%	10.81%	13.48%
1 st Yr Monitor	25%	0%	16.67%	33.33%	11.11%	0%
LEP	0%	0%	7.69%	26.92%	6.67%	20.69%
2 nd Yr Monitor	14.29%	0%	12.5%	50%	20%	20%
SpEd	0%	3.23%	6.82%	27.27%	6.98%	16.28%

Groups with highest percentage of exceeding growth expectations:

6 th Math	Asian	1 st Yr Monitor	2+ Races
6 th Reading	Asian	White	Econ Disadv
7 th Math	Asian	1 st Yr Monitor	White
7 th Reading	Asian	2 nd Yr Monitor	1 st Yr Monitor
8 th Math	2+ Races	2 nd Yr Monitor	African American
8 th Reading	2+ Races	African American	LEP

The data for exceeding growth expectations is very typical for the listed sub-populations in all but a few areas. Our first and second year monitor students are a surprising addition to the student groups who typically exceed a year's academic growth. This is a strong indicator that our efforts to help students achieve at higher rates on TELPAS, and the students who were subsequently exited from the LEP program, are working and should be continued.

The other surprising area for exceeding growth is in the 8th grade data. Here, we see a traditionally lower performing group, African American, exceeding growth in both tracked subjects. Returning to our earlier issue of student and teacher motivation, we can see this more clearly with this data set, as the high stakes of 8th grade STAAR testing, SSI, and the consequences of failure provide high levels of motivation for both students and teachers.

Overall, special education students achieve satisfactory performance at significantly lower rates in all grades and all contents areas. While “passing” rates may be lower, special education growth rates are comparable to other student groups, and in some cases higher. While this group does not have the highest rates of exceeding growth measures, there are some students who achieve this level performance, most particularly in 7th and 8th grade reading.

Mainstreamed special education students are supported by two special education teacher-inclusion, and two special education paraprofessionals. These individuals provide the in-class support dictated by student IEPs, but they are also used to chaperone field trips and as substitute teachers when the substitute office has failed to provide adequate staffing. Subsequently, much of the required in-class support time is not being met – an issue that is corroborated by the sign-in sheets used by every math and reading teacher who teaches mainstreamed special education students. From this committee's understanding, prior to the exacerbating situations with inadequate subs and an overabundance of mandatory field trips, the special education department on this campus had to spend time at the beginning of the 2017-2018 school year revising student IEPs to reduce the total in-class support minutes. The inclusion and paraprofessional staffing we were allowed for in-class support was inadequate to meet the legal stipulations in these plans.

Support for teachers of special education students is as scarce as the support for their students. Professional staff who are experts in understanding the needs of this population are so few, and our student population so large, that special education and core teachers are unable to find time to meet, collaborate, or discuss their students.

Student Academic Achievement Strengths

For the 2017-2018 school year, math across all grade levels achieved at significantly higher rates in all populations. Math generally had higher percentages of students who met growth expectations, as well, while reading had slightly higher percentages of students who exceeded growth expectations.

LEP and monitored students have significantly higher rates of exceeding growth and, in 8th grade, African American students have unusually high rates of exceeding growth.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: LEP students are achieving satisfactory performance at significantly lower rates than other student groups, across all content areas

and all grade levels. **Root Cause:** Lack of student and/or teacher motivation.

Problem Statement 2: Special education students are achieving satisfactory performance at significantly lower rates than other student groups, across all content areas and all grade levels. **Root Cause:** Students and mainstream teachers lack adequate support.

School Processes & Programs

School Processes & Programs Summary

Highlands Junior focuses on student achievement through the use of data. Our data comes from campus, district, and state assessments; district data management systems, and instructional rounds. We do not use a school improvement monitoring calendar to keep everyone on track to revisit strategies, but formative assessments are beginning to be administered on multiple instructional teams. Those teams using formative assessments, or even summative assessments, find frequent time constraints on using the resulting data to effectively drive instructional decisions.

Our internal process to determine the Student of the Month is no longer consistent, and we recognize academic achievement primarily through honor roll parties. Behavioral compliance is recognized through semester and grading-period parties.

HJS leadership is structured around the principal, three assistant principals, department heads, and the campus academic specialist. Our ILT are elected representatives from each department and grade level. Despite peer election of ILT representatives, decisions made through the ILT are not always disseminated to the rest of the campus in a timely manner. Teachers thus feel they have less voice in the decision making process, especially in regards to the campus' implementation of rules and procedures. Grade levels work well to make initial decisions that are pertinent to their grade level, but there is a distinct lack of consistency in individual implementation. There is also inconsistency in the manner in which campus-wide decisions are made.

Students have access to iPads, laptops, desktop computers, and interactive Promethean boards and clickers. These tools are used during instruction to deliver lessons, as well as for guided practice and independent practice of skills. Technology staff is readily available to help both students and teachers use the available technology. In classrooms for which a class mobile cart has not been procured, there remains a distinct difficulty in putting to use campus-shared technology carts. These carts are either non-operational, have a high number of devices in need of replacement or repair, or are booked and in use. There are two open computer labs on the HJS campus, as well. The open computer lab classroom is in frequent and long-term use by multiple teachers and departments, or for district/state testing. It is rarely open for drop-in use, and often has scheduling conflicts due to the high demand. The computer lab in the library is rarely used as the library is closed for the majority of the school year to any teacher not bringing in students for book exchanges. When combined, all of our mobile tablets, laptops, and student computers fall far short of bringing this campus to a 1:1 student to device ratio. There also remains a large gap in parent understanding and knowledge of educational technology or mobile technology, in general.

School Processes & Programs Strengths

We are committed to continuing our focus on data to drive instruction. We have more teachers utilizing formative assessment practices than ever before. Academic and behavioral achievements are recognized through campus-wide parties. Existing technology is widely utilized and under heavy rotation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The use of data to drive instruction becomes less frequent as we progress deeper into the school year. **Root Cause:** Teachers lack the time to analyze and disaggregate their data as frequently as formative assessments would require.

Problem Statement 2: Teachers feel they lack voice in campus decisions. **Root Cause:** ILT communication is not disseminated effectively or in a timely manner.

Problem Statement 3: Campus decisions are not consistently carried out on an individual level. **Root Cause:** Communication between campus leadership and staff occasionally breaks down, and individuals are not always held accountable for failure to adhere to policies.

Problem Statement 4: Student technology is frequently unavailable. **Root Cause:** Failure to replace/repair broken devices, lack of true 1:1 student technology, and lack of clear policies regarding the availability of the second open computer lab in the library.

Perceptions

Perceptions Summary

Media:

Highlands Junior School has a website that is usually updated once every other week. We do not currently have a mobile app. Our campus newsletters are sent out at least monthly and are also posted on the school website. Hard copies are sent home with all students through advisory classes. Any newspaper articles, such as those in the Baytown Sun, regarding the Highlands Junior campus, students, or staff are added to the school website with an electronic link to the source.

Correspondence:

All letters sent home to parents, as well as all IRIS calls, are available in both English and Spanish. Bilingual translators are available at Highlands Junior to communicate with Spanish speaking parents and guardians about their children. Teachers typically contact a parent through email or a phone call at least once a week. Few teachers at Highlands Junior have a school website or Remind101 set up to communicate with parents, as they prefer to email or call parents through information listed in our TEAMS system. This correspondence is typically in English unless the teacher seeks the aid of a translator.

Based on observance of activity on Highlands Junior social media outlets, most teachers and parents consult the Highlands Junior website and Facebook page for information and events. Highlands Junior Twitter and Instagram pages have far less activity.

Discipline Referrals:

The data reveals that most discipline referrals are coming from classroom disruptions, students failing to follow rules and procedures, and being disrespectful. 69% of the referrals are coming from the classroom, 7.8% coming from the hallways, and 6% are coming from the gym. Most referrals are happening mid-week from Tuesday-Thursday during the afternoon.

Disciplinary removals are occurring for persistent student misbehavior, class disruptions, disregard of classroom procedures, and disrupting instruction. These removals are occurring daily and weekly in classrooms. Practices and decisions are evaluated by Administrative guidelines. Decisions are based on the level of the infraction. Adjustments are based on the teacher and modified by the administrative discretion.

Most referrals are occurring either midday or in the afternoon. Most of the referrals are occurring in the classroom. 69% of the referrals were occurring in the classroom, 7.8% were occurring in the hallways and 6% of the referrals were happening in the gym.

Interventions are in place to help increase appropriate behavior. Students use conduct cards, positive behavior parties, end of semester conduct card parties, Eagle Bucks, and a student store open weekly to use the Eagle Bucks.

DAEP and JJAEP Placements:

0.17 % of our students were assigned to DAEP for discretionary purposes. None of our students were assigned to JJAEP for discretionary purposes. 0.83 % were assigned to DAEP for mandatory purposes. None of our students were assigned to JJAEP for mandatory purposes. The students were assigned DAEP for narcotics related offenses, assault, truancy/trespassing, arson, and indecent exposure. Hispanic students and males were more heavily represented than the other demographic groups.

Parent and Community Involvement:

Highlands Junior has several long-standing partnerships in the community. When Hurricane Harvey hit our area, the Mrs. America pageant was taking place in Las Vegas. When they heard about the local devastation that was caused, they began collecting items to donate such as backpacks and school supplies. Once the items were collected, Mrs. America representatives drove down to distribute to all the schools across the district. Our donation was brought by Mrs. Oklahoma, Emerald Stanley. Members from the Faith Family Church contacted our school asking about the number of students and staff members who were affected by Hurricane Harvey. Their Disaster Response Team brought a U-Haul truck filled with supplies. Due to their generosity, we have been able to distribute the supplies to the families of students and staff.

Each six weeks, to promote student attendance and the importance of being present at school every day, there is a competition among the grade levels to see who can have the highest attendance percentage. The awards are donated by our Partner In Education (PIE), led by Mr. Jim Wadzinski. After Hurricane Harvey, PIE donated hundreds of pounds of meat to be distributed to our teachers. Highlands Junior School works closely with the Highlands Sports Association, allowing local children to make use of our facilities throughout the year. Each year these community partners volunteer to take part in the further development of our students by donating their time, resources, and energy.

Perceptions Strengths

All letters and IRIS calls sent to parents of our students are in English and Spanish. The school's website and Facebook page are often updated and parents, and students, parents, and teachers use them as a great source of information about events and happenings on campus.

Our school has a positive system in place using the following:

1. A positive reward system
2. Consistent classroom policies that are posted in each classroom
3. Campus vision statement: *Learn Achieve. Make A Difference*
4. 6th grade student store with incentives made available to students in the morning

We have incentives in place for the students that include conduct card parties, PBIS parties at the end of every six-week grading periods, honor roll parties, attendance celebrations, free seating for lunch, TIE-mentorship, lunch bunch, and eagle bucks.

Disciplinary actions are in widespread and frequent use prior to the use of a referral. These include teacher redirects, seat changes, conduct card signature, parent contact, verbal warnings from the assistant principals, lunch detention, suspension from the school bus, after school detention, partial day in school suspension, full day in school suspension, and out of school suspension.

Most of our DAEP/JJAEP assignments are mandatory, and not discretionary. Furthermore, the discretionary assignments to DAEP were preceded by numerous lower level behavior interventions.

HJS and its partners have a long history of working very effectively together.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students often leave written correspondence in the classrooms in which it was received, and parents do not receive this information.

Root Cause: Middle school students struggle with maturity, leading to poor choices and irresponsible behavior.

Problem Statement 2: Teachers' responses to student misbehavior are highly reactive instead of proactive. **Root Cause:** Inconsistent adherence to district, campus, and grade-level expectations due to poor classroom management and/or a lack of understanding of district/campus/grade level policies and procedures.

Problem Statement 3: Disciplinary responses from teachers and administrators are inconsistent. **Root Cause:** Disciplinary responses do not comply with district or campus Codes of Conduct, leading to a breakdown in the overall structure and general implementation of disciplinary policies.

Problem Statement 4: The majority of our mandatory DAEP assignments were related to the possession and delivery of narcotics across all grade levels both on campus and on district transportation. **Root Cause:** Students selling drugs are able to easily conceal the narcotics they carry, making it difficult to curtail the problem through proximity and observation.

Problem Statement 5: Parent involvement is not as high as we want it to be. **Root Cause:** Parents may not have enough opportunities to be involved in the decision making processes in terms of planning and organizing campus events.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

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

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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data


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			
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 - 15000.00					
					

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 walk-throughs Improved STAAR Scores			
Funding Sources: Coordination of Local and State Funds - 1000.00					
2) Language Arts teachers will integrate specific 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 walk-throughs 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 - 1735.00					
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 specific 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:

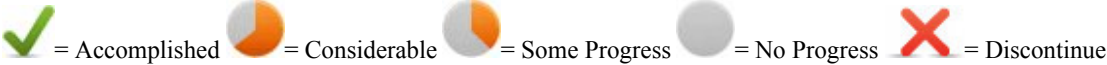
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Highlands Junior will utilize tutorials and additional staffing through tutors to increase the academic performance of at-risk and struggling students, thus reducing the potential drop out rate for these 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			
 = 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.

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			
					

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
Sub-Total					\$17,735.00
Grand Total					\$17,735.00