

Goose Creek Consolidated Independent School District

Highlands Junior High

2019-2020 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

The comprehensive needs assessment process was completed at Highlands Junior School during April and May 2019. Four campus committees were created for this purpose, and each was assigned to one of the four Multiple Measures of Data. The Demographics committee determined the following:

What percentages of students fall into each ethnic, socioeconomic, gender, and special populations group? How have the demographics changed over the last 3-5 years?

Over the past 3 years, data shows that there has been an increase in the Hispanic population from 47% to 56%. The African American student population has decreased from 19% to 14%, the white population has decreased from 28% to 23%, and the Asian population has remained stable at 3%.

Highlands Junior also has students identified in the following special populations groups: At Risk, Special Education, Section 504, Gifted and Talented, and English Language Learner. Within the past 3 years, the economically disadvantaged population increased from 51% to 66%, and then dropped to 62%. English Language Learners remained stable at 8%. Special Education decreased from 13% to 11%. We currently have 48% of our student population identified as At Risk and 10% of our student population identified as Section 504.

How do the demographics of the teachers compare with the demographics of the students? What is the average class size?

Our teacher demographics are as follows:

- 27% African American
- 11% Hispanic
- 65% White

Our student demographics are as follows:

- 15% African American
- 54% Hispanic
- 25% White

In the 2018-2019 school year, 30% of our teachers were male and 70% were female. In comparison, our student population was 50% male and 50% female.

Our average class size is 22 students.

Are all teachers state certified? Are instructional paraprofessionals highly qualified?

After reviewing campus reports, Highlands Junior School is in complete compliance with Texas Education Agency's requirement that all teachers acquire and maintain a state certification. Highlands Junior is also in compliance by having all paraprofessionals receive the PAK para-educator certification.

The Demographics committee utilized the following data sources for this report: PEIMS data (via OnData Suite) and TEA School Report Card data.

Demographics Strengths

All teachers meet TEA's highly qualified requirements.

All paraprofessionals receive the PAK para-educator certification.

Student Academic Achievement

Student Academic Achievement Summary

The comprehensive needs assessment process was completed at Highlands Junior during April and May of 2019. Four campus committees were created for this purpose, and each was assigned to one of the four Multiple Measures of Data. The Student Achievement committee determined the following:

Focus Area 1: Are the majority of failures specific to subjects or teachers? What supports are in place to help? What do classroom observations reveal about class sections with high course failures? How do the campuses systemically address reteaching for students who are absent, particularly for students who are at risk of failing?

Data Analysis

The committee began this investigation by first analyzing campus report card failures, looking for the five teachers and two content areas with the highest failure rates. Of the five teachers with the highest proportion of report card failures, four are math teachers and one is a science teacher. The failure rates of these five teachers ranged 20% to 46%. The remainder of the faculty's failure rates are just as widely ranged, from 1% to 16%, with the average failure rate at 10%. This correlates with the two departments that have the highest failure rates. The math department has the highest failure rate, with 16% of all report card grades falling below 70. The science department had 8% of all report card grades falling below 70. In comparison, the English language arts department had 6% of all report card grades fall below 70, and the social studies department had 7%. These statistics are summarized in the tables below.

| Highest Course Failure Rates by Teacher | | |
|---|---------|---------------------------------------|
| Teacher | Subject | Percent of Failing Report Card Grades |
| Teacher A | Math | 46% |
| Teacher B | Math | 31% |
| Teacher C | Science | 31% |
| Teacher D | Math | 24% |
| Teacher E | Math | 20% |

| Course Failure Rates by Department | | | |
|------------------------------------|--------------------------------|--------------------------------------|--------------------|
| Department | Total Report Card Grades Given | Number of Failing Report Card Grades | Failure Percentage |
| Math | 6745 | 1047 | 16% |
| Science | 6754 | 541 | 8% |
| Social Studies | 6926 | 490 | 7% |

Course Failure Rates by Department

| | | | |
|-----------|-------|-----|----|
| ELA | 6918 | 402 | 6% |
| Electives | 16060 | 400 | 2% |

Campus Wide Support Systems – Teacher Interviews

Next, the committee investigated the supports that are currently in place to assist with course failures. On a voluntary basis, select campus teachers were individually interviewed, resulting in 21 responses. The most frequent responses were that teachers were unaware of any campus-wide supports that are available for students who fail a course, or that the district curriculum and technology specialists were available to help with students who fail courses. All responses are summarized in the table below.

Campus Supports for Course Failures

| Reported Support | Number of Responses |
|--|---------------------|
| Tutorials | 4 |
| No campus-based; only teacher determined | 1 |
| Interventions | 2 |
| District specialists | 5 |
| Unknown | 5 |
| Instructional/curricular resources | 2 |
| Team Planning & PLC Time | 1 |
| Inclusion/In-Class Support | 1 |
| Total Responses | 21 |

Classroom Observations – Campus Leadership Survey

We surveyed campus administration and instructional leadership regarding failure rates in core classes. The survey asked the following questions:

1. Are you aware of which teachers on your grade level or that you evaluate who have high report card failure rates?
2. What have you observed in the classrooms of these teachers regarding classroom instruction?
3. What have you observed in these classrooms regarding classroom management?
4. What resources or supports do you provide to teachers with higher than average failure rates.

A survey link was sent to the campus principal, all three assistant principals, and to the department head of each core content (math, ELA, science, social studies). In total, eight individuals were sent the survey link and two respondents completed the survey. In general, administrators and department heads are aware of the campus teachers who have the highest failure rates. Classroom observations reveal that those teachers with the highest failure rates either have

very high classroom expectations or lack instructional differentiation. Some classrooms are well managed while others are poorly managed, and it does not appear that the management level of the class strongly correlates with course failure rates. When asked what resources or supports are provided to teachers with high failure rates, respondents reported asking teachers for supporting documentation. Teachers are also asked to provide a list of interventions that have been used with a student before a failing grade is issued. Additionally, failure plans are done for students who fail, but the respondent suggested that the campus could do a better job in providing resources to teachers and to students.

Reteaching for Absent Students – Teacher Interviews

On a voluntary basis, individual teachers were interviewed regarding how they handle reteaching for students who were absent. A total of 14 teachers provided input to this question. Most respondents (11) utilize class time to reteach absent and struggling students in either a one-on-one setting or in a small group setting. Several teachers alternate this kind of direct reteach with peer tutoring. Three teachers utilize morning tutorial time for students who were absent. Interesting insight into morning tutorial issues was provided through one teacher's response:

"I try to have [absent students] come to my morning tutorial, but they've also missed other classes, and most kids are flocking to their math classes in the mornings. There's not enough time for them to go to more than one class. There's barely time for them to go to one."

Underlying Causes for High Failure Rates – Teacher Perceptions

Campus faculty were asked about the underlying causes for high course failures. Eight response categories were disaggregated from the total responses.

1. No student accountability for failing grades.
2. Chronic absences result in a great volume of missed work with no structures to provide reteaching opportunities or accountability measures to ensure the missing work is completed.
3. Shorter class periods for science and social studies resulted in a greater proportion of work being done outside of class – little of which is ever completed or returned.
4. No meaningful time for tutorials/homework helper outside of the school day. The day ends too late to provide after school tutorials, and the time before school was shortened so that most students only have about 10 minutes for a tutorial.
5. Lack of training in classroom management strategies or help with implementing management strategies.
6. Special Education support is not available for science or social studies. The support provided to ELA and math is minimized due to personnel being pulled away to perform other duties (subbing, chaperoning).
7. Large, blended classes in science and social studies (SpEd, ESL, GT, 504, and on-level students all in one class) makes differentiation difficult.

Focus Area 2: How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?

Data Analysis

The committee found that in all cases, students receiving special education services perform far below students not receiving special education services. This is true for all levels of achievement on the STAAR – approaches, meets, and masters – as well as for all content areas. Tracking the size of the

performance gap provides some interesting and useful insights. The smallest difference in performance gap between special education and non-special education students was 33.37% in eighth grade math. The largest was 55.15% in writing. The average performance gap measures 46.11 percentage points.

When comparing tests that are given yearly, another interesting pattern emerges from the approaches level performance differences. In both math and reading, the largest performance gaps are in 6th grade (53.6% math, 51.01% reading). Those gaps are slightly smaller in 7th grade (45.26% math, 47.59% reading), and are the smallest in 8th grade (33.37% math, 44.07% reading). This finding suggests that we are closing the performance gap at the approaches level in math and reading each year. Further comparisons for tested subjects and grades are listed on the table below.

| 2019 STAAR Performance Comparisons for Special Education and Non-Special Education Students | | | |
|--|------------------|-------------|-------------------|
| | Math 6 | | |
| | <i>Non-SpEd</i> | <i>SpEd</i> | <i>Difference</i> |
| Approaches | 83.01% | 29.41% | 53.6% |
| Meets | 55.58% | 5.88% | 49.7% |
| Masters | 27.18% | 0% | 27.18% |
| | Math 7 | | |
| | <i>Non-SpEd</i> | <i>SpEd</i> | <i>Difference</i> |
| Approaches | 85.26% | 40% | 45.26% |
| Meets | 58.96% | 8% | 50.96% |
| Masters | 24.28% | 0% | 24.28% |
| | Math 8 | | |
| | <i>Non-SpEd</i> | <i>SpEd</i> | <i>Difference</i> |
| Approaches | 91.91% | 58.54% | 33.37% |
| Meets | 65.03% | 19.51% | 45.52% |
| Masters | 26.01% | 2.44% | 23.57% |
| | Reading 6 | | |
| | <i>Non-SpEd</i> | <i>SpEd</i> | <i>Difference</i> |
| Approaches | 71.6% | 20.59% | 51.01% |
| Meets | 35.68% | 0% | 35.68% |
| Masters | 12.38% | 0% | 12.38% |
| | Reading 7 | | |
| | <i>Non-SpEd</i> | <i>SpEd</i> | <i>Difference</i> |
| Approaches | 71.59% | 24% | 47.59% |
| Meets | 41.74% | 0% | 41.74% |
| Masters | 21.16% | 0% | 21.16% |
| | Reading 8 | | |

2019 STAAR Performance Comparisons for Special Education and Non-Special Education Students

| | <i>Non-SpEd</i> | <i>SpEd</i> | <i>Difference</i> |
|-------------------------|-----------------|-------------|-------------------|
| Approaches | 85.53% | 41.46% | 44.07% |
| Meets | 48.48% | 4.88% | 46.6% |
| Masters | 25.38% | 0% | 25.38% |
| Writing 7 | | | |
| | <i>Non-SpEd</i> | <i>SpEd</i> | <i>Difference</i> |
| Approaches | 67.15% | 12% | 55.15% |
| Meets | 39.24% | 0% | 39.24% |
| Masters | 15.12% | 0% | 15.12% |
| Science 8 | | | |
| | <i>Non-SpEd</i> | <i>SpEd</i> | <i>Difference</i> |
| Approaches | 82.28% | 41.46% | 40.82% |
| Meets | 56.2% | 4.88% | 51.32% |
| Masters | 27.34% | 0% | 27.34% |
| Social Studies 8 | | | |
| | <i>Non-SpEd</i> | <i>SpEd</i> | <i>Difference</i> |
| Approaches | 76.59% | 32.5% | 44.09% |
| Meets | 36.39% | 5% | 31.39% |
| Masters | 19.08% | 0% | 19.08% |

Support – Teacher Interviews

On a voluntary basis, individual teachers were interviewed regarding the supports the campus has available for special education students and their teachers. Support for students includes additional time and resources, as well as added paraprofessional support staff. Teachers reported that students need additional assistance and support in the use of their accommodations. Support for teachers of special education students includes communication and collaboration opportunities as well as campus and district staff that specialize in content areas and/or working with students who have special needs. Teachers reported they are in need of additional training in proper assessment of special education students, as well as assistance in understanding how to adapt current, in-use instructional materials to best fit the needs of the students. Teachers also report low support rates for in-class support paraprofessionals. For classes that are supported by an in-class support teacher, there are few issues. However, for classes that are supported by in-class support paraprofessionals, it is rare for those individuals to be in classes. Teachers who have experienced this lack of support suggested that increased administrative monitoring of our paraprofessionals is long overdue, and that there is a distinct lack of accountability for these individuals.

The Student Achievement committee looked at last year's report card data, STAAR results, survey results, and conducted individual interviews.

Student Academic Achievement Strengths

For special education and non-special education students, math and reading performance gaps on state assessments are shrinking from 6th to 8th grade.

Overall report card course failure rates are low across the campus, with few exceptions.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students receiving special education services and their teachers lack in-class support, especially in the case where a paraprofessional is designated to provide that support. **Root Cause:** In-class support paraprofessionals lack accountability and monitoring of their presence in classrooms.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed at Highlands Junior School during April and May of 2019. Four campus committees were created for this purpose, and each was assigned to one of the four Multiple Measures of Data. The Processes and Programs committee determined the following:

Curriculum, Instruction, and Assessment

Are PLCs using data for instructional planning effectively? How do you know? How is progress tracked for students, staff, grade levels, departments, campuses, and the district? Are assessments being used effectively? What do teachers do with the data? How are they tracking student progress and performance? What is the expectation when progress is not occurring?

PLCs are using previous instructional year STAAR data along with the current year's benchmark and CBA data to effectively develop lesson plans for their content area. All core subjects receive itemized breakdowns of TEKS data from their district content specialist after each benchmark and CBA. District specialists then work with their respective content teachers, focusing discussions on the TEKS, the assessment items, error analysis, and sharing instructional strategies that have proven effective in improving student performance on specific TEKS.

Progress is tracked daily through various instructional strategies such as checks for understanding, exit tickets, and common formative assessments. Additionally, progress is tracked through Eduphoria data, especially for CBAs, benchmarks, and state assessments. This data provides teachers with detailed breakdowns of each question and what TEKS is being tested by that question. Teachers use this data to determine growth of their students' knowledge and ability to perform well on certain TEKS and identifies which TEKS students struggle with.

As a campus, we have begun to narrow our focus to "troublesome" TEKS and have implemented a SLO growth plan to measure the progress of a specific group of students that teachers have identified as at risk. These efforts help students reach the next level of mastery on state assessments. When progress is not occurring, all core content teachers have implemented mini lesson reviews or opening warm-up discussion questions to assist those students who need more assistance to reach their next mastery level. Finally, Highlands Junior core teachers have worked to identify the three to four lowest scoring TEKS and spend the year spiraling back to those skills and concepts. During interventions, teachers grouped students based on their TEKS area of weakness in order to maximize instruction time in those classes. This has served to pull up assessment scores of all students and has facilitated growth in relation to specific historically weak TEKS.

How are professional development strategies implemented and monitored?

In GCCISD, every teacher is required to attend 12 hours of professional development each year. These hours are earned during the summer and can be used at the beginning of the school year as exchange time. The district provides professional development opportunities for teachers through Eduphoria. Most of

the courses are free and are organized by department/subject including: Bilingual/ESL, Language Arts, Fine Arts, Math, Technology, Science, Social Studies, Special Education, and others. Teachers also have opportunities to attend professional development that is presented and then approved by their campus principal. Professional development certificates are monitored and collected by the campus principal and can be uploaded to the staff member's profile in Eduphoria's Strive, providing evidence in the T-TESS evaluation process for teachers.

Technology

What are campus expectations for the integrated use of technology?

Highlands Junior expectations for technology integration are largely at the discretion of the teacher. It is expected that teachers utilize some technology in the classroom for instruction, and this expectation is addressed through T-TESS evaluations. Teachers are encouraged to earn technology badges as a testament to the use of technology in their classroom.

How is technology used to support instruction and learning?

Technology is used to support instruction by giving the students an opportunity to do their independent practice with the aid of the internet for information and research. Notes and lessons can be uploaded onto a digital platform for students to review. Certain programs also help teachers track data to show growth opportunities.

How are instructional materials made available online evaluated for appropriateness and accuracy?

Specifically for teachers who primarily utilize their textbook's online resources, the textbook adoption committee selection process served to evaluate these materials for appropriateness and accuracy.

What technology support is available for students? Which students? For teachers/staff? Which teachers/staff?

Students look to their teachers for technology support in the classroom. If the teacher is in need of additional technology support, they call on the district educational technology specialist and the district educational technology integration specialist. These two individuals provide technology support to the teacher, as well as the students as needed. We also have access to our campus technology specialist, who can provide assistance and support to hardware and software issues. All teachers and staff can request the assistance of our campus technology specialist. All teachers also can request the assistance of our district specialists, making them also available to all students.

Is technology available for students use before and after school? For parents?

We have platforms and programs that students and parents can access from home at almost any time.

What training is available for teachers? For staff? For others?

Often, teachers will take the initiative and search Google or YouTube, which provides a wealth of training opportunities. Through Eduphoria, the district

has made available a variety of training courses for teachers. These resources are available for staff, as well. Courses such as “Google Galore” offer teachers more resources to benefit their classroom. Other courses expand the repertoire of Google skills for teachers and staff. In addition, there are a number of Microsoft courses available to teachers and staff. The district consistently makes district employees aware of the trainings that are available, and makes some available to the public, as well.

What plans are being made for technology upgrades in 1-5 years?

The recent bond that was passed should allow for math classes to have more technology available to students. The bond also includes the following advancements:

- Replacing interactive whiteboards and projectors with interactive panels
- Expanding and replacing mobile devices
- Replacing computer lab and library technology
- Replacing teacher desktops and presentation stations
- Upgrading wireless network infrastructure
- Replacing network cabling if constructed before 2005

What barriers reduce the use of technology?

WiFi outages, student misuse of technology, funding, academic dishonesty, limited laptop cart availability, some teachers’ inability to adapt technology to their classroom and hesitation to seek assistance to do so.

The Processes and Programs committee utilized the following sources for this report: Eduphoria benchmark data, district-level ELA itemized benchmark breakdown, district department professional development schedule, GCCISD 2019 bond overview, and Eduphoria Workshop registration calendar.

School Processes & Programs Strengths

Highlands Junior has strong data-driven instructional practices in every tested subject, as well as in most other non-tested core content areas.

Intervention programs are proving more effective with a more focused emphasis on low-performing TEKS.

PLCs are collaborating fluidly and effectively with each other, with other campuses, and with district specialists.

Professional development is continuous, offered frequently, and is easily accessible.

District technology and curriculum specialists, as well as campus technology and curriculum specialists, are utilized frequently and depended on for their guidance and collaboration.

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed at Highlands Junior School during April and May of 2019. Four campus committees were created for this purpose, and each was assigned to one of the four Multiple Measures of Data. The Perceptions committee determined the following:

School Culture and Climate

What does an analysis of discipline data reveal? What interventions are in place to increase appropriate behavior? Why are disciplinary removals occurring? How often? When? Where? How are the disciplinary practices and decision making evaluated? By whom? How often are adjustments made and why? Are disciplinary policies and practices proactive or reactive? Why? What are the staff patterns with referrals, including specific times when they occur?

The data reveals that most discipline incidents stem from classroom disruptions, persistent misbehavior, horseplay, failure to follow rules and procedures, and disrespect. The proportion of referrals according to location are

- 72.4% from classrooms
- 6.4% from hallways
- 4.5% from the gyms

Out of a total of 1,314 referrals for this school year, 219 occurred on a Monday, 309 on a Tuesday, 294 on a Wednesday, 286 on a Thursday, and 206 on a Friday. Most referrals (1,140 out of 1,314) did not have a time recorded for the event. Of the 175 referrals with a recorded time, 132 took place after noon.

Interventions in place to increase appropriate behavior include conduct cards, positive behavior parties each grading period, conduct card parties each semester, and individual teacher incentives within classrooms.

Disciplinary removals are occurring for the following reasons: Persistent Student Misbehavior, Class Disruptions, Disregard of Classroom Procedures, and Disrupting Instruction. These removals occur both daily and weekly in classrooms.

The two months with the highest average incident rate per day were December (11.13/day) and April (12.62.day).

All disciplinary policies and practices are based on the district's administrative guidelines. Decisions are based on the level of infraction. Adjustments are made at the discretion of the teacher, and modifications are made at administration's discretion.

Disciplinary policies start out proactive by teachers, but become reactive due to the following issues:

- Poor classroom management
- Inconsistency with understanding policies and procedures
- Inconsistency in student behavioral expectations within grade level staff
- Conduct cards lose effectiveness after card #1

What percentage of students are sent to the DAEP or JJAEP for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented than others?

Discretionary Placement

- 0.17% of our students were assigned to DAEP
- 0% of our students were assigned to JJAEP

Mandatory Placement

- 2.03% of our students were assigned to DAEP
- 0% of our students were assigned to JJAEP

Offenses

- Narcotics and alcohol related
- Assault
- Terroristic threat
- Harassment
- Persistent misbehavior

Of the 26 students assigned to DAEP, White/Caucasian students were more heavily represented than other demographic groups (42% assigned vs 23% of the population). In addition, males were more heavily represented than females.

Family and Community Engagement

How effective are communications such as the school's website, mobile app, letters, newspaper articles, etc.? How do you know? Are communications translated into languages other than English when needed?

The Highlands Junior website is updated periodically by the school librarian or CTS.

Highlands Junior does not have a mobile app.

Highlands Junior School newsletters are created and sent out several times during the school year. They are also posted on the school's website and sent out

to parents, students, and staff members.

News articles published about Highlands Junior are linked on the school's website. The Baytown Sun occasionally published articles regarding Highlands Junior events and other happenings around campus.

All written correspondence from the school is created by administration and distributed in English and Spanish to parents and guardians. IRIS alerts are used to communicate important information to parents and guardians in English and Spanish.

Based on survey data, teachers primarily contact parents through email, phone, and Remind101. A smaller percentage of teachers communicate with parents and guardians via teacher websites and social media. Some of the teachers had concerns communicating via social media because of privacy issues.

Highlands Junior uses Facebook, Instagram, and Twitter to communicate school events to parents and guardians because many of them have recently subscribed to these accounts. Our social media pages share information about dances, district and state assessment schedules, sports events, schedule changes, emergency information, awards ceremonies, clubs and competitions, and any other important events happening at the school. The pages are constantly maintained by one of our ELA teachers.

When teachers directly contact a parent or guardian, it is in English unless a translator is used.

What types of community partnerships exist? How are they recruited?

Highlands Junior has several long-standing partnerships in the community. We have partnered with the City of Baytown, local colleges and universities such as Lee College, and local businesses such as Texas Roadhouse. During the 2018-2019 school year, we have been involved with College and Career Week, Pennies for Patients, Perfect Attendance Rewards, Convoy of Hope Highlands, Houston Livestock Show and Rodeo, The Baytown Parks and Recreation Student Art Show, Community Toyota, and Houston Methodist Hospital.

Our campus also has numerous connections to the community through its elective programs.

Our Art program hosts numerous art shows for the community to enjoy throughout the year, including Día de los Muertos, Youth Art Month, and the Rodeo Houston Art Show.

Our Athletics, Cheerleading, and Dance programs perform and demonstrate school spirit throughout the school year and during the many sports seasons, which encourages teachers, students, and the community to become engaged and involved with the campus. This year our Cheerleaders and Dance teams were selected to perform during half time at a Houston Rockets basketball game, representing our school and our community.

Our Choir, Band, and Orchestra programs perform both on- and off-campus seasonal shows for the community, including Christmas concerts, the Texas Renaissance Festival, Pop Show, and Spring concerts.

Our Theatre program performs plays and musicals on campus, opening their doors for both students and staff as well as parents, guardians and the community. This year they performed Pinocchio and The Little Mermaid, which was completed in partnership with the Choir.

These programs not only bring parents, friends, and extended family members into the school to watch their students perform, but also provide arts enrichment to the community at large.

The Perceptions committee utilized the following sources for this report: Review360 campus disciplinary reports, OnData Suite disciplinary reports, teacher interviews, school survey via Survey Monkey, social media archives, school flyer and program archives.

Perceptions Strengths

Highlands Junior has a positive behavior incentive system in place.

The majority of our disciplinary placements are mandatory. Those that were discretionary were preceded by numerous lower level behavior interventions.

Our social media pages have been highly effective in improving home-school and community-school communication. Students have also been highly receptive and frequent users of the HJS social media pages.

We maintain and continually seek a wide variety of community involvement, expanding our reach into the community and getting individuals involved with programs that connect with their personal interests.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Disciplinary policies and procedures are inconsistently implemented across the campus and staff, creating a breakdown of the system. **Root Cause:** The HJS Code of Conduct and GCCISD Code of Conduct are not clearly aligned, staff members lack adequate professional development in interpreting these documents, and the system lacks transparency.

Priority Problem Statements

Problem Statement 1: Students receiving special education services and their teachers lack in-class support, especially in the case where a paraprofessional is designated to provide that support.

Root Cause 1: In-class support paraprofessionals lack accountability and monitoring of their presence in classrooms.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Disciplinary policies and procedures are inconsistently implemented across the campus and staff, creating a breakdown of the system.

Root Cause 2: The HJS Code of Conduct and GCCISD Code of Conduct are not clearly aligned, staff members lack adequate professional development in interpreting these documents, and the system lacks transparency.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 07, 2019




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 | STAAR results that either meet or exceed the state average. | | | |
| 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 | | | |




| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|-----------------------------------|-------------------|-----|------|
| | | | Nov | Feb | June |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | |

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 achieving Meets and Masters 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 achievement at the Meets and Masters levels. | 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 achievement at Meets and Masters | | | |
| 4) Teachers will utilize scheduled intervention periods, pull-out tutorials, and "Ketchup Days" to provide mentoring and grade monitoring to students who were close to Meets or Masters achievement on the previous year's STAAR | Teachers Campus Administrators | Increased achievement at Meets and Masters | | | |
|  = Accomplished  = 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.

Evaluation Data Source(s) 1: STAAR results

Summative Evaluation 1:

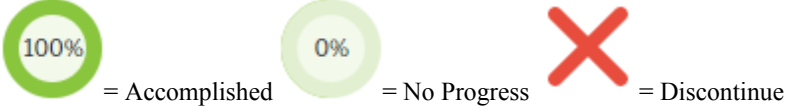
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-------------------|-----|------|
| | | | Nov | Feb | June |
| 1) Teachers will utilize data and reports from Lead4Ward and Eduphoria during weekly PLC meetings to track student progress and to 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 | | | |
|  = Accomplished  = 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.

Evaluation Data Source(s) 2: STAAR results

Summative Evaluation 2:

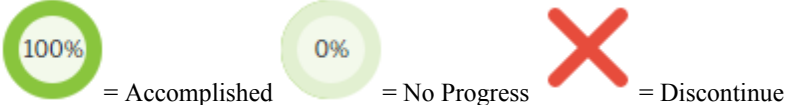
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|-----------------------|-----------------------------------|-------------------|-----|------|
| | | | Nov | Feb | June |
| 1) Monitor teachers' instructional alignment to the Texas Essential Knowledge and 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:

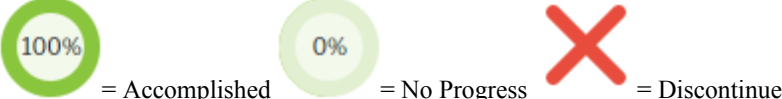
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|------|
| | | | Nov | Feb | June |
| 1) Highlands Junior will utilize tutorials and additional staffing through tutors to increase the academic performance of at-risk 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 | | | |
| Funding Sources: Coordination of Local and State Funds - 15000.00 | | | | | |
| 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 IRIS, RaaWee, Remind, email, and direct telephone contact to communicate with 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:

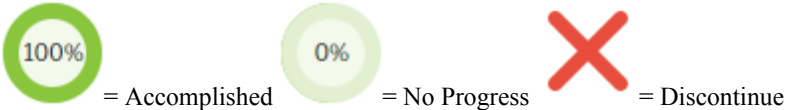
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|------|
| | | | Nov | Feb | June |
| 1) Campus administrators will ensure all staff understand and follow the district and campus emergency procedures. | Principal Assistant 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:

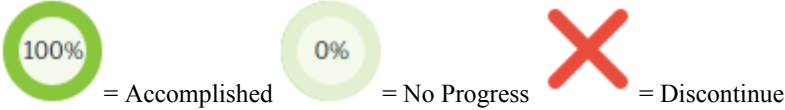
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|------|
| | | | Nov | Feb | June |
| 1) Recruit from a pool of highly effective teachers. | Principal | Improved master schedule | | | |
| 2) Assure that all assignments 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:

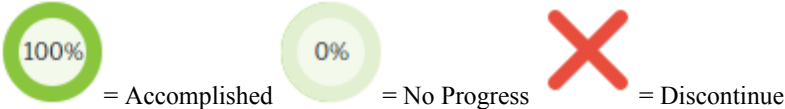
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------------|-----------------------------------|-------------------|-----|------|
| | | | Nov | Feb | June |
| 1) Students will participate in future college and career planning through participation 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:

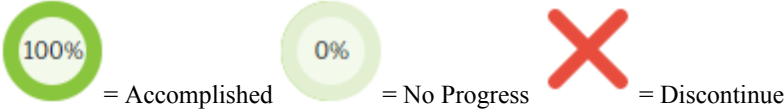
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|------|
| | | | Nov | Feb | June |
| 1) Highlands Junior will conduct an Open House encouraging parent involvement to establish teacher expectations as well as to review 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 | | | |
|  | | | | | |

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 Google Classroom, district-approved iPad apps, 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 | 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 |
| 3 | 1 | 1 | Payroll, materials, and supplies for tutorials to support student academic intervention | SCE Funds | \$15,000.00 |
| Sub-Total | | | | | \$17,735.00 |
| Grand Total | | | | | \$17,735.00 |