

# **Goose Creek Consolidated Independent School District**

## **Highlands Junior High**

### **2021-2022 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.

## Vision

**At Highlands Junior, We Learn, Achieve and Make a Difference.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Due to the instructional interruptions created by COVID, the campus will continue to focus on:

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.

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

With E.F. Green Junior School opening, we expect changes in our low socio-economic population.

In the 2020-2021 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.

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.

### Demographics Strengths

All teachers meet TEA's highly qualified requirements.

All paraprofessionals receive the PAK para-educator certification.



# Student Learning

## Student Learning Summary

The campus will continue to review data and focus on the following:

Analyze campus report card failures looking for teachers and 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%.

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 6<sup>th</sup> grade (53.6% math, 51.01% reading). Those gaps are slightly smaller in 7<sup>th</sup> grade (45.26% math, 47.59% reading), and are the smallest in 8<sup>th</sup> 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.

## Student Learning 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.

# School Processes & Programs

## School Processes & Programs Summary

The campus will continue to focus on:

### Curriculum, Instruction, and Assessment

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.

### 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.

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.

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.

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

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.

### **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 campus will continue to focus on:

### School Culture and Climate

The data reveals that most discipline incidents stem from classroom disruptions, persistent misbehavior, horseplay, failure to follow rules and procedures, and disrespect.

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.

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

### Family and Community Engagement

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

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.

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.

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

The campus co-curricular 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.

### **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 (Prioritized):** Disciplinary policies and procedures are inconsistently implemented by the campus staff, creating a breakdown of the system. **Root Cause:** Staff members lack adequate professional development in addressing the different disciplinary infractions.

# Priority Problem Statements

**Problem Statement 1:** Disciplinary policies and procedures are inconsistently implemented by the campus staff, creating a breakdown of the system.

**Root Cause 1:** Staff members lack adequate professional development in addressing the different disciplinary infractions.

**Problem Statement 1 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- TTESS data
- T-PESS data

### **Parent/Community Data**

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

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

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results





# 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 Sources:** STAAR results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> During weekly PLC meetings, teachers will utilize state, district, and local assessment data from Eduphoria and Lead4Ward to identify student academic weaknesses.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR results that either meet or exceed the state average.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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..</p> <p><b>Strategy's Expected Result/Impact:</b> Increased compliance in submitting lesson Plans Improved STAAR results Receipt PLC meeting notes</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased local assessment results Improved STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Campus Academic Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Administrators will follow a scheduled and prioritized walk-through program, focusing on classroom instruction involving increased depth of knowledge and increased rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR results Improved T-TESS goals Increased use of Eduphoria Data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </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 Sources:** STAAR results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will differentiate and accelerate instruction for GT and Pre-AP students in order to increase achievement at the Meets and Masters levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased compliance in submitting lesson plans Increased completion of classroom walk-throughs Improved STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators Campus Academic Specialist</p> <p><b>Funding Sources:</b> Materials to support GT and pre-AP course work - Coordination of Local and State Funds - GT Funds - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Language Arts teachers will integrate specific writing strategies with mentor texts into daily instruction in order to increase the level of rigor of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased compliance in submitting lesson plans Increased completion of classroom walk-throughs Improved STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Campus Academic Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Submission of PLC meeting notes Increase compliance in submitting lesson plans Increased achievement at Meets and Masters</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Academic Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement at Meets and Masters</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 through specific data analysis and/or training for teachers in order to provide quality instruction through the use of best practices.

**Evaluation Data Sources:** STAAR results





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Academic Specialist Campus Administrators</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300 , Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased compliance in submitting lesson plans Increased STAAR results Submission of PLC meeting notes</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Academic Specialist Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** Highlands Junior will improve student academic, attendance, and/or behavior performance by addressing chronic issues with students in need of support.

**Evaluation Data Sources:** Academic Reports; PEIMS Attendance report; At-risk student data reports; Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Highlands Junior Student Support Team will meet weekly to discuss, determine, and support identified students that need assistance with academic, attendance, and/or behavior in order to promote increased school success.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rates, academic achievement, and behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Student Wellness Interventionist; Communities in Schools</p> <p><b>Funding Sources:</b> Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$70,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased overall scores and passing percentages on district and state testing</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers</p> <p><b>Funding Sources:</b> Payroll, materials, and supplies for tutorials to support student academic intervention - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Highlands Junior staff will utilize IRIS, RaaWee, Remind, email, and direct telephone contact to 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance rates, as recorded on the attendance reports Increased number of A2A contracts completed</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Highlands Junior will continue to recognize and reward students for perfect attendance every 6 weeks. <b>Strategy's Expected Result/Impact:</b> Increased numbers of attendance awards <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased overall scores and passing percentages on district and state testing <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Teachers Campus Academic Specialist	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Through the use of the online CCRM program, students will gain an understanding of career choices, college information, and financial support. <b>Strategy's Expected Result/Impact:</b> Post Secondary options <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			


**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 Sources:** Drill Submission Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus administrators will ensure all staff understand and follow the district and campus emergency procedures.  <b>Strategy's Expected Result/Impact:</b> Improved number of submitted dates of completed drills to Administration  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals                      Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers and Staff will be highly visible in the hallways in between class changes to monitor students and ensure procedures are being followed.  <b>Strategy's Expected Result/Impact:</b> Decreased number of student incidents in between class periods  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Counselor                      Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Decreased number of students incidents between class periods                      Decreased number of tardies  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals                      Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Highlands Junior will continue to support and collaborate with Communities In Schools and Precinct2GETHER to provide services to students.  <b>Strategy's Expected Result/Impact:</b> Submission of CIS rosters and Precinct2Gether rosters</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Staff Responsible for Monitoring:** Campus Administration

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**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 Sources:** Master schedule, retention reports, staff highly effective reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recruit from a pool of highly effective teachers. <b>Strategy's Expected Result/Impact:</b> Improved master schedule <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Form committees made up of school personnel to assist in hiring highly effective faculty members. <b>Strategy's Expected Result/Impact:</b> Increased teacher retention Improvement in district and state assessments Improvement in classroom discipline <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Campus Academic Specialist Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Assure that all assignments and re-assignments are filled with highly effective staff. <b>Strategy's Expected Result/Impact:</b> Increased STAAR Results <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Review and evaluate New Teacher/Mentor Program initiatives and make changes to increase new teacher retention <b>Strategy's Expected Result/Impact:</b> Improved results on satisfaction survey Reduction of employee attrition <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** Highlands Junior will encourage parental and community involvement to increase student achievement.

**Evaluation Data Sources:** Parent sign in sheets, Student "H" awards, School messenger and marquee records, CIS Rosters





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintenance of Iris call records, School messenger records, and Marquee records</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Highlands Junior will conduct an Open House encouraging parent involvement to establish teacher expectations as well as to review district policies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of signatures on parent sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of signatures on parent sign-In sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will participate in future college and career planning through participation in the online CCMR program and Endorsement Day activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance totals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 Sources:** Certificates of completion and lesson plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Highland Junior will provide opportunities for staff to attend targeted staff development that will enhance the effective use of technology in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Submission of certificates of completion and increased compliance in submitting lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Campus Academic Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased compliance in submission of lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use technology to increase student success by utilizing Google Classroom, district-approved iPad apps, and other programs targeted for special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased compliance in submission of lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 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	\$500.00
2	1	2	Supplemental instructional materials	Special Education Funds	\$300.00
2	1	2	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
3	1	1	Student Wellness Interventionist	SCE Funds	\$70,000.00
3	1	2	Payroll, materials, and supplies for tutorials to support student academic intervention	SCE Funds	\$8,000.00
<b>Sub-Total</b>					<b>\$79,300.00</b>
<b>Grand Total</b>					<b>\$79,300.00</b>