

# **Goose Creek Consolidated Independent School District**

## **Highlands Junior High**

### **2023-2024 Campus Improvement Plan**



# Mission Statement

Highlands Junior School is committed to serving the diverse and distinguishable needs of our student population, while encouraging and leading them to develop intellectually, emotionally, and socially.

## Vision

**Relationships. Academics. Behavior**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Highlands Junior is a campus who's population consists of pre teenage childhood programs 6th, 7th, and 8th grades. Many students are emergent bilingual and special education students. The student body consists of 984 students: 51% male and 49% female. The majority of the students are Hispanic (65.85%) followed by White/Caucasian (17.07), African American (13.72%), and Asian American (0.51%). Grade level rations are as follows: ELL 9304) and SPED (156). Among these students, 74% are on free/reduced lunch. This population is served by 4 administrators, 66 teachers, and 23 paraprofessionals, all of whom are certified and highly qualified in their respective positions.

The average class sizes for classes at Highlands Junior range from 20-25 students. The faculty consists of 74 teachers and is made up of 12.4% African American, 6% Hispanic, and 42.6% White. On campus, we have students who are being supported by teachers and paraprofessionals. We use ESPED to organize our documents and for teachers to use to look up information on their students. We also have many ELL students, and they are being supported by our certified teachers. Having more trained staff and paraprofessionals would help our effectiveness amongst these students.

### Demographics Strengths

The committee believes the staff to student ratio, especially in our emergent bilingual classes, is beneficial to student success.

# Student Learning

## Student Learning Summary

Campus data over the past 3 years shows a decline holistically. Benchmarks, CUA's and classroom assessments help to identify the needs of the students. To accelerate instruction, enrichment activities and assignments are crafted. During PLC's, students are identified based upon their individual TEKS performances. Interventions are then created based on the TEKS selected and re-evaluated using CUA and Benchmark Data. Special education students typically score lower in all areas, yet there have been instances of passing scores. All teachers are trained in monitoring and following IEP's. Our resource educators have smaller groups whereby they are able to provide focused instruction and interventions. Current interventions include advisory classes, in school and after school tutorials, dyslexia pull outs, special education paraprofessionals, Project Read, Progress Learning, Read 180 as well as the additional of Teaching and Learning Coaches for core content areas. RTI has not been implemented and carried out with fidelity. The goal is to correct this in the coming year.

## Student Learning Strengths

Teachers believe that PLC periods and block scheduling allow for better planning and implementation for the various needs of students on campus.

# School Processes & Programs

## School Processes & Programs Summary

Content and language objectives are included in lesson plans, written or displayed on the board including picture images to assist when necessary. The TLC's work with each content for additional support. Overall, the campus is focused on improving student achievement and for much of the campus there is a sense of urgency and strong commitment. PLC's and TLC's are instrumental in ensuring that the daily demands for schools do not overshadow a focus on improvement. Currently due to the numerous administrative and staff changes, there is not a school improvement monitoring calendar in place allowing the campus to revisit its strategies through a formative assessment process and mid-course adjustments. Prometheans are available and expected to be utilized in each classroom for rigorous instructional assistance. Each student also has access to an iPad, either individually or assigned in the classroom. Instructional cameras are also available for teachers to review their lessons following instruction for targeted improvement. Training is available for all campus and district technology.

## School Processes & Programs Strengths

Math and ELA teachers meet in daily PLC's and math and science meet bi-weekly to disaggregate data, review CUA's and CBA data. Teachers track data through Eduphoria as well as individual student interactive notebooks that house data. Some classrooms and hallways display data walls. Educators participate in cross-curricular instruction as an additional avenue to improve achievement.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** For the 2022-2023 school year, there was not an adequate time for teachers to effectively plan reteach and devote adequate time to interventions.  
**Root Cause:** Time spent in PLC's was not utilized to strategically pace in interventions.

# Perceptions

## Perceptions Summary

Highlands Junior students generally feel comfortable here at school and have a sense of belonging, with 51% of students surveyed indicating that they feel supported by the adults in the building. We do have support systems in place for students, but teachers report that those supports could be more proactive, specifically for students who are new to our campus. Teachers somewhat agree that our school environment fosters safety, while students generally feel the environment at their school is safe. However, many students report that bullying is a very big problem, specifically regarding racial/cultural differences, physical appearances, and disabilities. Most students report that bullying via the internet and social media are a big problem. Furthermore, students report that adults at the school are unaware of the amount of bullying that goes on between students, and nearly a quarter of the students feel that teachers do not address bullying when it occurs. Students do feel like they have a safe way of reporting bullying but would like to see it addressed more consistently. Teachers do not believe there are no effective strategies in place for bullying prevention, and that bullying is happening for the most part due to lack of strategies.

70% of students feel that they do not speak about our campus in a proud or positive manner. The bullying problem may contribute to this, but approximately 60% feel that students here at Highlands Junior are not treated fairly due to their differences. This perception is echoed by the teachers, who report that students are treated differently because of race and/or poverty level, and that there are seemingly no objective measures applied to discipline problems. The overall perception is that the lack of objectivity perpetuates the discipline problems. Students don't readily see the differences, but they do see the behaviors; consequently, they feel that because some students were not issued consequences, those behaviors must be acceptable. Teachers see this as an issue as well. Discipline referrals aren't seen or addressed, and the appropriate consequences are not given within a reasonable time following a teacher's referral. As such, the perception of teachers here at HJS is that there is not a consistent approach to addressing behavior management and discipline.

## Perceptions Strengths

Students overwhelmingly agree that Highlands Junior is welcoming to all students, parents, and people of all backgrounds.

The potential strength of the campus is influenced by various factors, including the size of the student body, class size at Highlands Junior, and the ability to retain teachers, all of which contribute to this campus' strengths. Moreover, there is an abundance of support on campus, with administrators and fellow teachers fully backing the school. Effective communication is established through scheduled faculty meetings and weekly collaboration sessions among different grade level teams. Additionally, Highlands Junior relies on its PBIS team to develop attendance and behavior-related strategies while also offering diverse incentives to students upon completion of certain tasks.

# Priority Problem Statements

**Problem Statement 1:** For the 2022-2023 school year, there was not an adequate time for teachers to effectively plan reteach and devote adequate time to interventions.

**Root Cause 1:** Time spent in PLC's was not utilized to strategically pace in interventions.

**Problem Statement 1 Areas:** School Processes & Programs



# 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 Emergent Bilingual (EB) 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 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 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
- 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
- Emergent Bilingual (EB) /non-EB 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 (Rtl) 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-P ESS 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
- Processes and procedures for teaching and learning, including program implementation
- 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 academic rigor through campus wide implementation of Avid WICOR strategies.

- Evaluation Data Sources:** Avid Site Team Meeting Agendas  
 Faculty Meeting Agendas  
 ILT Agendas  
 Student Leadership Team Agendas





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Staff will be trained in WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading) through monthly faculty meetings, professional development, and PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR results: Improve by 5% Improved T-TESS goals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Avid Site Coordinator</p>	Formative		
	Nov	Feb	June
<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 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:** Highlands Junior will increase student performance levels at both Meet and Masters for all student populations by 10%

**Evaluation Data Sources:** STAAR results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will differentiate and accelerate instruction for all students students in order to increase achievement at the Meets and Masters levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased applications seen in 8 out of 10 weekly walkthroughs per administrator. Improved STAAR Scores by 5% improvement per area.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</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> All teachers will integrate specific writing strategies into daily instruction in order to increase the level of rigor of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% compliance in submitting lesson plans Increased completion of classroom walk-throughs seen in 8 out of 10 walkthroughs per admin per week. Improved STAAR Scores: Improvement of 5% per content area.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</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 implement components of the 15 Day Challenge, including unpacking their TEKS, creating common assessments, and identifying and sharing 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 100% compliance in submitting lesson plans Increased achievement at Meets and Masters at a rate of 3%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Scholar Time/Advisory Time will provide targeted interventions to address the adjusted requirements of HB 4545, while additional classes will be developed to provide accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement at Meets and Masters Scholar Time Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators TLC's</p>	Formative		
	Nov	Feb	June
<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 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 - increase per subject at 5%.

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 and application of academic vocabulary and provide coaching in identified classrooms to support instructional growth and student academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR results at a rate of 5% per subject.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teaching and Learning Coach</p> <p><b>Funding Sources:</b> Costs for Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - \$140,000</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 at a rate of 5% per tested subject.</p> <p><b>Staff Responsible for Monitoring:</b> 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 collaborate in PLC meetings to identify and address readiness and supporting standards of the Texas Essential Knowledge and Skills to improve individual instruction, 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 at a rate of 5%. Submission of PLC meeting notes</p> <p><b>Staff Responsible for Monitoring:</b> Campus Academic Specialist Campus Administrators</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 effectively implement the use of Exit Tickets developed in STAAR format, along with an open ended question to increase writing across contents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores in core subjects at a rate of 5% Increased STAAR scores in writing specifically at a rate of 5%</p> <p><b>Staff Responsible for Monitoring:</b> Administrators TLCs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers will implement aggressive monitoring to differentiate instruction for students in needs of additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores at a rate of 5% per tested subject.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators TLCs</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. Attendance rates should improve 2%, STAAR scores at a rate of 5%, and discipline incidents will decrease at a rate of 10% per 9 weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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 at a rate of 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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 through weekly attendance reporting. Overall campus goal is 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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 recognize and reward students for perfect attendance every 6 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased numbers of attendance awards at a rate of 20% per nine weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>



Strategy 5 Details	Formative Reviews		
<p><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.</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> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be exposed to career clusters and coordinating programs of student at a rate of 1-2 per 9 weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> A Student Leadership Team will be created to identify and address student concerns regarding campus bullying, student needs, school involvement, and student/campus culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance with a goal of 95% Decrease student drop out rates.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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 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> Campus Administrators</p>	Formative		
	Nov	Feb	June
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</p>	Formative		
	Nov	Feb	June
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> Campus Administrators</p>	Formative		
	Nov	Feb	June
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  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> A PBIS plan will be developed, monitored, and adjustments made to address our most pressing student needs and behaviors.  <b>Strategy's Expected Result/Impact:</b> Decrease student behavioral referrals.  <b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative		
	Nov	Feb	June

Counselors

 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		
<p><b>Strategy 1:</b> Recruit from a pool of highly effective teachers.  <b>Strategy's Expected Result/Impact:</b> Teacher percentages per certified, DOI, and adjunct professionals will show an increase in teacher certification from August 2023 to May 2024.  <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> 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 by 20%            Improvement in district and state assessments at a rate of 5% per tested subject.            Improvement in classroom discipline with a decrease in student discipline referrals each 9 weeks.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><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 at a rate of 5% per tested subject.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><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 at a rate of 25% from 2023-2024.  <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<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 engage parental and community involvement to foster nurturing relationships, increase academics, and include parents when addressing student behavior.





**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, ParentSquare, and Marquee records</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Highlands Junior will conduct an Open House, Curriculum Nights, and Coffee and Conversation dates to encourage parent involvement to establish teacher expectations as well as to review district policies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent attendance at events with a goal of 40% overall attendance per event.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors</p>	Formative		
	Nov	Feb	June
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 at a rate of 40% overall attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	Formative		
	Nov	Feb	June
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 with a campus goal of 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 100% increased compliance in submitting lesson plans</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> 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> 100% compliance in submission of lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</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> 100% compliance in submission of lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<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>			

# 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	1	Costs for Teaching and Learning Coach	SCE Funds	\$140,000.00
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>\$219,300.00</b>