

Goose Creek Consolidated Independent School District

Highlands Junior High

2025-2026 Goose Creek CISD Board Review - September 2025



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 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 (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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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
- 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: STRATEGIC PLAN: ACADEMIC PERFORMANCE

- Performance Objective 1:** The English Language Arts Campus Accountability Action Plan for the 2025-2026 school year at Highlands Junior High focuses on improving student outcomes through collaborative planning, targeted instruction, and data-driven interventions.
- * All students will each show a 10% gain at the Meets Grade Level standard on the Spring 2026 ELAR STAAR compared to Spring 2025.
 - * High Focus students will each show a 10% gain at the Meets Grade Level standard on the Spring 2026 ELAR STAAR compared to Spring 2025.
 - * At least 25% of Special Education students in grades 6-8 will reach the Meets level on the Spring 2026 ELAR STAAR.
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- * If we effectively implement Professional Learning Communities and Planning Sessions [for all grade levels], then teachers will have a deep understanding about what to teach [TEKS], how to teach, and what success looks like [student products], resulting in student growth.
 - * If we implement data trackers consistently, then we will be able to identify and monitor student growth throughout the school year.
 - * If we provide intentional instruction and personalized resources to students strategically placed in intervention classes, then we can effectively support their individual learning needs.
 - * If we implement data-driven small group interventions during ELA and intervention classes, then we can personalize learning and close gaps more efficiently.
 - * If we hold regular data conferences with teachers focused on student growth, then teachers will be equipped with weekly, actionable steps to support student growth.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The campus will implement Professional Learning Communities and Planning Sessions that include time for lesson internalization, during which teachers and/or the Teaching and Learning Coach will model effective instructional practices for each other. This approach is designed to build instructional capacity and ensure high-quality, TEKS-aligned instruction.</p> <p>Strategy's Expected Result/Impact: An increase in student growth through focused PLC lesson internalization cycles, opportunities for teachers to gain insight by observing modeled lessons from peers and the Teaching and Learning Coach, alignment of instructional practices across grade levels, and targeted feedback provided by the principal during weekly walkthroughs.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: The campus will implement Professional Learning Communities and Planning Sessions that include time for teachers to design and embed student learning artifacts at key points throughout each unit. These artifacts will be used to monitor student learning and evaluate the effectiveness of instructional practices. Campus administrators and instructional leaders will support this process by reviewing student products and providing feedback during PLCs. This approach is designed to promote student growth through intentional planning, aligned assessments, and continuous instructional reflection.

Strategy's Expected Result/Impact: An increase in student growth through weekly PLCs that focus on learning outcomes and artifacts, leading to a deeper understanding of learning intentions (TEKS) and success criteria among both teachers and students. This focus will support aligned instruction, consistent assessment of student progress, and intentional planning that drives instructional improvement.

Staff Responsible for Monitoring: Campus Principal

Strategy 3 Details

Strategy 3: The campus will ensure that ELA teachers use TEKS-aligned formative assessments to monitor student progress and update data trackers by student and standard. This data will be used to guide small group instruction and corrective actions. Students will track their own progress, reflect on performance, and set goals to improve their literacy skills.

Strategy's Expected Result/Impact: An increase in student growth and agency as students actively monitor their progress using digital data trackers, set academic goals, and reflect on their learning. This process empowers students to persist through challenges, seek help and feedback when needed, and take ownership of their academic journey. By developing a strong student voice and practicing self-advocacy, students will become more engaged, resilient learners prepared to achieve their long-term goals and aspirations.

Staff Responsible for Monitoring: Campus Principal

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

- Performance Objective 2:** The Mathematics Campus Accountability Action Plan for the 2025-2026 school year at Highlands Junior High supports student growth through the full implementation of the Bluebonnet Curriculum, collaborative planning, and data-informed intervention.
- * All students will show a 10% gain at the Meets Grade Level standard on the Spring 2026 Math STAAR compared to Spring 2025.
 - * High Focus students will show a 10% gain at the Meets Grade Level standard on the Spring 2026 Math STAAR compared to Spring 2025.
 - * At least 25% of Special Education students in grades 6-8 will reach the Meets level on the Spring 2026 Math STAAR.
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- * If we conduct weekly PLCs to internalize upcoming lessons, unpack TEKS, and align success criteria, then teachers will be equipped to deliver lessons with clarity, rigor, and alignment to grade-level expectations.
 - * If teachers implement the full Bluebonnet Math lesson framework, including Engage, Develop, and Demonstrate phases with embedded support and exemplary student responses, then students will experience structured, scaffold instruction that builds conceptual understanding and procedural fluency.
 - * If formative and summative assessments reflect the rigor and format of STAAR and Bluebonnet's Common Unit Assessments (CUAs), then student performance data will provide accurate insights for reteaching, enrichment, and instructional planning.
 - * If teachers track student progress by individual TEKS and standard, then they will be able to form purposeful small groups, personalize support, and monitor growth toward mastery.
 - * If academic discourse and multiple representations are embedded into every lesson, then students will develop stronger critical thinking skills, confidence in mathematical reasoning, and persistence through productive struggle.
 - * If administrators and coaches conduct regular walkthroughs to provide real-time feedback and support implementation, then instructional quality will improve, and fidelity to the Bluebonnet curriculum will be sustained across classrooms.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The campus will conduct weekly PLCs to internalize upcoming Bluebonnet Math lessons, unpack TEKS, and align lesson outcomes to exemplar student work and success criteria. Teachers will collaboratively plan using lesson internalization protocols that emphasize TEKS alignment, misconceptions, scaffolds, and student work analysis.</p> <p>Strategy's Expected Result/Impact: An increase in teacher instructional clarity and student growth through vertically and horizontally aligned math instruction. Teachers will deliver lessons with stronger alignment to TEKS and lesson goals, resulting in higher levels of student understanding and performance on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2:

The campus will ensure that Bluebonnet Math lesson components--Engage, Develop, and Demonstrate phases with embedded supports and exemplar student responses--are implemented daily in every classroom. Teachers will model problem-solving using visual models, academic vocabulary, and multiple representations.

Strategy's Expected Result/Impact: An increase in student engagement and conceptual understanding through consistent use of scaffold, TEKS-aligned instruction. Students will develop procedural fluency, critical thinking, and the ability to explain their reasoning using precise academic language.

Staff Responsible for Monitoring: Campus Principal

Strategy 3 Details

Strategy 3: The campus will administer Bluebonnet-aligned formative assessments to track student mastery by TEKS. Teachers will analyze data during weekly meetings to update trackers, form small groups, and plan targeted reteach lessons. Students will also track their own progress by TEKS, reflect on their performance, and set academic goals to strengthen their mathematical understanding.

Strategy's Expected Result/Impact: An increase in student growth through targeted small group instruction driven by frequent assessments and real-time data use. Instruction will be adjusted in a timely and personalized manner to support mastery of grade-level math content and close skill gaps. As students actively track their progress and set goals, they build persistence, self-advocacy, and confidence in their ability to succeed in mathematics.

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

- Performance Objective 3:** The Science Campus Accountability Action Plan for the 2025-2026 school year at Highlands Junior High focuses on improving student outcomes through collaborative planning, targeted instruction, and data-driven interventions.
- * All students will each show a 10% gain at the Meets Grade Level standard on the Spring 2026 Science STAAR compared to Spring 2025.
 - * High Focus students will each show a 10% gain at the Meets Grade Level standard on the Spring 2026 Science STAAR compared to Spring 2025.
 - * At least 25% of Special Education students in grades 6-8 will reach the Meets level on the Spring 2026 Science STAAR.
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- * If science teachers engage in weekly PLCs to internalize upcoming lessons, unpack TEKS, and align success criteria--while intentionally planning for inquiry-based learning at least 50% of the time through critical thinking questions, field investigations, models, and problem-solving--then they will be equipped to deliver rigorous, TEKS-aligned instruction that strengthens students' scientific reasoning, deepens conceptual understanding, and prepares them to apply knowledge in new contexts.
 - * If science teachers incorporate structured writing tasks and bi-weekly common formative assessments scored using a shared rubric, then students will clarify, extend, and communicate their understanding, and teachers will be able to identify misconceptions and respond with targeted instruction.
 - * If we implement data trackers consistently across science classrooms, then teachers will be able to monitor individual student progress by TEKS, adjust instruction in real time, and identify students in need of intervention or enrichment.
 - * If we hold regular data conferences with science teachers focused on student growth and performance trends, then teachers will receive weekly, actionable feedback and support to improve instructional practices and close learning gaps.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The campus will implement weekly Professional Learning Communities (PLCs) where science teachers internalize upcoming lessons, unpack TEKS, and collaboratively plan for inquiry-based instruction at least 50% of the time. Lessons will be designed to include critical thinking questions, hands-on investigations, scientific modeling, and problem-solving tasks aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and conceptual understanding as a result of rigorous, TEKS-aligned inquiry-based lessons. This approach will support deeper reasoning skills, improved performance in STAAR Reporting Categories, and better application of scientific concepts to real-world phenomena.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will implement bi-weekly science writing tasks as common formative assessments. Writing will be evaluated using a shared rubric, and teachers will collaboratively score student samples to identify misconceptions, develop exemplars, and guide reteach plans. Writing prompts will require students to explain scientific phenomena using content vocabulary and evidence-based reasoning.</p> <p>Strategy's Expected Result/Impact: Improved student performance in scientific reasoning and STAAR open-ended response items. Writing will deepen students' understanding of science content, support academic language development, and provide teachers with insight into student thinking for timely intervention.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 3 Details

Strategy 3: The campus will ensure that science teachers use TEKS-aligned formative assessments [CFAs, CUAs, exit tickets] to update data trackers by student and standard. Teachers will participate in weekly data meetings to analyze student performance, identify trends, and plan corrective actions. Students will track their own progress, reflect on their performance, and set academic goals.

Strategy's Expected Result/Impact: Increased student achievement and ownership of learning as teachers use real-time data to provide targeted instruction, and students monitor their own progress. This will foster a culture of continuous improvement, reflection, and accountability in science classrooms.

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

- Performance Objective 4:** The Social Studies Campus Accountability Action Plan for the 2025-2026 school year at Highlands Junior High focuses on improving student outcomes through collaborative planning, targeted instruction, and data-driven interventions.
- Performance Goals:
- * All students will show at least a 20% gain at the Approaches Grade Level standard on the Spring 2026 Social Studies STAAR compared to Spring 2025.
 - * High Focus students will show at least a 20% gain at the Approaches Grade Level standard on the Spring 2026 Social Studies STAAR compared to Spring 2025.
 - * At least 25% of Special Education students in grades 6-8 will reach the Meets Grade Level standard on the Spring 2026 Social Studies STAAR.
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- * If Social Studies teachers engage in weekly PLCs to internalize upcoming lessons, unpack TEKS, and align success criteria--while intentionally planning for document analysis, critical thinking, and historical reasoning through primary sources, cause-effect relationships, and academic discourse--then they will be equipped to deliver rigorous, TEKS-aligned instruction that builds content knowledge, analytical skills, and civic understanding
 - * If Social Studies teachers incorporate structured writing tasks and bi-weekly common formative assessments scored using a shared rubric, then students will clarify, extend, and communicate their understanding of key historical and civic concepts, and teachers will be able to identify misconceptions and respond with targeted instruction.
 - * If we implement data trackers consistently across Social Studies classrooms, then teachers will be able to monitor individual student progress by TEKS and reporting category, adjust instruction in real time, and identify students in need of reteaching, intervention, or enrichment.
 - * If we hold regular data conferences with Social Studies teachers focused on student growth and performance trends, then teachers will receive weekly, actionable feedback and support to improve instructional practices and close learning gaps before unit and STAAR assessments.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details
<p>Strategy 1: The campus will implement Professional Learning Communities and Planning Sessions where Social Studies teachers internalize TEKS, align success criteria, and intentionally plan for rigorous instruction using document analysis, primary sources, and academic discourse. Lessons will incorporate cause-and-effect reasoning, collaborative learning, and vocabulary development to promote historical thinking and student engagement.</p> <p>Strategy's Expected Result/Impact: An increase in student growth through weekly PLCs focused on building rigorous, TEKS-aligned lessons that emphasize critical thinking and historical reasoning. Students will gain deeper content knowledge and improve performance on Social Studies STAAR through more engaging and scaffold instruction.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: The campus will implement structured Social Studies writing tasks and bi-weekly common formative assessments. These will be scored using a shared rubric to identify student misconceptions and inform instruction. Teachers will use exemplars to guide writing instruction, improve academic vocabulary use, and increase student understanding of historical and civic concepts.

Strategy's Expected Result/Impact: Improved student performance in writing and deeper conceptual understanding in Social Studies. Students will demonstrate the ability to articulate historical reasoning using academic language, and teachers will adjust instruction based on writing samples and rubric-aligned feedback.

Staff Responsible for Monitoring: Campus Principal

Strategy 3 Details

Strategy 3: The campus will ensure that Social Studies teachers use TEKS-aligned formative assessments [CFAs, CUAs, exit tickets] to update data trackers by student and standard. Teachers will participate in weekly data meetings to analyze student performance, identify trends, and plan corrective actions. Students will track their own progress, reflect on their performance, and set academic goals.

Strategy's Expected Result/Impact: An increase in student growth and student agency as both teachers and students use data to drive learning decisions. Students will take ownership of their progress, and teachers will implement responsive, personalized support aligned to mastery of TEKS.

Staff Responsible for Monitoring: Campus Principal

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: The Core Subjects Campus Accountability Action Plan for the 2025-2026 school year at Highlands Junior High supports the schoolwide AVID implementation plan, which is designed to strengthen instruction in ELAR, Math, Science, and Social Studies through the purposeful and consistent use of WICOR strategies, focused note-taking, and inquiry-based learning. Across all core subjects, these AVID-aligned instructional practices will be embedded through collaborative planning, targeted instruction, and data-driven interventions to build student agency, deepen content understanding, and close achievement gaps among all student groups.

Strategy 1 Details
<p>Strategy 1: The campus will ensure that all core content teachers implement and document the use of at least two WICOR strategies per month to strengthen academic rigor and student engagement across ELAR, Math, Science, and Social Studies.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and comprehension across subjects; more consistent use of AVID-aligned instructional strategies; improved student agency and critical thinking through collaborative and inquiry-based learning.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will implement focused note-taking as a core instructional routine in all content areas, supporting students in organizing information, processing learning, and engaging with academic content using AVID note-taking strategies.</p> <p>Strategy's Expected Result/Impact: Improved student retention of content, increased metacognitive thinking, and greater academic preparedness. Teachers and students will have consistent tools to support understanding and self-assessment across disciplines.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 3 Details
<p>Strategy 3: The campus will implement digital student portfolios (E-bindings) to support student organization, reflection, and accountability. All students will upload exemplars weekly, respond to essential questions, and write short reflections to demonstrate learning.</p> <p>Strategy's Expected Result/Impact: Enhanced student organization and ownership of learning. Students will develop self-advocacy and reflective habits, while teachers and administrators gain greater visibility into student progress and the implementation of AVID strategies.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 4 Details

Strategy 4: The campus will provide ongoing professional development focused on the intentional implementation of AVID strategies--specifically WICOR, focused note-taking, Costa's Levels of Inquiry, and student-centered instructional practices. Trainings will be embedded in staff development days, monthly meetings, and PLCs, with follow-up support provided through instructional coaching and classroom walkthroughs.

Strategy's Expected Result/Impact: Increased teacher capacity and instructional consistency across all core subjects. Teachers will feel more confident planning and delivering AVID-aligned lessons, leading to more rigorous instruction, stronger student engagement, and improved outcomes in all tested areas. Ongoing PD will also ensure fidelity of AVID strategies and sustainability of implementation.

Staff Responsible for Monitoring: Campus Principal

Strategy 5 Details

Strategy 5: The campus will implement a peer observation system that allows teachers to observe colleagues who are effectively using AVID strategies--such as WICOR, focused note-taking, inquiry-based questioning, and student-centered collaboration. Teachers will reflect on these observations during PLCs to refine their own instructional practices and support consistent AVID implementation across core subjects.

Strategy's Expected Result/Impact: Improved instructional alignment and teacher confidence in using AVID strategies. Peer observations will promote a shared vision of effective instruction, foster professional growth, and create opportunities for teachers to learn from one another. This will lead to more consistent and rigorous student experiences across classrooms.

Staff Responsible for Monitoring: Campus Principal

Strategy 6 Details

Strategy 6: The campus will intentionally embed opportunity knowledge across content areas by incorporating lessons, activities, and student experiences that focus on college preparedness, career exploration, and postsecondary pathways. This includes activities such as college and career research, guest speaker sessions, career interest inventories, and goal-setting reflections aligned to long-term aspirations. Teachers and AVID site team members will also highlight transferable academic and workplace skills during core instruction to help students connect classroom learning to real-world opportunities.

Strategy's Expected Result/Impact: Increased student awareness of college and career pathways, enhanced goal setting, and greater motivation to persist through academic challenges. Students will better understand the value of their education, see relevance in their coursework, and develop the mindset and skills needed to make informed decisions about their futures.

Staff Responsible for Monitoring: Campus Principal

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

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

Strategy 1 Details
<p>Strategy 1: The campus will use communication tools such as Parent Square alerts, newsletters, the school marquee, and website postings to increase parental awareness and involvement in academic progress.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement in school events and academic support; improved communication and trust between families and the school; and greater awareness of student academic progress and behavior expectations.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will host an Open House, Eagle Camp, Family Night, and other parent/student events to build relationships, communicate teacher expectations, and review important district and campus policies that support student success.</p> <p>Strategy's Expected Result/Impact: Increased parent attendance and engagement, with a goal of at least 30% participation at each event.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 3 Details
<p>Strategy 3: The campus will utilize Parent Square, the district's attendance/truancy management system, email, and direct telephone contact to communicate with parents and document students with excessive absences. When necessary, campus staff will conduct home visits to locate and support students with chronic attendance issues.</p> <p>Strategy's Expected Result/Impact: Improved attendance rates through consistent communication and weekly attendance monitoring, with an overall campus goal of 95% average daily attendance.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 4 Details
<p>Strategy 4: The campus will provide parents and students with opportunities to engage in college and career planning through participation in the online CCMR platform and Endorsement Day activities. These events will provide information about postsecondary pathways and promote future readiness.</p> <p>Strategy's Expected Result/Impact: Improved student attendance</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: Discipline data, PBIS recognition logs, student surveys, SEL implementation rubrics, attendance data, and student leadership activity records.

Strategy 1 Details
<p>Strategy 1: The campus will establish a Student Leadership Team to identify and address student concerns, school involvement, student needs, and overall campus culture. The team will serve as a voice for the student body and help promote a more inclusive and supportive school environment.</p> <p>Strategy's Expected Result/Impact: Increased student attendance with a campus goal of 95% and a reduction in student dropout rates through enhanced student engagement and campus connectedness.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will enforce visible ID badge use for all students and staff and monitor visitor access through the district check-in system.</p> <p>Strategy's Expected Result/Impact: Improved building safety and accountability for all personnel on campus.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 3 Details
<p>Strategy 3: The campus will implement a campus-wide PBIS system with consistent expectations, incentives, and consequences.</p> <p>Strategy's Expected Result/Impact: Reduction in office referrals and improved student behavior.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 4 Details
<p>Strategy 4: The campus will implement weekly SEL lessons during 1st period and provide support for teacher training on SEL strategies.</p> <p>Strategy's Expected Result/Impact: Improved student self-regulation, empathy, and conflict resolution skills.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 5 Details
<p>Strategy 5: The campus will conduct quarterly facility walkthroughs and submit maintenance requests to ensure a clean, safe environment.</p> <p>Strategy's Expected Result/Impact: Improved facility condition and timely repairs.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 6 Details
<p>Strategy 6: The campus will partner with Communities In Schools and other agencies to provide mental health and crisis support services to students.</p> <p>Strategy's Expected Result/Impact: Increased access to emotional and behavioral support and reduction in student crisis incidents.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 7 Details
<p>Strategy 7: The campus will post visible signage in hallways and common areas to promote positive behavior expectations and reinforce PBIS systems. Administrators and staff will monitor transitions and reteach expectations as needed.</p> <p>Strategy's Expected Result/Impact: Reduction in student incidents during transitions and a decrease in tardies between class periods.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 8 Details
<p>Strategy 8: The campus will ensure teachers and staff are visibly stationed in hallways during passing periods to actively monitor student behavior, reinforce expectations, and support safe transitions.</p> <p>Strategy's Expected Result/Impact: Decreased student incidents and improved behavior during class transitions.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 9 Details
<p>Strategy 9: The campus will utilize the online CCMR platform to guide students in exploring career clusters, college options, and financial literacy. Students will complete structured lessons aligned to future readiness goals.</p> <p>Strategy's Expected Result/Impact: Increased student awareness of postsecondary pathways, with at least 1-2 career clusters explored each grading period.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 10 Details
<p>Strategy 10: The campus will recognize and reward students every nine weeks for achievements such as perfect attendance, Honor Roll, and other academic and behavioral accomplishments through certificates, incentives, and schoolwide acknowledgment.</p> <p>Strategy's Expected Result/Impact: Increased student motivation and school connectedness, with a target of at least 10% of students recognized each cycle.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 11 Details
<p>Strategy 11: The campus will prepare for and enforce House Bill 1481 in accordance with district guidance. Staff will be trained, and families will be informed of the new expectations regarding the use of personal communication devices during the instructional day and on school property.</p> <p>Strategy's Expected Result/Impact: Improved student focus and instructional time through reduced distractions; consistent enforcement of personal device restrictions across the campus.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 12 Details
<p>Strategy 12: The campus will implement staff recognition efforts, including monthly shout-outs, peer nominations, and leadership opportunities to boost morale and retention.</p> <p>Strategy's Expected Result/Impact: Increased teacher satisfaction as measured by a 10% improvement in annual staff engagement surveys.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: Highlands Junior will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: PLC agendas and sign-ins, coaching logs, AVID Site Team participation, professional development surveys, walkthrough data, and leadership rosters.

Strategy 1 Details
Strategy 1: The campus will collaborate with Human Resources to attend job fairs, recruit early, and prioritize filling high-need positions including Special Education, Bilingual, Math, and Science. Strategy's Expected Result/Impact: Filled 100% of high-need positions with certified or qualified personnel by. Staff Responsible for Monitoring: Campus Principal
Strategy 2 Details
Strategy 2: Campus administrators will identify anticipated vacancies early and engage in early contract recommendation opportunities. Strategy's Expected Result/Impact: Reduced last-minute hiring by 50% compared to the 2024-2025 school year. Staff Responsible for Monitoring: Campus Principal
Strategy 3 Details
Strategy 3: New and developing teachers will participate in peer observations and submit one reflection per semester to improve practice through shared expertise. Strategy's Expected Result/Impact: Enhanced instruction for targeted teachers and increased collaboration among staff. Staff Responsible for Monitoring: Campus Principal
Strategy 4 Details
Strategy 4: The campus will implement a structured onboarding and mentorship program for new teachers, including mentor assignments, walkthrough support, and monthly check-ins. Strategy's Expected Result/Impact: Retained 90% of first-year teachers and improved ratings in staff climate surveys. Staff Responsible for Monitoring: Campus Principal
Strategy 5 Details
Strategy 5: Instructional leaders will conduct weekly walkthroughs and monthly coaching cycles aligned with T-TESS goals to support teacher growth. Strategy's Expected Result/Impact: Achieved 85% of teachers scoring Proficient or higher on T-TESS Dimension 2.2 (Content Knowledge and Expertise) by May 2026. Staff Responsible for Monitoring: Campus Principal

Strategy 6 Details
<p>Strategy 6: Campus administrators will identify and support teacher leaders through department chair roles, AVID site team, and PLC leadership. Each teacher leader will facilitate at least one PLC or PD session per semester.</p> <p>Strategy's Expected Result/Impact: Reported 100% growth in leadership capacity by teacher leaders on end-of-year self-reflections and team surveys.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 7 Details
<p>Strategy 7: The campus will provide differentiated professional development aligned to campus priorities [i.e., AVID/WICOR strategies, data-driven instruction, SEL]. Professional Development will be embedded into PLCs.</p> <p>Strategy's Expected Result/Impact: Documented implementation of at least two WICOR strategies per 9 weeks by 90% of teachers using classroom artifacts and photos.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 8 Details
<p>Strategy 8: Professional learning and coaching will intentionally target improvement for African American, SPED, and Emergent Bilingual students by ensuring rigorous, equitable access to Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increased performance of targeted student groups by 20% on STAAR and campus benchmarks.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 9 Details
<p>Strategy 9: PLCs will meet weekly to analyze data, plan targeted interventions, and review instructional strategies. Instructional leaders will guide action planning during these meetings.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes on common assessments by at least 10% per semester.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 10 Details
<p>Strategy 10: The campus will train all staff on emergency procedures and conduct monthly drills to ensure preparedness.</p> <p>Strategy's Expected Result/Impact: Increased drill completion rate and staff confidence in emergency response.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 11 Details
<p>Strategy 11: The campus will implement a succession pathway by offering aspiring teacher leaders the opportunity to shadow department chairs and serve on key planning committees.</p> <p>Strategy's Expected Result/Impact: Created a sustainable teacher leadership pipeline, with at least 3 new leaders identified for 2026-2027.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details
<p>Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures.</p> <p>Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting.</p> <p>Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 3 Details
<p>Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals.</p> <p>Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
<p>Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500</p>
Strategy 2 Details
<p>Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas by utilizing data and reports during weekly PLC meetings to track student progress and to identify students who are in need of additional support.</p> <p>Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300</p>
Strategy 3 Details
<p>Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas by utilizing data and reports during weekly PLC meetings to track student progress and to identify students who are in need of additional support.</p> <p>Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - ESL Funds - \$700</p>

Strategy 4 Details

Strategy 4: State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, review data following formative and summative assessments, as well as monitor teachers' instructional alignment to the Texas Essential Knowledge and Skills, the use of specific writing strategies, scaffold instruction, direct instruction and application of academic vocabulary to provide coaching in identified classrooms that will support instructional growth and student academic success to guide all tiered instruction that will address at-risk student academic improvement.

Strategy's Expected Result/Impact: Increased opportunity for student learning and content mastery by closing the opportunity and achievement gaps by 5%

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local and State Funds - SCE Funds - \$70,000

Strategy 5 Details

Strategy 5: State Compensatory Education (SCE) State Program - Utilize student assessment data to develop and implement accelerated instruction intervention plans with identified at-risk students to increase the academic performance of at-risk and struggling students, thus reducing the potential drop out rate for these students.

Strategy's Expected Result/Impact: Intervention plans developed and implemented with fidelity
Progress Monitoring completed to determine student growth

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Costs for Accelerated Instruction - Tutoring - Coordination of Local and State Funds - SCE Funds - \$8,000, Costs for Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000

Strategy 6 Details

Strategy 6: State Compensatory Education (SCE) State Program - The Student Support Team including the campus staff, Student Wellness Interventionist, Communities in Schools, etc. 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.

Strategy's Expected Result/Impact: Improved attendance rates, academic achievement, and behavior.
Attendance rates should improve 2%
STAAR scores at a rate of 3%
Discipline incidents will decrease at a rate of 5% per 9 weeks.

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Student Wellness Interventionist - Coordination of Local and State Funds - SCE Funds - \$80,000

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$500.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$300.00
5	2	3	Supplemental Materials and Supplies	ESL Funds	\$700.00
5	2	4	Costs for Teaching and Learning Coach	SCE Funds	\$70,000.00
5	2	5	Costs for Intervention Teacher	SCE Funds	\$70,000.00
5	2	5	Costs for Accelerated Instruction - Tutoring	SCE Funds	\$8,000.00
5	2	6	Student Wellness Interventionist	SCE Funds	\$80,000.00
Sub-Total					\$229,500.00