

Goose Creek Consolidated Independent School District

Highlands Junior High

2025-2026 CIP Periodic Update - November 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
- 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
- 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
- Action research results

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: English Language Arts: With campus Spring 2025 STAAR averages for RLA underperforming the state in all proficiency levels across grades 6-8, the campus goal is to perform at or above the state average in all proficiency levels without regression:

Campus [State] Performance for Spring 2025 RLA STAAR:

- 6th ELAR: Approaches 64 [75], Meets 39 [54], Masters 11 [28]
- 7th ELAR: Approaches 62 [74], Meets 38 [52], Masters 16 [27]
- 8th ELAR: Approaches 68 [80], Meets 44 [57], Masters 21 [31]

Campus Performance Target for Spring 2026 RLA STAAR:

- 6th ELAR: Approaches 75, Meets 54, Masters 28
- 7th ELAR: Approaches 74, Meets 52, Masters 27
- 8th ELAR: Approaches 80, Meets 57, Masters 31

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction / Learning: * Teachers will internalize LIFT lessons weekly during PLCs, guided by TLC support, ensuring alignment to TEKS and clarity around learning intentions and success criteria at the Meets level. * Classroom observations will use the TEA Explicit Instruction walk form to monitor fidelity to the gradual release of responsibility, ensuring a shift from teacher-led to student-centered learning. * Micro-rehearsals will be incorporated into PLCs as part of lesson internalization. Teachers will practice teaching a portion of the lesson in real time with their team, using manipulatives and lesson resources as needed. Teammates will take notes, provide feedback, and reflect collectively to strengthen instructional delivery and consistency. * Insight from PLC lesson internalization and micro-rehearsals will be used by administrators and TLCs to provide teachers with targeted feedback on their instructional planning and delivery. This feedback will be documented in PLC notes and revisited in follow-up meetings to ensure next steps are implemented with fidelity. Strategy's Expected Result/Impact: PLC - Classroom - Feedback Cycle A-Team conducts classroom walkthroughs using the Explicit & Systematic Instruction Walkthrough Form. Observers look for alignment: Did what was planned in PLC show up in instruction? - Evidence: Walkthrough forms, observer notes, student work samples. A-Team provides collective feedback to PLCs, highlighting strengths, gaps, and next steps specifically for teacher practice (e.g., modeling strategies more explicitly, increasing checks for understanding, or strengthening corrective feedback). Teachers reflect as a PLC on the feedback and adjust their instructional delivery. In subsequent PLCs, they rehearse targeted moves that need improvement (e.g., transitions between I Do - We Do, scaffolding methods, or ways to embed success criteria in student talk). A-Team reflects on walkthrough outcomes and determines the next level of professional action for teachers (e.g., targeted coaching cycles, peer modeling, differentiated PD, or pairing strong practitioners with those needing support). Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure High-Quality Tier 1 Instruction [ELAR PLC Process] - Teachers will engage in a structured weekly PLC cycle to strengthen Tier I instruction and ensure alignment to TEKS at the Meets/Masters level. - Monday, teachers will analyze student data, identify priority TEKS, and draft Learning Intentions, Success Criteria, and Essential Questions for each lesson, embedding them directly into slides. - Tuesdays and Wednesdays, teachers will internalize LIFT lessons by reading the anchor text, analyzing text-dependent questions, and developing slides with sentence frames, exemplars, and aggressive monitoring checkpoints. - Thursdays will be dedicated to micro-rehearsals of lesson segments, with peer feedback guiding slide refinement and instructional adjustments. - Fridays will focus on analyzing student work samples and monitoring notes to evaluate mastery of success criteria, identify subgroup trends, and plan reteach strategies. Strategy's Expected Result/Impact: The process ensures a consistent cycle of data-driven planning, practice, feedback, and reflection to improve teacher practice and student learning via a Monitoring PLC Process Accountability Process: 1. Artifacts & Evidence Collection (What Teachers Produce). Each PLC will submit or house artifacts in the Google Shared Folder: 2. Walkthrough Alignment (Does Planning Show Up in Classrooms?) Walkthroughs will use the Explicit & Systematic Instruction Form focused on: 3. PLC Observation (How the PLC Functions). Leadership attends PLCs weekly. 4. Student Work Checks (Evidence of Rigor). Weekly review of random student work samples compared to PLC notes: 5. Teacher Growth Accountability (Closing the Loop). Each Friday's PLC reflection identifies teacher practice next steps (e.g., refine questioning, strengthen scaffolding, improve monitoring pathways). The following week, leadership checks whether those practice moves show up during walkthroughs. Monitoring: Maintain a teacher growth tracker tied to PLC reflections and walkthrough evidence. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Focus on Tier 2 Intervention: Students and teachers monitor summative assessment results using student and teacher data trackers to identify TEKS requiring additional support, such as the following: - Students self-assigning online intervention activities or lessons. - Students attend tutoring. - Teachers will conduct bi-weekly checks on Friday to ensure students are completing their data folders and consistently self-monitoring. - Teachers conference with students monthly to review progress and update goals. Strategy's Expected Result/Impact: Feedback Loop to PLCs - Fridays [bi-weekly] - Teachers bring trends from data folder checks to PLCs. - Monthly PLCs - Teachers share one student conference artifact, reflect on progress, and collaborate on intervention strategies. - Admin/TLCs - Provide "glow + grow" feedback based on look-fors and revisit the same student folders in later checks. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: Mathematics: With campus Spring 2025 STAAR averages for Math underperforming the state in all proficiency levels across grades 6-8, the campus goal is to perform at or above the state average in all proficiency levels without regression:

Campus [State] Performance for Spring 2025 Math STAAR:

- * 6th Math: Approaches 61 [72], Meets 18 [37], Masters 3 [15]
- * 7th Math: Approaches 39 [52], Meets 23 [32], Masters 6 [11]
- * 8th Math: Approaches 68 [69], Meets 45 [44], Masters 14 [17]

Campus Performance Target for Spring 2026 Math STAAR:

- * 6th Math: Approaches 72, Meets 37, Masters 15
- * 7th Math: Approaches 60, Meets 32, Masters 11
- * 8th Math: Approaches 70, Meets 50, Masters 20

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction / Learning: HQIM Implementation: The campus will conduct weekly PLCs to internalize upcoming Bluebonnet Math lessons and align lesson outcomes to exemplar student work and success criteria. As part of lesson internalization, teachers will: - Work through Bluebonnet Math problems together to anticipate misconceptions, clarify solution pathways, and ensure instruction reflects the rigor expected at the Meets/Masters level. - Identify the Gradual Release components (I Do, We Do, You Do) within each lesson to ensure modeling, guided practice, and independent practice are purposeful and connected. - Plan scaffolds, checks for understanding, and corrective feedback strategies that support diverse learners, including Special Education and Emergent Bilingual students. - Review exemplar student work to define what "meeting" and "mastery" look like in student responses. - Translate lesson outcomes into Learning Intentions and Success Criteria so that teachers and students share clarity about what is being learned and what evidence will demonstrate mastery. - Engage in Micro-Rehearsals: Teachers will practice teaching a portion of the lesson in real time with their PLC team, using manipulatives and lesson resources as needed. Teammates will take notes, provide feedback, and reflect collectively to strengthen instructional delivery and ensure consistency across classrooms. Strategy's Expected Result/Impact: PLC - Classroom - Feedback Cycle - Classroom Walkthroughs: A-Team conducts classroom walkthroughs using the Bluebonnet Walkthrough Form, with a focus on alignment: Did what was planned in PLC show up in instruction? - Evidence Collection: Walkthrough forms, observer notes, and student work samples are used to capture alignment and instructional impact. - Feedback to PLCs: A-Team provides collective feedback to PLCs, highlighting strengths, gaps, and specific next steps for teacher practice (e.g., modeling strategies more explicitly, increasing checks for understanding, or strengthening corrective feedback). - Teacher Reflection & Adjustment: Teachers reflect as a PLC on the feedback and adjust instructional delivery. In subsequent PLCs, they rehearse targeted moves that need improvement (e.g., transitions between I Do - We Do, scaffolding methods, embedding success criteria in student talk). - Leadership Reflection & Action: A-Team reflects on walkthrough trends and determines next-level professional actions, such as targeted coaching cycles, peer modeling, differentiated PD, or pairing strong practitioners with those needing support. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure High-Quality Tier 1 Instruction / Learning: HQIM Implementation 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. Bluebonnet Math Walkthrough Look-Fors: Engage Phase [Getting Started] - Lesson begins with a clear hook/phenomenon or real-world connection. - Teacher activates prior knowledge (review, prediction, sort, or question).	Formative		
	Nov	Feb	June

- Students are thinking and talking early in the lesson (not passive). - Teacher connects the task to lesson outcomes or success criteria. Develop Phase [Activities] - Gradual Release is evident [I Do - We Do - You Do]. - Teacher models strategies and uses questioning to guide understanding. - Students use multiple representations (drawings, manipulatives, equations, words). - Teacher addresses anticipated misconceptions in real time. - Scaffolds and supports are evident for Special Education and Emergent Bilingual students. - Frequent checks for understanding (whiteboards, exit tickets, cold calls, pair-shares). - Student discourse: students explain reasoning using academic math vocabulary. Demonstrate Phase [Talk the Talk] - Students work independently or collaboratively to solve rigorous tasks. - Student work/output aligns to Learning Intentions and Success Criteria. - Exemplars are referenced (students know what "meeting" and "mastery" look like). - Students explain why/how they solved problems (not just answers). - Evidence of formative assessment (exit ticket, reflection, teacher notes). - Tasks reflect Meets-level rigor, with opportunities for extension toward Masters. Strategy's Expected Result/Impact: PLC - Classroom - Feedback Cycle with Fidelity Monitoring Classroom Walkthroughs: A-Team conducts walkthroughs using the Bluebonnet Walkthrough Form, with a focus on alignment: Did what was planned in PLC show up in instruction? - Fidelity Monitoring: Number/percentage of classrooms implementing Bluebonnet components (Engage, Develop, Demonstrate) as designed. Evidence Collection: Walkthrough forms, observer notes, and student work samples are used to capture alignment and instructional impact. Feedback to PLCs: A-Team provides collective feedback to PLCs, highlighting strengths, gaps, and next steps for teacher practice [e.g., modeling strategies more explicitly, increasing checks for understanding, strengthening corrective feedback]. - Fidelity Monitoring: Feedback documented in PLC agendas/minutes; next steps logged and revisited in subsequent PLCs. Teacher Reflection & Adjustment: Teachers reflect as a PLC on the feedback and adjust instructional delivery. In subsequent PLCs, they rehearse targeted moves that need improvement (e.g., transitions between I Do - We Do, scaffolding methods, embedding success criteria in student talk). Leadership Reflection & Action: A-Team reflects on walkthrough trends and determines next-level professional actions, such as targeted coaching cycles, peer modeling, differentiated PD, or pairing strong practitioners with those needing support. - Fidelity Monitoring: Leadership team reviews aggregated walkthrough data weekly, identifies patterns, and tracks whether supports provided lead to improved classroom implementation. Staff Responsible for Monitoring: Campus Principal			
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Strategy 3 Details		Formative Reviews		
Strategy 3: Focus on Tier 2 Intervention: The campus will administer Bluebonnet-aligned formative assessments to track student mastery by TEKS. Teachers will analyze assessment data during weekly meetings to update trackers, form small groups, and plan targeted reteach lessons. Students will also maintain their own progress trackers by TEKS, reflect on performance, and set academic goals to strengthen their mathematical understanding. Strategy's Expected Result/Impact: An increase in student growth at the Meets level will occur as students and teachers collaboratively: - Identify low-performing TEKS during data reviews. - Maintain teacher data trackers to monitor class-wide and small-group progress. - Maintain student data trackers to build awareness of individual growth. - Set and update student goals to encourage accountability and ownership of learning. Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: Science: With campus Spring 2025 STAAR averages for 8th grade Science underperforming the state in all proficiency levels, the campus goal is to perform at or above the state average in all proficiency levels without regression:

Campus [State] Performance for Spring 2025 Science STAAR:
* 8th Science: Approaches 65 [72], Meets 42 [46], Masters 17 [18]

Campus Performance Target for Spring 2026 Science STAAR:
* 8th Science: Approaches 72, Meets 46, Masters 20

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on High-Quality Tier 1 Instruction: Implementation of the 3D Instructional Model in Science. - Teachers will create lessons with the 3D components. - This model will ensure the gradual release of instruction and responsibility, allowing students to explore concepts and apply their knowledge to concepts and real life situations, while teachers evaluate through performance tasks, exit tickets, and CFAs. - Teachers will prepare for 3D lessons through the PLC process, including Micro-rehearsals. Strategy's Expected Result/Impact: The Engage phase will spark curiosity and increase student engagement. The Explore and Explain phases will deepen students' conceptual understanding of scientific TEKS through inquiry-based learning. The Elaborate phase will strengthen students' critical thinking and problem-solving skills by applying concepts in new contexts. The Evaluate phase creates a feedback loop where teachers identify misconceptions and students build metacognitive awareness, promoting continuous growth. - Students will engage in lessons through phenomena and hands-on exploration. - The inquiry-driven, student-centered structure of the 3D model ensures equitable and accessible learning opportunities for all learners. - Teachers will engage in a feedback loop during PLCs, using student work samples, assessment data, and observations from 3D lessons to reflect on instructional effectiveness, address misconceptions, and adjust lesson design. - A-Team will conduct regular classroom walkthroughs to ensure that instruction is consistently aligned to the 3D model and to provide timely feedback to teachers. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure High-Quality Tier 1 Instruction: Teachers will engage in weekly PLCs to strengthen Tier 1 instruction and ensure alignment to TEKS at the Meets and Masters levels by implementing a structured PLC process: - Backward Planning: Identify and deconstruct targeted TEKS, review STAAR blueprints, and anticipate potential misconceptions. Integrate culturally relevant examples to promote equitable access. - Modeling (Micro-Rehearsals): Teachers will model a section of the lesson for their team, demonstrating instructional moves, questioning techniques, and checks for understanding. - Data/Checks for Understanding: Teams will analyze data, identify learning gaps and misconceptions, and design formative and summative assessments to monitor progress. - Finalizing Lesson Plans: Ensure completed lessons are fully aligned to TEKS, assessments, and differentiation strategies to meet the needs of all learners. Strategy's Expected Result/Impact: - Consistent PLC Cycle: A structured, recurring cycle of data-driven planning, practice, feedback, and reflection strengthens teacher practice and enhances student learning. - Campus Leadership Support: Campus leadership will participate in weekly PLCs to provide coaching, guidance, and accountability. - Walkthrough Alignment: A-Team walkthroughs will verify that lesson delivery reflects PLC planning, with evidence of instructional rigor at the Meets level and opportunities for students to extend toward Masters. - Student Growth: Rigorous, TEKS-aligned instruction will result in student work and responses that demonstrate reasoning skills, problem-solving, and application of scientific concepts to real-world phenomena. - Teacher Growth: Teachers will refine lesson delivery through micro-rehearsals and peer feedback, ensuring implementation of differentiation strategies to meet the needs of diverse learners, including Special Education and Emergent Bilingual students. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Focus on Tier 2 Intervention: The campus will review student performance data following each campus assessment in PLCs and in Admin/TLC data meetings to identify TEKS requiring additional support. Interventions will include: - Targeted Small-Group Reteach: Delivered during RARE days, with evidence reflected in walkthroughs and lesson plans. - Online Intervention Platform: Assigned lessons and activities through Progress Learning to provide differentiated, skill-specific practice. - Spring Saturday Camp Days: Focused sessions addressing high-leverage TEKS gaps that most impact student growth. Strategy's Expected Result/Impact: An increase in student growth at the Meets level will occur as students and teachers collaboratively: - Identify low-performing TEKS in data reviews. - Maintain teacher data trackers to monitor class-wide and small-group progress. - Maintain student data trackers to build awareness of individual growth. - Set and update student goals to encourage accountability and ownership of learning. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: Social Studies: With campus Spring 2025 STAAR averages for 8th grade Social Studies underperforming the state in all proficiency levels, the campus goal is to perform at or above the state average in all proficiency levels without regression:

Campus [State] Performance for Spring 2025 Social Studies STAAR:
* 8th Social Studies: Approaches 39 [55], Meets 16 [30], Masters 7 [16]

Campus Performance Target for Spring 2026 Social Studies STAAR:
* 8th Social Studies: Approaches 60, Meets 30, Masters 20

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on High-Quality Tier 1 Instruction: The campus will conduct an average of two daily classroom walkthroughs using the C&I look-fors as the monitoring tool, focused on the daily use of TEKS-aligned multiple choice questions: - Stimulus-based multiple choice questions that mirror STAAR, including stimuli such as pictures, charts, political cartoons, or primary source excerpts. - Stimulus-absent multiple choice questions that mirror STAAR. - Multi-selection multiple choice questions that mirror STAAR, such as "Which TWO of the following were directly related to..." Strategy's Expected Result/Impact: Professional Learning Communities - Artifact Review Protocol Teacher Preparation [Each teacher will bring] - One daily assessment (Exit Ticket, Do Now, or Quick Check) designed at the Meets level and aligned to a STAAR-like multiple choice question (stimulus-based, stimulus-absent, or multi-select). - One student work sample that shows how students responded to that assessment. PLC Review Process Admin, TLCs, and teachers will review artifacts using the following look-fors: - STAAR-like design - Does the assessment mirror STAAR format and rigor? - Student misconceptions - What errors or misunderstandings are evident in student responses? - Teacher feedback/next steps - Is there clear evidence of feedback or reteaching aligned to student needs? - Decide What's Next - As a team, identify the instructional adjustment, reteach plan, or new question design that will address misconceptions and raise rigor. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on High-Quality Tier 1 Instruction: The campus will conduct an average of two daily classroom walkthroughs using the C&I look-fors as the monitoring tool, focused on the use of checks for understanding and adjust instruction in real time: - Whiteboards/Dry-Erase Boards - students write and hold up answers for immediate feedback; teacher responds to students with low understanding. - Exit Tickets - students answer 1-2 quick questions aligned with the rigor of TEKS and tied to the lesson objectives at the end of the class; data used for warm-ups or small groups. - Stop & Jot - students presented brief writing tasks requiring academic language throughout the lesson. - Turn and Talk - students briefly discuss with a partner before sharing out, using complete sentences and academic language. Strategy's Expected Result/Impact: Walkthrough Observation (Admin/TLCs) - During walkthroughs, admin/TLCs look for checks for understanding being used [Whiteboards, Exit Tickets, Stop & Jot, Turn & Talk]. - Evidence collected: [Which strategy was used?, Was feedback given to students in the moment?, Did the teacher adjust instruction in real time?] PLC Debrief [Weekly] - At the next PLC, admin/TLCs bring back non-evaluative trends (not just individual teacher notes). - Example share-out: ["In walkthroughs this week, we saw Exit Tickets used consistently, but fewer examples of real-time adjustments when misconceptions showed up."] - Teachers then share artifacts: [Exit Tickets used, Whiteboard responses, or Stop & Jot examples.] [Discuss: What did student responses show? How did I adjust instruction in the moment?] Teacher Commitment (What's Next) - In PLCs, each teacher identifies one specific next step based on feedback: ["Next week, I will use Turn & Talk with sentence stems in at least two lessons and cold call 3 students afterward to check for complete-sentence responses."] - These commitments are logged in the PLC notes. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Focus on Tier 2 Intervention: Students and teachers monitor summative assessment results using student and teacher data trackers to identify TEKS requiring additional support, such as the following: - Students self-assigning online intervention activities or lessons. - Students attend tutoring. - Teachers will conduct bi-weekly checks on Friday to ensure students are completing their data folders and consistently self-monitoring. - Teachers conference with students monthly to review progress and update goals. Strategy's Expected Result/Impact: Feedback Loop to PLCs - Fridays [bi-weekly] - Teachers bring trends from data folder checks to PLCs. - Monthly PLCs - Teachers share one student conference artifact, reflect on progress, and collaborate on intervention strategies. - Admin/TLCs - Provide "glow + grow" feedback based on look-fors and revisit the same student folders in later checks. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 5: Advancement Via Individual Determination: With the campus Spring 2025 STAAR averages in Reading Language Arts [RLA], Mathematics, Science, and Social Studies for grades 6-8 underperforming the state at all proficiency levels, the goal is to strengthen Tier I student learning by implementing AVID WICOR strategies [Writing, Inquiry, Collaboration, Organization, and Reading] across all content areas.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on AVID WICOR Strategies: The campus will ensure that all core content teachers implement and document the use of at least one WICOR strategies per week to strengthen academic rigor [at Meets Level] and student engagement across ELAR, Math, Science, and Social Studies. Strategy's Expected Result/Impact: Following the HJS PLC process, teachers will use one dedicated planning day each week to develop, share, and evaluate lesson plans that embed AVID WICOR strategies, strengthening Tier I instruction and promoting active student engagement in every classroom. - Artifacts & Evidence: PLC teams will submit weekly lesson plans and WICOR strategy documents in a shared Google folder to demonstrate intentional planning and alignment. - Walkthrough Alignment: Administrators will conduct frequent walkthroughs to verify that planned WICOR strategies are visible in classroom instruction and student engagement. - Instructional Micro-Rehearsals: Teachers will engage in micro-rehearsals of AVID WICOR strategies during PLCs, practicing instructional delivery and receiving peer feedback to refine lessons before implementation. - AVID Coordinator Support: The AVID campus coordinator will attend PLCs once a month to model WICOR strategies, demonstrating how they can be effectively integrated into upcoming lessons. Teachers will have the opportunity to practice these strategies in real time and receive immediate feedback to refine their plans before classroom implementation. - Student Work Analysis: Random student work samples will be reviewed weekly and compared with PLC plans to assess instructional rigor at Meets Level, alignment, and evidence of WICOR implementation. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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	Formative Reviews		
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. 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increased parent attendance and engagement, with a goal of at least 30% participation at each event. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Improved student attendance Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

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	Formative Reviews		
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. 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Improved building safety and accountability for all personnel on campus. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will implement a campus-wide PBIS system with consistent expectations, incentives, and consequences. Strategy's Expected Result/Impact: Reduction in office referrals and improved student behavior. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will implement weekly SEL lessons during 1st period and provide support for teacher training on SEL strategies. Strategy's Expected Result/Impact: Improved student self-regulation, empathy, and conflict resolution skills. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will conduct quarterly facility walkthroughs and submit maintenance requests to ensure a clean, safe environment. Strategy's Expected Result/Impact: Improved facility condition and timely repairs. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 6 Details		Formative Reviews		
Strategy 6: The campus will partner with Communities In Schools and other agencies to provide mental health and crisis support services to students. Strategy's Expected Result/Impact: Increased access to emotional and behavioral support and reduction in student crisis incidents. Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June
Strategy 7 Details		Formative Reviews		
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. Strategy's Expected Result/Impact: Reduction in student incidents during transitions and a decrease in tardies between class periods. Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June
Strategy 8 Details		Formative Reviews		
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. Strategy's Expected Result/Impact: Decreased student incidents and improved behavior during class transitions. Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June
Strategy 9 Details		Formative Reviews		
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. Strategy's Expected Result/Impact: Increased student awareness of postsecondary pathways, with at least 1-2 career clusters explored each grading period. Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June
Strategy 10 Details		Formative Reviews		
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. Strategy's Expected Result/Impact: Increased student motivation and school connectedness, with a target of at least 10% of students recognized each cycle. Staff Responsible for Monitoring: Campus Principal		Formative		
		Nov	Feb	June

Strategy 11 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Improved student focus and instructional time through reduced distractions; consistent enforcement of personal device restrictions across the campus. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: The campus will implement staff recognition efforts, including monthly shout-outs, peer nominations, and leadership opportunities to boost morale and retention. Strategy's Expected Result/Impact: Increased teacher satisfaction as measured by a 10% improvement in annual staff engagement surveys. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Reported 100% growth in leadership capacity by teacher leaders on end-of-year self-reflections and team surveys. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increased performance of targeted student groups by 20% on STAAR and campus benchmarks. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Improved student outcomes on common assessments by at least 10% per semester. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: The campus will train all staff on emergency procedures and conduct monthly drills to ensure preparedness. Strategy's Expected Result/Impact: Increased drill completion rate and staff confidence in emergency response. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Created a sustainable teacher leadership pipeline, with at least 3 new leaders identified for 2026-2027. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: 5% increase in student achievement scores across meets and masters categories Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental Materials and Supplies - Coordination of Local and State Funds - ESL Funds - \$700	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 3: The campus will meet the requirements for Federal Accountability in the format designated through the TEA LIP (Local Improvement Plan) Process.

Evaluation Data Sources: Screener Data reports, Campus Assessment Data reports, and State Assessment and Accountability reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will develop, implement, monitor, and adjust the "targeted" school improvement strategies through the TEA LIP (Local Improvement Plan) Process that will eliminate the campus "targeted" identification status. Strategy's Expected Result/Impact: Meet Federal Accountability requirements Eliminate identification as a "Targeted" Campus Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

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

Federal Accountability		Campuses with a Targeted Support (TSI) identification: SPED		
Local Improvement Plan	Campus Name:	Highlands Junior School		
	District Name:	Goose Creek CISD		
	Date of Plan:	September 30, 2025		
	Board Approval Date (no later than March 31, 2026):	11/10/2025		
Perspective	Indicator	Description	RESPONSE	COMMENTS
Section 1:				
Evidence-Based School Improvement Strategy	Identify Strategy	(Describe the evidence-based strategy selected to address areas of low performance. Cite research or data sources supporting effectiveness. Example: High-dosage tutoring, PLCs focused on data-driven instruction, evidence-based literacy interventions, etc.)	Expand tiered supports for reading and math through high-dosage tutoring, extended-day programs, and teacher-led small-group interventions.	
	Rationale for Selection:	(Explain why this strategy is appropriate for the specific needs of the campus and how it will lead to improved student outcomes and removal of the D rating or ATS/TSI designation.)	Highlands JH has persistent math achievement gaps and a below-average growth index. High-dosage tutoring and extended learning accelerate growth for struggling students.	
Section 2:				
Student Performance Goals (Goals should be SMART: Specific, Measurable, Achievable, Relevant, and Time-Bound)	Goal 1:	Academic achievement (e.g., "Increase percentage of students meeting grade-level proficiency in Reading from 35% to 55% by Spring 2026.")	Increase Math proficiency to 40% by Spring 2026 at the meets grade level by Spring 2026.	
	Goal 2:	Closing gaps (e.g., "Reduce performance gap between English learners and non-English learners in math from 25% to 10% by Spring 2026.")	Increase Reading and Math proficiency for the Sped subprop to 25% at the meets grade level by Spring 2026 .	
	Goal 3:	Additional indicators (attendance, discipline, growth, etc.)	Improve student attendance from 93% to 98%.	
Section 3:				
Monitoring Plan	Responsible Parties:	(List district and campus leaders who will monitor the plan, e.g., principal, instructional coaches, superintendent, board committees.)	Principal, Assistant Principals, Math & RLA Teaching & Learning Coaches, Dept. Chairs	
	Monitoring Process & Frequency:	(Describe how and how often progress will be reviewed. Example: Weekly PLC meetings, monthly data reviews, quarterly progress checks with district leadership, board updates.)	Daily PLC Meetings to review formative assessment data, weekly classroom Walkthroughs with targeted feedback, Monthly campus leadership meetings with district support staff, Monthly data reviews with campus and district administrators.	
	Data Sources for Monitoring:	Benchmark assessments, Classroom walkthrough data, Progress monitoring tools, Attendance/discipline data	Benchmark data, intervention logs	
Section 4:				
Contingency Actions (If Plan Is Not Successful)	Tier 1 Actions (Initial Adjustments):	(Describe first-level corrective actions, such as increased coaching, additional professional development, or strategy refinement.)	Provide additional coaching cycles for teachers in reading and math. Increase small-group instruction frequency. Adjust intervention groups based on student progress data.	
	Tier 2 Actions (Escalation):	(Describe stronger interventions if initial adjustments are not successful, such as staffing changes, curriculum adjustments, extended instructional time.)	Reallocate instructional resources and staff support to high-needs classrooms. Increase parent engagement meetings focused on attendance and behavior. Intervention classes built into the Master schedule. Interventions provided by retired teachers for RLA and Math during intervention time.	
	Tier 3 Actions (District-Level Interventions):	(Describe district-level or board-level actions if goals continue to be unmet, such as leadership reassignments, reallocation of significant resources, or external partnerships.)	District intervention team conducts instructional audit. Implement mandatory district-led professional development. Reassign or augment staffing to ensure fidelity of interventions.	
Section 5:				
Reallocation of Resources	Time:	(Identify adjustments to schedules, extended learning time, or changes to planning periods to support the strategy.)	Campus has coordinated their use of state funds to provide the interventions to support the campus.	
	Funding:	(Detail how funds will be redirected to support this plan, e.g., federal/state funds, ESSA, Title I, local budget reallocations.)	Ongoing trainings in evidence based reading strategies, math problem solving frameworks, culturally responsive teaching, and data driven instruction.	
	Staffing	(List staffing adjustments, such as hiring interventionists, instructional coaches, or restructuring teacher assignments.)	Adaptive reading, math, and emergent bilingual (Summit K-12) software, benchmark assessments, progress monitoring tools, and supplemental intervention materials. Master schedule has been adjusted in order to provide interventions for identified students.	
Section 6:				
Implementation Timeline	By November 14, 2025:	Initial implementation of IIP strategies underway.	Ongoing: Monitoring and adjustment of strategies. August 2025 - April 2026	
	By March 31, 2026	Board approval secured.	11/10/2025	
	By Spring 2026:	Evaluation of student performance outcomes.	After each assessment we will monitor to ensure that we are on track to meet the end of the year goals.	
By typing my name below, I affirm that I have reviewed and agree to the contents of this Local Improvement Plan. My typed name shall constitute my electronic signature and is legally binding in the same manner as a handwritten signature.				
Principal:				
District Coordinator for School Improvement (DCSI):				
District Leader/Superintendent:				