

Henrietta Independent School District

Henrietta Junior High

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25% Student Progress
Postsecondary Readiness



Mission Statement

The Faculty and staff of Henrietta Junior High believe that all students can learn through high expectations for their future! We believe that our mission as a campus is to prepare every student through education with the skills necessary to be a successful part of our school, community and society. We are professional educators, who believe through organization, curriculum, instruction, assessment, professional growth & development, community relations, and student support we will be able to do what is necessary to make each student successful in their academic, social and emotional endeavors.

Vision

Our vision as a campus is to become a team/family, where the staff, students and parents work together to continually improve the expectations and goals set for all the students at the highest level possible. This vision will be completed through the relationship of a loving, safe and respectful environment that we provide every student. We will provide the students with whatever resources are necessary to make their educational adventure a successful one!

Value Statement

The following statements represent the values shared by Henrietta Junior High and represent our beliefs in continued campus improvement.

We Believe!

The relationship between staff, students, parents and community are vital to our success!

Every person is an essential part of our educational family and deserves equal respect.

HJH is an essential part of our community and the community is an essential part of our students' education.

All resources should be managed to maximize and foster the educational equity, quality and accountability for every student.

Promoting community service, individual value and respect for diversity are core to educational success.

Educators are important to all students' success and have high expectations for providing students with the leadership, support and relationships necessary to realize the vision.

Students will rise to meet the high expectations and responsibilities set before them.

Lessons that are learner centered will engage and produce the highest levels of learning.

Students flourish when provided with a safe, caring and respectful learning environment.

Education gives every student the potential to be successful in our society.

Parents and the school share the responsibility to see that children have all of the necessary resources to be successful in school.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Henrietta Junior High School (HJH) serves on average 220 students over the past five years. The information below is based on data gathering as reported by PEIMS Fall Report, Texas Academic Performance Report (TAPR), and Academic Excellence Indicator System (AEIS).

School Year	Total Enrollment	Gifted & Talented	At Risk	Economic Dis.	Special Education
2016-2017	216	6.9%	46.8%	41.2%	14.8%
2015-2016	239	7.1%	48.5%	42.3%	16.7%
2014-2015	208	9.6%	37.0%	36.5%	10.1%
2013-2014	226	8.0%	31.4%	40.3%	7.6%

HJH serves students with backgrounds that include 88.4% White students, 6.5% Hispanic students, 0.5% African American students, 2.3% American Indian students, and 1.4% Two or More Races students.

School Year	White	Hispanic	African American	American Indian	Two or More Races
2016-2017	88.4%	6.5%	0.5%	2.3%	1.4%
2015-2016	83.3%	10.9%	1.3%	1.7%	2.9%
2014-2015	84.1%	10.1%	0.5%	1.0%	4.3%
2013-2014	85.0%	9.7%	0.9%	0.9%	3.5%

Demographics Strengths

HJH Offers programs that meet and challenge students academically. Programs include Junior High and High School courses, daily academic enrichment, and a wide variety of electives. The teachers are Texas certified.

Demographic trends have held steady over the past few years with the At-Risk and Special Education populations increasing since 2015. HJH student attendance rate was just shy of the goal of 97.0% with a 96.89%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus enrollment has been inconsistent, usually varying between 200-240 students. **Root Cause:** Neighboring school districts actively recruiting transfer students, making other public school options feasible.

Student Achievement

Student Achievement Summary

	HJH 2017	HJH 2016	State
6th Grade Reading	78%	63%	67%
6th Grade Math	92%	67%	75%
7th Grade Reading	78%	70%	72%
7th Grade Math	77%	73%	68%
7th Grade Writing	69%	59%	68%
8th Grade Reading	95%	86%	76%
8th Grade Math	88%	75%	74%
8th Grade Algebra	100%	100%	76%
8th Grade Science	83%	67%	74%
8th Grade Social Studies	71%	52%	62%

HJH "met standard" on the state accountability system for the 2016-2017 school year. Continued and focused data analysis is a fundamental process of HJH. HJH uses Texas Academic Performance Report (TAPR), STAAR scores, Performance Based Monitoring Analysis System (PBMAS), DMAC, and Lead4Ward as a source of data to discern needs and strengths of students. Common Based Assessments (CBAs) are being used and continuously improved to meet the rigorous expectations.

HJH utilizes a tutorial period for students who are struggling or at risk of failure. Students are grouped according to need and rotate through different subjects to get extra assistance in each of the core classes. High level students are allowed to complete reading and math extension activities.

Many teachers offer before and after school tutorials for students needing individual assistance.

HJH provides Summer School for students in need of academic improvement for At-Risk, Special Education and Economic Disadvantaged students struggling to pass state assessments.

Student Achievement Strengths

Common Based Assessments (CBAs) are given each six week grading period and disaggregated to develop plans for the following six weeks. Teachers spiral TEKS that students struggle with back into instruction to strengthen student understanding of concepts.

STAAR scores increased in every reportable grade level and subject category.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Writing scores are only 1% above state average. **Root Cause:** Confusion statewide among writing teachers has created a lack of clear vision on what successful STAAR writing looks like.

School Culture and Climate

School Culture and Climate Summary

Henrietta Junior High annually surveys the community, parents, students, and staff in the following categories: Academics, Discipline, Leadership/Mission, Climate/Environment, and Communications. Results are analyzed over a five year period of accumulated data. Each campus results are shared with administrators along with the district's findings. Strengths and concerns are determined by statements and questions scoring above and below one standard deviation

School Culture and Climate Strengths

HJH Academics rate 100% at the "almost always" response on the eight statements. Factors that are most influential in helping students achieve academically are:

- * Positive relationship between teacher/student
- * Support from home
- * Teaching to various learning styles

Communications at HJH rate as high as the Academics on five out of six statements at the "almost always" response. The statement "Students are willing to approach teachers for advice or help." fell within the one standard deviation range.

Feedback on Discipline gives the district high marks in the "almost always" on:

- * Schools maintain high standards of behavior for all students.
- * Schools and teachers have mutual expectations for discipline.
- * Schools handle disciplinary actions fairly and consistently.
- * HISD students are recognized for positive behavior.

Overall Climate/Environment at HISD grades out "almost always" on:

- * Schools have an orderly, inviting atmosphere.
- * Schools have attractive, safe, clean facilities and grounds.
- * Students feel safe at school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Disconnect between home and school in the areas of communication and information. **Root Cause:** Lack of consistent use of school website or social media platforms for sharing current events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The average years of experience for HISD is 15.5 years as compared to 10.9 years for the state. HISD teachers have 9.6 average years of experience within the district; state 7.2 average years.

HJH has a reputation for hiring and retaining exceptionally talented and dedicated employees. HJH Campus Advisory Team conducts intensive screenings and interview process to ensure that all new employees meet the high standards of our district, campus and community.

Staff Ethnicity:

American Indian	Asian/Pacific Islander	African American	Hispanic	White	Two or More Races
0.0%	0.0%	0.0%	0.0%	100.0%	0.0%

Average Classroom Size:

ELA/Reading	Math	Science	Social Studies
15.1	14.1	18.5	16.4

Staff Quality, Recruitment, and Retention Strengths

HJH has a large percentage of staff members who were raised in Henrietta. Many of the staff members have shown loyalty to the district as evidenced by the length of their service.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There are no professional staff members of any other ethnicity than white. **Root Cause:** The ethnic make up of our student body is nearly 90% white, which shows the population in our geographic area has a low percentage of other ethnicities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

HJH continues to use state approved curriculum. Teaching the TEKS provides a guaranteed and viable curriculum for every student in the core areas. HJH is working to utilize documents that ensure vertical alignment of the curriculum, a standard scope and sequence, verification of taught TEKS, instruction that is at the required rigor and complexity as dictated in the TEKS, assessments that show evidence of student attainment of identified standards, and high quality instruction that increases student performance.

Curriculum, Instruction, and Assessment Strengths

The curriculum is aligned with the instruction and assessment. There is consistency in the sequence of instruction as well as the depth and rigor of the instruction. Students are highly engaged in the learning and are learning at a conceptual level. Students and staff are being stretched to meet the demands of a college and career ready culture as well as the increased rigor of the STAAR assessments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ongoing staff development on best practices and current classroom strategies.

Family and Community Involvement

Family and Community Involvement Summary

Family and community participation in the education and support of all students is highly encouraged at HJH. Specific parent and community involvement activities are evaluated at HJH and incorporated into the Comprehensive Needs Assessment (CNA) at the campus and at the district level. Family and community involvement strategies include: Parent Conferences, Parent Portal, Student Report Mailings, Parent Orientation, Campus and District Level Committees, Surveys, Transition Meetings, and Booster Organizations. Serenity House also provides guidance programs to our students that are age appropriate and relevant.

Support to students and families are offered through the following HJH special programs: Multiple Extracurricular Opportunities, Response to Intervention, ESL, Dyslexia, 504 support, Homeless Services, Student Support Teams, HJH also participates in the Special Education programs offered through the CLAY-Jack SSA: Speech Therapy Audiological Services, Counseling Services, Occupational Services, Orientation and Mobility Services, Physical Therapy, Psychological Services, School Health Services, Social Work Services, Transportation, and Assisted Technology.

Communication to families and community is delivered through multiple forms. We use the Messenger communication program, District *Twitter* account, student planners, mailings, school website, and notes home to get information to parents.

Family and Community Involvement Strengths

HJH offers multiple opportunities for parents to be involved with their student's academic and extracurricular life. There is a variety of opportunities for parents and the community to support programs involving their student(s).

HJH campus website provides up-to-date and informative information to parents and the community. Information includes ongoing activities throughout the district, at the campus level and in the classrooms.

HJH Parent Portal provides parents with web-based access to their student's grades and attendance. This presents a starting point for parents to consult with their child(children) and/or teachers.

Meal Time is a web-based program allowing parents to view information pertaining to their child's meal status such as account balance and the ability to add money to their accounts.

Staff members collaborate, partner, and communicate with parents through phone calls, conferences, e-mails, daily planners, and informative meetings.

HJH participates in HISD's School Health Advisory Council (SHAC) and advises and advocate to the HISD School Board of Trustees and Administration that HJH students are provided with accurate, relevant, and age appropriate educational programs. Programs are to motivate students to live healthy, happy and productive lives. HISD's SHAC meets at least four times a year, and more if necessary.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Lack of participation on surveys and nonathletic events. **Root Cause:** Inconsistent communication between school and home.

School Context and Organization

School Context and Organization Summary

HJH campus is made up of grades 6, 7, 8, and uses an eight period day. HJH has scheduled Campus Advisory Team (CAT) meetings. All meetings are scheduled on Wednesday afternoons and any district-wide meetings do not conflict with Wednesday campus meetings if at all possible. The district provides a nurse that is mainly housed out of the elementary school, except for Monday and Wednesday afternoons.

The HJH counselor takes the lead as test coordinator, character education, anti-bullying, health issues, and other activities. The school nurse is available for students during the school day, conducts staff development and organizes student and staff health clinics and lessons. The campus will also initiate other strategies in the district and campus plans.

School Context and Organization Strengths

HJH administration and staff are focused and united in implementing state approved curriculum to its fullest to meet the increased rigor for all students. HJH is a competitive group that transforms each difficulty into a challenging, learning opportunity.

HJH is supported greatly by the Superintendent and Assistant Superintendent who understand the rigor of what each HJH student must go through every day to be successful. Knowing this, Central Administration assists the campus directly through planning in all areas for State mandated changes each year.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Change in school leadership has raised questions over roles, responsibilities and expectations. **Root Cause:** New administration will assess current structure and lead campus leadership toward desired direction in the future.

Technology

Technology Summary

The HISD technology department has spent the last five years equipping HJH with the most up-to-date instructional equipment to teach to the 21st century learner. HJH has equipped each classroom with a projector and document camera. Interactive whiteboards have been placed in classrooms as well as student response systems for checking out in the HJH media center. HJH also has its own mobile lab. These labs are equipped with a classroom set of computers. HJH strives to maintain a four to five year refresh rate on desktop computers.

Each classroom is equipped with a telephone that will allow the teacher to call inside and outside of the district for increased communication with administration and parents for the safety of all students. In preparing for the phone system the district upgraded the network infrastructure to increase bandwidth learning. HJH has their own distance learning equipment. HISD has continued to maintain the latest versions of Microsoft server/domain, operating system, and Office Suites for productivity from the district's staff as well as the students. The district has moved to a more robust web presence. The technology department has created a district wide wireless infrastructure. At no cost to the district, the technology department has implemented a Help Desk system. The system not only allows the department to keep trouble ticket data, it allows the technicians to track campus assets and be more efficient with time management. Computer monitoring software has been implemented. This software not only allows the technicians to monitor student behavior on the computers, it allows the technicians a way to offer remote support, software deployment, and report network usage to district users as well. Xerox copiers have been installed on all campuses to reduce copy and printing costs. HJH has cameras throughout the campus along with a software to archive video from the cameras.

HJH is working towards continuing the installation of whiteboards in the classrooms and adding student response systems as needed. The technicians will be working to maintain the HJH's current installed technology and begin planning to refresh and/or upgrade these items as needed. The technology department plans to keep current on the productivity software for students and teachers, as well as examine ways to lower district costs for such services. Technicians have implemented accounts to a "Cloud Computing" environment. "Cloud Computing" moves all student log ins to the World Wide Web while still giving HISD the control to monitor student activity. Being current participants in a Microsoft agreement along with the launch of Office 365, the technology department can see the benefits of "Cloud Computing." This would give students a web based full version of Microsoft Office to work with from anywhere there is an Internet connection. This would allow students access to their work anywhere they go that has access to an Internet connection while also keeping the network safe from viruses and/or spyware by stopping the use of removable drives brought to and from home. The technology department continues to stay current on the knowledge of technology tools to aid in the instruction of classroom teachers.

Technology Strengths

Henrietta ISD's Board of Trustees support with confidence to the budget annually local funds to technology. Instructional support and learning incorporates technology through several methods. United Streaming makes online video clips available. Teachers share online materials and media with their entire class easily with projectors, document cameras, and interactive boards.

Training and tech support are provided and supported by HISD technology facilitators as needed. The district's Technology Coop agreement with Region 9 ESC also supports the needs of campus staff.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology staff and resources are stretched thin. **Root Cause:** Lack of income for the district leads to budget stress in all areas.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices




Goals

Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 1: Increase the percentage of economically disadvantaged students meeting or exceeding progress in all grades and all subjects from 69% to 72%.

Evaluation Data Source(s) 1: STAAR performance data; local curriculum based assessments

Summative Evaluation 1:

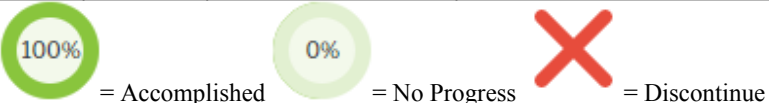
Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Utilize HISD curriculum resources for each of the 4 core content areas: reading/ELA, Math, Science, Social Studies	3.0, 4.0	Teachers, Principal, Assistant Superintendent	Increase student performance levels on state mandated assessments from prior year.			
2) Student support teams will identify students in need of additional assistance and develop RtI plans for struggling students.	3.0, 4.0, 9.0	Counselor, Principal, Assistant superintendent, Clay-Jack SSA, Region 9 ESC	Increase student performance levels on state mandated assessments from prior year.			
3) Monitor and evaluate performance of economically disadvantaged students on CBAs and state wide assessments.	8.0, 9.0	Counselor, Principal, Assistant superintendent, Clay-Jack SSA, Region 9 ESC	Increase student performance levels on state mandated assessments from prior year.			
4) Utilize data from local CBAs for analyzing student performance, Instructional effectiveness, predictor of 2017 STAAR performance, and development of appropriate interventions for economically disadvantaged students.	2.0, 3.0, 8.0, 9.0	Teachers, Principal, Counselor, Assistant Superintendent	Students showing mastery of TEKS presented during each six weeks period.			
5) Create CBAs that assess TEKS presented during previous six weeks grading period and TEKS shown to be at lower mastery levels from previous CBAs.	7.0, 8.0	Teachers, Principal, Counselor, Assistant Superintendent	Students showing mastery of TEKS presented during each six weeks period.			
 = Accomplished  = No Progress  = Discontinue						

Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 2: Increase the percentage of special education students meeting or exceeding progress in all grades and all subject from 52% to 55%.

Evaluation Data Source(s) 2: STAAR performance data; local curriculum based assessments

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide opportunities for administration and teacher team collaboration sessions to develop and implement HISD curriculum resources. Teams will work collectively to answer four questions: (1) What do you want students to learn? (2) How will we know if they learn it? (3) What will we do if they don't learn it? (4) What do we do if they already know it?	3.0	Assistant Superintendent, Principal, Counselor, Clay-Jack SSA, Region 9 ESC	Planning days each six weeks to assess student progress on CBAs.			
2) Continue inclusion model in all classrooms, increasing collaboration among staff members and insuring all accommodations are met for each student.	2.0, 3.0, 4.0, 8.0	Assistant Superintendent, Principal, Counselor, Clay-Jack SSA, Region 9 ESC	Student progress on each six weeks CBA will increase.			
						

Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 1: 100% of teachers will be state certified and teaching assistants will be "highly qualified."

Evaluation Data Source(s) 1: Review assignment report and annual certification checks to meet state certification requirements.

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Audit all teachers' certifications, testing, staff development, and service records to ensure that all meet state certified standards.	4.0	Assistant Superintendent, Principal	State certified documentation indicate 100% compliance.			
2) Develop employment practices to ensure applicant credentials meet state certified standards.	4.0	Superintendent, Administrative Assistant, Assistant Superintendent, Principal, Business Manager	State certified documentation indicate 100% compliance.			

Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 2: Build the capacity of instructional leadership through targeted professional development.

Evaluation Data Source(s) 2: STAAR, T-TESS, T-PESS, Region 9 ESC

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Continue to encourage, allow, or require professional development according to individual teacher preference or district/campus improvement plan, including AP training, GT training, special education training, TEKS, Technology, inclusion, 504, dyslexia, RtI, and professional development conferences.	4.0	Assistant Superintendent, Principal	Professional development documents will be maintained.			
2) Provide teachers, principals, and other administrators with sustained, intensive, classroom focused professional development to address learning needs of all students particularly in the areas of Professional Learning Communities (PLCs), teacher created common checkpoints, and STAAR.	4.0	Assistant Superintendent, Principal	Professional development documents will be maintained.			
3) Conduct recruitment activities to ensure highly qualified personnel in all positions. Participation in Region 9 ESC HR Services Cooperative provides access to the following: Applitrack Online Application multiple posting sites (regional, state and national) through Applitrack System and job fair participation.	4.0, 5.0	Assistant Superintendent, Principal	Documentation of applicants through the Region 9 ESC HR Service Cooperative			

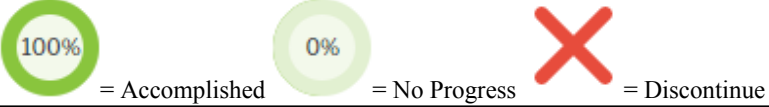
 = Accomplished
  = No Progress
  = Discontinue

Goal 3: Promote effective parental and community engagement through communication, participation, and partnerships in accomplishing student achievement.

Performance Objective 1: Through family and community partnerships, the district will attain a 97% student attendance rate.

Evaluation Data Source(s) 1: Final PEIMS report from TxEIS

Summative Evaluation 1:

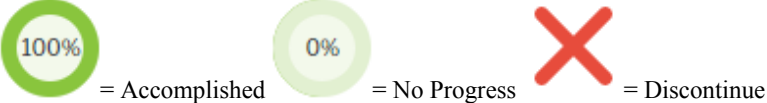
Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Revise, approve, and distribute a Teacher/Parent/Student Compact.	6.0	Assistant Superintendent, Principal, Counselor	Signed Teacher/Parent/Student Compacts signed and returned to campus. Agenda, minutes, committee sign-in documentation will be maintained.			
2) Provide a Parent Portal for parents to monitor their child's attendance, grades, and discipline.	6.0	Technology Director	97% student attendance rate for the district will be analyzed on the TAPR.			
3) Revise, approve, and distribute HISD Parent Involvement Policy.	6.0	Assistant Superintendent, Principal, Counselor	Agenda, minutes, committee sign-in documentation will be maintained.			
						

Goal 4: Henrietta ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: Student performance at meets grade level will increase for all students in all grades for two or more subjects from 49% to 52%; masters grade level for all students in all grades will increase from 24% to 27%.

Evaluation Data Source(s) 1: TAPR STAAR percent at meets grade level, all grades, two or more subjects; TAPR STAAR percent at masters grade level, all grades, all subjects

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Use DMAC to disaggregate data and focus on economically disadvantaged, at-risk, and special education.	8.0	Assistant Superintendent, Principal, Counselor, Clay-Jack SSA, Region 9 ESC	Data is distributed to campus principals, counselors, and teachers after each six weeks common checkpoint.			
2) Create an environment of high expectations that will focus on post secondary readiness and advanced performance.	2.0	Assistant Superintendent, Principal, Counselor, Clay-Jack SSA, Region 9 ESC	Student performance on STAAR and CBAs			
3) Provide training on TEKS to develop a deeper understanding of learning objectives and expected outcomes.	2.0	Assistant Superintendent, Principal, Region 9 ESC	Student performance on STAAR and CBAs targeting TEKS at the appropriate level.			
						




Goal 5: In partnership with the HISD community, students will be provided a nurturing, safe, secure, and orderly environment.

Performance Objective 1: Develop, monitor and assess effectiveness of interventions, crisis management, and school health programs.

Evaluation Data Source(s) 1: SafeSchools course documents, campus drill documentation

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Review HISD's Crisis Management Plan and make needed changes on an annual basis.	10.0	Superintendent, Assistant Superintendent, Principal	Agenda, minutes, and committee sign-in documentation will be maintained.			
2)) Train staff on positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and timeout (SB1196)		Principals, SSA Executive Director, Diagnosticians, Licensed School Psychologist	Clay-Jack SSA sign-in documentation will be maintained.			
3) Provide ongoing staff development in workplace safety and security.		Assistant Superintendent, Principal	Sign-in sheets and agendas will be maintained for documentation.			
4) Train all district employees in blood borne pathogens.		Principals, District Nurse	Sign-in sheets will be maintained for documentation.			
5) Provide training for all staff in the recognition and prevention of harassment including disability harassment and sexual harassment, dating violence, reporting child abuse and maltreatment (SB471), bullying (HB1942), suicide, health needs, and early mental health intervention (HB1386). See Board Policy FFI(LEGAL) and FFI(LOCAL) in the addendum.	8.0	Assistant Superintendent, Principals, Counselor, SSA Executive Director	Completion of course provided by SafeSchools.			
6) Provide healthy choices and activities through physical fitness and nutrition programs: Fitnessgram, SHAC, Clay County Extension, school lunch/breakfast program.		Principal, Nurse, Food Service Director, Athletic and PE personnel	Fitnessgram results, SHAC sign-in sheets, agenda, and minutes will be maintained for documentation.			
7) Continue to evaluate the districts culture and climate on all campuses.		Assistant Superintendent, Principal, Technology Director	Parent, student, and staff survey(after spring break) will be conducted and the comprehensive needs assessment will be developed			

8) Provide staff development in conflict resolution and violence prevention awareness for all instructional staff.		Assistant Superintendent, Principal, Counselor, Region 9 ESC	Completion of course provided by SafeSchools.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Campus Advisory Team

Committee Role	Name	Position
Administrator	Terry McCutchen	Principal
Counselor	Merileigh Johnson	Counselor
Classroom Teacher	Julie Wuthrich	Teacher
Classroom Teacher	Jenny Frederick	Teacher
Classroom Teacher	Ginnie Gaskey	Teacher
Classroom Teacher	Kris Kirk	Teacher
Classroom Teacher	Laurie Broussard	Teacher
Classroom Teacher	Kyle Sims	Teacher
Parent	Vicki Yurcho	Parent
Community Representative	Sam Powers	Community Representative
Business Representative	John Belcher	Business Representative