

Henrietta Independent School District
Henrietta Junior High
2018-2019 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Henrietta Junior High School (HJH) serves 191 students in 6th-8th grades. 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
2017-2018	243	7.0%	41.9%	37.4%	13.2%
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%

HJH serves students with backgrounds that include 87.7% White students, 8.6% Hispanic students, 1.2% African American students, 3.7% American Indian students, and 2.2% Two or More Races students.

School Year	White	Hispanic	African American	American Indian	Two or More Races
2017-2018	87.7%	8.6%	1.2%	3.7%	2.2%
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%

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 for 2017-2018 was shy of the goal of 97.0% with a 95.97% attendance rate.

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.

Problem Statement 2: Campus attendance dipped from 96.89% to 95.97%. **Root Cause:** There was a larger than normal flu outbreak plus a handful of students accumulating numerous absences.

Student Achievement

Student Achievement Summary

	HJH 2018	HJH 2017	State
6th Grade Reading	76%	78%	66%
6th Grade Math	94%	92%	76%
7th Grade Reading	89%	78%	72%
7th Grade Math	84%	77%	71%
7th Grade Writing	80%	69%	67%
8th Grade Reading	80%	95%	76%
8th Grade Math	78%	88%	78%
8th Grade Algebra	100%	100%	76%
8th Grade Science	66%	83%	74%
8th Grade Social Studies	66%	71%	64%

HJH "met standard" on the state accountability system for the 2017-2018 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 6th and 7th grade math, 7th grade reading and 7th grade writing.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Science scores are below state average. **Root Cause:** This group had over 14% SPED students and the test is given one week before school is dismissed. Students have not had internal motivation instilled to maximize their potential.

Problem Statement 2: Social Studies scores are below state average. **Root Cause:** Region 9 scores are low (64%).

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 16.2 years as compared to 10.9 years for the state. HISD teachers have 11.0 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.

Region IX Education Service Center offers up-to-date training for all subjects and grades. Teachers are encouraged to attend training to increase their pedagogical expertise.

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. **Root Cause:** Teachers feel the pressure for their students to perform on state assessments and sometimes don't feel the freedom to try new and innovative activities.

Parent and Community Engagement

Parent and Community Engagement 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.

Parent and Community Engagement 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. Announcements and calendar of events are sent to parents via the district *Twitter* account and Messenger communication program.

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 Parent and Community Engagement Needs

Problem Statement 1: Lack of communication getting to parents regarding upcoming activities and the weekly schedule. **Root Cause:** Not all parents have submitted working phone numbers or email accounts.

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 staff development days or Wednesday afternoons. 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 in addressing character education, anti-bullying, health issues, and other student safety concerns. HISD has hired a testing coordinator whose duties will include special education referrals, RTI intervention and 504 accommodations in addition to testing responsibilities. 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 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.

Staff development days are schedule at the end of each six weeks for teachers to plan lessons, disaggregate CBA results and learn strategies to increase rigor and engagement in their classrooms.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Even with staff development days, PLCs and planning times are difficult to maintain due to a lack of time. **Root Cause:** A large percentage of teachers are also coaches or have other extra-curricular responsibilities.

Technology

Technology Summary

HJH utilizes a Bring Your Own Device (BYOD) plan for technology in the classroom. Students are allowed to bring their personal devices from home to use in classrooms as teachers plan technology based lessons. In an effort to teach responsible technology use, we have implemented numerous activities directed toward safe technology and social media use.

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. HJH also has a mobile lab of laptops to check out through the library. There are 2 desktop computer labs plus a set of 25 computers in the library. 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 which allows algebra students to connect with algebra classes at the high school. 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 keeping whiteboards up-to-date. 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 spy-ware 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

Office 365 allows for "Cloud-based" sharing of documents and other produced materials.

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.

Problem Statement 2: More lessons geared toward technology integration are needed to accommodate 21st century learning styles. **Root Cause:** Many of our students do not have access to internet ready devices.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality 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

Revised/Approved: October 11, 2018

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 special education students meeting or exceeding progress in all grades and all subject from 52% to 55%.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
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?		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.		Assistant Superintendent, Principal, Counselor, Clay-Jack SSA, Region 9 ESC	Student progress on each six weeks CBA will increase.				
= Accomplished = Continue/Modify = 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 8th grade students meeting or exceeding progress from 45% to 48%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Provide high expectations for special education students in the classroom as well as provide opportunities for students to fill in skill gaps from previous grade levels.		Inclusion staff, Classroom teacher, Principal					
= Accomplished = Continue/Modify = No Progress = Discontinue							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Audit all teachers' certifications, testing, staff development, and service records to ensure that all meet state certified standards.		Assistant Superintendent, Principal	State certified documentation indicate 100% compliance.				
2) Develop employment practices to ensure applicant credentials meet state certified standards.		Superintendent, Administrative Assistant, Assistant Superintendent, Principal, Business Manager	State certified documentation indicate 100% compliance.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
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.		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.		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.		Assistant Superintendent, Principal	Documentation of applicants through the Region 9 ESC HR Service Cooperative				
= Accomplished = Continue/Modify = 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, Henrietta Junior High will attain a 97% student attendance rate.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Provide a Parent Portal for parents to monitor their child's attendance, grades, and discipline.		Technology Director	97% student attendance rate for the district will be analyzed on the TAPR.				
2) Revise, approve, and distribute HISD Parent Involvement Policy.		Assistant Superintendent, Principal, Counselor	Agenda, minutes, committee sign-in documentation will be maintained.				
3) Provide the opportunity for students to attend Monday Night School for attendance recovery.	2.4	Principal, Campus Secretary, Monday Night School teachers	PEIMS attendance data				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Henrietta Junior High 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Use DMAC to disaggregate data and focus on economically disadvantaged, at-risk, and special education.		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.		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.		Assistant Superintendent, Principal, Region 9 ESC	Student performance on STAAR and CBAs targeting TEKS at the appropriate level.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: Students taking Innovative Studies classes will gain instruction in lifelong skills and be given opportunities for creative, problem-solving.

Evaluation Data Source(s) 2: Lesson plans, Survey results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Plan activities that are not part of any other curriculum and provide skills that are needed for life or are extensions of the traditional school classes.		Teachers, Principal	Lesson plans, Student survseys				
= Accomplished = Continue/Modify = No Progress = Discontinue							











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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Review HISD's Crisis Management Plan and make needed changes on an annual basis.		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 campus 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.		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 campus culture and climate.		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.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: Students will self-monitor behavior in regard to fostering a sense of respect among themselves.

Evaluation Data Source(s) 2: Capturing Kids’ Hearts, TXEIS office referral data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Train and encourage students to self-monitor behavior across the campus.		Classroom teachers, Principal, Counselor	Classroom discipline logs, PEIMS discipline data				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: Students will be educated in a bully free environment.

Evaluation Data Source(s) 3: Office referral data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Update the bully reporting forms annually.		Principal, Assistant Superintendent	Office referral data; Campus forms				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Campus Advisory Team

Committee Role	Name	Position
Administrator	Terry McCutchen	Principal
Counselor	Merileigh Johnson	Counselor
Classroom Teacher	Ginnie Gaskey	Teacher
Classroom Teacher	Kris Kirk	Teacher
Business Representative	Sam Powers	Business Representative
Parent	John Belcher	Parent
Classroom Teacher	Annie Sims	Teacher
Classroom Teacher	Billie Anthony	Teacher
Classroom Teacher	Nancy Nall	Teacher
Classroom Teacher	Tim Allen	Teacher