# Hillsboro Independent School District

# Hillsboro Junior High School

# 2024-2025 Campus Improvement Plan

# Mission Statement

Preparing Today's Students for Tomorrow's World

# Vision

Academic rigor, real-life relevance, positive social interaction, and healthy self-esteem stand as our foundational pillars for success. Our multi-disciplinary curriculum offers individualized learning within a group dynamic. Our teachers enthusiastically relate the information to real world uses. We believe that a primary role of HJHS is to provide students with the skills and attitudes necessary to actively engage in their own education. Therefore, our students learn by doing and thus become lifelong learners, develop strong character, and build a healthy self-esteem.

Ever committed to the real world, relevant education of our students, we demonstrate that school is an integral part of community. Students are encouraged to participate in activities outside the classroom and parents are encouraged to get involved in activities inside the classroom. Together, we give a balanced, academically challenging, and real-life relevant education to our students

# Core Beliefs

Hillsboro Junior High School's KEY to success is the belief that Knowledge Empowers You.  We believe that you can BE the CHANGE you want to see in the world. Students CHALLENGE themselves to be the best they can to be successful.  Students and teachers set HIGH Expectations for the the year and work to reach those goals.  HJHS is very ACCEPTING of all students and thrives on opportunities to hear Student Voice in making decisions.  Students should NEVER give up on oneself and strive for excellence. GENUINE student ownership of their learning is essential for student success at HJHS utilizing a digital portfolio and student work samples.  EVERYONE has Exceptional results when fully committed to being the change you want to see in the world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hillsboro Junior High is a 7th an 8th grade Title 1 campus with an enrollment of 272. Our largest campus subgroup is our Economically Disadvantaged at 72%, with our second largest being our At Risk subgroup at 65%. Our African American population is at 10% while our White subgroup is 28% and our Hispanic subgroup is at 55%.  We serve 20% of our students in the ESL program and 18% through Special Education services.   We maintain an attendance rate of 96.6% which is above the state average.

### Demographics Strengths

All of our ethnic subgroups are scoring above 70% overall for all tests. Our special education students are meeting their target in reading and math

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** HJHS faces the continuing challenges of meeting the academic, social, and emotional needs of our minority and economically disadvantaged students.   **Root Cause:** Our staff needs more training on how to meet the needs of our minority and economically-disadvantaged students and parents.

# Student Achievement

**Student Achievement Summary**

HJHS received an A rating from the state of Texas this year. HJH has also been recognized as National Blue Ribbon School for the 24-25 school year due to closing the achievement gaps between student sub groups and high achievement scores.

Our campus utilizes research-based teaching strategies that focus on student engagement. Our goal is to provide students with personalized learning experiences that encourage critical thinking. Our 7th and 8th graders are 1:1 with Chromebooks which provides a technology rich environment where students can create products to demonstrate mastery. Teachers utilize CBA assessment results to monitor student progress and identify areas of intervention.

**Student Achievement Strengths**

All students met state and federal accountability standards in reading and math.

HJH received an A rating.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Our SPED students are consistently preforming well below the target rate established by TEA. **Root Cause:** HJHS needs to provide targeted tier 2 instruction to our low performing SPED students.

**Problem Statement 2 (Prioritized):** In all tested grade levels, EL students are scoring significantly lower than non-EL peers on assessments. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning.

# School Culture and Climate

**School Culture and Climate Summary**

HJHS embeds research-based design qualities and digital learning opportunities within the lesson framework to meet the needs of all learners.
The district has built a culture of high expectations with embedded accountability that is of a positive nature.

HJHS supports the social and emotional development coupled with the academic growth of every child.  Respect and acceptance are taught through the modeling of teachers.  All students have a voice in setting the climate of the school by expressing  new creative ideas, voicing concerns and discussing viable options, all while feeling comfortable and valuable.

**School Culture and Climate Strengths**

HJHS Culture and Climate Strengths

- A collaborative approach utilized in the decision making process allows for transparency among stakeholders, especially involving the students.
- Positive student/teacher collaboration on innovative projects and learning opportunities
- A continued focus on student progress helps build student self-esteem.

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Not all stakeholders can verbalize the campus beliefs.   **Root Cause:** Reworked campus beliefs and intentionally reference and verbalize beliefs with staff and students periodically throughout the school year

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

District and campus administrators seek out only the best and brightest to work with and nurture HJHS students.
Developing and increasing the capacity of professional staff at all levels of the learning organization is a priority. Administrators and teacher leaders collaborate to deliver these academies each summer.

HJHS has developed a staff "Family" environment which promotes acceptance, collaboration, and allows for "risk taking" without feeling of failure.

**Staff Quality, Recruitment, and Retention Strengths**

- Quality new teacher induction program.
- 100% Highly Qualified staff.
- Quality administrators on each campus.
- Opportunities for collaborations and teamwork.
- Develop aspiring leaders through encouragement and opportunities to further their education.

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** HISD experiences limited applicant pool in all areas.  **Root Cause:** Several more qualified personnel may not apply due to Hillsboro ISD being a rural district.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

Based on research and best practice, the district continues to focus on the design of meaningful and authentic work aligned with the state standards. Rigorous coursework, and innovative strategies are an emphasis for our campus.

Intentional efforts have been made to increase the innovative use of technology in the classrooms across by adding BIM classes and grouping 1:1 with Chromebooks in 7th and 8th grade.

Data driven decisions are made for improvement through the adopted curriculum, effective instructional methodologies, walkthrough data, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met.

**Curriculum, Instruction, and Assessment Strengths**

Departmental Chairs to guide teachers with lesson design, collaboration, and data analysis

Departmental Chairs also serve as instructional coaches

**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings. **Root Cause:** Not a deep understanding of differentiated instruction and complexity of the state standards..

**Problem Statement 2 (Prioritized):** Assessment opportunities (formative and summative) using multiple modalities (on-line, hard copy) that integrates practice for pacing, stamina, and problem solving strategies. **Root Cause:** Misunderstanding of the importance of assessment data and its use to guide teaching and learning.

# Parent and Community Engagement

**Parent and Community Engagement Summary**

HJHS strives to achieve family and community partnerships that positively impact the success of all students.
HJHS has family opportunities through these organizations and events: Meet the Eagles/Open House, Pep rallies, Fine Arts Showcases, athletic events, and awards assemblies.
 Parents are also involved as volunteers.

HJHS strives to communicate with the community and parents via multiple venues to reach as many as possible with daily, weekly and critical information via social media and parent square

**Parent and Community Engagement Strengths**

- Student Portal
- Social Media- Facebook, District App.
- Connections Publications.
- Relationship with local newspaper and radio.
- HJHS campus website.
- Skyward Parent Access Portal.
- Provide translators at parent meetings and ARD's.
- Provide notes home in English and Spanish.
- Parent Square

# School Context and Organization

**School Context and Organization Summary**

Our Junior High leadership team includes the Principal, Assistant Principal, Instructional Coach, and Counselor.
Weekly campus A-Team meetings are held after the Principal attends the district A-teaming. Our campus also has HJHS Design team meetings and faculty meetings each month.

**School Context and Organization Strengths**

- Strong administrative leadership at the campus.
- Positive learning environment.
- Teachers have a voice in decision making process and in identifying solutions via faculty meetings, design team meetings, DEIC, CIT, PLC's.

# Technology

**Technology Summary**

Digital learning is a priority at HJHS with classrooms connected locally, nationally and globally through technology. Our Digital Design class is beneficial to integrating tech into our classrooms daily. Our 7th and 8th grade students are 1:1 Chromebooks. Students use a wide range of web resources in order to create, locate, store and share information through Google, Twitter, Facebook, and other educational applications.

**Technology Strengths**

- Administrative use of technology for campus organizations and communication.
- Emphasis on the use of technology and applications in the classroom.
- All facilities have wireless access.
- Classrooms are equipped with document cameras, interactive TVs, and student access to various technologies and applications
- All students are 1:1 with chromebooks

**Problem Statements Identifying Technology Needs**

**Problem Statement 1 (Prioritized):** Teachers lack the knowledge to provide novel and multi-modalities for students to create products and show high levels of learning. **Root Cause:** Teachers lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.

# Priority Problem Statements

**Problem Statement 1**: HJHS faces the continuing challenges of meeting the academic, social, and emotional needs of our minority and economically disadvantaged students.
**Root Cause 1**: Our staff needs more training on how to meet the needs of our minority and economically-disadvantaged students and parents.
**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: In all tested grade levels, EL students are scoring significantly lower than non-EL peers on assessments.
**Root Cause 2**: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning.
**Problem Statement 2 Areas**: Student Achievement

**Problem Statement 3**: Not all stakeholders can verbalize the campus beliefs.
**Root Cause 3**: Reworked campus beliefs and intentionally reference and verbalize beliefs with staff and students periodically throughout the school year
**Problem Statement 3 Areas**: School Culture and Climate

**Problem Statement 4**: HISD experiences limited applicant pool in all areas.
**Root Cause 4**: Several more qualified personnel may not apply due to Hillsboro ISD being a rural district.
**Problem Statement 4 Areas**: Staff Quality, Recruitment, and Retention

**Problem Statement 5**: Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings.
**Root Cause 5**: Not a deep understanding of differentiated instruction and complexity of the state standards..
**Problem Statement 5 Areas**: Curriculum, Instruction, and Assessment

**Problem Statement 6**: Assessment opportunities (formative and summative) using multiple modalities (on-line, hard copy) that integrates practice for pacing, stamina, and problem solving strategies.
**Root Cause 6**: Misunderstanding of the importance of assessment data and its use to guide teaching and learning.
**Problem Statement 6 Areas**: Curriculum, Instruction, and Assessment

**Problem Statement 7**: Teachers lack the knowledge to provide novel and multi-modalities for students to create products and show high levels of learning.
**Root Cause 7**: Teachers lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.
**Problem Statement 7 Areas**: Technology

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

**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 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
- Running Records results
- Observation Survey results

**Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1:** Through collaborative efforts ensure a focus on the quality of work provided all learners.

**Performance Objective 1:** Engaging experiences which lead to profound learning result from the work of dedicated individuals working collaboratively throughout the district/schools to design meaningful experiences for their targeted audience.

**Evaluation Data Sources:** Campus administration will perform regular classroom walkthroughs to monitor meaningful experiences and document student engagement. Campus administration will attend and actively participate in curricular teacher trainings.
CBA data will be monitored to track student progress and data analysis meetings will be led by campus administration.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teachers will continue to receive support and training on TEKS Resource System, Lead4ward, and supplemental materials to gain a deeper understanding of the tools and resources that should be used to provide our students with meaningful experiences. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased meaningful engagement in the classroom that results in increased CBA scores throughout the year. **Staff Responsible for Monitoring:** DCSI, Secondary Curriculum Facilitator, and Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Federal, State, Local | | | |

| **Strategy 2 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 2:** CBA data analysis and data conferences each 6 weeks with campus leadership and instructional teams to ensure data is used to inform instruction and monitor student growth. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Progressive increase in student growth on CBAs throughout the year. This will ultimately positively impact student growth on STAAR at the end of the school year. **Staff Responsible for Monitoring:** DCSI, Campus Leadership. Secondary Curriculum Facilitator, Teachers **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Curriculum, Instruction, and Assessment 2 **Funding Sources:** - Federal, State, Local | | | |

| **Strategy 3 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 3:** An emphasis on student progress toward measurable goals in each content area classroom and students are an active participant in monitoring their progress. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase in CBA scores which will result in increased STAAR scores **Staff Responsible for Monitoring:** Campus Administrators Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2 | | | |

| **Strategy 4 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 4:** Provide appropriate programs and support for bilingual/ESL learners(newcomer classes, Independent English) with an emphasis on reading. Additional support is provided through tutorial and addition of ESL inclusion support. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** An increase in TELPAS scores and STAAR scores<br>**Staff Responsible for Monitoring:** Campus administration<br>Instructional Support<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> - ESF Levers:<br>Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 | | | |

| **Strategy 5 Details** | **Formative Reviews** | | |
|---|---|---|---|
| **Strategy 5:** Provide coordinated intervention programs for at-risk students that focus on the assessed individual needs of the students. Some strategies that are being implemented include a double block for ELAR and Math in grade 7, pull-out ELAR and additional math in grade 8. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase in CBA and STAAR scores on mastery of TEKS<br>**Staff Responsible for Monitoring:** Campus Administration<br>Instructional Coaches<br><br>**Title I:**<br>2.4, 2.6<br> - TEA Priorities:<br>Build a foundation of reading and math, Improve low-performing schools<br> - ESF Levers:<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 | | | |

| Strategy 6 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 6:** Continue to turn in weekly lesson plans prior to instruction and reviewed by admin and feedback given to teachers. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Improved lesson planning that will impact student learning. | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Harvell, Stepp, and Brake<br><br>**Title I:**<br>2.4<br> **- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> **- ESF Levers:**<br>Lever 5: Effective Instruction<br><br>**Problem Statements:** Curriculum, Instruction, and Assessment 2<br>**Funding Sources:**  - Federal, State, Local | | | |

| Strategy 7 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 7:** YAG revision and adjustments  are made as necessary to support areas of need as reflected through data from CBAs and benchmarks | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Student growth and success throughout the year.<br>**Staff Responsible for Monitoring:** Instructional Facilitator, Leadership team, Teachers<br><br>**Title I:**<br>2.4<br> **- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> **- ESF Levers:**<br>Lever 5: Effective Instruction<br><br>**Problem Statements:** Curriculum, Instruction, and Assessment 2<br>**Funding Sources:**  - Federal, State, Local | | | |

| Strategy 8 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 8:** Conduct classroom observations and walkthroughs to ensure objectives are measurable and aligned to the SE in a way that is understood by the student. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Focused, aligned classroom instruction that meets the needs of all students. **Staff Responsible for Monitoring:** Leadership Team. **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Federal, State, Local | | | |

| Strategy 9 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 9:** Plan and set dates for continued TEKS unpacking throughout the school year; Teachers work with district staff/consultant to unpack TEKS. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Deeper understanding of standards. **Staff Responsible for Monitoring:** DCSI, Instructional Coordinator, Leadership Team **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Federal, State, Local | | | |

| Strategy 10 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 10:** CLT will work to ensure PLCs are utilized for department planning and review of how teachers modify and use plans to design aligned lessons with expected rigor. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Lessons that are tailored to meet the needs of the students Increased student achievement scores **Staff Responsible for Monitoring:** Campus leadership, team leads, instructional facilitator and teachers **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 | | | |

0% No Progress        100% Accomplished        ➡️ Continue/Modify        ❌ Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: HJHS faces the continuing challenges of meeting the academic, social, and emotional needs of our minority and economically disadvantaged students. **Root Cause**: Our staff needs more training on how to meet the needs of our minority and economically-disadvantaged students and parents. |

| Curriculum, Instruction, and Assessment |
|---|
| **Problem Statement 1**: Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings.   **Root Cause**: Not a deep understanding of differentiated instruction and complexity of the state standards.. |
| **Problem Statement 2**: Assessment opportunities (formative and summative) using multiple modalities (on-line, hard copy) that integrates practice for pacing, stamina, and problem solving strategies.   **Root Cause**: Misunderstanding of the importance of assessment data and its use to guide teaching and learning. |

**Goal 2:** Increase understanding of and commitment to the HISD Beliefs by developing a sense of ownership among key audiences.

**Performance Objective 1:** Individuals and groups throughout the District embrace, support and act in accordance with the HISD beliefs.

**Evaluation Data Sources:** Campus administration will check campus and district website and school social media accounts on a regular basis to verify that positive district and campus accomplishments have been posted.
Campus administration will verify that open positions have been posted immediately on our district website and Region 12's website.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** HJHS will continue to recruit and hire the best candidates that embrace our district core beliefs. We will recruit at the college level and positively promote our district on our website and social media outlets. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Positively impact student behaviors and performance on CBAs and STAAR through increased teacher quality **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Recruit, support, retain teachers and principals  - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:**  - Federal, State, Local | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Use our website and social media accounts to share positive activities on the HJS campus. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Positive feedback form the community and parents Extending the school/family relationship toh elp develop and build trust **Staff Responsible for Monitoring:** Campus administration and teachers **Title I:** 4.1  - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Staff Quality, Recruitment, and Retention 1 | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✖ Discontinue

**Performance Objective 1 Problem Statements:**

| Staff Quality, Recruitment, and Retention |
|---|
| **Problem Statement 1**: HISD experiences limited applicant pool in all areas.   **Root Cause**: Several more qualified personnel may not apply due to Hillsboro ISD being a rural district. |

**Goal 3:** Broaden and strengthen the capacity of the school district as community builders to ensure common understanding of the needs and interests of those we serve beginning with students and including other key audiences.

**Performance Objective 1:** Strong reciprocal school-community relationships drive increased involvement and support of programs and activities.

**Evaluation Data Sources:** Campus administrations will make sure that translators are provided for parent meetings.
Counselor will be responsible for providing snacks at parent meetings and coordinating childcare with high school club sponsor.
Positive phone call documentation will be turned into campus administration.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Develop ways to help our parents and families feel welcome on our campus by providing Spanish translators as needed, providing food and childcare during meetings, and encourage positive phone calls home from teachers. | **Formative** | | |
| | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Increased parental involvement<br>**Staff Responsible for Monitoring:** Campus administration and teachers<br><br>**Title I:**<br>4.1<br> - **ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Demographics 1<br>**Funding Sources:**  - Federal, State, Local | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Continue to provide a food service program that meets the needs of the Child Nutrition guidelines and quality food option for students. | **Formative** | | |
| | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Healthy students<br>**Staff Responsible for Monitoring:** Food Service Director<br>Campus Administration<br><br>**Title I:**<br>2.6<br> - **ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Demographics 1 | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Support and promote the development and demonstration of positive character traits while also focusing on drug awareness, dating violence and bullying prevention. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Well behaved students that make good choices daily<br>**Staff Responsible for Monitoring:** Counselor<br>Campus Administration<br><br>**TEA Priorities:**<br>Improve low-performing schools<br> - ESF Levers:<br>Lever 3: Positive School Culture<br>**Problem Statements:** Demographics 1 | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Staff members complete online Safe Schools Training at the beginning of each school year. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Safe school with staff that are prepared for emergency situations. | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Campus Administration<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> -<br>**Problem Statements:** Demographics 1 | | | |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** Review data with administrative team to address students in danger of not graduation or dropping out of school. Make necessary phone calls and schedule meetings when students withdraw and do not enroll in another campus. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Decrease in drop out rate and students in danger of not graduating<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**TEA Priorities:**<br>Connect high school to career and college, Improve low-performing schools<br> - ESF Levers:<br>Lever 3: Positive School Culture<br>**Problem Statements:** Demographics 1 | | | |

| Strategy 6 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 6:** Continue to provide daily physical activity opportunities through PE/athletics and extra-curricular activities.  Athletics or PE daily for 7th and 8th graders, Activity times for 7th and 8th graders, Fitnessgram is administered in all PE/athletic classes, and we offer health classes. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Improved student health and behaviors<br><br>**Staff Responsible for Monitoring:** Campus administrators<br>PE teachers and Coaches<br><br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br><br>**Problem Statements:** Demographics 1 | | | |

| Strategy 7 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 7:** Proactively identify students at risk of chronic absenteeism, considering factors like academic performance, attendance patterns and social-emotional well being. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Communicate attendance expectations to all staff, students and parents<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**Title I:**<br>2.4<br> - **TEA Priorities:**<br>Improve low-performing schools<br> - **ESF Levers:**<br>Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 | | | |

| Strategy 8 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 8:** Encourage students to attend school by providing attendance incentives, phone call home to parents and home visits on a regular basis. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Improved attendance percentages which will have a positive impact on performance data.<br>**Staff Responsible for Monitoring:** Campus administration, teachers.<br><br>**Title I:**<br>2.6<br> - **TEA Priorities:**<br>Build a foundation of reading and math<br> - **ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Demographics 1<br>**Funding Sources:**  - Federal, State, Local | | | |

0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: HJHS faces the continuing challenges of meeting the academic, social, and emotional needs of our minority and economically disadvantaged students. **Root Cause**: Our staff needs more training on how to meet the needs of our minority and economically-disadvantaged students and parents. |

# Campus Improvement Committee

| Committee Role | Name | Position |
|---|---|---|
| Parent | Dayna Marshall | 7th Grade Parent |
| Teacher | Tammy Fry | 8th Science |
| Teacher | Crystal Volcik | 8 ELAR/Intervention |
| Teacher | Devon Eller | 7/8 Math |
| Admin | Jamie Stepp | Assistant Principal |