

Hardin-Jefferson Independent School District

Hardin-Jefferson High School

2022-2023 Campus Improvement Plan

Board Approval Date: November 14, 2022

Mission Statement

HARDIN-JEFFERSON INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

To provide the best possible education for all students in an environment that promotes and develops responsible, productive citizens, through a cooperative effort of all parents, students, teachers, administrators, and the Hardin-Jefferson Community.

Vision

HJISD PORTRAIT OF A HAWK

Progressive. Our students are prepared with the intellect and skills to think critically and solve problems creatively.

Independent. Our students are self-sustaining contributors to society.

Collaborative. Our students communicate fluently using a variety of information, media, and technology skills.

Open. Our students embrace the creative, social, and cultural differences of others.

Determined. Our students are motivated to succeed in life with the knowledge and confidence to pursue their goals.

Well-rounded. Our students are leaders who characterize integrity, respect, courage, honesty, humility, and kindness.

Value Statement

HJISD Core Values

Integrity, Excellence, Commitment, Positive Attitude, Unity

Integrity-Exhibiting honesty and sincerity

Excellence-Educationally superior

Commitment-Our pledge to the community.

Positive- A spirit that promotes greatness.

Unity-Oneness with each other.

Hardin Jefferson Independent School District

Excellent Community. Superior Education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hardin-Jefferson High School is a mid-sized rural 4-A high school located in Southeast Texas. HJ High School currently serves approximately 758 students for grades 9-12 and employs 71 staff members including 53 certified teachers, 14 paraprofessionals, 2 counselors, and 2 administrators.

9th - 219

10th - 204

11th - 169

12th - 155

Hardin-Jefferson High School has the following ethnic distribution:

African American	122 = 16.25%
Hispanic	84 = 11.19%
White	506 = 67.38%
American Indian	1 = 0.13%
Asian	10 = 1.33%
Hawaiian/Island Pacific	1 = 0.13%
Multiracial	27 = 3.603%

Total Enrollment: 758 Students

Hardin-Jefferson High School has the following special population distribution:

Special Education	6.2%
Limited English Proficient	0.7%
Economically Disadvantaged	38%

Demographics Strengths

- Diverse campus of high achieving students.
- A large number of our students are involved in academic and/or athletic extracurricular activities.
- The performance gaps between population sub groups are steadily declining.
- The attendance rates have remained consistent at 96%.
- Student enrollment is steadily increasing yearly at rate of 5% for the last 2 years.
- Attendance clerk addresses attendance issues in a timely manne.
- Attendance policies, procedures and reward programs have increased attendance.
- Automated message informing parents their students have missed a day of school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need to utilize AP Potential Data so that our underrepresented population are encouraged to enroll in higher rigor courses to better prepare them for college.

Root Cause: Continue to increase data collection for potential students that can be identified as G/T, and identify areas of improvement in the identification process

Student Learning

Student Learning Summary

The data is reviewed to identify STAAR focus groups and to assist teachers with addressing individual student needs for continued support. In addition, the information was used to create awareness among teachers through data conferences. Departments devised an action plan based on sub-populations, available programs, curriculum; TEKS/STAAR objectives not mastered and identified teachers and resources to be used to provide remediation. Departmental and individual data meetings are continued to be held with campus administrators and district curriculum personnel in order to develop ideas for interventions.

STAAR/EOC results and the Texas Academic Performance Reports provided the necessary information needed to develop an academically strategic plan for 2022-2023.

Hardin-Jefferson High School received a rating of Met Standard on Student Achievement, Student Progress, Closing Performance Gap, and Post secondary Readiness.

EOC 2021-2022 Grades 9-11	English I Met Standard	2023 Goal	English II Met Standard	2023 Goal	Algebra I Met Standard	2023 Goal	Biology Met Standard	2023 Goal	US History Met Standard	2023 Goal
Passing % of students tested										
Approaches	80%	87%	82%	85%	95%	97%	94%	98%	94%	98%
Meets	69%	70%	71%	75%	81%	85%	77%	80%	77%	80%
Masters	20%	25%	16%	25%	57%	60%	51%	55%	16%	20%

Student Learning Strengths

- A high percentage of students meeting standard for Algebra I, Biology EOC, and US History .
- 96% of students graduated.
- 84% of students graduated on Distinguished H.S. plan.
- We offer courses with the AP and Dual Credit distinction.
- For EOC re-testers, scores indicate interventions are working and students who are persistent have an excellent chance to receive their high school diploma.
- Have a highly trained and qualified staff.
- Teachers collect data on a regular basis and use the information to drive instruction.
- Teachers receive technology training in many different areas and several times a year.
- Through professional development, teachers receive training in many areas, especially to address higher-level thinking skills.

TEA Report Card Summary

Performance Index

Index 1-Student Achievement Target=60 HJHS=86
Index 2-Student Progress Target=30 HJHS=38
Index 3-Closing Performance gaps Target=26 HJHS=45
Index 4-Post Secondary Readiness Target=13 HJHS=46

School Processes & Programs

School Processes & Programs Summary

Hardin-Jefferson is aligned with state standards and 21st Century learning requirements. We currently use the TEKS Resource System (TRS) as our curriculum. Our curriculum offers a wide range of artistic and literacy experiences with the intent of supporting the development of a positive self image, strong self awareness and healthy self expression in all students, which is supported through various programs. All lessons and classroom activities are aligned to the TEKS and at least three TEKS based assessments are given each nine weeks in all areas. The RTI process has been established for students who are identified as needing assistance beyond the primary classroom instruction. In addition to and as part of the RTI process, there are support facilitated classes and remediation classes for specific areas available to any student with a need for assistance.

Our teachers are highly skilled, welcoming, attentive, committed, resourceful, and engaging partners in the educational experience. Teaching techniques, such as modeling and asking open ended questions, are used to promote inquiry and reflection that allow students' interests to influence the curriculum. Teachers are a resource for parents during the remarkable journey of raising children.

School Processes & Programs Strengths

- Students are engaged in their school and enjoy a positive experience at HJHS.
- HJHS continues to celebrate student success in numerous content, extra-curricular and co-curricular areas, at all levels, and in almost all student groups.
- Activities such as football, band, drill team, and other athletic teams invigorates the student body's school spirit and pride within HJHS.
- There are dozens of opportunities for student involvement outside of sports, such as FFA, fishing team, Academics UIL, One Act Play, Spanish Club, Psychology Club, and more are added each year.
- Student Council promotes positive self image through activities such as "Pay it Forward" pins with positive messages and actions, "I Am Beautiful" Campaign for girls.
- Student Council, technology classes, the Student Resource Officer, and the counselors' office promote a bully-free environment and educate about cyber bullying through educational videos and classroom discussion.
- Teachers and counselors address bullying, suicide prevention, and self image and awareness on a personal level.

Perceptions

Perceptions Summary

Hardin-Jefferson High School focuses on a positive and safe learning environment for students, staff, and community members. HJHS has established a culture that encourages the staff and students to share multicultural experiences with others to broaden and enhance academic and social awareness. Administrators conduct beginning of the year discipline meetings to discuss behavior expectations, familiarize students with the code of conduct, and allow for student discussion and questioning. In order to establish a safe and orderly working environment, HJHS implements a number of programs and activities. HJHS implements consistent rules, structures, routines and procedures, as well as develops and implements a comprehensive emergency management plan. Drills and routine procedures are conducted to ensure that students and staff are prepared in case of an emergency.

Perceptions Strengths

- Constant visibility of administrators, teachers, and School Resource Officer (SRO) during all passing periods, lunches, and school events
- Monthly fire drills are conducted with primary and secondary evaluation routes used in the drills.
- Use of district emergency chart for each staff member
- Teachers are trained using the Response to Active Threat Events (RATE).
- Students are educated on influential Spanish leaders through Spanish Heritage Announcements.
- Students volunteer at the annual Mediterranean Festival.
- Students learn about influential African American figures and highlight members of our staff.
- Students are exposed to the finest cultural education performances.
- Staff and students participate in a Día De Los Muertos remembrance.
- Exposure to Hispanic cuisine

Priority Problem Statements

Goals

Goal 1: Long Range District Goal 1: Students will be well prepared for the next grade level or course. They will demonstrate the ability to think critically and apply the assessed knowledge and skills.





Performance Objective 1: Objective 1: By May 2023, 90% of all students and each student group, including Special Education students tested, will be have the ability to think critically and apply their assessed knowledge on all portions of the STAAR. HJHS will meet AYP in every area measured.

Evaluation Data Sources: 90% of all students will have achieved the ability to think critically and successfully apply their knowledge on the STAAR, meet Commended recommendations, achieve the ARD expectations, and the District will meet AYP and the new AEIS standards in all academic areas.

Strategy 1 Details	Reviews			
<p>Strategy 1: Target curriculum gaps in core academic objectives by providing additional instructional time before school; increase the use of labs, and creative scheduling.</p> <p>Strategy's Expected Result/Impact: Nine weeks TEKS/EOC assessment Three weeks progress reports and nine weeks report cards. ZAP data and assignments</p> <p>Staff Responsible for Monitoring: ELA, Reading, Math, and science teachers. ZAP teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide tutorials for targeted students before school, or in the summer. Scientifically based programs such as APEX, IXL, Study Island, and CBE from Texas Tech.</p> <p>Strategy's Expected Result/Impact: Attendance Logs Report Cards TEK/EOC nine weeks assessment</p> <p>Staff Responsible for Monitoring: Assistant Principals, Counselors and Summer school teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Based on STAAR data, remediation (RTI) classes will be provided to students at-risk of or have previously failed the English, Biology, US History, and/or Algebra I sections of the EOC STAAR. Specifically during the summer prior to the re-testing.</p> <p>Strategy's Expected Result/Impact: Three weeks progress reports Nine weeks TEKS assessment Report Cards Accountability Summary STAAR Report</p> <p>Staff Responsible for Monitoring: Specialized Core teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Disaggregate 2021-2022 STAAR English, Algebra I, Biology, US History, and EOC data. Focus on objective weaknesses below the 80% mastery level. Intervention plans will be developed for students that did not pass a portion of the STAAR EOC.</p> <p>Strategy's Expected Result/Impact: Benchmark tests Principal walkthroughs Accountability Summary STAAR Report EOC test results Department meeting logs</p> <p>Staff Responsible for Monitoring: All Principals Campus Technology Staff English Teachers Math Teachers Science Teachers Social Studies Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Further integrate the use of technology and web-based programs into the classroom, using the 1:1 Chromebooks.</p> <p>Strategy's Expected Result/Impact: EOC test Accountability Summary Training Logs Lesson Plans Technology department logs</p> <p>Staff Responsible for Monitoring: Campus Technology Staff District Technology Department</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Utilized web-based programs such as IXL, Study Island and APEX to reinforce student weaknesses, and provide RTI.</p> <p>Strategy's Expected Result/Impact: EOC test Accountability Summary Weekly Tests Benchmark assessments</p> <p>Staff Responsible for Monitoring: Campus Technology Staff Classroom teacher</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Determine instructional strategies that will assist students in attaining or maintaining commended performance. Using STAAR data, 15% of students tested must attain or be projected to attain a commended score on reading/ELA and math to be Recognized, and at least 25% to be Exemplary.</p> <p>Strategy's Expected Result/Impact: Benchmark assessments Nine weeks assessments Mock TAKS assessment(s)</p> <p>Staff Responsible for Monitoring: Campus Principals Core Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Individual educational plans are developed for students failing one or more sections of the EOC test. Students will be monitored every nine weeks through the RTI process.</p> <p>Strategy's Expected Result/Impact: Benchmark assessments Mock TAKS and EOC testing Nine weeks report cards TRPI data</p> <p>Staff Responsible for Monitoring: School Board</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Adopt strategies, plans and policies to maximize the success of Ninth Grade students to STAAR.</p> <p>Strategy's Expected Result/Impact: Benchmark assessments Meeting sign-in sheets</p> <p>Staff Responsible for Monitoring: Principals Counselors Core Academic teachers.</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: Review and monitor all at risk students for academic success and ensure resources are available. Strategy's Expected Result/Impact: Benchmark assessments and EOC scores. Staff Responsible for Monitoring: Special Education and Core Teachers ARD Committee Principals Counselors	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: Provide support for special education populations in discipline to decrease out of school suspension by following the designated Behavioral Intervention Plan. Strategy's Expected Result/Impact: Decrease in Out of School Suspensions Staff Responsible for Monitoring: Teachers Special Education Teachers ABU Unit	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Long Range District Goal 1: Students will be well prepared for the next grade level or course. They will demonstrate the ability to think critically and apply the assessed knowledge and skills.





Performance Objective 2: Objective 2: Increase program options that develop and reinforce the strength, needs, and interests of students served in special programs.

Evaluation Data Sources: Summative Evaluation: 85% of all students will be able to think critically and apply their assessment knowledge on the STAAR, as well as, meet ARD expectations, and Hardin-Jefferson HS will meet AYP.

Strategy 1 Details	Reviews			
<p>Strategy 1: Disaggregate 2020-2021 special education testing results and focus on objective weaknesses below 90%.</p> <p>Strategy's Expected Result/Impact: Benchmark tests Principal walkthroughs Accountability Summary EOC test results</p> <p>Staff Responsible for Monitoring: Special Education teachers Core teachers Coordination and Integration of Local Services</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Focus on the integration of general education TEKS and critical thinking skills into the inclusion core classes.</p> <p>Strategy's Expected Result/Impact: Benchmark tests Principal walkthroughs Accountability Summary EOC test results</p> <p>Staff Responsible for Monitoring: Special Education teachers Core Teachers Coordination and Integration of Local Services.</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor students being referred to the special education program by consistently using a pre-referral team to determine appropriate Response to Intervention (RTI) educational interventions prior to referring a student for special education services.</p> <p>In addition, monitor the number of sub-population students in special education.</p> <p>Strategy's Expected Result/Impact: Accountability Summary AYP Report RTI Documentation</p> <p>Staff Responsible for Monitoring: Pre-Referral Committee Coordination and Integration of Local Services.</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a support system for students to complete a rigorous course of study by participating in Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses, as well as, passing AP tests.</p> <p>Strategy's Expected Result/Impact: AP tests Weekly tests Nine weeks TEKS assessment Class rolls</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Increase the opportunity for students to take college-level courses while in high school through the dual credit program.</p> <p>Strategy's Expected Result/Impact: Class roll College transcripts</p> <p>Staff Responsible for Monitoring: Counselors Teachers Parents</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Evaluation of GT identification measures to more accurately assess students from all ethnic backgrounds.</p> <p>Strategy's Expected Result/Impact: GT Identification Matrix Student participation</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Identified dyslexic students will receive their basic language skills in the classroom. Dyslexic students will be monitored.</p> <p>Strategy's Expected Result/Impact: STAAR results Dyslexia screening</p> <p>Staff Responsible for Monitoring: Counselors Teachers Paraprofessionals</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Conduct activities throughout the campus on differentiating curriculum to better meet the needs of all sub-populations and special needs students.</p> <p>Strategy's Expected Result/Impact: EOC results</p> <p>Staff Responsible for Monitoring: All teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: The ESL teacher will continue to encourage vocabulary/reading development, social interaction skills, and comprehension of the English language. Increase the number of teachers who have their ESL certification in English.</p> <p>Strategy's Expected Result/Impact: STAAR/EOC results</p> <p>Benchmark test</p> <p>Teacher made test</p> <p>Staff Responsible for Monitoring: English Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Further develop CATE.</p> <p>Document the integration and coordination of CATE and academic teachers.</p> <p>Provide School-to-Work CATE courses.</p> <p>CATE teachers will attend ARD to represent the perspective of CATE for students.</p> <p>Ensure that career plans are developed, including endorsement plan for all students.</p> <p>Monitor integration of career and technology education in special education.</p> <p>Plan to address a comprehensive plan to address careers in grades 7-12.</p> <p>Strategy's Expected Result/Impact: CATE Evaluation</p> <p>Annual ARD meetings</p> <p>Lesson Plans</p> <p>Integrated planning committees agenda and minutes</p> <p>Student involvement</p> <p>Staff Responsible for Monitoring: CATE Coordinator</p> <p>Counselors</p> <p>Teachers</p> <p>Technology Department</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide field-trip opportunities for GT students.</p> <p>Strategy's Expected Result/Impact: Improved GT participation.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Principal</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 12 Details	Reviews			
Strategy 12: Train all teachers on ELPS, through Region V online training. Strategy's Expected Result/Impact: Improved knowledge of ELPS content. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13 Details	Reviews			
Strategy 13: Have all teachers certified in ESL. Strategy's Expected Result/Impact: Pass ESL Teacher Certifications. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 14 Details	Reviews			
Strategy 14: Review 2020 Fitness Plan assessments and make adjustments to PE and athletics based on data. Use fitness gram to evaluate student fitness. Strategy's Expected Result/Impact: Improvement in 2020 Fitness Plan assessments. Improvement in students goals for their personal fitness. Access student activity level. Staff Responsible for Monitoring: Coaches PE Teachers Athletic Director Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 15 Details	Reviews			
Strategy 15: Monitor Non-Traditional Students in courses. Encourage all gender students to enroll in a variety of CATE courses. Strategy's Expected Result/Impact: Communication to students Increase in non-traditional students in CATE courses Staff Responsible for Monitoring: CATE teachers Counselors	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Goal 2: In Hardin-Jefferson HS 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Performance Objective 1: Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. Hardin-Jefferson HS will recruit and retain highly qualified teachers.

Evaluation Data Sources: Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the percentage of highly qualified core academic subject area teachers on campus to 100%. Closely monitor and assist non highly qualified teachers' professional development plan that are not highly qualified.</p> <p>Strategy's Expected Result/Impact: Meetings and written correspondence with teachers and outside agencies such as: Lamar University, iTEACH, LU Orange ACE program, and Region V service center will be documented. Principal Walkthroughs</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100 % of teachers and paraprofessionals will receive high quality professional development through district and region training.</p> <p>Strategy's Expected Result/Impact: Meetings and written correspondence of a teachers highly qualified status will be documented.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Attract and retain highly qualified teachers. The district will recruit highly qualified personnel at educational job fairs (Lamar University).</p> <p>Strategy's Expected Result/Impact: Proof of participation in local job fairs.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principal</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will provide basic introduction of Autism training to all special education teachers and special education aides.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Certificate of Completion</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Goal 2: In Hardin-Jefferson HS 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Performance Objective 2: Objective 2: 100% of instructional staff will implement strategies that improve student success as a result of high quality professional development.

Evaluation Data Sources: Summative Evaluation: Student success on 2022-23 EOC specific to targeted areas of staff development.

Strategy 1 Details	Reviews			
Strategy 1: Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals Strategy's Expected Result/Impact: Increased student performance on benchmark assessments Staff Responsible for Monitoring: Asst. Supt. Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development Strategy's Expected Result/Impact: 100% core academic classes taught by HQ teachers, 100% paraprofessional with instructional duties will meet NCLB requirements Staff Responsible for Monitoring: Asst. Supt. Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: All English/ELA teachers will have their ESL Supplemental Certification on file with SBEC. Strategy's Expected Result/Impact: 100% of the ESL students will be taught by HQ/ESL certified teachers Staff Responsible for Monitoring: Assistant Superintendent Administrative Staff General Ed Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: All previously certified Gifted and Talented teachers will receive their annual six hours of GT training prior to the beginning of the 2021-22 school year. In addition more cross-curricular lessons will be used. Strategy's Expected Result/Impact: 100% of the GT students will be taught by HQ/GT certified teachers Staff Responsible for Monitoring: Assistant Superintendent Campus Principal Teachers	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Staff development required in differentiated instruction and the Response to Intervention (RTI) instructional process.</p> <p>Strategy's Expected Result/Impact: Increased student performance on benchmark assessments</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Principals All Faculty</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: All new Honors, AP, and GT teachers will have completed their 30 hours of staff development training by the end of the first semester.</p> <p>Strategy's Expected Result/Impact: 100% of the GT students will be taught by HQ/GT certified teachers</p> <p>Staff Responsible for Monitoring: Region V G/T Online Program Assistant Superintendent Principals G/T teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: In order to maintain NCLB compliance, all paraprofessionals will be highly qualified prior to employment with HJISD.</p> <p>Strategy's Expected Result/Impact: Two years or 48 hours of earned college credit Completed Associate or Bachelor Degree Passed HJ certification exam consisting of reading, writing, math, and instructional strategies</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Paraprofessionals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: School wide education with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.</p> <p>Strategy's Expected Result/Impact: Reduction in PEIMS and discipline referrals</p> <p>Staff Responsible for Monitoring: Principal Counselor Student Council Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Goal 3: All students in Hardin-Jefferson HS will be educated in learning environments that are safe, drug free, and conducive to learning.





Performance Objective 1: Objective 1: By May 2023 the number of incidents involving violence (to include dating violence), tobacco, alcohol, vaping and other drug use, will be reduced by 3% as measured by PEIMS and number of discipline referrals.

Evaluation Data Sources: Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.</p> <p>Strategy's Expected Result/Impact: Reduction in PEIMS and discipline referrals</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor the results of alternative strategies to support change in student behavior such as Alternative Education Program</p> <p>Strategy's Expected Result/Impact: Analyze data to show a decrease in the number of discipline referrals submitted by each campus</p> <p>Staff Responsible for Monitoring: Principals Counselors DAEP Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate the Student Code of Conduct with parents, students, and staff.</p> <p>Strategy's Expected Result/Impact: Meet the Hawks / Goals Night Open House for Parents and Students Agendas from Meetings Parent/Student Handbook Open House Communication to Parents</p> <p>Staff Responsible for Monitoring: Principals Asst. Principals</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure that all facilities are well maintained Review/revise emergency management plans as needed Provide staff training as needed.</p> <p>Strategy's Expected Result/Impact: Agendas that reflects that the Emergency Plan has been reviewed, revised, and updated Comprehensive List of all Campus Facilities Needs</p> <p>Staff Responsible for Monitoring: Principals Director of Maintenance Director of Transportation Director of Operations</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a physical and social environment that encourages safety with a student/teacher ratio of 45/1.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Classroom Monitoring</p> <p>Staff Responsible for Monitoring: Principals School Health Advisory Council (SHAC) Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teach curriculum that is sequential and developmentally appropriate.</p> <p>Strategy's Expected Result/Impact: Analyze Fitness Gram Data Documentation Lesson Plans</p> <p>Staff Responsible for Monitoring: Principals School Health Advisory Council (SHAC) Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The district will maintain student random drug testing policy to prevent and limit student drug abuse and use.</p> <p>Strategy's Expected Result/Impact: Individual student results Annual Summative campus report</p> <p>Staff Responsible for Monitoring: Principals Athletic Director SRO Officers</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 8 Details	Reviews			
Strategy 8: Provide various activities to address drug prevention instruction; Red Ribbon Week Drug Survey Campus Organizations Strategy's Expected Result/Impact: Campus Reports of incidents regarding substance Staff Responsible for Monitoring: Principals Counselors Nurses Campus Organizations	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Use the Sour Lake Police Department as a proactive program for Safe and Drug-Free Schools. Use of Drug Dogs quarterly Strategy's Expected Result/Impact: Annual Drug Free Evaluation Student Drug Survey PEIMS Staff Responsible for Monitoring: Officers from Sour Lake Police Department	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Ensure students are reaching (MVPA) Moderate Vigorous Physical Activity in physical education by incorporating the components of the Fitness Gram. Strategy's Expected Result/Impact: Documentation Lesson Plans Staff Responsible for Monitoring: Principals School Health Advisory Council Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: Provide CPR lessons in Science classes. Strategy's Expected Result/Impact: Lesson plans, student academic success in Science classes Staff Responsible for Monitoring: Teachers Principal Nurse	Formative			Summative
	Nov	Feb	Apr	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Provide support for special education students in order to decrease discipline referrals.</p> <p>Strategy's Expected Result/Impact: Reduction in referrals to the office from special education students</p> <p>Staff Responsible for Monitoring: Assistant Principal Special Education teachers ABU/Pass teachers Inclusion Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Provide professional development activities to staff that includes but is not limited to discipline strategies, effective teaching strategies, conflict resolution, violence prevention, support for parents related to school involvement.</p> <p>Strategy's Expected Result/Impact: Agendas Sign-in Sheets Professional development Walk through Observation Reports</p> <p>Staff Responsible for Monitoring: Principals Assistant Principals Counselors Region V Specialists</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Goal 4: All students at Hardin-Jefferson HS will graduate from high school.

Performance Objective 1: Objective 1: By May 2023, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 95%.

Evaluation Data Sources: Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 95%.

Strategy 1 Details	Reviews			
Strategy 1: Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout Strategy's Expected Result/Impact: Successful completion of course work to recover credits Staff Responsible for Monitoring: Assistant Principals Designated teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to offer a variety of courses to meet graduation requirements that will meet the needs of all students. Strategy's Expected Result/Impact: Course enrollments Staff Responsible for Monitoring: Principal Counselors Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Individual educational plans are developed for students failing one or more sections of the STAAR test. Students will be monitored every nine weeks. Strategy's Expected Result/Impact: Benchmark assessments Mock EOC results Nine weeks report cards TPRI data Staff Responsible for Monitoring: RTI Committee School Board	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: Goal 5: Parents and Community will be partners in the education of students with Hardin-Jefferson HS.

Performance Objective 1: Objective 1: By May 2023 at least 90% of all students, parents and/or family members will participate in at least one school sponsored academic activity for/with their children.

Evaluation Data Sources: Summative Evaluation: School records indicate that at least 90% of students parents/family members participated in partnership in education opportunities.





Strategy 1 Details	Reviews			
Strategy 1: Provide State assessment results to parents in a language they can understand Strategy's Expected Result/Impact: Parents receive reports of assessment results Staff Responsible for Monitoring: Provide State assessment results to parents in a language they can understand Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Publish and disseminate a grade level newsletter and updated web-site to promote: Student achievements both academic and non-academic Calendar of events Scholarship opportunities Strategy's Expected Result/Impact: Newsletter response Positive parent response Increase in scholarship applications Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Increase opportunities for participation through written invitations, follow-up with phone calls or emails. Strategy's Expected Result/Impact: Phone Logs Sign-in sheet and agendas Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct parent-teacher meetings at each campus to explain student eligibility and services provided by special programs including Special Education, 504, GT, Dyslexia, ESL, At-Risk, Parent-Teacher Compact and CATE</p> <p>Strategy's Expected Result/Impact: Sign-in sheet and agendas</p> <p>Staff Responsible for Monitoring: Principals 504 Campus Coordinator ESL Campus Coordinator Special Education Teachers Dyslexia Campus Coordinator At-Risk Coordinator CATE Coordinator</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide information to parents, students, teachers, and counselors about:</p> <p>New graduation requirements, Higher education admissions and financial aid opportunities.</p> <p>The need for students to make informed curriculum choices in order to be prepared for success beyond high school</p> <p>Strategy's Expected Result/Impact: Handouts Agendas and Sign-in sheets News Letters Mailed Home Call out system</p> <p>Staff Responsible for Monitoring: Principals Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Promote open communication with parents about academic and extra-curricular events.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Improved communication based on Community Survey comments. School Calendar</p> <p>Staff Responsible for Monitoring: Principal Counselors Teachers Coaches Staff</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: A CEIC committee will include teachers, parents, and community leaders. This committee will meet to discuss budgeting, curriculum, staffing patterns, staff development, school organization and planning. Strategy's Expected Result/Impact: Sign-in sheets and agendas Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: A Parent Advisory Committee will meet and communicate concerns from the parents. Strategy's Expected Result/Impact: Sign-in sheets and agendas Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: A Student Advisory Committee will meet for lunch 3-4 times per year with the principal to communicate concerns from the students. Strategy's Expected Result/Impact: Sign-in sheets and agendas Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Goal 6: By June 2023, Hardin - Jefferson HS will have in place The Texas Model for Comprehensive School Counseling Program.

Performance Objective 1: By June 2023, Hardin-Jefferson HS will have in place The Texas Model for Comprehensive School Counseling Program.

Strategy 1 Details	Reviews			
<p>Strategy 1: The program committee will include teachers, parents, and community leaders. This committee will meet to discuss the social and emotional health of all students, staff development, school organization and planning</p> <p>Strategy's Expected Result/Impact: Newsletter response Positive parent response Sign-in sheets and agendas</p> <p>Staff Responsible for Monitoring: Principal Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				