Hardin-Jefferson Independent School District

Henderson Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: November 14, 2022

Mission Statement

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.

HENDERSON MIDDLE SCHOOL

MISSION STATEMENT

The mission of Henderson Middle School is to facilitate a diverse education in a supportive environment that promotes self-discipline, collaboration, motivation, and excellence in learning. At HMS, we want to inspire and invest in our students, while unleashing their full potential to become productive citizens who can lead and contribute responsibly in a global 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.

Core Beliefs

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.

	As a Student	As A Faculty Member and Staff	In the Community
Integrity	• Be honest and sincere • What you do should be the same as what you say • Be true to the person you are	• Be honest and sincere • What you do should be the same as what you say • Be a mentor • Be consistent and fair	• Always represent yourself the way you want others to see you.
Excellence	• Expect greatness • Push yourself further • Never be satisfied	• Expect greatness • Push yourself further • Never be satisfied	• Tell others about our vision
Commitment	• Give your best every day • Display endless school spirit	• Put student needs and success first • Never stop trying	• No matter the setting, never abandon our core values
Positive Attitude	• Don't just see problems, explore opportunities • Be a friend and help one another	• Don't just see problems,explore opportunities • Make others feel welcomed	• Tell others of the great thins happening at HJ • Get involved in activities that build up HJ and the community

Unity	• We all matter • Encourage participation • Work as a team	• We all matter • Encourage participation • Work as a team • Value others opinions	• Ask for input • Look for opportunities to collaborate

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hardin-Jefferson ISD serves four academically decorated campuses on the Hardin and Jefferson county line. Historic Sour Lake is the epicenter of the district, features a quaint downtown with locally owned shops and restaurants, and is located just 18 miles west of Beaumont This provides for a perfect combination of the small town experience with city conveniences just down the road. Known as the birthplace of Texaco, Hardin County's oldest city has seen recent growth, for new communities and subdivisions are breaking ground. Though devastated by Harvey, homes are being put back together, and communities are experiencing rejuvenation.

The school district is the heart of the community that brings Sour Lake, China, Nome, and Bevil Oaks together to become Hawks. HJISD serves approximately 2400 students district wide on four campuses. With tradition deep in academics, Hardin-Jefferson leads Southeast Texas in scores, graduation rates, and college readiness. HJ provides 1-to-1 devices for grades 6-12, as well as elementary computer labs outfitted with the latest technology and applications. The district offers a comprehensive curriculum, as well as highly successful extracurricular opportunities.

Henderson Middle School is a minimally diverse campus with 580 students that are predominantly white, with a Hispanic and African population which represents about 26% of our campus. Thirty nine percent of our students are economically disadvantaged, and 35% are at-risk.

Attendance Numbers for the past 5 years

School Year	Enrollment
2017-2018	520
2018-2019	521
2019-2020	573
2020-2021	576
2021-2022	580

Below you will find our attendance rates for the past 5 years.

Year	Attendance Rate
2017-2018	96.58%
2018-2019	96.19%
2019-2020	97.24%
2020-2021	93.79%
2021-2022	94.00%

Attendance Rate (Grade level Breakdown)

6th grade 93.44%

7th grade 94.69%

8th grade 93.79%

2021-2022 Race/Ethnicity Breakdown

Race/Ethnicity	Campus
African American	13.4%
Hispanic	11.4%
White	71.5%
American Indian	0%
Asian	2.1%
Two or more races	2.8%

Other Breakdown:

4% ELL

11.3% SPED

15.6% 504

0% Migrant

22.4% At Risk

0.9% Homeless

38.7% Economically Disadvantaged

7.6% Gifted and Talent

Average. Class Size Campus

Math-20.0

Science-26.1

ELAR-21.2

Social Studies-23.9

The average student to teacher ratio is 16.1:1.

STAFFING

Henderson Middle School employs 38 teachers and 6 instructional aides for the 2021-2022 school year. The ethnic breakdown for the staff was 82%% White, 7% Hispanic, and 11% African American. Females make up 88.6% of the educators and 11.4% are males.

Overall, our educators have a varying level of professional experience: 0.3% were new to teaching, 23.7% had 1-5 years of experience, 25.5% had 6-10 years of experience, 29.9% had 11-20 years of experience, and 20.6% had over 20 years experience. The average number of years experience for our teachers 12.2 with 7.9 years in the district.

Demographics Strengths

- Teacher retention and campus consistency
- Better representation with teacher & student demographic
- High parent involvement and community support

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over the past two years, our attendance rate has dropped. **Root Cause:** Due to the pandemic, our attendance rate has dropped 3%.

Problem Statement 2: Mentoring Program for New Teachers **Root Cause:** Need to establish an intentional, robust program to support new teachers to the profession and new teachers to the district

Problem Statement 3: Ongoing Professional Development for Special Education and Response to Intervention Teachers/Staff **Root Cause:** We have had an influx of growth with identified learners in special education and 504. With the addition of a math and reading response to intervention teacher, professional development and training needs to be provided.

Student Learning

Student Learning Summary

Our students have performed well on the STAAR Assessments and EOC for Algebra for the past couple of years. We consistently perform as one of the top schools in our cohort in all areas. According to www.niche.com, Henderson Middle School was named in their 2022 Best Middle Schools in America. Our campus received an "A" rating from TEA for Accountability

For the past couple of years, we have received the following Distinction Designations from the Texas Education Agency:

2016-2017

- Academic Achievement ELAR
- Academic Achievement Math
- Academic Achievement Science
- Academic Achievement Social Studies
- Top 25%: Closing Performance Gaps
- Postsecondary Readiness

2017-2018

- Academic Achievement in Science
- Academic Achievement in Social Studies
- Postsecondary Readiness

2018-2019

Campus Accountability Rating: B

- Academic Achievement in ELAR
- Academic Achievement in Math
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25%: Comparative Academic Growth
- Postsecondary Readiness
- Top 25%: Comparative Closing Performance Gaps

2021-2022

Campus Accountability Rating: A

- Top 25%: Comparative Academic Growth

- Postsecondary Readiness
- Top 25%: Comparative Closing Performance Gaps

2021-2022 STAAR SCORES

	Approaches	Meets	Masters
6th grade Reading	78%	52%	26%
6th grade Math	87%	48%	15%
7th grade Reading	90%	61%	42%
7th grade Math	87%	35%	16%
8th grade Reading	88%	63%	43%
8th grade Math	89%	70%	32%
8th grade Science	83%	54%	28%
8th grade Social Studies	65%	34%	23%

2021-2022 HMS/STATE COMPARISON

	HMS	State
6th grade Reading	78%	69%
6th grade Math	87%	72%
7th grade Reading	90%	78%
7th grade Math	87%	59%
8th grade Reading	88%	82%
8th grade Math	89%	69%
8th grade Science	83%	73%

8th grade Social Studies   65%   59%

1st 9 Weeks Common Based Assessments Based on State Standards

6th grade	READING	MATH	SCIENCE	SS
All	71%	98%	99%	98%
W	75%	99%	99%	99%
AA	53%	94%	100%	100%
H	46%	91%	100%	92%
SE	21%	100%	95%	100%
ED	53%	94%	98%	94%

7th grade	READING	MATH	SCIENCE	SS
All	62%	94%	92%	95%
W	64%	96%	94%	95%
AA	33%	79%	77%	89%
H	78%	100%	89%	100%
SE	11%	92%	68%	87%
ED	45%	87%	86%	94%

8th grade	READING	MATH	SCIENCE	SS
All	59%	94%	92%	73%
W	58%	94%	94%	76%
AA	33%	89%	84%	36%
H	80%	100%	95%	89%
SE	27%	88%	15%	40%
ED	45%	94%	87%	58%

1st Nine Weeks 9 Weeks Test (Approaches, Meets, & Masters)

6th grade	Reading	Math
Approaches	71%	98%
Meets	20%	82%
Masters	1%	60%

7th grade	Reading	Math
Approaches	62%	95%
Meets	20%	67%
Masters	6%	25%

8th grade	Reading	Math	Science	SS
Approaches	59%	94%	92%	73%
Meets	20%	83%	75%	27%
Masters	4%	37%	56%	24%

2nd 9 Weeks Assessment Based on State Standards

6th grade	READING	MATH	SCIENCE	SS
All	76%	99%	96%	97%
W	79%	99%	98%	98%
AA	57%	100%	100%	95%
H	73%	100%	86%	93%
SE	43%	100%	83%	90%
ED	58%	100%	86%	66%

7th grade	READING	MATH	SCIENCE	SS
All	86%	96%	90%	92%
W	88%	96%	93%	94%
AA	76%	89%	68%	80%
H	79%	100%	84%	88%
SE	37%	77%	56%	80%
ED	81%	97%	84%	88%

8th grade	READING	MATH	SCIENCE	SS
All	72%	96%	98%	74%
W	76%	98%	100%	77%
AA	41%	82%	88%	43%
H	84%	100%	95%	89%
SE	44%	88%	92%	50%

6th grade	READING	MATH	SCIENCE	SS
ED	64%	93%	95%	65%

2nd Nine Weeks 9 Weeks Test (Approaches, Meets, & Masters)

6th grade	**Reading**	**Math**
Approaches	76%	99%
Meets	15%	91%
Masters	1%	45%

7th grade	**Reading**	**Math**
Approaches	86%	96%
Meets	53%	68%
Masters	20%	33%

8th grade	**Reading**	**Math**	**Science**	**SS**
Approaches	72%	96%	98%	74%
Meets	39%	87%	83%	49%
Masters	5%	37%	65%	32%

3rd Nine Weeks Assessment Based on State Standards

6th grade	**READING**	**MATH**	**SCIENCE**	**SS**
All	75%	99%	96%	96%
W	82%	98%	97%	98%
AA	60%	100%	93%	81%
H	56%	100%	94%	94%
SE	35%	86%	85%	94%
ED	57%	98%	95%	92%

6th grade	READING	MATH	SCIENCE	SS

7th grade	READING	MATH	SCIENCE	SS
All	87%	94%	91%	84%
W	86%	92%	91%	86%
AA	77%	100%	82%	53%
H	95%	94%	95%	95%
SE	29%	80%	46%	58%
ED	83%	92%	85%	79%

8th grade	READING	MATH	SCIENCE	SS
All	83%	94%	97%	70%
W	89%	96%	98%	72%
AA	52%	80%	92%	42%
H	79%	94%	100%	72%
SE	38%	81%	100%	35%
ED	69%	90%	94%	56%

2021-2022 MOCK STAAR RESULTS

READING

6th Grade	APPROACHES	MEETS	MASTERS
All	75%	34%	14%
W	82%	36%	22%
AA	60%	22%	11%
H	56%	30%	18%
SE	35%	18%	6%
ED	57%	23%	12%

7th Grade	APPROACHES	MEETS	MASTERS
All	78%	50%	25%
W	83%	52%	29%
AA	44%	24%	12%
H	78%	50%	11%
SE	26%	16%	16%
ED	63%	32%	14%

8th Grade APPROACHES MEETS MASTERS

	APPROACHES	MEETS	MASTERS
All	74%	47%	29%
W	78%	51%	34%
AA	48%	28%	8%
H	76%	38%	24%
SE	16%	10%	5%
ED	67%	31%	14%

STAAR Analysis

Reading

6th grade

Reporting Category #	Description	Tested	Mastery
1	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres	8	68%
2	The students will demonstrate an ability to understand and analyze literary texts	17	68%
3	The student will demonstrate an ability to understand and analyze information texts.	15	70%

Rpt Cat #	Description	Tested	Campus Average	District Average	Region Average	State Average
1	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres	8	5.3	5.3	4.8	5.0
2	The student will demonstrate an ability to understand and analyze literary texts.	17	11.3	11.3	10.2	10.8
3	The student will demonstrate an ability to understand and analyze informational texts.	15	10.3	10.3	9.4	9.9

6th Grade Reading Level of Concern based on 2022 STAAR (below 70% mastery)

Number	Description	Campus Mastery	Region Mastery
6.8Dii	SE: analyze characteristics and structural elements of informational text, including: features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (S)	39	36
6.7A	SE: infer multiple themes within and across texts using text evidence; (S)	54	50
6.9D	SE: describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; (S)	54	41
6.9C	SE: analyze the author's use of print and graphic features to achieve specific purposes; (S)	56	48
6.8Diii	SE: analyze characteristics and structural elements of informational text, including: organizational patterns such as definition, classification, advantage, and disadvantage; (S)	63	52
6.2C	SE: determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus. (S)	64	54
6.5C	SE: make, correct, or confirm predictions using text features, characteristics of genre, and structures; (S)	65	60
6.5E	SE: make connections to personal experiences, ideas in other texts, and society; (R)	65	58
6.5H	SE: synthesize information to create new understanding; and (R)	65	61
6.6C	SE: use text evidence to support an appropriate response; (R)	65	60
6.2B	SE: use context such as definition, analogy, and examples to clarify the meaning of words; and (R)	66	61
6.9A	SE: explain the author's purpose and message within a text; (R)	67	60
6.8A	SE: demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths; (S)	69	55

7th grade

Reporting Category #	Description	Tested Mastery	
1	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres	8	76%
2	The students will demonstrate an ability to understand and analyze literary texts	18	73%
3	The student will demonstrate an ability to understand and analyze information texts.	16	78%

7th Grade Reading Level of Concern based on 2022 STAAR (below 70% mastery)

Number	Description	Campus Mastery	Region Mastery
7.8C	SE: analyze how playwrights develop characters through dialogue and staging; (S)	46	49
7.6D	SE: paraphrase and summarize texts in ways that maintain meaning and logical order; (R)	61	58
7.9F	SE: analyze how the author's use of language contributes to mood, voice, and tone; and (S)	65	55
7.7A	SE: infer multiple themes within and across texts using text evidence; (S)	66	54
7.7D	SE: analyze how the setting influences character and plot development. (S)	69	60
7.9B	SE: analyze how the use of text structure contributes to the author's purpose; (S)	69	57

8th grade

Reporting Category #	Description	Tested	Mastery
1	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres	8	86%
2	The students will demonstrate an ability to understand and analyze literary texts	19	77%
3	The student will demonstrate an ability to understand and analyze information texts.	17	68%

Rpt Cat #	Description	Tested	Campus Average	District Average	Region Average	State Average
1	The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	8	6.8	6.8	6.3	6.5
2	The student will demonstrate an ability to understand and analyze literary texts.	19	14.4	14.4	13.0	13.5
3	The student will demonstrate an ability to understand and analyze informational texts.	17	11.3	11.3	10.6	11.3

8th Grade Reading Level of Concern based on 2022 STAAR (below 70% mastery)

Number	Description	Campus Mastery	Region Mastery
8.8Eii	SE: analyze characteristics and structures of argumentative text by: identifying and explaining the counter argument; and (R)	54	54
8.8Di	SE: analyze characteristics and structural elements of informational text, including: the controlling idea or thesis with supporting evidence; (R)	59	52
8.9C	SE: analyze the author's use of print and graphic features to achieve specific purposes; (S)	64	54

Number	Description	Campus Mastery	Region Mastery
8.9G	SE: explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning. (S)	64	64
8.9E	SE: identify and analyze the use of literary devices, including multiple points of view and irony; (S)	68	62
8.9D	SE: describe how the author's use of figurative language such as extended metaphor achieves specific purposes; (S)	69	59

Math

6th grade

Reporting Category	Description	Tested	Mastery
1	The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	10	51%
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	15	59%
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	6	65%
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	7	60%

Rpt Cat #	Description	Tested	Campus Average	District Average	Region Average	State Average
1	The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	10	5.1	5.1	4.3	4.7
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	15	8.9	8.9	7.6	8.2
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	6	3.9	3.9	3.0	3.2
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	7	4.2	4.2	3.3	3.5

6th Grade Math Level of Concern based on 2022 STAAR (below 70% mastery)

Number	Description	Campus Mastery	Region Mastery
6.7D	SE: generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties (R)	27	27
6.12D	SE: summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution (R)	29	38
6.9C	SE: write corresponding real-world problems given one-variable, one-step equations or inequalities (S)	32	31
6.7C	SE: determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations (S)	34	31
6.4F	SE: represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers (S)	37	38
6.6C	SE: represent a given situation using verbal descriptions, tables, graphs, and equations in the form y = kx or y = x + b (R)	41	28
6.3A	SE: recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values (S)	42	39
6.8D	SE: determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers (R)	43	32
6.7A	SE: generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization (R)	48	42
6.5B	SE: solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models (R)	53	53
6.4B	SE: apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates (R)	55	50
6.9A	SE: write one-variable, one-step equations and inequalities to represent constraints or conditions within problems (S)	56	48
6.2D	SE: order a set of rational numbers arising from mathematical and real-world contexts (R)	59	46
6.12C	SE: summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution (R)	61	31
6.13A	SE: interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots (R)	61	50
6.10A	SE: model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts (R)	63	44
6.14B	SE: distinguish between debit cards and credit cards (S)	64	55
6.5C	SE: use equivalent fractions, decimals, and percents to show equal parts of the same whole (S)	67	52

7th grade

Reporting Category	Description	Tested	Mastery
1	The student will demonstrate an understanding of how to represent probabilities and numbers.	6	58%
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	15	57%
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	12	55%
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	7	58%

Rpt Cat #	Description	Tested	Campus Average	District Average	Region Average	State Average
1	The student will demonstrate an understanding of how to represent probabilities and numbers.	6	3.5	3.5	2.8	2.9
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	15	8.6	8.6	6.8	7.3
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	12	6.6	6.6	5.1	5.6
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	7	4.1	4.1	3.3	3.6

7th Grade Math Level of Concern based on 2022 STAAR (below 70% mastery)

Number	Description	Campus Mastery	Region Mastery
7.5C	SE: solve mathematical and real-world problems involving similar shape and scale drawings (R)	24	17
7.4B	SE: calculate unit rates from rates in mathematical and real-world problems (S)	37	32
7.3A	SE: add, subtract, multiply, and divide rational numbers fluently (S)	38	25
7.13A	SE: calculate the sales tax for a given purchase and calculate income tax for earned wages (S)	40	22
7.6I	SE: determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces (R)	42	28
7.6E	SE: find the probabilities of a simple event and its complement and describe the relationship between the two (S)	47	48
7.9C	SE: determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles (R)	49	38
7.4A	SE: represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$ (R)	50	42
7.4D	SE: solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems (R)	51	47
7.13E	SE: calculate and compare simple interest and compound interest earnings (S)	52	43
7.9D	SE: solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net (S)	52	47
7.10A	SE: write one-variable, two-step equations and inequalities to represent constraints or conditions within problems (S)	53	44
7.6G	SE: solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents (R)	55	52
7.11A	SE: model and solve one-variable, two-step equations and inequalities (R)	57	31
7.6C	SE: make predictions and determine solutions using experimental data for simple and compound events (S)	58	30
7.10B	SE: represent solutions for one-variable, two-step equations and inequalities on number lines (S)	60	44

Number	Description	Campus Mastery	Region Mastery
7.9B	SE: determine the circumference and area of circles (R)	62	41
7.5B	SE: describe pi as the ratio of the circumference of a circle to its diameter (S)	64	52
7.11C	SE: write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships (S)	66	51
7.7A	SE: represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form y = mx + b (R)	66	57

8th grade

Reporting Category	Description	Tested	Mastery
1	The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	4	77%
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	16	69%
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	15	72%
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	7	74%

Rpt Cat #	Description	Tested	Campus Average	District Average	Region Average	State Average
1	The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.	4	3.1	3.1	2.1	2.3
2	The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.	16	11.1	11.1	8.1	9.0
3	The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.	15	10.8	10.8	8.0	8.7
4	The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.	7	5.2	5.2	3.9	4.2

8th Grade Math Level of Concern based on 2022 STAAR (below 70% mastery)

Number	Description	Campus Mastery	Region Mastery
8.3B	SE: compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane (S)	25	30

Number	Description	Campus Mastery	Region Mastery
8.8C	SE: model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants (R)	51	30
8.12D	SE: calculate and compare simple interest and compound interest earnings (R)	53	34
8.2C	SE: convert between standard decimal notation and scientific notation (S)	56	21
8.4C	SE: use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems (R)	56	44
8.7B	SE: use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders (R)	61	39
8.5I	SE: write an equation in the form y = mx + b to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations (R)	65	44
8.5E	SE: solve problems involving direct variation (S)	69	49

Science

8th grade

Reporting Category	Description	Tested	Mastery
1	The student will demonstrate an understanding of the properties of matter and energy and their interactions.	11	69%
2	The student will demonstrate an understanding of force, motion, and energy and their relationships.	9	63%
3	The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.	11	72%
4	The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.	11	66%

Rpt Cat #	Description	Tested	Campus Average	District Average	Region Average	State Average
1	The student will demonstrate an understanding of the properties of matter and energy and their interactions.	11	7.5	7.5	6.6	7.3
2	The student will demonstrate an understanding of force, motion, and energy and their relationships.	9	5.7	5.7	5.1	5.5
3	The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.	11	7.9	7.9	6.8	7.3

Rpt Cat #	Description	Tested	Campus Average	District Average	Region Average	State Average
4	The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.	11	7.3	7.3	6.5	7.0

8th Grade Science Level of Concern based on 2022 STAAR (below 70% mastery)

Number	Description	Campus Mastery	Region Mastery
6.12D	SE: identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized kingdoms. (S)	41	24
7.12D	SE: differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole. (S)	52	44
6.8C	SE: calculate average speed using distance and time measurements. (S)	54	62
8.5A	SE: describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud. (R)	56	47
8.9C	SE: interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering. (R)	57	55
6.9C	SE: demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy. (S)	58	57
6.8A	SE: compare and contrast potential and kinetic energy. (S)	61	57
8.10B	SE: identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressures and fronts. (S)	63	55
8.11B	SE: explore how short- and long-term environmental changes affect organisms and traits in subsequent populations. (R)	63	55
8.11A	SE: investigate how organisms and populations in an ecosystem depend on and may compete for biotic factors such as food and abiotic factors such as quantity of light, water, range of temperatures, or soil composition. (R)	64	57
8.6C	SE: investigate and describe applications of Newton's three laws of motion such as in vehicle restraints, sports activities, amusement park rides, Earth's tectonic activities, and rocket launches. (R)	66	56
8.5D	SE: recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts. (R)	67	59
8.6A	SE: demonstrate and calculate how unbalanced forces change the speed or direction of an object's motion. (R)	67	55
8.7B	SE: demonstrate and predict the sequence of events in the lunar cycle. (R)	67	58
6.8D	SE: measure and graph changes in motion. (S)	68	58
8.5E	SE: investigate how evidence of chemical reactions indicates that new substances with different properties are formed and how that relates to the law of conservation of mass. (R)	69	57

Social Studies

8th grade

Reporting Category	Description	Tested	Mastery
1	The student will demonstrate an understanding of issues and events in U.S. history.	17	57%
2	The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	10	58%
3	The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	10	60%
4	The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	7	59%

Rpt Cat #	Description	Tested	Campus Average	District Average	Region Average	State Average
1	The student will demonstrate an understanding of issues and events in U.S. history.	17	9.6	9.6	8.6	9.4
2	The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	10	5.8	5.8	5.2	5.6
3	The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	10	6.0	6.0	5.1	5.7
4	The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	7	4.1	4.1	3.5	3.8

8th Grade Social Studies Level of Concern based on 2022 STAAR (below 70% mastery)

Number	Description	Campus Mastery	Region Mastery
8.5D	SE: explain the causes, important events, and effects of the War of 1812; (S)	12	17
8.25C	SE: analyze the impact of the First Amendment guarantees of religious freedom on the American way of life. (R)	27	19
8.20A	SE: evaluate the contributions of the Founding Fathers as models of civic virtue; and (S)	31	23
8.23B	SE: explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs; (S)	31	30
8.8A	SE: explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar; (S)	44	29
8.8B	SE: explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War; (R)	45	41

Number	Description	Campus Mastery	Region Mastery
8.14A	SE: explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights; and (S)	48	34
8.13A	SE: analyze the economic effects of the War of 1812; and (S)	49	39
8.19B	SE: summarize rights guaranteed in the Bill of Rights; and (R)	52	52
8.2A	SE: identify reasons for English, Spanish, and French exploration and colonization of North America; and (R)	53	51
8.10C	SE: analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States. (R)	55	48
8.1A	SE: identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and (R)	55	40
8.4A	SE: analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War; (R)	55	37
8.6A	SE: explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; (R)	55	51
8.6C	SE: explain the causes and effects of the U.S.-Mexican War and their impact on the United States. (R)	55	55
8.24A	SE: describe and evaluate the historical development of the abolitionist movement; and (R)	56	43
8.23E	SE: identify the political, social, and economic contributions of women to American society. (S)	57	53
8.16A	SE: summarize the purposes for amending the U.S. Constitution; and (R)	58	45
8.17B	SE: explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War. (R)	58	54
8.10B	SE: compare places and regions of the United States in terms of physical and human characteristics; and (R)	59	53
8.11A	SE: analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and (R)	59	58
8.15A	SE: identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government; (R)	59	57
8.13B	SE: identify the economic factors that brought about rapid industrialization and urbanization. (R)	61	44
8.5E	SE: identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine; (R)	61	49
8.8C	SE: explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and (R)	61	58
8.21C	SE: summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, the Compromise of 1850, and Kansas-Nebraska Act. (S)	62	55
8.5B	SE: summarize arguments regarding protective tariffs, taxation, and the banking system; (S)	63	55
8.27A	SE: explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts; (R)	63	56
8.27C	SE: analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad. (S)	64	56
8.7B	SE: compare the effects of political, economic, and social factors on slaves and free blacks; (S)	64	56
8.12B	SE: explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and (R)	64	52
8.3B	SE: analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and (S)	65	60

Number	Description	Campus Mastery	Region Mastery
8.9B	SE: explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and (S)	65	54
8.3A	SE: explain the reasons for the growth of representative government and institutions during the colonial period; (R)	65	68
8.18B	SE: summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and (S)	66	43
8.16B	SE: describe the impact of the 13th, 14th, and 15th amendments. (R)	67	63
8.12C	SE: analyze the causes and effects of economic differences among different regions of the United States at selected times. (R)		

Student Learning Strengths

- Teachers are looking more closely at data dis-aggregation using 9 Weeks Testing data, digital learning tools (iXL, Study Island, Lexia, STAR 360, etc.)
- Hawk Focus
- Teachers are gearing instruction and assessments to be more individualized based on student needs.
- Collaborative Team Teaching within departments
- Addition of Math & Reading Intervention Teachers
-

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Learning gaps are increasing as at-risk students progress from grade to grade. **Root Cause:** Lack of parental involvement for at home reinforcement, especially during breaks and remote learning

Problem Statement 2: Special Education and Economically Disadvantaged students are not performing as well as other subgroups **Root Cause:** Learning gaps

Problem Statement 3 (Prioritized): Learners need more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause:** Academic gaps of more than a year below grade level

Problem Statement 4: Understanding and Analyzing Informational Texts **Root Cause:** Our students struggle with understanding and analyzing informational texts because it is not relatable to them. They are accustomed to reading text for pleasure instead of reading to gain knowledge.

Problem Statement 5 (Prioritized): Making inferences **Root Cause:** Lack of background knowledge. Lack of experiences. Lack of precursor reading strategy skills such as automaticity

Problem Statement 6 (Prioritized): RTI scheduling and Accessibility **Root Cause:** lack of personnel and resources

Problem Statement 7: Our attendance rate has seen a decline from recent years. **Root Cause:** Attendance rate has decreased 3% over the past two years. Need to find ways to reinforce the importance of coming to school as well as establishing consistent attendance procedures

Problem Statement 8: HB4545; finding time to ensure that students who failed one or more STAAR tested subject areas can receive their 30 hours of required intervention **Root Cause:** not being able to pull students out of some of their enrichment classes has created a difficult time for our staff to effectively and efficiently allow our students to receive their 30 hours of required intervention.

School Processes & Programs

School Processes & Programs Summary

Henderson Middle School provides all educators with professional learning opportunities through the school year. We use a wide variety of platforms. We have continued to implement Edcamp so that we could tailor the professional development needs to the individual teacher. This year, we started a Professional Learning Community (PLC) for all of the core subject years. Each core teacher shared a common planning time with each member of their department. This was a great opportunity for educators to discuss trends and collaborate with their colleagues.

As a scope and sequence, we use the TEKS resource system. The curriculum has allowed us to use common vocabulary throughout subject areas across the district. It has also allowed us to be vertically and horizontally aligned.

Collaboratively, the teachers meet to come up with a plan to address the perceived weaknesses based on the STAAR results. We use these results to help guide our district and campus plans. Throughout the year, our core teachers meet to continue the vertical and horizontal alignment process to make sure we do not miss any gaps.

At the end of every nine weeks, our core teachers analyze STAAR data & assessments using a campus based document called the HAWK Focus. There are several parts to this document. Teachers use their benchmark data to breakdown the success of each TEK and objective. They have to tell us what types of interventions they are using to help each student and determine if it successful. The purpose of this document is for teachers to understand and track how their students are doing on their assessments whether it is local or state level. This has been a great tool for our teachers to use to effectively disaggregate data.

We also use TEKScore (DMAC) to disaggregate our data by question. Each teacher is encouraged to reteach those areas that students did not meet a 70% mastery on. These low tested questions are then spiraled throughout the remainder of the year in a wide variety of ways.

We provide intervention time before school and during the day for learners that need extra help. We use our study hall time for this daily intervention. We also use this time to focus on character growth, bully prevention, and academic assistance. We used 7 Mindsets Social Emotional Learning. The 7 Mindsets teaches students to: 1) Dream bigger and increase expectations with a more optimistic view of the future; 2) Discover unique talents and passions and align them with personal goals; 3)develop empowering relationships and learn to work with, for, and through others; 4) Take responsibility for your life by becoming 100% accountable; 5) Appreciate what you have in life and bounce back more quickly from setbacks; 6) Embrace social responsibility and the importance of giving back; 7) Write a personalized life plan and take action toward realizing your goals and dreams. We spent every Tuesday talking with our students about these important concepts.

Our Building Leadership Team, which is comprised of teachers, parents, administrators, and community members, meets monthly to discuss things that are happening on campus. Each member represents a department. When the meeting concludes, the teachers will go back to report the information that we discussed with their department. A lot of times teachers will bring complaints or concerns to the team that we discuss openly and come up with a solution for each concern. Schedule and planning allows for a focus on academic achievement rather than daily demands of the campus.

We have a plethora of technology available to our students and professional staff. Every student and teacher has a Chrome book that is available to them throughout the school year. Teachers have a Mac Book Pro laptop that is available for their personal use also. We have one available computer lab and one laptop cart for teachers to use, and individual Mac Desktops in classroom's with high technology needs. We have 4 teaching computer classrooms filled with Mac Desktop computers. The technology that we have available is used to enhance classroom instruction, engage students, prepare students for the 21st century, increase higher level thinking, and allow the students to become creators of their own work.

School Processes & Programs Strengths

- Gathering and responding to data decision making through DMAC, Hawk Focus

- Goal Alignment with District
- Variety of technology hardware tools that enhance learning
- STEAM Technology classes required for every grade level
- Reliable and sufficient network for teachers and students
- Knowledgeable district/campus technology staff
- Variety of software and apps to enhance learning
- Digital books available for all students 24/7 year round

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Develop and coordinate G/T curriculum for the current program **Root Cause:** Time and Scheduling

Problem Statement 2 (Prioritized): More support for ESL population **Root Cause:** Staffing

Problem Statement 3 (Prioritized): High level of differentiated instruction **Root Cause:** Training

Problem Statement 4 (Prioritized): RTI Training **Root Cause:** Scheduling/Budget

Problem Statement 5: Mentor Program for new teachers on campus **Root Cause:** Time

Problem Statement 6: Provide professional development for emerging technology and other programs. **Root Cause:** Time/Budget

Problem Statement 7: Need a plan/procedure to reduce Chrome book breakage **Root Cause:** Students careless with their devices. More training needs to take place

Problem Statement 8: Support for students who have a broken Chromebook

Perceptions

Perceptions Summary

Below are the results from the student, teacher, parent survey. Students were give 5 answer choices to choose from: strongly agree, somewhat agree, somewhat disagree, strongly disagree, and Not Applicable. Staff & parents were only given 4 choices.

	Student Survey (461)	Staff Survey (22)	Parent Survey (60)
I am being prepared to do well in the next grade level.	97%	100%	97%
I am receiving effective instruction for his/her abilities.	91%	100%	95%
My teachers are high quality.	88%	100%	98%
Teachers set high expectations for my learning.	94%	100%	95%
The feedback teachers provide on homework helps me to learn.	73%	100%	78%
The feedback teachers provide on tests and quizzes helps me to learn.	83%	100%	80%
Teachers give my parents useful information about how to help me do well in school.	66%	95%	65%
Classroom activities keep me engaged in learning.	81%	100%	93%
My teachers update grades on a regular basis.	65%	100%	85%
Teachers treat me with courtesy and respect.	88%	100%	97%
Teachers care about the students.	89%	100%	97%
I am comfortable asking for help.	69%	100%	80%
I am provided the instructional materials and software needed for classes.	94%	100%	98%
Students have access to computers and the internet at school for learning purposes.	97%	95%	100%
Our school counselor is beneficial (helps students with academic planning; help students address personal issues.)	89%	91%	90%
The school nurse is essential (attends to student health issues at school.)	89%	95%	93%
Healthy food is served in the cafeteria.	57%	73%	90%
Our school is clean and well-maintained (air conditioning and heat work, adequate lighting, grounds kept in order, etc.)	73%	95%	98%
Students are being prepared to adapt to an ever changing technological environment.	85%	100%	95%
I feel safe at school.	80%	95%	95%
I feel safe when riding the school bus.	77%	N/A	83%
Teachers and students respect one another.	68%	86%	90%
Discipline is fair and positive.	70%	73%	88%
When threatening behavior between students arises, the school staff intervene appropriately.	79%	95%	83%
I feel the school's safety protocols and emergency plans are effective and appropriate.	87%	91%	93%
I am pleased with the way discipline is handled at school.	67%	73%	85%
The administrators are effective in promoting a safe climate by maintaining discipline and motivating students.	83%	91%	88%
I like Henderson Middle School.	79%	100%	93%
My teachers know me as an individual.	80%	95%	95%
I am excited to go to school.	45%	91%	82%
I take an interest in the activities offered at school.	77%	91%	88%
I am recognized for my efforts.	77%	100%	85%
I am provided opportunities to collaborate with other students.	92%	91%	95%
I am encouraged to do my best.	94%	100%	98%
I am provided individual attention when needed.	89%	91%	85%

	Student Survey (461)	Staff Survey (22)	Parent Survey (60)
My teacher contacts my parents when I need additional support.	78%	100%	63%
Students at our school are treated fairly regardless of their backgrounds and differences.	67%	91%	85%
There is a teacher, counselor, or other staff member at school to whom I can go to for help with a school or personal problem.	88%	91%	97%
Students are recognized for good behavior.	74%	82%	82%
My parents make sure I complete my homework every night.	84%	50%	100%
The amount of homework I receive is usually appropriate.	73%	100%	93%
The homework I receive usually helps provide appropriate practice and helps reinforce what I am learning.	79%	100%	93%
The principal makes decisions that are in the best interest of the students.	80%	100%	90%
I have had positive interactions with my principal and assistant principal.	89%	95%	90%
The communications from our school principals have been beneficial.	90%	95%	88%
The principal and assistant principal promote a positive school environment for student learning.	88%	100%	93%
The principal and assistant principal encourages parental involvement in my school.	86%	100%	90%
I am pleased with the leadership at our school.	82%	100%	92%
The administrators at HMS are approachable.	85%	100%	90%

Perceptions Strengths

- HMS utilizes an extensive amount of communication in a variety of ways.
- Many opportunities for parent/community involvement (PTO, Band Boosters, Athletic Boosters, TexAnns Boosters, Meet the Teacher Night) are available.
- A high percentage of stakeholders are happy and satisfied with the overall direction of the campus.
- Teachers/administrators are approachable, care about the students, and provide effective instruction for HMS students.
- A variety of activities, clubs and organizations promote student participation on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increase Bilingual Communication **Root Cause:** (Our regular weekly communication is not translated.)

Problem Statement 2: Social-emotional health of our learners as they lack the skills to cope with hardships or failure. **Root Cause:** The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

Problem Statement 3: Excessive Tardies **Root Cause:** social nature and lack of self control/self discipline

Problem Statement 4: Continue to find ways to address student misbehavior by utilizing the discipline committee more and training the staff on how to address students

misbehaving more effectively **Root Cause:** Consistency with campus procedures and rules

Problem Statement 5: Hire a campus level school resource officer **Root Cause:** increase safety protocols and procedures to promote a safe climate for students and staff

Priority Problem Statements

Problem Statement 1: Over the past two years, our attendance rate has dropped.
Root Cause 1: Due to the pandemic, our attendance rate has dropped 3%.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Learning gaps are increasing as at-risk students progress from grade to grade.
Root Cause 2: Lack of parental involvement for at home reinforcement, especially during breaks and remote learning
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Develop and coordinate G/T curriculum for the current program
Root Cause 3: Time and Scheduling
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: More support for ESL population
Root Cause 4: Staffing
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: High level of differentiated instruction
Root Cause 5: Training
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: RTI Training
Root Cause 6: Scheduling/Budget
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Increase Bilingual Communication
Root Cause 7: (Our regular weekly communication is not translated.)
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Making inferences
Root Cause 8: Lack of background knowledge. Lack of experiences. Lack of precursor reading strategy skills such as automaticity
Problem Statement 8 Areas: Student Learning

Problem Statement 9: RTI scheduling and Accessibility
Root Cause 9: lack of personnel and resources
Problem Statement 9 Areas: Student Learning

Problem Statement 10: Learners need more rigor and interventions in all curricular areas to meet higher levels of learning.
Root Cause 10: Academic gaps of more than a year below grade level
Problem Statement 10 Areas: Student Learning

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
- 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
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate 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

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
- Community 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: The percent of students in grades 3-8 who "Meets Grade Level" in reading will increase from 53% to 61% by June 2024.

Performance Objective 1: The percentage of HMS students reaching "Meets Standard" on STAAR Reading will increase from 47% to 50%.

Evaluation Data Sources: iStation
HAWK Focus
Benchmark data
MOCK STAAR
STAAR
Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Reading teachers will use a document called HAWK FOCUS to analyze student performance on 9 weeks tests, previous/current STAAR assessments, MOCK STAAR, etc.. Throughout the year during bi-monthly department/PLC meetings, we will continue to monitor results of MOCK STAAR tests, nine-week assessments, and state assessments by sub populations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Identify and target student performance. **Staff Responsible for Monitoring:** Royer, Ceasar, Veal, Rogers, Varnado, Hyde, Vassar, Schiesler, Copeland **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Using the Instructional Strategies Playlists by Lead4ward, our ELAR teachers will identify the instructional strategies they are currently doing in class, and find 3 additional strategies that will engage learners that they can incorporate into their classroom.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The lead4ward Instructional Strategies Playlists are designed to provide teachers with detailed descriptions of specific instructional strategies. This resource is intended to support educators in using an intentional planning process that includes delivering instruction that is aligned to the TEKS, promotes student engagement, and teaches for access, rigor, and transfer. Teachers use instructional strategies to: engage learners provide practice without penalty encourage interaction among students see and hear students' thinking **Staff Responsible for Monitoring:** Sims, Bledsoe **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Provide instructional strategies and practice for students struggling to make inferences and using evidence to support their understanding.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Making inferences are an important skill that students will use for the rest of their lives. This involves readers using what they know to make a guess about what they don't know or reading between the lines. **Staff Responsible for Monitoring:** Royer, Ceasar, Veal, Rogers, Varnado, Hyde, Vassar, Schiesler, Copeland				

Strategy 4 Details	Reviews			
Strategy 4: Continued use of a viable curriculum (TEKS Resource) to be used district wide to close gaps in TEKS instruction as well as improve instruction in objectives consistently weak across the district/campus.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Consistency across campus/district. **Staff Responsible for Monitoring:** Royer, Ceasar, Veal, Rogers, Varnado, Hyde, Vassar, Schiesler, Copeland				

Strategy 5 Details		Reviews			
Strategy 5: Continue reading intervention classes for students identified as dyslexic to improve meta cognitive skills such as fluency, comprehension, vocabulary, word recognition, etc.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Progress monitoring reports, reading grades, nine weeks assessments, STAAR results, iStation **Staff Responsible for Monitoring:** Hyde, Copeland **Funding Sources:** - Local Funds - $250					

Strategy 6 Details		Reviews			
Strategy 6: iStation		**Formative**			**Summative**
A program for non-proficient readers in 6th, 7th, and 8th grade that gives students the support they need to improve comprehension and growth .		**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: This program targets and measures the following: listening comprehension, letter knowledge, vocabulary, phonological/phonemic awareness, comprehension, reading fluency, and oral reading fluency. **Staff Responsible for Monitoring:** Julie Copeland, Kristen Schiesler, Carole Hyde, Kris Rogers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** - IMA					

Strategy 7 Details		Reviews			
Strategy 7: AR Incentive Program		**Formative**			**Summative**
This will hopefully motivate students to improve their reading ability by increasing their reading practice; to provide a tool to measure whether students have comprehended what they have read; and to increase overall test scores as students become better learners and better readers.		**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The expected result is for kids to read for pleasure instead of worrying about a grade. We expect to see less lower level books checked out and more titles appropriate to middle school students utilized. The independent reading levels of those students reaching incentive milestones will improve. **Staff Responsible for Monitoring:** Bethany Marcantel, All ELAR teachers. **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - $1,500, - IMA - $4,263					

Strategy 8 Details		Reviews			
Strategy 8: Continue tutorials through study hall for all reading classes to assist students with homework, class assignments, or any area students need assistance with.		Formative			Summative
Strategy's Expected Result/Impact: Increase student's academic performance.		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Royer, Ceasar, Veal, Rogers, Varnado, Hyde, Vassar, Schiesler, Copeland					

Strategy 9 Details		Reviews			
Strategy 9: Continue to serve our dysgraphia students through a daily study hall with a Master Reading/Writing Teacher		Formative			Summative
Strategy's Expected Result/Impact: Our certified dyslexia teacher will work with our dysgraphic students to improve their spelling accuracy, grammar and punctuation, and organization of written expression.		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Hyde					

Strategy 10 Details		Reviews			
Strategy 10: Target instructional gaps in reading by providing accelerated instruction during school for those students who have failed the STAAR reading assessment		Formative			Summative
Strategy's Expected Result/Impact: Results will be revised after a nine weeks grading period, and after benchmarks.		Nov	Feb	Apr	June
Staff Responsible for Monitoring: ELAR teachers, Copeland, Carr					

Strategy 11 Details		Reviews			
Strategy 11: During the 30 minute study hall time, we will have 3 grade level reading teachers working with students who did not pass the STAAR reading assessment the previous year.		Formative			Summative
Strategy's Expected Result/Impact: We will identify student weaknesses and develop a plan to address those needs throughout the year.		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Varnado, Ceasar, Royer, Copeland					

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

Goal 2: The percent of students in grades 3-8 who "Meets Grade Level" in math will increase from 54% to 62% by June 2024.

Performance Objective 1: The percentage of HMS students reaching "Meets Standard" on STAAR Math will increase form 54% to 57%.

    Evaluation Data Sources: HAWK Focus, 9 weeks tests, STAAR, Mock STAAR, iXL, Moby Max, walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will use a document called HAWK Focus to analyze student performance on 9 weeks tests, previous/current STAAR assessments, MOCK STAAR, etc. Through the year, during bi-monthly PLC meetings, we will continue to monitor results of nine weeks assessments, MOCK STAAR tests, and state assessments by sub populations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Identify and target student performance
    Staff Responsible for Monitoring: White, Fontenot, Moorhouse, Wilson, Thomas, Brunet, Granger, Williams
 	
    TEA Priorities:
    Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Using the Instructional Strategies Playlists by Lead4ward, our math teachers will identify the instructional strategies they are currently doing in class, and find 3 additional strategies that will engage learners that they can incorporate into their classroom.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The lead4ward Instructional Strategies Playlists are designed to provide teachers with detailed descriptions of specific, instructional strategies. This resource is intended to support educators in using an intentional planning process that includes delivering instruction that is aligned to the TEKS, promotes student engagement, and teaches for access, rigor, and transfer. Teachers use instructional strategies to: engage learners provide practice without penalty encourage interaction among students see and hear students' thinking **Staff Responsible for Monitoring:** Sims, Bledsoe				

Strategy 3 Details		**Reviews**			
Strategy 3: Continued use of a viable curriculum to be used district wide to close gaps in TEKS instruction as well as improve instruction in objectives consistently weak across the district/campus.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Consistency across campus/district **Staff Responsible for Monitoring:** White, Fontenot, Moorhouse, Wilson, Thomas, Brunet, Granger, Williams **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 4 Details		**Reviews**			
Strategy 4: Math lab students will use iXL and istation to target and reinforce individual math deficiencies.		**Formative**			**Summative**
Strategy's Expected Result/Impact: math fluency		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Moorhouse, Granger, Brunet, Wilson, Summers, White, Fontenot **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - SCE - $1,650					

Strategy 5 Details		**Reviews**			
Strategy 5: Continue tutorials through study hall to assist students with homework, class assignments, and/or any area students need assistance with.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: increase student's academic performance and confidence **Staff Responsible for Monitoring:** White, Fontenot, Moorhouse, Wilson, Thomas, Brunet, Granger, Williams **TEA Priorities:** Build a foundation of reading and math					

Strategy 6 Details		**Reviews**			
Strategy 6: During the 30 minute study hall time, we will have 3 grade level math teachers working with students who did not pass the STAAR math assessment the previous year.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Wilson, Granger, Fontenot					

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

Goal 3: Hardin Jefferson ISD will have 100% of our academic classes taught by highly qualified teachers.

Performance Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet certification requirements by recruiting and retaining highly qualified teachers.

Evaluation Data Sources: Teacher/staff certification records

Strategy 1 Details	Reviews			
Strategy 1: Provide mentor support for new teachers to our campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Success of new teachers to the building, student learning & engagement. **Staff Responsible for Monitoring:** Samaha, Ceasar, Byerly **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: During a PLC time, our teachers will have an opportunity to observe other content area teachers and provide positive, meaningful feedback on some of the instructional strategies they observed while they were in their classroom.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will have an opportunity to witness other teachers in their craft and provide positive, meaningful feedback on what they observed **Staff Responsible for Monitoring:** Sims, Bledsoe, Varnado, Fontenot, Ehrensberger, Byerly				

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

Goal 3: Hardin Jefferson ISD will have 100% of our academic classes taught by highly qualified teachers.

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

Evaluation Data Sources: Student success on BOY MOCK STAAR will determine targeted areas for ongoing development and staff survey of professional development needs.
Walkthroughs, STAAR results, Benchmark

Strategy 1 Details				Reviews			
Strategy 1: Teachers will be provided an opportunity to participate in several professional development series (Ed Camp/ Google Classroom staff training) throughout the year.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improve knowledge and skills in order to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement. **Staff Responsible for Monitoring:** Sims, Bledsoe **Funding Sources:** - Local Funds - $500							
Strategy 2 Details				Reviews			
Strategy 2: Teachers and paraprofessionals will be required to practice in professional development activities throughout the year.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Meetings and written correspondence of a teacher's certification status will be documented **Staff Responsible for Monitoring:** Sims, Bledsoe							
Strategy 3 Details				Reviews			
Strategy 3: All faculty and staff will participate in the following compliance training: Managing Students with Food Allergies; Child Maltreatment Responsibilities; Bullying Prevention for School Personnel; Sexual Harassment for Educators; Blood borne Pathogens Refresher Training; Suicide Awareness and Prevention.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: A EduHero certificate will be issued upon the completion of each topic. **Staff Responsible for Monitoring:** Sims							
0% No Progress		100% Accomplished		➡ Continue/Modify		✗ Discontinue	

Goal 4: The percentage of graduates that meet the criteria for CCMR will increase from 69% to 77% by August 2024.

Performance Objective 1: Beginning in the 7th grade, students will start their journey of exploration of interests and curiosity of various occupations.

Evaluation Data Sources: Throughout their junior high school experiences, various facets of post-secondary fields will be introduced and investigated. In addition, students will be afforded rigorous pre-advanced placement opportunities of academic rigor to establish a foundation of high expectations of growth, and a pathway towards college readiness. Lesson plans will be given that integrate key elements of identifying career interests within the scope of student objectives. Students will establish a self-awareness of learning styles, character traits, and confidence as they reflect on their future aspirations. Together with counselors and teachers, students will create a portfolio of goals and growth measures that will follow them throughout their secondary years, until graduation.

Strategy 1 Details	Reviews			
Strategy 1: Continue a General Employability Skills class for 7th grade students where we will provide knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. This will also be a high school credit class.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities. **Staff Responsible for Monitoring:** Singleton, Matak				

Strategy 2 Details	Reviews			
Strategy 2: Provide incentives to teachers and students who have perfect attendance every nine week period	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of students/teachers with perfect attendance per nine weeks **Staff Responsible for Monitoring:** Sims, Bledsoe	**Nov**	**Feb**	**Apr**	**June**
Funding Sources: - Local Funds				

Strategy 3 Details	Reviews			
Strategy 3: Supply additional opportunities for students who fail to complete work or turn in assignments so they can be successful	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers, ZAP attendance logs, progress reports, reduced number of zeroes/failures **Staff Responsible for Monitoring:** Sims, Bledsoe				

Strategy 4 Details	Reviews			
Strategy 4: Create a stem lab during study hall for students to participate in Science Technology Engineering and Mathematics	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hands on inquiry based learning activities for students **Staff Responsible for Monitoring:** Susie Brooks **Funding Sources:** - Technology Funds - $500	**Nov**	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Addition of Principles of Agriculture for 8th grade students	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will allow our 8th graders to take upper level Agricultural classes when they get into high school. **Staff Responsible for Monitoring:** Viator	**Nov**	**Feb**	**Apr**	**June**

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

Goal 5: All students attending the Hardin Jefferson ISD will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: By May 26, 2023, the number of incidents involving violence (to include dating violence), tobacco, alcohol, and other drugs use, will be reduced by 3% as measured by PEIMS and number of discipline referrals.

    Evaluation Data Sources: A 3% decrease in discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Student of the Week/Month program in which a boy and a girl from each grade level are given the opportunity to go to lunch with principals because of extraordinary character.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student of the Week/Month list. **Staff Responsible for Monitoring:** Carr				

Strategy 2 Details	Reviews			
Strategy 2: Continue the use of a student advisory committee to meet with campus administration to discuss current issues within the building and student suggested solutions to those issues.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Notes from meetings. **Staff Responsible for Monitoring:** Sims, Bledsoe, Carr				

Strategy 3 Details	Reviews			
Strategy 3: Conduct intruder, fire, and bad weather drills in accordance with district emergency/safety plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and staff will be prepared and know what to do in the face of emergencies of various kinds.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Bledsoe				

Strategy 4 Details	Reviews			
Strategy 4: Continue a random drug testing policy for students involved in extracurricular activities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of positive drug tests.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Bass, Williams, Swift, Sneed, Guidry, E. Smith, Varnado, Sims, Guillory, S. Wilson, Broussard **Funding Sources:** - Local Funds - $2,450				

Strategy 5 Details	Reviews			
Strategy 5: Increase the number of clubs and/or organizations offered	**Formative**			**Summative**
Strategy's Expected Result/Impact: Clubs and organizations are a great way to help students develop character and the skills that they will use the rest of their lives. Skills like commitment, leadership, effective communication, and being able to work successfully in a group all come from participating in a club or organization. **Staff Responsible for Monitoring:** HMS Teachers & Staff	**Nov**	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Student Council and NJHS members will help clean up the campus every other month.	**Formative**			**Summative**
Staff Responsible for Monitoring: Singleton, Fontenot	**Nov**	**Feb**	**Apr**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Add five more security cameras throughout campus	**Formative**			**Summative**
Staff Responsible for Monitoring: Lucas Turner	**Nov**	**Feb**	**Apr**	**June**

Strategy 8 Details	Reviews			
Strategy 8: Increase the number of staff members on duty before/after school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase supervision before and after school to deter misbehavior **Staff Responsible for Monitoring:** Bledsoe, Sims	**Nov**	**Feb**	**Apr**	**June**

Strategy 9 Details	Reviews			
Strategy 9: Create a campus safety committee to foster a safe environment for faculty, staff, and students	**Formative**			**Summative**
Strategy's Expected Result/Impact: The committee will review and assess the current safety procedures in place and make necessary changes throughout the year. **Staff Responsible for Monitoring:** Bledsoe	**Nov**	**Feb**	**Apr**	**June**

Strategy 10 Details	Reviews			
Strategy 10: Hire a new School Resource Officer	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide a safer educational environment that is beneficial to learning, reduction of offenses committed by adolescents; monitoring campus safety and security **Staff Responsible for Monitoring:** Bledsoe, Sims, SRO	**Nov**	**Feb**	**Apr**	**June**

Strategy 11 Details	Reviews			
Strategy 11: All staff will be trained in the Standards Response Protocols (SRP) at the beginning of the year	**Formative**			**Summative**
Strategy's Expected Result/Impact: Standardizing the vocabulary for all the stakeholders will allow everyone to understand the response and status of the event to ensure student safety. **Staff Responsible for Monitoring:** Turner, Bledsoe	**Nov**	**Feb**	**Apr**	**June**

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

Goal 5: All students attending the Hardin Jefferson ISD will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 2: Reduce discipline referrals by 20% due to disrespect in the classroom and conflict with peers.

Evaluation Data Sources: 22-23 Discipline Referrals through Ascender

Strategy 1 Details				Reviews			
Strategy 1: Teachers will maintain contact logs and more consistent communication with parents.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and parents will build stronger relationships and have more success in solving student discipline issues.				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Principal, All teachers							

Strategy 2 Details				Reviews			
Strategy 2: Continue to utilize the discipline committee to help manage student behavior throughout the campus.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Consistency with discipline procedures, Committee will meet quarterly to review and adapt discipline practices.				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Bledsoe							

Strategy 3 Details				Reviews			
Strategy 3: By using the 7 Mindset (Social Emotional Learning) curriculum, our students will focus on self-awareness, self management, social awareness, relationship skills, and responsible decision making. Everything is Possible, Passion First, We are Connected, 100% Accountable, Attitude of Gratitude, Live to Give, and the Time is Now are some of the units that will be discussed. Our NJHS and student council members will facilitate the discussion with their peers.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: During a 30 minute session on Tuesday, our teachers and students will spend time talking about the following topics: 1.1 Dream Big; 1.2 Embrace Creativity; 1.3 Think Positive; 1.4 Act and Adjust; 2.1 Focus on Your Strengths; 2.2 Explore Your Interests; 2.3 Take a Stand; 2.4 Be Authentic; 3.1 Embrace Everyone; 3.2 Maximize Positive Relationships; 3.3 Build Your Dream Team; 3.4 Lead with Value; 4.1 Own Your Life; 4.2 Overcoming Limiting Beliefs; 4.3 Focus Your Energy; 4.4 Grow Through Life; 5.1 Treasure Yourself; 5.2 Be More Grateful; 5.3 Thank It Forward; 5.4 Elevate Your Perspective; 6. 1 Stretch Yourself; 6.2 Make A Difference; 6.3 Receive Gracefully; 6.4 Create a Legacy; 7.1 Embrace Every Moment; 7.2 Get in the Zone; 7.3 Let Yourself be Vulnerable; 7.4 Act with Purpose **Staff Responsible for Monitoring:** All teachers **ESF Levers:** Lever 3: Positive School Culture							
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue							

Goal 5: All students attending the Hardin Jefferson ISD will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 3: Increase program options that develop and reinforce the strength, needs, and interests of students served in special programs. Students will be provided enrichment opportunities throughout the school year.

    Evaluation Data Sources: Campus calendar; sign in sheets; staff, student, and parent surveys

Strategy 1 Details		Reviews			
Strategy 1: Plan and execute an enrichment that allows students to explore topics outside the regular curriculum: (technology, physical, arts/crafts)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provides opportunities for students to learn something new	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: HMS Teachers					

Strategy 2 Details		Reviews			
Strategy 2: Provide an opportunity for incoming 7th & 8th graders to go on a guided tour to Washington DC/Philadelphia in April.		**Formative**			**Summative**
Strategy's Expected Result/Impact: # of students/parents attending, student/teacher/parent feedback	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Gallaspy					

Strategy 3 Details		Reviews			
Strategy 3: Resume a Physical Education course for 6th grade students that prepares them for the demands of Athletics.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Designed to prepare 6th grade students for Athletics in 7th & 8th grade, as well as any wanting to pursue sports in high school. Students will focus on athletic conditioning, strength, and agility.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Sims, Guillory					

Strategy 4 Details		Reviews			
Strategy 4: Biannually special education team meetings to improve communication and service to our special education population.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Compilation of meeting notes, teachers/staff feedback	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Sims, Bledsoe, Horn, Moorhouse, Horn, Gonzales, Vassar, Granger, Weeren, Goebel, Trotter, Humplik					

Strategy 5 Details	Reviews			
Strategy 5: Continue a support system for student to complete rigorous course studies through the Honors program at the middle school as well as completing HS credit in their middle school year.	Formative			Summative
Strategy's Expected Result/Impact: Progress reports, report cards, # of enrolled in Honors classes **Staff Responsible for Monitoring:** Varnado, Thomas, Charles, Byerly, Smith, Matak, Gallaspy, Fontenot, Ceasar	Nov	Feb	Apr	June

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

Goal 6: Hardin Jefferson ISD parents and community members will continue to be partners in education.

Performance Objective 1: By May 26, 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 child.

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

Strategy 1 Details				Reviews			

Strategy 1: Continue weekly communication with parents though email updating school activities as well as quarterly newsletters sent through snail mail for those parents without emails.
    Strategy's Expected Result/Impact: Feedback from constituents.
    Staff Responsible for Monitoring: Sims, Bledsoe
				Formative			**Summative**

				Nov	Feb	Apr	June

Strategy 2 Details				Reviews			

Strategy 2: Continue our Instagram, YouTube, & Twitter school account that showcases the wonderful things happening at HMS.
    Strategy's Expected Result/Impact: Response from community, number of followers, etc.
    Staff Responsible for Monitoring: Singleton, Sims, Brooks, Ehrensberger
				Formative			**Summative**

				Nov	Feb	Apr	June

Strategy 3 Details				Reviews			

Strategy 3: Continue to maintain our campus Facebook page to connect with parents.
    Strategy's Expected Result/Impact: Response from community, number of likes, etc.
    Staff Responsible for Monitoring: Fortenberry, Brooks, Sims
				Formative			**Summative**

				Nov	Feb	Apr	June

Strategy 4 Details				Reviews			

Strategy 4: Provide support for students who many be lacking significant parental involvement of who may be absent a positive male/female role model in their lives.
    Strategy's Expected Result/Impact: Better mental health and coping abilities.
    Staff Responsible for Monitoring: Carr
				Formative			**Summative**

				Nov	Feb	Apr	June

Strategy 5 Details				Reviews			
Strategy 5: Encourage faculty & staff to use Remind 101 so they can send announcements about upcoming tests, projects, etc. **Staff Responsible for Monitoring:** HMS teachers				**Formative**			**Summative**
				Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Continue a parent playbook to communicate school policies, procedures, and wide variety of important information.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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

Goal 7: By June 2023, the district will work to close the achievement gap and makeup for learning loss during the COVID-19 pandemic.

Performance Objective 1: Using ESSR funds, we will hire Response to Intervention (RTI) teachers to close the performance gaps and work with our HB4545 students.

    Evaluation Data Sources: Hiring of teachers

Strategy 1 Details	Reviews			
Strategy 1: Employ Response to Intervention teachers in reading and math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close the achievement gaps and remediate students who failed one or more sections of the STAAR test according to HB 4545. **Staff Responsible for Monitoring:** Copeland, White	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Students, who require accelerated instruction, will work on IXL, istation, 30 minutes a week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase math proficiency skills. **Staff Responsible for Monitoring:** Summers **Funding Sources:** - SCE - $1,559	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Identify students who need RTI Tier 2 and 3 Reading and Math Intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve target reading and math skills. **Staff Responsible for Monitoring:** Copeland, White	**Nov**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Continue a reading/math class that works specifically with Tier 2 students who are struggling.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading and math proficiency **Staff Responsible for Monitoring:** Rogers, Schiesler, Williams, Wilson, Brunet, Granger, Fontenot, Moorhouse, White	**Nov**	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Special Education teachers will use Vizzle to track student progress on IEP goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close performance gaps **Staff Responsible for Monitoring:** Special Education Teachers	**Nov**	**Feb**	**Apr**	**June**

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

Campus Funding Summary

<table>
<tr><th colspan="6">Local Funds</th></tr>
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<tr><td colspan="5" align="right">Sub-Total</td><td>$3,209.00</td></tr>
<tr><th colspan="6">Technology Funds</th></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>4</td><td>1</td><td>4</td><td></td><td></td><td>$500.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$500.00</td></tr>
</table>