

# Hays Consolidated Independent School District

## Johnson High School

2021-2022



# Goals

**Goal 1:** Hays CISD believes in the achievement of every student.

**Performance Objective 1:** Johnson High School will evaluate and address the individual needs of each student. Students and parents/guardians will receive academic advising and will utilize data, based upon aptitude, ability, and career inventory data, to formulate and update their plan of study for high school credit. Student performance will be evaluated in academics, college, career, and military readiness. Our staff believes in the education of the whole child and believes that success is based on more than the results of a single test, including social and emotional learning, strong interpersonal skills, and the development of positive members of society. Through attention to individual student needs, Johnson High School will demonstrate continuous improvement by showing academic growth and student engagement.

T-PESS Standard 1- Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

**Evaluation Data Sources:** Grade 5-12 Student Advising: Johnson High School will utilize a career interest profiler to track academic advising based on student interest and academic achievement. The campus will prepare a report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

Student Achievement: The campus principal will prepare a report to summarize student academic performance/achievement, accessibility gaps, including the college, career, and military readiness counts for the campus as well as data on student growth goals addressing the STAAR Assessment approaches/meets/masters performance levels.

College & Career Readiness: CAMPUS will use data from the PSAT8, PSAT, SAT, and TSIA2 to assess college readiness along with the attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE. The campus will monitor progress and provide regular updates to the district throughout the 2021-2022 school year.

Professional Development: The campus will participate in continuous differentiated just-in-time professional development in all content areas to support the campus initiatives and student achievement goals. Campus administrators will conduct at least 60 minutes of walk-throughs per day. A summary of staff professional development efforts addressing data disaggregation, administrative walk-throughs, and CTE programs, will be provided by the principal to the Deputy Academic Officer that includes literacy and math data, along with specific curricular and teaching strategies to address these areas.

Social Emotional Learning: Johnson High School will implement Social Emotional Learning (SEL) strategies with fidelity. The campus will track and monitor student participation in extra-curricular/club participation, discipline, and attendance on an ongoing basis.

### Strategy 1 Details

**Strategy 1: Reading:** The campus provides a specialized, supplemental reading elective to support comprehension and will implement Reading Plus to increase fluency and literacy.

**Strategy's Expected Result/Impact:** Students achievement data based on ELAR EOC data will increase by 3% at the approaches grade level, 2% at meets grade level, and 1% masters grade level. Increases in student reading levels will also lead to tremendous growth by all students based on ELAR EOC data.

**Staff Responsible for Monitoring:** District Support Provided by ELA Content Coordinators

Campus Principal

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

### Strategy 2 Details

**Strategy 2: Writing:** The campus will implement consistent systems for writing in ELAR classes that will be utilized in a classes throughout the campus.

**Strategy's Expected Result/Impact:** The campus will increase student achievement by 3% at the approaches grade level, 2% meets grade level, and 1% masters grade level on the English I and English II EOC.

**Staff Responsible for Monitoring:** District Support Provided by ELA Content Coordinators

Campus Principal

**Title I Schoolwide Elements:** 2.4

### Strategy 3 Details

**Strategy 3: Math:** The campus utilizes a variety of instructional models and resources to include blended learning and Schoology to enhance math instruction and provide instant feedback to check for student understanding.

**Strategy's Expected Result/Impact:** The campus will increase Domain I for students achievement based on the EOC Algebra I by 3% at the approaches grade level, 2% meets grade level, and 1% masters grade level.

**Staff Responsible for Monitoring:** District Support Provided by Math Content Coordinators

Campus Principal

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

### Strategy 4 Details

**Strategy 4: Science/STEM:** The campus has implemented a more autonomous learner experience (gradual release model) to increase the amount of lab time and opportunity for real world experience.

**Strategy's Expected Result/Impact:** The campus will increase student achievement on the Biology EOC by 3% at the approaches grade level, 2% at meets grade level, and 1% masters grade level.

**Staff Responsible for Monitoring:** District Support Provided by Science Content Coordinators

Campus Principal

**Title I Schoolwide Elements:** 2.4

### Strategy 5 Details

**Strategy 5:** Social Studies: The social studies department will utilize a variety of instructional strategies to engage students in higher order thinking process to improve student outcomes.

**Strategy's Expected Result/Impact:** The campus will increase EOC student achievement in U.S. History by 3% at approaches grade level, 2% meets grade level, and 1% masters grade level.

**Staff Responsible for Monitoring:** District Support Provided by Social Studies Content Coordinators  
Campus Principal

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

### Strategy 6 Details

**Strategy 6:** Instructional Planning: The campus has purposefully built in PLC times for staff so teams can analyze data to guide instruction and build differentiated learning experiences.

**Strategy's Expected Result/Impact:** Instructional planning will be targeted to ensure an increase on student achievement and growth data for all student groups to include the LEP and SPED populations.

**Staff Responsible for Monitoring:** District Support Provided by Director of Curriculum and Instruction  
Campus Principal

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

### Strategy 7 Details

**Strategy 7:** Progress Monitoring: The campus utilizes a dedicated instructional team to track academic progress, attendance, behavior and passing rates of students at risk of failing.

**Strategy's Expected Result/Impact:** A reduction in failure and discipline rates and an increase in attendance rates.

**Staff Responsible for Monitoring:** District Support Provided by Director of Academic Support  
Campus Principal

### Strategy 8 Details

**Strategy 8:** Data and Assessment: PLCs will meet weekly to discuss changes in instruction where necessary to meet the goals. Teachers will lead data talks after each CBA.

**Strategy's Expected Result/Impact:** An overall increase in student outcomes based on student achievement data.

**Staff Responsible for Monitoring:** District Support Provided by Coordinator of Accountability and Testing  
Campus Principal

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

### Strategy 9 Details

**Strategy 9:** Response to Intervention: The campus will utilize digital data to streamline the identification process and enhance communication among teachers so students receive proper interventions.

**Strategy's Expected Result/Impact:** 100% of teachers will engage in weekly PLC conversations regarding differentiation and RTI supports.

**Staff Responsible for Monitoring:** District Support Provided by Director of Academic Support  
Campus Principal

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

### Strategy 10 Details

**Strategy 10:** English Learners: Teachers will utilize instructional strategies that are appropriate for English Learners to include structured conversations and writing and speaking in complete sentences.

**Strategy's Expected Result/Impact:** 100% of ELs will increase by at least one linguistic level.

**Staff Responsible for Monitoring:** District Support Provided by the Director of PK-12 Multilingual Education  
Campus Administration

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

**Funding Sources:** Newcomer Staff - 263: Title III - \$32,500

### Strategy 11 Details

**Strategy 11:** Closing the Gap: The campus will identify the two lowest performing groups based off of student achievement data and develop instructional strategies to improve instruction and learning.

**Strategy's Expected Result/Impact:** The gap between English Learner and special education students will decrease when compared to their peers based on student achievement data.

**Staff Responsible for Monitoring:** Campus Administration  
Instructional Coach

**ESF Levers:** Lever 5: Effective Instruction

### Strategy 12 Details

**Strategy 12:** Special Education Services: All teachers will implement 100% of accommodations and modifications outlined on the individual educational plan for students who receive Special Education services

**Strategy's Expected Result/Impact:** Student outcomes for students who receive Special Education services will increase as evidenced by closing the gaps within the state accountability system.

**Staff Responsible for Monitoring:** District Support Provided Director of Special Education  
Campus Principal

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

### Strategy 13 Details

**Strategy 13:** Dyslexia Services: Identified students will receive specialized support through district programs as articulated in their individual educational plans.

**Strategy's Expected Result/Impact:** 100% of dyslexic students will receive services to enhance student achievement and student outcomes.

**Staff Responsible for Monitoring:** District Support Provided by Director of Academic Support  
Campus Principal

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

#### Strategy 14 Details

**Strategy 14:** 504 Services: The campus 504 coordinator will ensure that all students identified as needing 504 services will be provided with access to general education opportunities that are progress monitored by teachers.

**Strategy's Expected Result/Impact:** 100% of 504 students are in compliance with documented services.

**Staff Responsible for Monitoring:** District Support Provided by Director of Academic Support

Campus Administration

Campus 504 Coordinator

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

#### Strategy 15 Details

**Strategy 15:** Accelerated Instruction for At-Risk Students: Small group instruction accelerated instruction will be provided to all students who failed to approach grade level on ELAR EOCs in the spring of 2021.

**Strategy's Expected Result/Impact:** Student achievement on re-test ELAR EOC data will increase 5% at approaches grade level, 3% meets grade level, and 1% masters grade level.

**Staff Responsible for Monitoring:** District Support Provided by Director of Academic Support and the Director of Student Services

Campus Principal

Instructional Coaches

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Funding Sources:** - 199 PIC 24/30: Direct At-Risk Instruction (SCE) - \$21,146

#### Strategy 16 Details

**Strategy 16:** Gifted and Talented Services: Students who are identified as gifted and talented will received differentiated instruction to appropriately challenge and engage them.

**Strategy's Expected Result/Impact:** Gifted and talented students will participate in engaging lessons that lead to increased student outcomes as evidenced in state accountability.

**Staff Responsible for Monitoring:** District Support Provided by Coordinator of Gifted and Talented

Campus G/T Coordinator

Campus Administration

**ESF Levers:** Lever 4: High-Quality Curriculum

#### Strategy 17 Details

**Strategy 17:** College, Career and Military Readiness: The campus will focus on increasing the number of students who are college and career ready with a focus on seniors and juniors by administering the TSIA 2 test to students who are not college and career ready.

**Strategy's Expected Result/Impact:** The number of seniors who are college and career ready will increase from 29% at the beginning of the school year to 63%.

**Staff Responsible for Monitoring:** District Support Provided by Director of College and Career Readiness and Counseling

Campus Principal

**Title I Schoolwide Elements:** 2.5

### Strategy 18 Details

**Strategy 18:** Career and Technical Education: To ensure students are positioned to earn a certification in a CTE pathway.

**Strategy's Expected Result/Impact:** To have the highest percentage of students in the district who graduate with an industry based certificate.

**Staff Responsible for Monitoring:** District Support Provided by the Director of Career and Technical Education  
Campus Principal

**Title I Schoolwide Elements:** 2.5

**Funding Sources:** - 244: Perkins - \$13,085

### Strategy 19 Details

**Strategy 19:** Instructional Technology: The campus will utilize blended learning in core subjects areas to enhance instruction.

**Strategy's Expected Result/Impact:** Overall student achievement based on end of course data will increase from the previous year.

**Staff Responsible for Monitoring:** District Support Provided by the Director of Digital Learning  
Campus Principal

**Title I Schoolwide Elements:** 2.5

### Strategy 20 Details

**Strategy 20:** Advanced Academics: The campus will utilize Advanced Placement (AP) benchmark exams for core content areas to help identify students who would be most successful at taking an AP exam.

**Strategy's Expected Result/Impact:** At least 60% of all AP students will take the AP exam; 40% of those testing will earn a 3 or higher.

**Staff Responsible for Monitoring:** District Support Provided by Coordinator of Advanced Academics  
Campus Principal

**Title I Schoolwide Elements:** 2.5

### Strategy 21 Details

**Strategy 21:** Higher Education Requirements: The district will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, dual credit opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.

**Strategy's Expected Result/Impact:** All students grades 8-11 will receive Navigate your Future course guides. All 6-11 grade students will complete a career and learning styles inventory. All students grades 9-11 will complete their course selection and individual graduation plans.

**Staff Responsible for Monitoring:** District Support Provided by Director of College and Career Readiness and Counseling  
Campus Counselor

**Title I Schoolwide Elements:** 2.5

**Goal 2:** Hays CISD is dedicated to the safety of all students and staff.

**Performance Objective 1:** A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The campus will partner with local and state entities to assure preparedness. Specific areas to be addressed are campus access, detecting and reporting possible threats, and building an environment of trust between adults and all students. Our Emergency Operations Plan is updated annually and followed with fidelity.

**Evaluation Data Sources:** The campus will utilize the updated EOP along with district safety protocols and training. The campus will report to their Deputy Academic Officer an overview of student and staff character development, including extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies). The principal and appropriate staff will attend all relevant training throughout the year on this topic. Specific attention will be given to the communication of campus/district safety efforts (both physical and training) to our community.

TPESS Standard 2 - Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

TPESS Standard 4 - School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Strategy 1 Details
<p><b>Strategy 1:</b> Student Safety: The campus conducts regularly scheduled safety drills, increased surveillance infrastructure, implemented Safety 360, will work with the Director of School Safety for Emergency Operation Procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will have a feeling of being safe according to the K-12 insight survey.</p> <p><b>Staff Responsible for Monitoring:</b> District Support Provided by the Director of School and Student Safety Campus Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Social Emotional Learning: The campus will utilize surveys and students panels to develop interest inventories and pair those with faculty support so all kids can feel engaged in extra and co-curricular activities.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will strive to increase of students feeling student engagement in the K-12 insight survey.</p> <p><b>Staff Responsible for Monitoring:</b> Director of College and Career Readiness and Counseling Campus Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Increasing Attendance, Drop-Out Prevention: The campus meets weekly with the campus attendance interventionists to progress monitor attendance, provides positive incentives for attendance, and offers opportunities to regain lost class time.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will have the high attendance rate in the district for secondary schools.</p> <p><b>Staff Responsible for Monitoring:</b> District Support Provided by the Director of Student Services Campus Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>



#### Strategy 4 Details

**Strategy 4:** Drop-Out Prevention: Work with the attendance specialists to ensure students are enrolled in school.

**Strategy's Expected Result/Impact:** Reduce the drop-out rate.

**Staff Responsible for Monitoring:** Campus Administration

#### Strategy 5 Details

**Strategy 5:** Student Engagement: New students are provided with an orientation to showcase co- and extra-curricular activities available. The campus also utilizes the RTI process to encourage participation and connected to the campus.

**Strategy's Expected Result/Impact:** The campus will show a 10% increase of students indicating that they feel engaged to their campus according to the K-12 insight.

**Staff Responsible for Monitoring:** District Support Provided by the Director of Extra- and Co-Curricular activities

Campus Principal

**Title I Schoolwide Elements:** 2.6

#### Strategy 6 Details

**Strategy 6:** Positive Behavior Intervention Support: The campus will utilize a PBIS committee to streamline the process of communicating campus wide expectations and implementing a positive behavior support system.

**Strategy's Expected Result/Impact:** The campus will produce a defined list of campus expectations and show positive results on the K-12 .

**Staff Responsible for Monitoring:** District Support Provided by the Director of Student Services

Campus Principal

**Title I Schoolwide Elements:** 2.5

**Goal 3:** Hays CISD is dedicated to treating everyone with respect and dignity.

**Performance Objective 1:** Cultivating great community and staff relations requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our campus is committed to increasing client engagement both internally and externally.

**Evaluation Data Sources:** Staff will receive targeted training following a process review in the areas of customer service and community relations. The campus will develop strategies and systems to make this the best place to work, and these strategies will be shared with the Deputy Academic Officer. The campus will provide a monthly update on community and staff outreach. An employee engagement survey will be given and the results will be utilized to address needs as identified.

TPESS Standard 3 - Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

TPESS Standard 5 - Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Strategy 1 Details
<p><b>Strategy 1:</b> Customer Service: The campus will commit to returning communications or concerns within 24 hours.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will respond to parent concerns within 24 hours.</p> <p><b>Staff Responsible for Monitoring:</b> District Support Provided by the Communication Specialists and the Director of Community Relations Campus Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> School Community Involvement: The campus will utilize a PTA to create a stronger bond between community-to-school and school-to-community activities.</p> <p><b>Strategy's Expected Result/Impact:</b> PTA will have at least 100 members.</p> <p><b>Staff Responsible for Monitoring:</b> District Support Provided by the Director of Student Services Campus Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Goal Setting: The campus utilizes their CLT to review budget, PD, and the CIP.</p> <p><b>Strategy's Expected Result/Impact:</b> Quarterly reviews will be conducted and necessary changes and/or modifications will be made to the CIP.</p> <p><b>Staff Responsible for Monitoring:</b> District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Principal</p>

#### Strategy 4 Details

**Strategy 4:** Communicating Student Achievement to Parents: The campus utilizes homeroom, teacher phone calls, putting grades into TEAMS in a timely manner and contact logs to ensure academic success.

**Strategy's Expected Result/Impact:** 100% of students who are failing a course will have received a parent phone call and contact with their homeroom teacher about how to improve performance.

100% of teachers will update grades every Tuesday.

Failure reports will be generated and distributed via ICs, extra curricular and Advisory teachers.

**Staff Responsible for Monitoring:** District Support Provided by Coordinator of Accountability and Testing  
Campus Principal

#### Strategy 5 Details

**Strategy 5:** Professional Learning Communities: Teachers are expected to attend PLCs once a week with established norms focused on the district PLC questions 1-4.

**Strategy's Expected Result/Impact:** PLCs will document their process with agendas and meeting notes to inform instruction in order to increase student achievement.

**Staff Responsible for Monitoring:** District Support Provided by the Coordinator of Professional Development and Special Projects  
Campus Principal

#### Strategy 6 Details

**Strategy 6:** Family Engagement/Parent Involvement: Refocus efforts to re-engage parents and families to create an inclusive culture.

**Strategy's Expected Result/Impact:** Increased attendance rate, improved academics based on student achievement, and extra-curricular activities that excel.

**Staff Responsible for Monitoring:** Campus Administration