

Hays Consolidated Independent School District

Johnson High School

2023-2024



Board Approval Date: November 28, 2023
Public Presentation Date: November 13, 2023

Mission Statement

Mission: All students will graduate prepared to be successful in college and career.

Vision

Vision: Students and adults will be engaged in and out of the classroom.

Value Statement

At Johnson High School, WE will always:

- Be on a mission to becoming BIA – BEST IN AMERICA!
- Prepare the child for the road, not the road for the child – RESILIENT!
- Exceed educational standards and requirements through continuous improvement and professional learning - *Be your best, Run to WIN the race!*
- Promote teamwork to create a positive environment.

Goals

Goal 1: Hays CISD believes in the achievement, growth, and success of every student.

Performance Objective 1: Through attention to individual student's needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement, including intervention and enrichment. The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics; college, career, and military readiness; and character and power skills education.

High Priority

HB3 Goal

Evaluation Data Sources: Student Advising: The district will utilize a career interest profiler to track academic advising beginning the spring semester of 5th grade based on student interest and academic achievement. In June 2024, the district will provide a comprehensive report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

Student Achievement: In February, a public hearing on TAPR will be held to summarize student academic performance/achievement and accessibility gaps, including the district's college, career, and military readiness counts. In August 2024, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/masters % vs. the state performance.

College & Career Readiness: The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with 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 courses. The district will monitor progress throughout the 2023-2024 school year and will provide an update on college readiness to the Board by January 2024 for the final 2022 CCMR results.

Professional Development: Campus staff will participate in differentiated Just-in-Time professional development offered by the District in all content areas to support our campus initiatives and student achievement goals. To inform campus professional development, campus administrators will conduct at least 60 minutes of walk-throughs per day. A focus on lesson design and delivery will amplify student learning experiences that will lead to mastery learning and improved student outcomes. Phonics instruction will be required in the primary grades.

Strategy 1 Details

Strategy 1: Reading Language Arts: JHS ELA will create CFAs and activities in Schoology using the new STAAR question types. CBAs have been written so that 25% of the questions include the new STAAR question types. Co-teach, Reading intervention and Read 180 courses will increase time spent on data reflection and strategic planning for individual support.

Playbook Reading Strategies will be used across all departments campus-wide.

Strategy's Expected Result/Impact: Our ELA I and ELA II STAAR Goals are 3% increase in Approaches, 2% increase in Meets, and 1 % increase in Masters.

Staff Responsible for Monitoring: ELA Department Chair, ELAR IC and assigned Assistant Principal.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Targeted Support Strategy**

Problem Statements: Demographics 4 - Student Learning 1

Strategy 2 Details

Strategy 2: Math: JHS Math will develop material to support the new question types for the STAAR exam. They could be used in common formative or unit assessments. Every unit assessment will include 25% of the new question styles. The co-teach courses will increase the time spent on data reflection and strategic planning for individual support. All math classes will be reading and writing to increase stamina for all standardized testing.

Strategy's Expected Result/Impact: Algebra I goal is a 3% increase in Approaches, 2% increase in Meets, and 1% increase in Masters.

Staff Responsible for Monitoring: Math Instructional Coach

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 4 - Student Learning 1

Strategy 3 Details

Strategy 3: Science/STEM: JHS will continue to purposefully plan lab experiences with a minimum of 40% class time. This will include dry labs, wet labs, virtual activities and other manipulative activities and models. JHS will also increase the amount of field work labs done in local parks. JHS will also increase the amount of technical writing in the classroom using the Claim, Evidence, Reasoning (CER) method. This will be taught in class and will be assessed on each CFA and UA.

Strategy's Expected Result/Impact: Biology's goal is a 3% increase in Approaches, 2% increase in Meets, and 1% increase in Masters.

Staff Responsible for Monitoring: Science AP, Teachers and Science instructional coach/DH

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 4 - Student Learning 1

Strategy 4 Details

Strategy 4: Social Studies: JHS Social Studies Department will continue to focus on primary document analysis and writing in history courses with 100% of Social Studies teachers implementing weekly Common Formative Assessments (CFA) that utilize a rubric focused on the writing structure of Assertion, Proof, and Explanation (APE). Our goal is to have 75% of students score proficient or excels on their A.P.E. C.F.A. in April 2023.

Strategy's Expected Result/Impact: US History's goal is a 3% increase in Approaches, 2% increase in Meets, and 1% increase in Masters.

Staff Responsible for Monitoring: Social Studies Instructional Coach

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: PLC Professional Learning Communities: Johnson High School instructional coaches will facilitate well-planned PLCs to streamline the curriculum across all content areas, implement playbook strategies (Reading/Writing/CFAs), analyze data, and plan for interventions and extensions. The campus will utilize the adopted Hays CISD curriculum, the Hays CISD content resource website, and Schoology. ELA I and ELA II teachers are expected to meet two days a week to work as a PLC. All other subjects meet once a week. Teams are expected to complete an agenda that guides the team through answers to PLC questions 1-4. Team members must adopt roles and establish a social contract.

Strategy's Expected Result/Impact: 100% of teachers will engage in weekly PLC conversations regarding differentiation and RTI supports. Performing as a PLC will result in student mastery of content, as evidenced by the goals listed in areas 1-5.

Staff Responsible for Monitoring: Instructional Coaches, AP, Principal

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Progress Monitoring: The campus will monitor and document students' progress by expecting students and teachers to track data on a weekly basis. Task Tuesdays in Home Room is used to check student progress in TEAMS. Student success will be measured by weekly formative assessments, unit exams (campus & district), curriculum-based assessments (from district), and benchmarks (from district).

Strategy's Expected Result/Impact: 100% EOC classrooms will track classroom, teacher and student data.

The campus leadership team will review campus data by department/subject to ensure campus goals are aligned to the needs of students.

Content teams will utilize frequent common assessments. Data from the common assessments will be used to monitor student progress and drive instruction in areas of need.

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 4 - Student Learning 1

Strategy 7 Details

Strategy 7: College, Career, and Military Readiness: Johnson High School will ensure that 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. We will continue to use SCE funds for tutoring after school and on Saturdays.

Strategy's Expected Result/Impact: Counselors will academically advise 100% of students.

Staff Responsible for Monitoring: Counselors

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 8 Details

Strategy 8: Multilingual: The LPAC team collaborates with students to build success plans that are monitored and visited each nine weeks. Tutoring schedules will be developed throughout the year by the interventionist based on plan progress and classroom success.

Strategy's Expected Result/Impact: Impact on EBs: 90% of our Emergent Bilingual students will pass all 8 of their classes in the 23-24 school year.

World Languages: 90% of all JHS students taking world language classes will pass.

Staff Responsible for Monitoring: Solis

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 9 Details

Strategy 9: Special Education: JHS will increase the number of students earning industry/TEA-recognized certifications and increase the number of students earning college credits. Increase opportunities provided for career investigation through guest speakers, field trips, community collaborations, internships and practicums.

Strategy's Expected Result/Impact: 80% of Johnson HS special education students will pass all of their classes.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Strategy 10 Details

Strategy 10: Highly Mobile & At-Risk: Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all STAAR EOC content areas. We will continue to utilize our SCE funds to pay for STAAR camps and after school tutoring.

Strategy's Expected Result/Impact: 100% of students will receive the appropriate level of accelerated instruction as required before the student is required to take the STAAR re-test.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 11 Details

Strategy 11: Career and Technical Education: JHS will increase the number of students earning industry/TEA-recognized certifications and increase the number of students earning college credits. Increase opportunities provided for career investigation through guest speakers, field trips, community collaborations, internships and practicums.

Strategy's Expected Result/Impact: 88% of Cohort of 2024 will be college ready.

Staff Responsible for Monitoring: CTE Assistant Principal

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 12 Details

Strategy 12: Advanced Academics: Johnson High School will enhance communication with the community regarding Dual Credit with ACC, UT On-Ramps and Advanced Placement Classes. We will also increase students' capacity to access college-credit courses through enhanced Pre-AP/advanced courses.

Strategy's Expected Result/Impact: The percentage of AP students with scores of 3+ will increase from 70% to 75%.

Enrollment in an AP course will increase from 34% to 45%. Enrollment in Dual Credit and On RAMPS will also increase by at least 5%.

Staff Responsible for Monitoring: AP/College Board Coordinator

Problem Statements: Demographics 4 - Student Learning 1

Goal 2: Hays CISD is dedicated to the safety, mental health, and engagement of all students and staff.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, access to mental health supports, opportunities for all students to be engaged in their school community, and our adopted standard response protocol. The district and each campus will partner with local, state, and federal entities to ensure preparedness related to School Safety and Security.

Evaluation Data Sources: Safety and Security: The Board will receive a brief narrative posted in the Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity and embed SEL best practices across all academic areas. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extracurricular/club participation, and the district will track discipline and attendance on an ongoing basis. SEL information will be presented in December 2023 to provide a district-wide update.

Strategy 1 Details

Strategy 1: Student Safety:

Johnson High School will maintain a good relationship & strong communication channels with area emergency operations departments, the Director of Safety & Security, and the Johnson High School SRO and campus security team.

Strategy's Expected Result/Impact: Johnson HS will complete daily door checks 100% of the time and pass the SRP inspection.

Drills will be performed in accordance with state, local, and district requirements. Feedback on drills/overall safety plan will be timely, honest, and in the spirit of campus improvement.

EOPC is submitted to the district Safety & Security department for review of compliance with state requirements.

EOPC procedures are clearly communicated across campus to all staff and students.

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Social Emotional Learning: Johnson High School will implement strategies using Winning the Mental Game to provide students with strategies to build resilience, overcome adversity and focus on targeted personal goals.

Strategy's Expected Result/Impact: All students will participate in a "Winning the Mental Game" lesson every week of school in Homeroom.

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 4 - Student Learning 1

Strategy 3 Details

Strategy 3: Mental Health: Johnson High School counselors provide individual support to help students acquire coping skills for anxiety, stress, and depression.

Strategy's Expected Result/Impact: Students who are identified as needing or requiring mental health support will meet with a counselor regularly and demonstrate improvement in the acquisition of coping skills.

Staff Responsible for Monitoring: Counselors and Crisis Counselors

ESF Levers:

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Increasing Student Attendance: The campus will support campuses multi-tiered intervention systems. The district Attendance Intervention Specialists will collaborate with students at risk of dropping out and stakeholders to provide intervention, support, and a plan for the school year. The district will streamline the process to transition students who are at risk of dropping out to Live Oak Academy.

Strategy's Expected Result/Impact: Johnson High School will have 95% attendance for the 23-24 SY.

Staff Responsible for Monitoring: Assistant Principal assigned to Attendance

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Student Engagement: Johnson High School will encourage the participation of students in extra-curricular activities and clubs. The campus will implement the "100% Hays" motto to provide a vision for engagement.

Explore and/or implement new strategies and activities to incorporate student voice in the development of improved academic achievement, increased graduation, school safety, and culture.

Strategy's Expected Result/Impact: 100% of Johnson HS students will be involved in extracurricular activities or clubs.

Staff Responsible for Monitoring: Principal
Assistant Principals

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Performance Objective 1: The campus will foster a welcoming culture of positive engagement and public service. Our campus is committed to customer service with timely and effective communication. Our campus is committed to increasing customer service and client engagement, both internally and externally.

Evaluation Data Sources: The Board will receive timely updates on community and staff outreach. An employee engagement survey will be given and the Board will see the results AND how they will be addressed.

Staff will receive targeted training, after a process review, in the areas of customer service and community relations. HCISD will develop strategies and systems to make this the best place to work, and the plan will be presented to the Board in November.

During the December and June Board meetings, the board will receive a report of the recommendations made to Dr. Wright by the Diversity Advisory Council.

Strategy 1 Details

Strategy 1: School Community Involvement: We will continue to foster the relationship between students, teachers, parents, family members, and our community. We will hold events to invite parents and the community onto our campus as well as be visible in our community and support community needs.

Strategy's Expected Result/Impact: We will increase parent participation by 10% at all school events.

Staff Responsible for Monitoring: Principal

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Family Engagement/ Parent Involvement: Johnson High School will encourage parent participation with all events following Safety protocols. We will work with PTSA and Booster Clubs and Organizations to utilize essential volunteers to support staff and students. We will send a weekly SMORE newsletter out to staff, parents, and students to communicate with our entire community.

Strategy's Expected Result/Impact: 100% communication of all events will be posted on our JHS website, program websites, social media, and newsletters.

JHS HS will send 1 SMORE a week for the 23-24 SY.

Staff Responsible for Monitoring: Administrators

ESF Levers:

Lever 3: Positive School Culture

State Compensatory

Budget for Johnson High School

Total SCE Funds: \$37,778.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

JHS will use its supplemental SCE funds to increase the achievement of its at-risk students through afterschool tutoring, STAAR bootcamps, No Red Ink (Writing Intervention program), Reading intervention materials, and a math intervention program (Quizzes).

Personnel for Johnson High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Armatta	Instructional Coach	1
Jason Akina	Credit Recovery Teacher	1
Kathryn Snell	Credit Recovery Teacher	1
Lucretia Wise	Instructional Coach	1
Mark Durham	Credit Recovery Teacher	1
Petra Mann	MH Professional (At-Risk)	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Brett Miksch	Principal
Community Representative	Craig Whitaker	
Parent	Blanca Ivener	
Business Representative	Alyssa Paap	
District-level Professional	Michael Watson	
Non-classroom Professional	Julissa Adcock	Secretary
DAC Representative	Ytzel Aguilar	NAC Teacher
Classroom Teacher	Amy Armata	ELA Teacher
DLT Representative	Erica Weden	Math Teacher
Classroom Teacher	Amanda Gregory	CTE Teacher