

Goose Creek Consolidated Independent School District

Highlands Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Highlands Elementary is committed to providing a comprehensive quality education to the whole child in order to empower them to become life long successful citizens.

Vision

All Highlands Elementary Stakeholders will collaborate as a learning community to assure student success by:

Working together interdependently in collaborative teams.

Using data driven decisions to guide instruction.

Demonstrating a personal commitment to the academic success and general well-being of each student.

Focusing on student engagement through effective classroom management and student centered instruction.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics:

- The data in the reports show evidence that the student enrollment continues to increase at Highlands Elementary.
- The ethnicity composition has also changed. Highlands again has the Hispanic group as the largest ethnic group at 55.21%. Leaving the next population at only a 31.23%. This also seems to be a pattern.
- Two other areas of great concern are the Special Ed population, specifically the 504 Non-dyslexia number which again jumped from 55 to 94 students this year.
- Second area of concern is the At-risk population at a 54.96%. That is more than half of our population.

Staff Quality

- Retention is good, this year the school started with 2 openings but were both filled by Christmas. The current staff retention rate for Highlands Elementary is 83% between the 2016-2017 year to the 2017-2018 year. All the teachers on the campus are currently highly qualified and certified.
- Professional Development training implementation needs to be item on PLC agendas to promote open dialogue and ensure higher levels of successful implementation.
- A deficit this year was with teacher mentors for new teachers and those new to the campus. Mentor involvement for new teachers as well as new to the campus needs to be established as an actual program. Also, a teacher visitation program between campuses could help boost standards performance as a district.
- More vertical teaming across the board will help raise baseline scores.
- Vertical teaming needs to be implemented with fidelity
- New teachers are supported with mentors and trainings. There are supports in place on a district level but the campus level supports could use improvements.
- Professional Development is available throughout the year both during and after school. Teachers can attend online or in person. Follow up support is available from the campus CIS/CAS, department coordinators, or by emailing the presenter for more information.
- Strengths are shared through weekly PLC meetings where teachers get together to plan for the next month/grading period and can share ideas and teaching strategies. SOAR time is utilized when data is disaggregated as a grade level and groups are formed and assigned based on teacher strengths and student needs.
- Teachers are supported by content colleagues and CIS/CAS/Administration during weekly PLC meetings after disaggregating data to pinpoint weaknesses. Teachers share strategies among each other to help raise standards performance.

Demographics Strengths

Demographics:

- GATE ethnicity is representative of the overall campus population percentage
- Campus has high teacher retention

Staff Quality:

- Certification through traditional and alternative programs
- Open dialogue between teachers
- Campus view “our kids”
- Attendance at district job fairs by Admin/CIS/Volunteers

Problem Statements Identifying Demographics Needs

Problem Statement 1: New teachers to the campus and/or grade level are overwhelmed and bombarded by new strategies and paperwork throughout the year. **Root Cause:** There is not a working program structure at Highlands Elementary to mentor new teachers at the campus.

Student Academic Achievement

Student Academic Achievement Summary

- Data is disaggregated after each CBA and Benchmark in PLCs and team meetings. Data indicates student achievement in various categories as well as showing which group(s) is/are struggling or performing on grade level:
 - 2nd grade math February CBA had 69% passing, which is an increase from previous CBAs. They were also 1st in the district.
 - 3rd grade reading is up 5% in the Masters column and up 12.5% in the First Year of Monitoring column when compared to last year's CBAs.
 - 4th grade Masters increased in both reading and math CBAs from last year's to this year's Benchmarks.
 - 5th grade's first round of STAAR had 77% pass Reading (which is a 7% increase from last year) and 84% pass Math (which is a 2% increase from last year)
- RtI, SSI, Moby Max, the Renaissance STAR 360 Universal Screener and school tutorials are all offered on our campus and have slightly helped with student achievement.
- SPED and LEP are still our programs in need. Students are not making adequate progress and are performing below grade level.
- Academic vocabulary is an area of challenge amongst all students, all levels, and core contents.
- Need Technology/classroom computers 1 to 1 in lower grades (2nd and 3rd)
- Behavioral consequences still have room for improvements
- RtI implementation needs work

Student Academic Achievement Strengths

- Large quantities of manipulatives
- CAS modified ELA curriculum to meet campus needs
- Additional support staff (CAS,SSA)
- Paraprofessional helping during SOAR which allows for small groups
- Weekly walk-throughs/planning by administration team and district personnel hold teachers and students accountable for learning
- Implemented Writing Across the Curriculum in math, science, reading and social studies

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students continue to have deficits in phonetic awareness and/or number sense. **Root Cause:** There is not a vertical planning process in place between Highlands Elementary and Hopper Primary.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

- Data is collected from various sources including but not limited to common formative assessments, unit tests, CBAs, universal screeners, benchmarks, DRA's and campus tests.
- Data from these assessments is collected and organized in programs such as Eduphoria, TEAMS and ESPED.
- The student data can be analyzed by groups/classes, grade levels, by TEKS and/or demographics.
- The data is used to track student progress and indicate areas of weakness and strengths for individual students. Areas of weakness will reveal a need for remediation.
- Interventions, such as small group in class, daily intervention time (SOAR), RTI, Tutoring and SSI, is driven by the data.
- Students and administrators also utilize the PLC process and the Data Room (CIS/CAS office) to monitor school-wide progress in both overall student achievement as well as in district identified areas of need in all aspects of the curriculum.
- Reading intervention continues to be an issue on the campus due to lack of resources-LLI kits, Phonics programs, more chapter books, etc.
- Training for paraprofessionals so that they might assist with programs such as LLI and thus accommodate more students in smaller settings.
- Continued access to MobyMax or a like program to help keep students interested, to assure resources for working at home, and to allow for tracking of progress.

School Organization

- Communication and collaboration is expected between educators, students, and parents. Target areas are communication logs with parents and the number of signatures will be accounted for measurement. They are looked at monthly.
- Goals, performance objectives and strategies are communicated at the beginning of the year to set expectations and then repeat through the year during faculty meetings, emails, and verbal one-on-one communication.
- The campus and district ensures that needs are analyzed and prioritized by implementing the professional learning community (PLC) model, in which teachers and administrators meet on a consistent, weekly basis to share expertise and work collaboratively to improve teaching skills and the academic performance of students. During this time, TEKS are unpacked, lesson plans are created, and CFA's are developed. Various data including CFA, CBA, and benchmark scores are analyzed. After reviewing data, plans are based on common assessment results and tutorial groups are formed into the "re-teach" or "enrich" categories.
- The campus has an Instructional Leadership Team (ILT), which is a committee made up of one teacher per grade level, along with administrators, that accepts instructional inquires as a regular agenda item during its regular monthly meetings.
- The campus is focused on improving student academic achievement. By implementing PLCs, the campus can quickly identify students who need additional time and support. It also provides students with help as soon as they have trouble with specific content and requires them to have extra time and receive additional assistance until they have mastered the necessary concepts.
- Teachers need more trainings throughout the school year of their choice. Having the principal pick our training is not beneficial always. We need to be

able to have choice on what we feel we could better succeed in through trainings.

- There is only a focus on improving of CBA, Benchmark, and STAAR scores.
- RTI process needs to be revisited for how we can improve academic student supports.
- We need to refocus on how PLC is implemented with faith and fidelity.
- A school wide calendar available to all faculty to staff that allows for easy access to information and allows for more cohesive planning across the school.
- There is common planning time available for both content area and grade levels. It is done by content areas on Wednesday during conference and whole team in the afternoon.
- We have Team Leaders per grade level, PLC leads, Subject area leaders, PBIS, and committee leaders
- We have ILT, PLC and Campus Connection Rep who meets with Superintendent to voice campus concerns. Beach club on Tuesday after school.
- We do believe that the building is set up well. Most grades are together in one general area for collaboration and team building. The students are mainly with their peers and can foster good relationships. The younger students are not co-mingled with the older students which could lead to bullying or inappropriate discussions.

Technology:

- Teachers and students are using various websites: MobyMax, Lonestar Learning – TEKs Target Board, Pebblego; Bookflix, Tumblego, AR, Epic!, Dreambox, Imagine Learning (ELLs) to supplement instruction.
- Students also use laptops and iPads to access these same websites for research as well as reading and math practice through the access provided by the GCCISD Portal.
- Students utilize the computer labs to work on various educational programs as well.
- The Lee College Mobile Go Center makes a visit to our campus once a month to help implement and promote the further use of technology.
- Teachers can use the Capstone Library to access digital books for use in their classrooms.
- Teachers and staff use: Pebblego, Tumblebooks, Bookflix, AR, MobyMax, Dreambox, Lonestar Learning – TEKs Target Board, Imagine Learning (ELLs) and various other websites to support curriculum and instruction.
- Teachers and staff use Eduphoria to analyze data, enroll in professional development and develop lesson plans.
- Teachers use TEAMS for grading and parent information, while ESPED and Review 360 are used by teachers to document behavior and accommodations.
- Teachers need to attend offered technology professional development.
- Teachers need to become familiar with technology TEKs for their grade level.
- Teachers need to take advantage of and utilize our feeder pattern technology specialist.
- The technology needs for our campus are iPads for all grade levels as well as iPads for every teacher.
- We need more student computers for 2nd – 5th grade and laptops for 2nd & 3rd.
- We need an improved infrastructure to be able to support multiple students using the technology at one time.
- We need our students to learn keyboarding and an actual Technology teacher or para professional to help implement these practices to better meet the needs of the students.

School Processes & Programs Strengths

Curriculum:

- Implementation of PLC process and sharing the responsibility of ALL students learning is progressing and catching on with MOST staff.
- Second grade was able to use the PLC intervention/extension time to allow for double guided reading time resulting in great growth in the reading levels of many students
- Campus wide adoption of “MobyMax”, a computer based all subject intervention/extension program that allowed teachers to monitor growth, allowed parents to work with their children at home, excited students for learning (due to format), and taught each student at their individualize level due to customization of the program.

School Organization:

- Each team works with their CIS/CAS to focus their efforts on improving the scores of the students.

Technology:

- There are COW's, ELMO's, laptops, iPads, projectors, Promethean boards, and teacher desktop computers in every classroom.
- Most classrooms also have two student desktop computers.
- Our 5th grade classes have laptops for their students use while our 4th grade classes have access to iPads for their students.
- We have computers in the library and 2 computer labs.
- The library also has iPads available to check out upon request.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Many Highlands Elementary students are reading significantly below grade level and need intense intervention. **Root Cause:** The campus has not established a systemic process of training, material procurement, and accelerated instruction to address the student needs

Perceptions

Perceptions Summary

School Climate:

- Student perceptions as reflected in the yearly campus survey indicate that their teachers are enthusiastic to teach, they make learning fun, are prepared for class, and encourage them to do their best. Students also indicate that their teacher supports them when they do not understand the content, accept nothing less than their best work, and communicate often with their parents. They also indicate that the classroom rules are fair and that they feel safe with their teachers. They are divided when it comes to how fairly they are treated by other students.
- Teacher perceptions as reflected in the yearly campus survey indicate that they feel the school is a safe place and that they understand their roles and responsibilities. Teachers feel that administrators display knowledge of content and support teachers with their discipline management. A majority of teachers feel that the school does not have a consistent approach when it comes to addressing behavior management and discipline. Teachers are divided in opinions when it comes to respect amongst staff and administrators. Teachers believe that student success is at the forefront of the school.
- Parent perceptions as reflected in the yearly campus survey indicate that they are satisfied with communication between the home and school. They also report feeling very welcomed and are satisfied with communication from the administrative staff. They are satisfied with the respect and friendliness with all staff as well as pleased with the guidance and counseling that is offered. Parents believe that Highlands is a safe environment for their child(ren). They believe that behavior is addressed in a timely manner and that the curriculum is fair, appropriate, and challenging enough to meet their child's needs.
- Highlands Elementary students and staff need more structure and organization to eliminate the gray areas of discipline, rules, and procedures.
- There is a need for more positive and consistent behaviors among students and staff. The only consistent things among all grade levels is walking on the 3rd tile and the Highlands Hawks chant for silence.
- Changes need to be planned and executed smoother as this impacts the culture and morale of the school.

Family Engagement:

- Family and community perceptions are obtained through parent surveys, evaluations, meetings, conferences and relationships reflected in a variety of ways with many opportunities for community members and parents to become individually involved on our campus.
- Through varied opportunities, parents and community members develop a true connection to our school and, in turn, develop a better understanding of how to educationally support our students.
- Parent and family perceptions are reflected through beginning and end-of-year surveys, session evaluations, meetings and conferences.
- Data indicates parents feel informed about the general goings-on of the campus and appreciate the variety of opportunities made available to get involved and participate.
- The addition of the parent Remind101, monthly calendars and Parent University helped to improve communication and offered another means of communicating important academic, parenting and counseling information as well as dates and events.
- Parents still express a need for continued and increased notification. However, parents also stated the main reason for lack of involvement in school activities and events is mainly due to busy work and family schedules. It is not that they do not wish to participate but rather their work schedule or

kids' involvement in extracurricular activities keeps them from participating as much as they would like.

- Parents commented the school is doing a good job of offering a variety of ways to become involved and should continue to offer these academic family nights, educational sessions, and other school events at a variety of times throughout the day and year.
- Community perceptions are reflected through meetings and personal relationships with staff and administration with the following community partnerships and representatives: Lee College Community Engagement Specialist, STEAM Town USA ExxonMobil representative, First Baptist Missions Director, Highlands United Methodist Kids Hope Mentor Director, Eddie Gray Wetlands Outreach Coordinator, Share Your Christmas Coordinator, Stratford Library Branch Manager, Highlands Rotary and Chamber of Commerce representatives. Through these relationships the school is able to nurture, maintain and improve on specific desires and needs with each organization.

Perceptions Strengths

School Climate:

- Students know, understand, and generally follow expectations
- Students feel safe and supported by faculty and staff
- Hawk Rallies are effective in celebrating the success of students each six weeks.

Family Engagement:

- Parents feel vested and a part of the school
- Parents feel in touch and aware of activities, session and events on campus
- Parents want to be involved in their child's education and school
- Community partnerships feel welcome and a part of the school culture
- Community groups and organizations feel appreciated and validated
- A variety of sessions, activities and events are made available to parents and community be involved

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Highlands Elementary students and staff need more structure and organization to eliminate the gray areas of discipline, rules, and procedures. **Root Cause:** Behavior expectations and consequences/interventions are not consistent within the school.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Goals

Goal 1: Highlands Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: All students will strive to achieve 90% mastery on grade level assessments and meet or exceed the state average on STAAR.

Evaluation Data Source(s) 1: STAAR, EOY, Benchmarks, charts

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Disaggregate and analyze students' test data (STAAR and local assessments) in all core subject areas to address needs of all students by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups with a specific focus on sub-populations to include: African American, Special Education, and LEP.	2.4	Campus Administrators Campus Instructional Specialist Teachers	Increase STAAR Results and EOY Benchmarks			
	Problem Statements: School Processes & Programs 1					
2) Chart all 2nd - 5th grade students Reading and Math levels each six weeks in data room to track progress and make instructional adjustments as needed	2.4	Campus Administrators Campus Instructional Specialist Teachers	Students data will kept to help keep track of student success			
3) Implement researched-based materials and technology software to improve core content areas in grades 2-5 for all students..	2.4	Campus Administrators	Increase STAAR Reading & Writing results, and EOY Reading results			
4) Provide effective STAAR preparation and resources in mathematics, writing, reading, and science. Designate materials to be used for all students with special attention given to questioning strategies using STAAR format.	2.4	Campus Administrators Campus Instructional Specialist Teachers	Increase STAAR state Results and EOY Benchmarks			
5) Continue to build strong Professional Learning Communities (PLCs) that analyze student achievement data, plan effective instruction and interventions that focus on increasing the rigor in all classrooms at Highlands and Hopper Primary.		Campus Administrators	Increase STAAR results and EOY Benchmarks			
	Problem Statements: Student Academic Achievement 1					



= Accomplished



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Students continue to have deficits in phonetic awareness and/or number sense. **Root Cause 1:** There is not a vertical planning process in place between Highlands Elementary and Hopper Primary.

School Processes & Programs

Problem Statement 1: Many Highlands Elementary students are reading significantly below grade level and need intense intervention. **Root Cause 1:** The campus has not established a systemic process of training, material procurement, and accelerated instruction to address the student needs

Goal 2: Highlands Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Provide staff with training, schedules, and materials necessary to promote students success with specific focus on special programs

Evaluation Data Source(s) 1: STAAR, EOY Test

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Coordinate schedules where Special Education students are in the least restrictive environments in the general education classroom while meeting their IEP minutes.		Campus Administrators	Increase STAAR results and EOY Test			
	Funding Sources: Coordination of Local and State Funds - 416.00					
2) Implement a program that focuses on questions with the depth of knowledge needed to score a Level III on STAAR in all tested areas.		Campus Administrators Campus Instructional Specialist Teachers	Increase STAAR results and EOY Test			
	Funding Sources: Coordination of Local and State Funds - 750.00					
3) Provide research-based strategies to ensure early exit with success for all at-risk identified bilingual students	2.6	Campus Administrators Campus Instructional Specialist Teachers	Increase STAAR results and EOY Test			
	Funding Sources: Coordination of Local and State Funds - 20000.00					
4) Provide interventions early and consistent for students not meeting Level III on STAAR from prior year and/or currently identified "at-risk".	2.6	Campus Administrators Campus Instructional Specialist Teachers	Increase STAAR results and EOY Test			
	Funding Sources: Coordination of Local and State Funds - 498.00					
5) Implement professional development training in Depth of Knowledge (DOK) to raise students' performance & increase percentage of students at Level III on STAAR	2.4	Campus Administrators Campus Instructional Specialist Teachers	Increase STAAR results and EOY Test			
	Funding Sources: Coordination of Local and State Funds - 498.00					

6) Provide 2 vertical alignment opportunities with Hopper primary to ensure	2.4, 2.6	Campus Administrators Campus Instructional Specialist Teachers	Increase STAAR results and EOY test			
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Highlands Elementary, through enhanced dropout prevention efforts, will ensure all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Provide services, activities, and/or resources to identified students to improve instructional performance and/or attendance.

Evaluation Data Source(s) 1: Assessment Data, Report Cards, PEIMS reports

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide appropriate identification of needs & interventions for students including at-risk students performing below expectations in the core subjects (RtI, I/E, resources/materials) and provide specific interventions for each tier within the RtI process	2.6	Campus Administrators Campus Instructional Specialist Teachers	Increase STAAR Test Results and EOY Benchmarks			
2) Monitor average daily attendance and provide attendance awards and incentives for both students and staff.		Campus Administrators Counselor	Increase attendance to meet the State's accountability rating			
3) Help students with poor attendance with the resources offered through the campus SST team.		Campus Administrators CSSS	Increase attendance to meet the accountability rating			
						

Goal 3: Highlands Elementary, through enhanced dropout prevention efforts, will ensure all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Provide opportunities that foster an early awareness of the advantages offered by a higher education and planning for the future through career exploration.

Evaluation Data Source(s) 2: Attendance at orientation Counselor's Lesson Plan, calendar of events

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Collaborate with B.P. Hopper and Highlands Jr. to ensure successful transition to/from Highlands Elementary.		Campus Administrators Counselor Teachers	Increase attendance to meet the State's accountability rating			
	Problem Statements: Student Academic Achievement 1					
2) Provide a guidance program that promotes higher education and career awareness.	2.5	Principal Counselor Teachers	Promote and increase college readiness and Index 4 of the State's accountability rating			
	Funding Sources: Local Funds - 1000.00					
						

Performance Objective 2 Problem Statements:


Student Academic Achievement
Problem Statement 1: Students continue to have deficits in phonetic awareness and/or number sense. Root Cause 1: There is not a vertical planning process in place between Highlands Elementary and Hopper Primary.

Goal 4: Highlands Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Utilize the Positive Behavior and Academic Support (PBAS) model to promote a safe, positive learning environment for students and staff.

Evaluation Data Source(s) 1: PIEMS report, List of students recognized, Staff Attendance Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) PBIS team will attend trainings offered by district or Region IV.		Campus Administrators CSSS Counselor Teachers	Decrease discipline referrals			
2) Ensure that the PBIS team meets once per six weeks to evaluate progress and to make data-based decisions about improving student behavior using the PBIS process.		Principal CSSS Teachers	Decrease discipline referrals			
	Problem Statements: Perceptions 1					
3) Provide rewards and incentives to promote positive student behavior.		Principal Teachers	Decrease discipline referrals			
4) Provide incentives and organize activities for staff that encourage teamwork and boost morale.		Campus Administration Counselor CSSS	Increase Faculty and Staff morale			
5) Utilize the counselor to plan and implement guidance lessons (drug awareness, bullying, college and career, WHO, etc) and to support teachers with the implementation of the Keystone Curriculum.		Principal Counselor	Increase awareness of College Readiness and acceptable social skills			
						

Performance Objective 1 Problem Statements:






Perceptions
Problem Statement 1: Highlands Elementary students and staff need more structure and organization to eliminate the gray areas of discipline, rules, and procedures. Root Cause 1: Behavior expectations and consequences/interventions are not consistent within the school.

Goal 5: Highlands Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Provide highly effective, on-going professional development that address effective instructional strategies to increase student achievement in the four core areas.

Evaluation Data Source(s) 1: Staff Development Records, STAAR Index 4, PIEMS Report, EOY tests, certifications, agendas, sign-in sheets, Staff Development Report

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Teachers will attend district and campus professional development that addresses effective instructional strategies to increase student achievement, especially in the areas of reading, effective differentiation techniques, and training pertaining to specific student populations such as: LEP, special education and ED.		Campus Administrator Campus Instructional Specialists Teachers	Increase Student Achievement			
2) Campus Instructional Specialists will provide coaching support to classroom teachers especially teachers new to the profession, grade level or content area.		Campus Administrators	Increase Student Achievement			
3) Conduct mid-year review of teacher staff development hours.		Campus Administrators	Increase Student Achievement			
4) Encourage all teachers to become ESL and GT certified.		Campus Administrators	Increase Student Achievement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Highlands Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 2: Monitor the recruitment and retention of highly qualified personnel

Evaluation Data Source(s) 2: Certificates, T-TESS, Candidates Certifications, Retention Data, contracts

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Through our established interview committee, hire highly qualified candidates that best matches the needs of the student population.		Campus Administrators	Increase Teacher Capacity and student achievement			
2) New teachers will be assigned a mentor and provided opportunities to meet to discuss progress and provide feedback.		Assistant Principal	Increase Teacher Capacity and student achievement			
						






Goal 6: Highlands Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Provide opportunities for parents to be actively involved in the educational process.

Evaluation Data Source(s) 1: Sign-In Sheets, EOY Report, Minutes, EOY survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	3.1	Principal CSSS Teachers	Policy and Compact posted on the website Policy and Compact distributed to all parents			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	Campus Administrators Teachers CSSS	Increase parent and community involvement Increase student achievement			
Funding Sources: Coordination of Local, State, and Federal Funds - 1000.00						
3) Provide at least two family academic events for all students and their families for the subjects of mathematics, ELA/reading, science, social studies and college awareness.	3.2	Campus Administrators CSSS Campus Instructional Specialist Teachers	Increase parent and community involvement Increase student achievement			
4) Provide workshops with translators for parents focusing on volunteering, technology, parent skills and how to support the instructional program.		Campus Administrators CSSS Counselor	Increase parent and community involvement Increase student achievement			
5) Foster communication between home and school by utilizing all avenues to include: phone calls, notes to parents, newsletters, calendar of events, emails, conferences, webpage, School Messenger system.		Campus Administrators CSSS Teachers Counselor	Increase parent and community Involvement Increase student achievement			


6) Implement the WATCH D.O.G.S program to encourage the support of positive male role models.		Campus Administrators CSSS Teachers	Increase parent and community involvement Increase student achievement			
7) Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members.		Campus Administrators CSSS	Increase parent and community involvement Increase student achievement.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Highlands Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 2: Continue to utilize Partners In Education (PIE) and other organizations to increase students' academic success.

Evaluation Data Source(s) 2: EOY reports

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Collaborate with Highlands Rotary Club to develop a plan for motivating student success.		Campus Administrators Counselor	Increase parent and community involvement Increase student achievement			
2) Partner with other community support groups to provide curricula & extra curricula activities such as the sharing Christmas tree, better advertisement of summer backpack buddies, sponsoring health and safety fair, better advertisement for Highlands Jamboree.		Campus Administrators Teachers CSSS	Increase parent and community involvement Increase student achievement			
						

Goal 7: Highlands Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Provide opportunities to increase student achievement through technology

Evaluation Data Source(s) 1: STAAR Results, EOY Reports, Staff development records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Use technology to identify academic areas of need and provide intervention for at-risk students.	2.6	Principal Teachers	Increase Student Achievement			
2) Integrate technology into all content areas by utilizing available resources to provide students the skills needed.		Principal Teachers Librarian	Increase Student Achievement			
3) Increase technology integration in the core content areas in order to increase the level of student engagement and participation as well as to improve the technology proficiency of all students.	2.5	Principal Librarian Campus Instructional Specialist	Increase Student Achievement			
						

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	materials		\$1,000.00
Sub-Total					\$1,000.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials for parent training sessions	Title I Part A Funds	\$1,000.00
Sub-Total					\$1,000.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental instructional materials	Special Education Funds	\$416.00
2	1	3	Supplemental instructional materials	Bilingual/ESL Funds	\$750.00
2	1	4	Tutorial payroll and intervention material costs	SCE Funds	\$20,000.00
2	1	5	Supplemental instructional materials	GT Funds	\$498.00
Sub-Total					\$21,664.00
Grand Total					\$23,664.00