

Goose Creek Consolidated Independent School District

Highlands Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Highlands Elementary is committed to providing a comprehensive quality education to all students through social, physical, mental, and civic opportunities in order to empower students to become productive citizens of the 21st century.

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

The data in the reports show evidence that the student enrollment is increasing at Highlands Elementary quickly. It seems that in recent years the 2nd grade population has been increasing and this looks to be a set pattern. Also visible, is the fact that the ethnicity composition has also changed recently. Highlands again has the Hispanic group as the largest ethnic group at 55.33%. Leaving the next population at 31.71%. This also seems to be a new pattern. One cannot ignore the mobility rate that is also increasing with each new school year, which leads to wonder the impact on the AT-Risk populations. Two other areas of great concern are the Special Ed. population, specifically the 504 Non-dyslexia number which jumped from 35 to 55 students this year. Second area of concern is the At-risk population, since they are the largest group on the campus.

Demographics Strengths

Our GATE ethnicity is a good representative of the overall campus population percentage. Our school has a strong teacher retention.

Student Achievement

Student Achievement Summary

Data is maintained in Eduphoria and helps analyze student achievement at various stages. Data is also disaggregated after each CBA, Benchmark and Common Formative Assessment through PLCs and team meetings. Data indicates group performance based on categories. It shows 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 50% passing, which is an increase from previous CBAs.
- 3rd grade reading is up 7% in the general population and up 14% in the LEP population when compared to last year's CBAs.
- 4th grade TELPAS had 82% Advanced High on Listening
- 5th grade's first round of STAAR had 70% pass Reading and 82% pass Math

RtI, SSI, iStation, Waterford (2nd grade only), Think Through Math (3rd-5th grade only), and before and after school tutorials (based on teacher availability) are all offered on our campus and have slightly helped with student achievement. SPED and LEP are programs in need. Students are not making adequate progress in the either program. SPED and LEP, across the board, perform below grade level. Academic vocabulary is an area of challenge amongst all students, all levels, and core contents.

Student Achievement Strengths

- Highly qualified teachers
- Large quantities of manipulatives
- Technology – up to date
- PLC days and weekly PLCs are data driven
- Camps held for STAAR tests

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: SPED and LEP are programs in need. Students are not making adequate progress in the either program. SPED and LEP, across the board, perform below grade level. Academic vocabulary is an area of challenge amongst all students, all levels, and core contents. **Root Cause:** Many of our SPED student our resource. The ARD committee is looking at moving students into inclusion. Our LEP teachers are trying to stay ahead of the curb on their training.

School Culture and Climate

School Culture and Climate Summary

Our campus has implemented PBIS and utilized Review 360, both district initiatives.

Teachers utilized Review 360 this year and when looking at incidents by location we had 722 incidents reported in classrooms, this is a decrease from last year's 3,000 +. When we look at incidents by staff involved there is a trend evident that some teachers have a higher level of incidents reported than others. Of all the incidents this school year, 108 involved students identified special education. There were 27 bus incident reports.

Consequences in the classroom was not fully utilized and/or documented in Review 360 in order to draw accurate conclusions. Additionally, there were inconsistent consequences for the 445 office referrals. This disconnect can lead to inconsistent expectations of student behaviors. Students in the classrooms with the lowest office referrals had higher scores on STAAR and other assessments.

Students who were involved in UIL, Spelling Bee, Rodeo Art, Talent Show, PE events such as Jump Rope for Heart and Cross Country, Kids Hope USA, PALS, and Kids Beach Club were less likely to have an office referral and classroom incidents were typically less than three.

School Culture and Climate Strengths

Extracurricular opportunities to include UIL, PE and Fine Arts led programs, Beach Club, STAAR Readiness Camps, In/After School tutorials, and 5th grade SSI Program.

Hawk Rallies were implemented in the 2016-2017 school year. These rallies promoted both academic and behavioral incentives.

“Cantin’s 200 Club” was put into place for the 2016- 2017 school year. This positive reinforcement has fostered better student behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Recruitment is good, we haven't usually started a year without a teacher/teachers. The current staff retention rate for Highlands Elementary is 81.4% between the 2015-2016 year to the 2016-2017 year. All the teachers on the campus are currently highly qualified and certified.

Staff Quality, Recruitment, and Retention Strengths

As a campus, we have seen that teachers who are certified through traditional programs are highly effective in the classroom. There is also a benefit when Teachers participate in open dialogue with peers daily and view the campus as our students, not just our class. Something that has improved this year has been content based technology trainings that can be implemented in the classroom.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data was collected from various sources including but not limited to common formative assessments, unit tests, CBAs, universal screeners, benchmarks, DRA's, Istation, Think Through Math, STAAR tests, and campus tests. A review of campus data, while not terrible when looking at just year to year, makes it clear that we still struggle with seeing growth across all populations of our student body from one year to the next. The most obvious lack of growth seems to be in the areas of Special Education (SPED) and Limited English Proficiency (LEP) across all core academic areas. While there was growth in a few areas, the large majority (largely in SPED) showed no growth at all and some even reflected a loss.

Curriculum, Instruction, and Assessment Strengths

With the implementation of the Professional Learning Community model, our campus has become more focused on data driven discussions about the needs of our students. We have used a limited number of Common Formative Assessments and an intervention period that we have named "SOAR Time". We have also implemented Academic Conferences where students who fail a grading period meet with a member of the Student Success Team to discuss their grades. Teachers communicate with the SST committee about the failure and possible reasons prior to the student / member meeting.

Family and Community Involvement

Family and Community Involvement Summary

Highlands Elementary is very focused on family and community involvement. As a campus, we strive to involve parents and community members in the learning process in many different ways such as parent-teacher conferences, PTO, classroom activities/field trips/parties, family nights, school programs and activities, community-wide events and volunteer activities and programs. The Highlands community actively supports our school with weekly after-school programs for our students, one-on-one mentoring, food pantry and other resources. Communication is presented in a variety of formats in order to reach as many parents as possible i.e. website, marquee, monthly newsletters, surveys, flyers, school Facebook page and phone messages. With all of this, however, we still have parents who are not involved and we continue to strive to find ways to reach out and help them have a better understanding of how they can be informed and involved in order to help their child be successful.

Family and Community Involvement Strengths

One of our strengths is our community involvement. We have several different groups who are visible on our campus on a regular basis: PTO, Watchdog program, Highlands United Methodist Church who offer Kids Hope Mentoring program, Highlands First Baptist Church who offers weekly Kids Beach Club meetings and Backpack Buddy program, Highlands Rotary Club who works with our students and offers financial support of our HAWK Rallies, birthdays and attendance support. Highlands Elementary also gives back to the community through annual food drive, participation in Highlands Jamboree and Parade, and regular involvement with Stratford Public Library

School Context and Organization

School Context and Organization Summary

PLC model is used for data collection. Student achievement is the main focus. Teachers have a voice on decisions through committees. The Master Schedule needs adjustments.

School Context and Organization Strengths

PLC times are used to ensure focus on data and how to work on student success. Committees are heard and work together to create a successful environment.

Technology

Technology Summary

Teachers and students are using various websites: I-stations, Pebblego; Bookflix, Tumblego, AR, Big Brainz, Think Through Math, Epic!, STAAR Reasoning Minds, Dreambox, Imagine Learning (ELs) to supplement instruction. Students also use laptops to access these same websites for research as well as reading and math practice. Students visit the computer labs weekly during SOAR and work on various educational programs. Additionally, teachers can use the new Capstone Library to access digital books for use in their classrooms.

Teachers and staff use: Pebblego, Tumblebooks, Bookflix, AR Think Through Math, Big Brainz, Dreambox, STAAR Reasoning Minds, Imagine Learning (ELs) and various other websites to support curriculum and instruction. Additionally, teachers and staff use Eduphoria to analyze data, enroll in professional development and develop lesson plans. ESPED and Review 360 are used by teachers to document behavior and accommodations.

Barriers:

Teachers need to attend offered technology professional development.

Students need to learn keyboarding.

Teachers need to become familiar with technology TEKs for their grade level.

Teachers need to take advantage of our feeder pattern technology specialist. Perhaps make a semester meeting with her a requirement.

Technology Strengths

There are COW's, ELMO's, laptops, projectors, Promethean boards, and teacher desktop computers in every classroom. Each classroom also has two student desktop computers. Our 5th grade classes have laptops for their students and our 4th grade classes have ipads for their students. In addition to the technology in the classrooms, we have computers in the library and 2 computer labs.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

- Parent Involvement Rate
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

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 | Title I | 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 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. | 1 | Teachers, Campus Instructional Specialists, Campus Administrators | Increase STAAR Results and EOY Benchmarks | | | |
| 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 | 8 | Teachers, Campus Administrators, Campus Instructional Specialists | Students data will kept to help keep track of student success. | | | |
| 3) Provide appropriate identification of needs & interventions for students performing below expectations in the core subjects (RtI, I/E, resources/materials) and provide specific interventions for each tier within the RtI process | 9, 10 | Teachers, Campus Administrators, Campus RtI Team, Campus Instructional Specialists | Increase STAAR Test Results and and EOY Benchmarks. | | | |
| 4) Implement strategies, programs, & initiatives (computer Lab) identified in the Meadow Center Audit | | Campus Administrators | Increase STAAR Reading & Writing results, and EOY Reading results. | | | |
| 5) Implement the MyOn Reading Program and monitor the student success rate. | | Campus Administrators, Campus Instructional Specialists, Teachers | Increase Reading and Writing STAAR results and EOY Reading and Writing Benchmarks | | | |
| | Funding Sources: Local Funds - \$6,310.00 | | | | | |
| 6) Provide effective STAAR preparation and resources in mathematics, writing, reading, and science. Designate materials to be used for all students, special attention given to questioning strategies using STAAR format. | 2 | Teachers, Campus Instructional Specialists, Campus Administrators | Increase STAAR state Results and EOY Benchmarks. | | | |






| | | | | | | |
|---|--|---------------------------------|--|--|--|--|
| 7) 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. | | Teachers, Campus Administrators | Increase STAAR results and EOY Benchmarks. | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

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 | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|---|--------------------------------------|-------------------|-----|------|
| | | | | Nov | Feb | June |
| 1) Provide a schedule where Special Education students are included in the general education classroom while meeting their resource and/or speech IEP minutes. | | Campus Administrators, ; Special Ed Teacher, ; Teachers | 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 Specialists, ; Teachers | Increase STAAR results and EOY Test. | | | |
| 3) Provide research-based strategies to ensure early exit with success for all bilingual students | 7 | Campus Administrators, ; Campus Instructional Specialists, ; Teachers | Increase STAAR results and EOY Test. | | | |
| Funding Sources: Coordination of Local and State Funds - \$750.00 | | | | | | |
| 4) Provide interventions early and consistent for students not meeting Level III on STAAR from prior year and/or currently identified "at-risk" | 3 | Campus Instructional Specialists, ; Campus Administrators, ; Teachers | Increase STAAR results and EOY Test. | | | |
| 5) Implement professional development training in Depth of Knowledge (DOK) and Rigor and Relevance to raise students' performance & increase percentage of students at Level III on STAAR | | Campus Administrators, ; Campus Instructional Specialists, ; Teachers | Increase STAAR results and EOY Test. | | | |
| Funding Sources: Coordination of Local and State Funds - \$498.00 | | | | | | |
|  = 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 resources to ensure attendance rate is at 97% or higher.

Evaluation Data Source(s) 1: PEIMS report

Summative Evaluation 1:






| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|----------------------------------|--|-------------------|-----|------|
| | | | | Nov | Feb | June |
| 1) 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. | | | |
| 2) Help students with poor attendance with the resources offered through the campus SST team | | Campus Administrators, CSSS | Increase attendance to meet the State's accountability rating. | | | |
|  = 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 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 | Title I | 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. | | | |
| 2) Provide a guidance program that promotes higher education and career awareness. | | Counselor, Teachers | Promote and increase college readiness and Index 4 of the State's accountability rating. | | | |
| Funding Sources: Local Funds - \$1,000.00 | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

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 | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|--|---|-------------------|-----|------|
| | | | | Nov | Feb | June |
| 1) PBIS team will attend district training. | | Campus Administrators, 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, Teachers | Decrease discipline referrals. | | | |
| 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. | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

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 | Title I | 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. | 4 | Campus Administrators, 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) Provide additional professional development for all non-highly effective teachers. | 5 | Campus Administrators | Increase Student Achievement. | | | |
| 4) Conduct mid-year review of teacher staff development hours. | | Campus Administrators | Increase Student Achievement. | | | |
| 5) 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 | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|-----------------------|--|-------------------|-----|------|
| | | | | Nov | Feb | June |
| 1) Review all assignments & re-assignments once per year through CNA. | | Campus Administrators | Increase Teacher Capacity and student achievement. | | | |
| 2) 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. | | | |
| 3) 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. | | | |
|  = 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 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 | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|---|--|-------------------|-----|------|
| | | | | Nov | Feb | June |
| 1) Host a parent orientation/ Title 1 back to school meeting to promote positive home/school relationships and to communicate grade level and state assessment expectations. | | Campus Administrators, Teachers, CSSS | Increase parent and community Involvement. Increase student achievement. | | | |
| 2) 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. | 6 | Campus Administrators, Campus Instructional Specialists, Teachers, CSSS | Increase parent and community Involvement. Increase student achievement. | | | |
| | | Funding Sources: Coordination of Local, State, and Federal Funds - \$1,000.00 | | | | |
| 3) Foster communication between home and school by utilizing all avenues to include: phone calls, notes to parents, newsletters, calendar of events, emails, conferences, webpage, IRIS system. | | Campus Administrators, Teachers, Counselor, CSSS | Increase parent and community Involvement. Increase student achievement. | | | |
| 4) 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. | | | |
| 5) Provide workshops with translators for parents focusing on volunteering, technology, parent skills and how to support the instructional program. | | Campus Administrators, Counselor, CSSS | 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 | | Teachers, 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 | Title I | 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. | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

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 | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|--|-----------------------------------|-------------------|-----|------|
| | | | | Nov | Feb | June |
| 1) Use technology to identify academic areas of need and provide intervention. | | 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. | | Principal, Teachers, Librarian, Campus Instructional Specialists | Increase Student Achievement. | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Accountability Scorecard Committee

| Committee Role | Name | Position |
|----------------------------|-------------------|--------------------------|
| Administrator | Edward Villanueva | Principal |
| Administrator | Anissa Cantin | Assistant Principal |
| Non-classroom Professional | Renee Stripling | counselor |
| Non-classroom Professional | Kristen Lovett | Family Involvement Coor. |
| Faculty and Staff | Lydia Maddox | CIS |
| Classroom Teacher | Kacey Murray | Art Teacher |
| Classroom Teacher | William Hebert | PE Teacher |
| Classroom Teacher | Joel Kunz | PE Teacher |
| Classroom Teacher | Jeremy Goodman | Math Teacher |
| Classroom Teacher | Myrna DeAvila | ELA Teacher |
| Classroom Teacher | Donavon Wade | ELA GT Teacher |

Campus Instructional Leadership Team

| Committee Role | Name | Position |
|--------------------------|-------------------|-------------------|
| Administrator | Edward Villanueva | Principal |
| Administrator | Anissa Cantin | Asst. Principal |
| Classroom Teacher | Joel Kunz | PE Teacher |
| Classroom Teacher | Kendra Foree | SPED Teacher |
| Classroom Teacher | Deborah Jahnke | 2nd grade Teacher |
| Classroom Teacher | Dana Roberts | 3rd grade Teacher |
| Classroom Teacher | Myrna DeAvila | 4th Grade Teacher |
| Classroom Teacher | Susan Slayton | 5th grade Teacher |
| Community Representative | Diane Walters | Community |
| Parent | Michelle Chandler | Parent |

PBIS Team

| Committee Role | Name | Position |
|----------------------------|---------------------|---------------------|
| Administrator | Anissa Cantin | Assistant Principal |
| Non-classroom Professional | Renee Stipling | Counselor |
| Non-classroom Professional | Kristen Lovett | FIC |
| Faculty and Staff | Lydia Maddox | CIS |
| Classroom Teacher | William Hebert | PE Teacher |
| Classroom Teacher | Elizabeth Krajewski | Music Teacher |
| Classroom Teacher | Catherine Gieszl | SPED Teacher |
| Classroom Teacher | Erik Garza | 2nd Grade Teacher |
| Classroom Teacher | Donna Hall | 3rd grade Teacher |
| Classroom Teacher | Jeremy Goodman | 4th grade Teacher |
| Classroom Teacher | Michelle Stangle | 4th grade Teacher |
| Classroom Teacher | Kristen Rickner | 5th grade teacher |

Campus Funding Summary

| Local Funds | | | | | |
|---|-----------|----------|--|-------------------------|------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 5 | Costs for online system for all students | | \$6,310.00 |
| 3 | 2 | 2 | materials | | \$1,000.00 |
| Sub-Total | | | | | \$7,310.00 |
| Coordination of Local, State, and Federal Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 6 | 1 | 2 | Material for parent academic sessions | Title I Part A | \$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 | 5 | Supplemental instructional materials | GT Funds | \$498.00 |
| Sub-Total | | | | | \$1,664.00 |
| Grand Total | | | | | \$9,974.00 |

Addendums

**Comprehensive Needs Assessment
2017 Committee Members
Highlands Elementary**

Demographics

Villanueva, Aaron, Hall, DeAvila, Cox, Hebert, Pantoja

Student Achievement

Maddox, Richards, Roberts, Logan, Rockwell, Krajewski

School Culture and Climate

Edwards, Navarre, Stangle, Slayton, Tillman

Staff Quality, Recruitment and Retention

Stripling, Gonzalez, Sanchez, Castillo, Sennet, Street, Rickner

Curriculum, Instruction, and Assessment

Cantin, Morrison, Graham, Perez, Madrazo, Foree

Family and Community Involvement

Lovett, Jahnke, Hogue, Choate, Cancino, Stewart

School Organization

Gill, Fowler, Hendrix, Calloway, Allen, Gieszl

Technology

Goodman, Conley, Garza, Ramirez, Wade, Kunz

**Highlands Elementary
Instructional Leadership Team / ILT
Sign In
February 21, 2017**

| | | |
|---------------------------------|-------------------|--|
| Administration | Edward Villanueva | |
| Administration | Anissa Cantin | |
| Specialty | Joel Kunz | |
| Special Education | Kendra Foree | |
| 2nd Grade | Deborah Jahnke | |
| 3rd Grade | Dana Roberts | |
| 4th Grade | Myrna DeAvila | |
| 5th Grade | Susan Slayton | |
| Community Representative | Diane Walters | |
| Parent Representative | Michelle Chandler | |

Comprehensive Needs Assessment
Highlands Elementary 2017

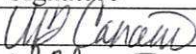
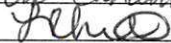

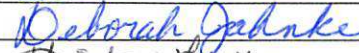
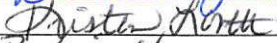
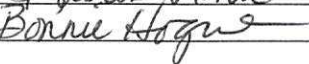
Date 4-26-17

Next Meeting Date _____

Step Process 1 - Reflection

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☒ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

| Name | Signature | Position |
|-------------------|---|---------------------|
| Maribel T. Canino |  | 3rd grade teacher |
| Lacey Choate |  | 4th grade teacher |
| Brian D. Stewart |  | 4th grade teacher |
| Deborah Jahnke |  | 2nd grade teacher |
| Kristen Lovett |  | Family Funl. Coord. |
| Bonnie Hogue |  | 5th grade teacher |
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Date 5/4/17

Step Process Step 2 + 3

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☒ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

| Name | Signature | Position |
|--------------------|---------------------------|-------------|
| Kristen Lovett | <i>Kristen Lovett</i> | FIC |
| Lacey Choate | <i>Lacey Choate</i> | Teacher 4th |
| Bonnie Hogue | <i>B. Hogue</i> | Teacher 5th |
| Maribel T. Cancino | <i>Maribel T. Cancino</i> | Teacher 3rd |
| Brian D. Stewart | <i>Brian D. Stewart</i> | Teacher 4th |
| Deborah Jahnke | <i>D. Jahnke</i> | Teacher 2nd |
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Comprehensive Needs Assessment
Highlands Elementary 2017

Date 4/27/17

Next Meeting Date _____

Step Process _____

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☒ School Context and Organization
- ☐ Technology

| Name | Signature | Position |
|---------------------|---|-----------|
| Anna Mangum-Mallett |  | 2nd grade |
| Amy Calloway |  | 2nd |
| Beverly Gill |  | |
| Ricia Gray | | |
| Nena Allen |  | 3rd |
| Christina Fowler |  | 4th |
| Abbey Hendrix |  | 5th |
| Catherine Gieszl |  | 5th grade |
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Comprehensive Needs Assessment
Highlands Elementary 2017

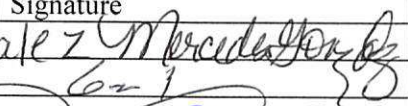


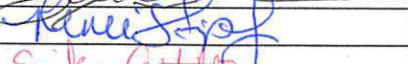
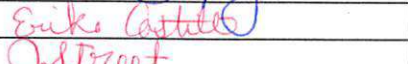

Date 4/26/17

Next Meeting Date _____

Step Process _____

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☒ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

| Name | Signature | Position |
|-------------------|--|--------------|
| Mercedes Gonzalez |  | Teacher 2nd |
| Oscar Sanchez |  | Teacher 3rd |
| Annet Sennet |  | Teacher 3rd |
| Renee Striping |  | Counselor |
| Erika Castillo |  | Teacher 2nd |
| Jennifer Street |  | Sped Teacher |
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Comprehensive Needs Assessment
Highlands Elementary 2017

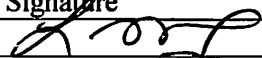
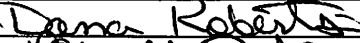

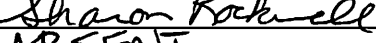
Date 5/2/17

Next Meeting Date N/A

Step Process 2nd mtg.

Committee Area:

- ☐ Demographics
- ☒ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

| Name | Signature | Position |
|---------------------|--|-------------------|
| Lydia Maddox |  | CIS/CAS |
| Dana Roberts |  | Teacher |
| Lanessa Richards |  | Teacher |
| Sharon Rockwell |  | Librarian |
| Lon Logan | ABSENT | 4th Grade teacher |
| Elizabeth Krajewski | ABSENT | Music teacher |
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Comprehensive Needs Assessment
Highlands Elementary 2017

Date 4/26/17

Next Meeting Date 5/2/17

Step Process Initial mtg.

Committee Area:

- ☐ Demographics
- ☒ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

| Name | Signature | Position |
|-------------------------|-------------------------|------------------------------|
| Larissa Richards | Larissa Richards | 2nd Teacher |
| Sharon Rockwell | Sharon Rockwell | Librarian |
| Dana Roberts | Dana Roberts | 3rd Grade Teacher |
| Lydia Maddox | Lydia Maddox | CIS/GAS |
| Lori Logan | ABSENT | 4th Teacher |
| Elizabeth Krajewski | ABSENT | Music Teacher |
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Comprehensive Needs Assessment
Highlands Elementary

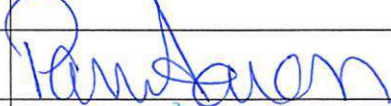


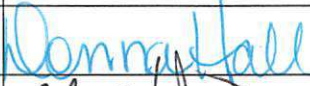
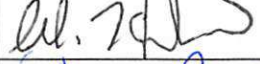
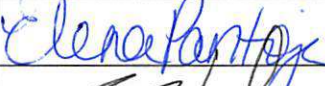
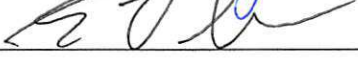
Date May 11, 2017

Next Meeting Date _____

Step Process Strengths + Needs

Committee Area:

- ☒ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

| Name | Signature | Position |
|-------------------|---|-------------------------------|
| Pam Aaron |  | 2 nd Grade Teacher |
| Jessica Cox |  | 3 rd Grade Teacher |
| Myrna De Avila |  | 4 th Grade Teacher |
| Donna Hall |  | 3 rd Grade Teacher |
| William Hebert |  | P.E. Coach |
| Elena Pantoja |  | 4 th Grade Teacher |
| Edward Villanueva |  | Principal |
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Comprehensive Needs Assessment
Highlands Elementary

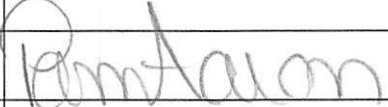

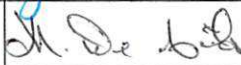
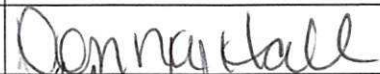
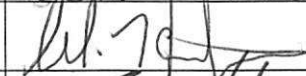

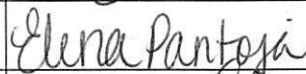

Date 5/01/17

Next Meeting Date 5/11/17

Step Process _____

Committee Area:

- ☒ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

| Name | Signature | Position |
|------------------------------|--|-------------------------------|
| Pam Aaron |  | 2 nd Grade Teacher |
| Brandi Conrad Jessica Cox |  | 3 rd Grade Teacher |
| Myrna De Avila |  | 4 th Grade Teacher |
| Donna Hall |  | 3 rd Grade Teacher |
| William Hebert |  | P.E. Coach |
| Edward Villanueva |  | Principal |
| Elena Pantoja |  | 4 th Grade Teacher |
| E. Villanueva |  | |
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Comprehensive Needs Assessment
Highlands Elementary 2017

Date 5/17/17

Next Meeting Date _____

Step Process Turn in CNA

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☒ Technology

| Name | Signature | Position |
|------------------|------------------|------------------|
| Kacey Murray | Kacey Murray | Committee Member |
| Dorothy Wade | Dorothy Wade | Committee Member |
| Sonia L. Ramirez | Sonia L. Ramirez | Committee Member |
| Carol K... | Carol K... | Committee Member |
| Jeremy Goodman | Jeremy Goodman | Committee Member |
| Erick Garza | Erick Garza | Committee Member |
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Comprehensive Needs Assessment
Highlands Elementary 2017

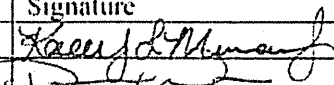
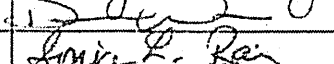
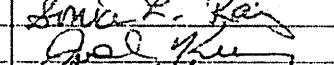

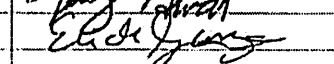
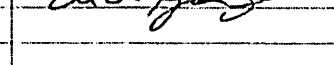
Date 5/2/17

Next Meeting Date 5/17/17

Step Process Review & compile answers to turn in

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☒ Technology

| Name | Signature | Position |
|------------------|---|------------------|
| Kacey Murray |  | Committee Member |
| Donovan Wade |  | Committee Member |
| Sonia L. Ramirez |  | Committee Member |
| Joel Kuntz |  | " |
| Jeremy Goodman |  | Committee Member |
| Enick Garcia |  | Committee Member |
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Comprehensive Needs Assessment
Highlands Elementary 2017

Date 4/26/17

Next Meeting Date 5/2/17

Step Process Review questions & start answering questions

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☒ Technology

| Name | Signature | Position |
|------------------|------------------|------------------|
| Kacey Murray | Kacey Murray | Committee member |
| Donovan Wade | Donovan Wade | Committee member |
| Sonia L. Ramirez | Sonia L. Ramirez | Committee member |
| Joel Kunz | Joel Kunz | Committee member |
| Jeremy Goodman | Jeremy Goodman | Committee Member |
| Erick Garza | Erick Garza | Committee Member |
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Step Process Reviewed 2015-16 report

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☒ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

| Name | Signature | Position |
|------------------|------------------|-------------------|
| Robin Edwards | Robin Edwards | Duplex Specialist |
| Tammie Tillman | Tammie Tillman | Sped. |
| Wendy Stutz | Wendy Stutz | 5th grade |
| Callie Pawone | Callie Pawone | 2nd Teacher |
| Michelle Stangor | Michelle Stangor | 4th grade Teacher |
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| | | |

Campus Program Evaluation for Parent Involvement Opportunities 2016-2017

Comprehensive Needs Assessment Reflection: Specific Program “Strengths” for the School year.

One of our strengths is our community involvement. We have several different groups who are visible on our campus on a regular basis: PTO, Watchdog program, Highlands United Methodist Church who offer Kids Hope Mentoring program, Highlands First Baptist Church who offers weekly Kids Beach Club meetings and Backpack Buddy program, Highlands Rotary Club who works with our students and offers financial support of our HAWK Rallies, birthdays and attendance support. Highlands Elementary also gives back to the community through annual food drive, participation in Highlands Jamboree and Parade, and regular involvement with Stratford Public Library.

Comprehensive Needs Assessment Reflection: Specific Program “Needs (Priorities) for the Upcoming Year

Our current communication needs to be consistent and follow the same format so that parents receive the same information no matter their choice of media (newsletters, website, Facebook page, marquee and flyers sent home).

As an elementary campus, we need to incorporate a “college and career ready” theme into our daily activities and family involvement program so our engagement opportunities bring current classroom learning into real-life experiences and families see the connections of their child’s learning.

Another area of need is bridging the gap so parents and community members know and understand the daily expectations of their child in the classroom.

Indicate the Root Cause for each identified need.

We will add a few more communication strategies such as campus-wide communication folder and student planners, phone message reminders, Remind 101 and email blasts to reach even more parents on how to get more involved.

On math and science night we need to incorporate hands-on activities and show how they relate to real-life job and career opportunities i.e. guest speakers, traveling exhibits, field trip experiences such as Explore UT and other opportunities that might benefit our goal.

We need to provide more opportunities for parents to engage in and understand the learning process i.e. help with homework, understanding state assessments, use of technology, training parents and community members of expectations, exiting and transition requirements of bilingual/ESL programs, recognizing and honoring student achievements and progress i.e. Hawk Rallies and end-of-year awards program.

These areas will be our focus for the 2017-18 school year in order to improve our family and community involvement program.

Campus Program Evaluation for Gifted and Talented 2017-2018

Comprehensive Needs Assessment Reflection: Specific Program “Strengths” for the School year.

Focused on extension opportunities for small group time. Purchased technology (OSMO) and magazine / readers for student use.

Increased opportunities for higher order thinking and real world application of learning.

Comprehensive Needs Assessment Reflection: Specific Program “Needs (Priorities) for the Upcoming Year

Continue to provide opportunities for enrichment and higher order thinking which will lead to more students rating “master” on the STAAR test. Focus on the growth of knowledge in the STEM areas. Seek out ways to motivate these students toward higher academic goals (college).

Timely and real world reading materials

STEM focused project learning opportunities through labs (extension of learning)

Opportunities to explore junior high, high school, and college opportunities. (field trip)

Indicate the Root Cause for each identified need.

Students will understand the need for reading and thinking at higher levels to be successful in the world.

Introducing students to the STEM areas in hopes of motivating them to seek out those areas in higher education.

Getting students to think college and career readiness through motivational experiences

Campus Program Evaluation for Bilingual 2017-2018

Comprehensive Needs Assessment Reflection: Specific Program “Strengths” for the School year.

Students are meeting the qualifications for exit.

Comprehensive Needs Assessment Reflection: Specific Program “Needs (Priorities) for the Upcoming Year

Additional certified teachers

Parent University (to be provided by grant with counselor)

Indicate the Root Cause for each identified need

Fifth grade self-contained bilingual was a real struggle and it was reflected in our scores on all three state tests. We need to make sure there is a partner teacher for 5th grade.

We have bilingual students qualifying for Special Education and the ARD/LPAC committee placed them in resource (2 students to date) and inclusion support (1 student to date). Our limited staffing in the Special Education area (2 teachers for the entire campus) makes it extremely difficult to provide the allotted minutes for these students while they are in the bilingual classroom. (We use the co-teach model for resource). While we have excellent para professionals, they do not qualify as teachers for the children who need to “resource” time.

Our parents are often unsure of the educational needs of their children. We need to provide more opportunities for parents to learn about the required curriculum, state assessments, and the educational opportunities for their children in the future.

Campus Program Evaluation for Special Ed. 2017-2018

Comprehensive Needs Assessment Reflection: Specific Program “Strengths” for the School year.

Campus was able to meet all of the allotted minutes for all students receiving resource and inclusion services. Many students were able to show growth on state assessments.

Comprehensive Needs Assessment Reflection: Specific Program “Needs (Priorities) for the Upcoming Year

Co-teach training for teachers (offered by Region 4)

Indicate the Root Cause for each identified need.

Students need to have more time for direct instruction with their peers. Research has shown that moving to a co-teach model for resource / general education of SPED students helps to more quickly close the achievement gaps of those students.