

Goose Creek Consolidated Independent School District

Highlands Elementary

2019-2020 Campus Improvement Plan



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

The comprehensive needs assessment process was completed during April and May 2019 through campus teams and the campus Instructional Leadership Team. The following was acknowledged and determined:

- Highlands Elementary is one of 28 schools in Goose Creek CISD and is one of sixteen elementary schools.
- Highlands Elementary opened its doors in 1926.
- Highlands Elementary serves students from 2nd-5th grades.
- Highlands Elementary partners with Hopper Primary which is located behind our building.
- Highlands Elementary serves a variety of students in different programs.
- Teachers are mostly departmentalized with the exception of one homeroom in second and third grade.
- We conduct PLCs and plan weekly to ensure lessons are aligned with the TEKS, relevant, and learner centered.

CNA Demographics 2018-2019

Ethnicity 2017	Grade 2	Grade 3	Grade 4	Grade 5
American Indian or Alaska Native	3F	1%		
Asian	1F	0% 1F	0% 2M	1% 2F
Black or African American	7F 9 M	8% 13F 12M	12% 11F 7M	9% 6F 5M
Hispanic/Latino	57F 63M	56% 60F 58M	58% 48F 52M	49% 44F 46M
2 or more Races	4F 3M	3% 2F 3M	2% 3F 3M	3% 2F 3M
White	33F 33M	31% 25F 29M	27% 35F 45M	38% 24F 28M
TOTAL F/M	105 F 108 M	101F 102M	97F 107M	78F 82M

Ethnicity 2017	Grade 2	Grade 3	Grade 4	Grade 5
TOTAL # of STUDENTS	213	203	204	16
Ethnicity 2018	Grade 2	Grade 3	Grade 4	Grade 5
American Indian or Alaska Native		3F	1%	
Asian		2F	1%1F	0%3M
Black or African American	9F 9M	9%5F 14M	8%19F 12M	15%8F 8M
Hispanic/Latino	56F 54M	55% 55F 69M	55%67F 59M	59%52F 59M
2 or more Races	4F 3M	3%4F 3M	3%2F 2M	2%3F 5M
White	30F 36M	33%33F 36M	31%22F 29M	24%34F 38M
TOTAL F/M	99F 102M	102F 122M	111F 102M	97F 111M
TOTAL # of STUDENTS	201	224	213	20
Ethnicity 2019	Grade 2	Grade 3	Grade 4	Grade 5
American Indian or Alaska Native	1F	1%	3F	1%
Asian	1F	1%	2F	1%2F
Black or African American	8F 12M	10%6F 6M	6%7F 12M	8%17F 9M
Hispanic/Latino	60F 50M	56% 55F 63M	60%59F 67M	56%65F 61M
2 or more Races	2F 1M	2%5F 2M	4%5F 4M	4%3F 2M
White	32F 30M	31%27F 34M	31%31F 37M	30%23F 30M
Native Hawaiian or Other Pacific Islander	1F	1%		
TOTAL F/M	105F 93M	93F 105M	107F 120M	110F 102M
TOTAL # of STUDENTS	198	198	227	21

Ethnicity 2017	Grade 2	Grade 3	Grade 4	Grade 5
Enrollment	Grade 2	Grade 3	Grade 4	Grade 5
2017	212	201	202	159
2018	201	224	212	208
2019	198	198	227	211
Attendance Rates (Percentages)	Grade 2	Grade 3	Grade 4	Grade 5
2017	96.72%	96.63%	96.81%	96.61%
2018	95.89%	95.72%	95.82%	96.25%
2019	95.28%	95.79%	95.77%	95.62%
Average Class Size	Grade 2	Grade 3	Grade 4	Grade 5
2018 Fall	21.00	20.67	20.55	23.78
2019 Spring	21.80	21.44	20.45	23.33
Special Education	Grade 2	Grade 3	Grade 4	Grade 5
2019	10	20	19	18
	6F	4M	10F	10M
	9F	10M	7F	7F
	4 Hispanic	12 Hispanic	11 Hispanic	14 Hispanic
	1 AA/Black	1 AA/Black	3 AA/Black	2 AA/Black
	5 White	7 White	4 White	1 White
			1 AI/AN	1 Asian
Teachers by Ethnicity				
African American	17.10%			
Hispanic	29.40%			
White	53.50%			

Ethnicity 2017	Grade 2	Grade 3	Grade 4	Grade 5
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Teachers by Gender

Male	15.00%
Female	85%

Teachers by Highest Degree Held

Bachelors	91.40%
Masters	8.60%

The demographics have not changed much in the past three years. However, we have seen an increase in enrollment and with the enrollment increase, there has been an increase in the number of absences. Our overall attendance average dropped each six weeks beginning with the first six week of the school year. Attendance incentives were in place, but the data would indicate that those incentives were not successful in helping our attendance percentages. Our staff is 100% certified and highly qualified.

Demographics Strengths

Strengths:

- 100% certified teachers and staff
- Ongoing professional development
- Faculty are willing to do what is needed for student success

Needs:

- More professional development opportunities geared toward special education, physical education, math manipulatives, multisensory instruction, trauma informed classroom, and Social-emotional learning are needed.
- The attendance incentives for students need to be revisited and improved.

Student Academic Achievement

Student Academic Achievement Summary

The comprehensive needs assessment process was completed during April and May 2019 through campus teams and the campus Instructional Leadership Team. The following was acknowledged and determined:

Highlands Elementary is showing pockets of growth. Notable increase in 2019 STAAR writing from 49% to 60% overall.

STAAR Math data shows growth in approaches in each grade level from third to fifth grade. SPED is not showing significant growth from third to fifth grade. The 4th grade writing percentage decreasing in the last three years. Our Special Ed population is not being successful on campus, district and state assessments.

RTI students are recommended by teacher based upon need. Program needs structured meetings with RTI team, a checklist of approved students resources per tier, and a way to track student progress.

Student Academic Achievement Strengths

Behavior procedures have improved resulting in better behavior.

Data binders have helped keep students motivated and accountable towards their goals and achievements.

The RTI process is more streamlined and all online so the teachers are more confident using the system and are more knowledgeable on the RTI process.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Increase growth in the areas of Reading, Science and Special Ed populations **Root Cause:** More targeted approach needed for the individual needs of students, teaching and instilling a growth mindset

School Processes & Programs

School Processes & Programs Summary

Together, we discussed the effectiveness of curriculum and planning, implementing effective teaching practices, technology expectations and implementation, and professional development. We found to be in agreement that Highlands Elementary has the data-driven goal setting in place and is effective.

We also discussed the Bond that was passed that will impact technology greatly, and the adoption of the new Reading/Writing textbooks that will impact instruction and learning for years to come.

School Processes & Programs Strengths

Looking at our comments and responses, we determined Highlands Elementary has many strengths. Our weekly PLC's are focused on data and setting individual student, classroom and campus goals. We not only hold ourselves accountable for learning, but help our students to be in control of their learning and help them strive to reach their goals. We have high expectations for students and staff, and strive to reach the level of rigor that is expected for our campus to be successful.

Perceptions

Perceptions Summary

The perceptions of family and community are obtained through a variety of sources such as parent surveys, session evaluations, end-of-the-year questionnaires and individual parent conferences.

Responses from parents indicate a need for more effective communication (i.e. more communication, varied ways of communicating, information on homework, grade level curriculum expectations, test-taking strategies technology, nutrition/wellness, effective discipline, how children learn and develop, and how to help children deal with stress, peer pressure and self-esteem.) Parents would like to have classes offered in the daytime and evenings which offers opportunities for parents who work outside the home to attend. Most parents felt like the sessions and opportunities offered were beneficial and very important, but they would still like to know how they can volunteer and would like more information on the expectations of a volunteer or someone visiting the school and classroom. Parents feel they have a lot of opportunities to volunteer and get involved and, in turn, develop a better understanding of how to educationally support our students.

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, Boy Scouts, Chickfila, Watchdogs, PTO, 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

- 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 valued
- A variety of sessions, activities and events are made available to parents and community to be involved

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students and stakeholders need more positive examples of how to socially interact and handle stressful situations amongst groups

Root Cause: A decrease in face to face interactions and increase of social media activity

Priority Problem Statements

Problem Statement 1: Increase growth in the areas of Reading, Science and Special Ed populations

Root Cause 1: More targeted approach needed for the individual needs of students, teaching and instilling a growth mindset

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Students and stakeholders need more positive examples of how to socially interact and handle stressful situations amongst groups

Root Cause 2: A decrease in face to face interactions and increase of social media activity

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Study of best practices
- Action research results

Goals

Revised/Approved: October 07, 2019




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			
2) Chart all 2nd - 5th grade students Reading and Math levels each six weeks in teacher and student data binders to track progress and make instructional adjustments as needed.	2.4	Campus Administrators Campus Instructional Specialist Teachers	Students data binders will be 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			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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			
6) Provide coaching support for classroom teachers based on need	2.4	Campus Administrators Campus Instructional Specialists Teachers	Increase STAAR results and EOY Benchmarks			
 = Accomplished  = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Coordinate schedules so Special Education students are in the least restrictive environment in the general education classroom while meeting their IEP minutes.		Campus Administrators Special Education 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 Meets/Masters on STAAR in all tested areas.		Campus Administrators Campus Instructional Specialist Teachers	Increase STAAR results and EOY Test			
3) Provide research-based strategies to ensure early exit with success for all at-risk identified bilingual students	2.6	Campus Administrators District Instructional Specialist Teachers	Increase STAAR, TELPAS and EOY Assessments.			
Funding Sources: Coordination of Local and State Funds - 750.00						
4) Provide interventions early and consistent for students not meeting Meets/Masters 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 - 20000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) Continue professional development training in Depth of Knowledge (DOK) to raise students' performance & increase percentage of students at Meets/Masters 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 alignment in the area of Reading and Math.	2.4, 2.6	Campus Administrators Campus Instructional Specialists Teachers	Increase STAAR results and EOY test			
7) Conduct Book Study on Mindset-The New Psychology of Success by Carol S. Dweck, Ph.D, with staff.	2.4, 2.6	Campus Administrators Teachers	Increase in STAAR results in sub groups			
 = Accomplished  = No Progress  = Discontinue						

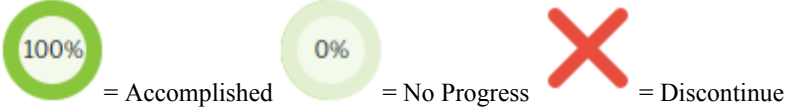
Goal 3: Highlands Elementary, through enhanced dropout prevention efforts, will ensure all students will remain in school until they obtain a high school diploma.

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 CSSS Teachers Attendance Clerk	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			






100% = Accomplished 0% = No Progress X = 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:

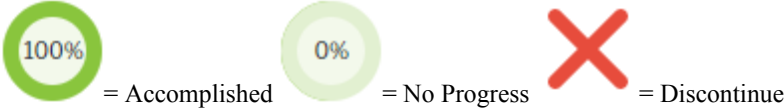
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Collaborate with B.P. Hopper and Highlands Jr. to ensure successful transition to/from Highlands Elementary.		Campus Administrators Counselor Teachers	Increase attendance			
2) Provide a guidance 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						
3) Provide balanced social emotional skills lessons to ensure success in school and career. (Growth Mindset, Keystone and Mindfulness)	2.6	Campus Administrators Counselor Teachers				
 = Accomplished  = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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			
2) Provide rewards and incentives to promote positive student behavior.		Principal Teachers	Decrease discipline referrals			
3) Provide incentives and organize activities for staff that encourage teamwork and boost morale.		Campus Administration Counselor CSSS	Increase Faculty and Staff morale			
						

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) Encourage all teachers to become ESL and GT certified.		Campus Administrators	Increase Student Achievement			
4) Staff will conduct book study "Mindset" by Carol S. Dweck		Campus Administrators Teachers Counselor CSSS	Instill a growth mindset amongst staff and students.			
 = Accomplished  = No Progress  = Discontinue						

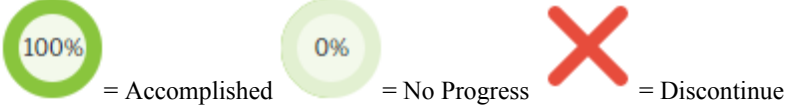
Goal 5: Highlands Elementary will recruit, develop, and retain highly effective personnel.

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			



100% = Accomplished 0% = No Progress X = Discontinue

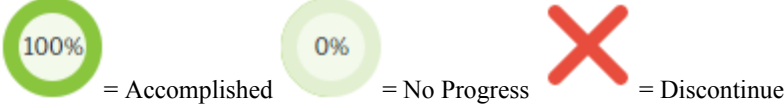
Goal 6: Highlands Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

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	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			

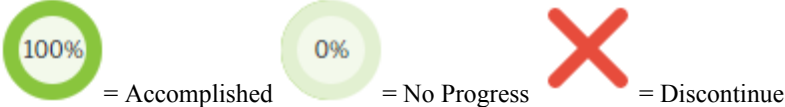
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) Foster communication between home and school by utilizing all avenues to include: phone calls, notes to parents, newsletters, calendar of events, emails, conferences, webpage, School Messenger 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.			
						

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:

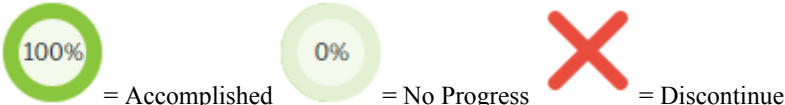
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Collaborate with Highlands Rotary Club to develop a plan for motivating student success.		Campus Administrators Counselor	Increase parent and community involvement Increase student achievement			
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			
						

Plan Notes

Campus Comprehensive Needs Assessment Conducted:

- Wednesday, April 17, 2019- Campus CNA Training 3:15 p.m. Library
- Wednesday, April 17, 2019, May 8th and May 29th- CNA Committee Groups 3:30 p.m. Classrooms
- Monday, April 24, 2019- Campus ILT review of CIP- Library

Parent and Family Engagement Policy and Compact Review/Revisions

- Friday, May 24, 2019 Parent Meeting @ 9 a.m. PTO Room

Title I Components/Parent and Family Engagement Policy/Compact/CIP Meeting:

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Blanca Capetillo	Principal
Administrator	Jessica Sanchez	Assistant Principal
Administrator	Robin Wright	Student Support Administrator
Parent	Stevie Ray	Parent
Classroom Teacher	Larissa Richards	2nd Grade Teacher
Classroom Teacher	Nena Allen	3rd Grade Teacher
Classroom Teacher	Michael Perez	4th Grade Teacher
Classroom Teacher	Christopher Madrazo	5th Grade Teacher
Classroom Teacher	Tammie Tillman	Special Education Teacher
Non-classroom Professional	Carey Spahn	ELA Campus Specialist
Non-classroom Professional	Lydia Maddox	Math Campus Instructional Specialist
District-level Professional	Karen Thomas	Area Executive Director
Administrator	Michelle Renee Stripling	Counselor
Non-classroom Professional	Kristen Lovett	Campus Student Success Specialist

Demographics

Committee Role	Name	Position
Administrator	Renee Stripling	Counselor
Paraprofessional	Yessenia Elizarraras	SPED para
Paraprofessional	Dontreal Perique	Life Skills para
Paraprofessional	Adriana Salinas	Bilingual Para
Classroom Teacher	Tammie Tillman	Life Skills Teacher
Non-classroom Professional	Robin Edwards	Dyslexia Teacher
Non-classroom Professional	Joel Kunz	P.E. Teacher
Classroom Teacher	Amber Thomas-Jaramillo	2nd grade Teacher
Classroom Teacher	Jennifer Villareal	2nd grade Teacher
Classroom Teacher	Jamie Graham	3rd grade Teacher
Classroom Teacher	Callie Navarre	3rd grade Teacher
Classroom Teacher	Lacey Choate	4th grade Teacher
Classroom Teacher	Erika Guevara	4th grade Teacher
Classroom Teacher	Christina Veillon	4th grade Teacher
Classroom Teacher	Abigail Hendrix	5th grade Teacher
Classroom Teacher	Brandi Peters	5th grade Teacher

Student Achievement Committee

Committee Role	Name	Position
Administrator	Blanca Capetillo	Principal
Paraprofessional	Victoria Davis	Behavior para
Paraprofessional	Yoshiana Lavergne	Behavior Para
Paraprofessional	Penny Price	Instructional Paraprofessional
Non-classroom Professional	Andrea Taylor	Special Education Teacher
Non-classroom Professional	Lydia Maddox	Math/Science CIS
Classroom Teacher	Katelyn Dew	2nd grade Teacher
Classroom Teacher	Erick Garza	2nd grade Teacher
Classroom Teacher	Larissa Richards	2nd grade Teacher
Classroom Teacher	Pam Aaron	3rd grade Teacher
Classroom Teacher	Cynthia Reyna	3rd grade Teacher
Classroom Teacher	Kelsey Gesford	4th grade Teacher
Classroom Teacher	Michael Perez	4th grade Teacher
Classroom Teacher	Shelly Terhune	4th grade Teacher
Classroom Teacher	Ronni Grantham	5th grade Teacher
Classroom Teacher	Bonnie Hogue	5th grade Teacher
Classroom Teacher	Stacey Valencia	5th grade Teacher

Curriculum, Instruction and Assessment Committee

Committee Role	Name	Position
Administrator	Robin Wright	Student Support Administrator
Paraprofessional	Georgiana Bighorse	CTS
Paraprofessional	Kayla Davila	P.E. Para
Paraprofessional	Emily Garcia	Para
Paraprofessional	Dondranique Otis	SPED para
Non-classroom Professional	Martha Wilson	SPED Teacher
Non-classroom Professional	Kacey Murray	Art Teacher
Non-classroom Professional	Carey Spahn	ELA CIS
Classroom Teacher	Amy Calloway	2nd grade Teacher
Classroom Teacher	Deborah Jahnke	2nd grade Teacher
Classroom Teacher	Nena Allen	3rd grade Teacher
Classroom Teacher	Lucia Gonzalez	3rd grade Teacher
Classroom Teacher	Dana Roberts	3rd grade Teacher
Classroom Teacher	Myrna DeAvila	4th grade Teacher
Classroom Teacher	Morgan Mosley	4th grade Teacher
Classroom Teacher	Anna Young	4th grade Teacher
Classroom Teacher	Susan Lane	5th grade Teacher
Classroom Teacher	Sonia Ramirez	5th grade Teacher

Perception

Committee Role	Name	Position
Administrator	Jessica Sanchez	Assistant Principal
Non-classroom Professional	Kristen Lovett	CSSS
Non-classroom Professional	Candace Carter	Nurse
Paraprofessional	Janet Tucker	ISS aide
Paraprofessional	Ruth Alejandro	P. E. Para
Paraprofessional	Rhonda Clauss	Life Skills Para
Paraprofessional	Kristen Garcia	SPED para
Non-classroom Professional	Batina Osbourne	SPED Teacher
Classroom Teacher	Ella Sylvain	Behavior Teacher
Non-classroom Professional	Elizabeth Krajewski	Music Teacher
Non-classroom Professional	Sharon Rockwell	Librarian
Classroom Teacher	Mercedes Gonzalez	2nd grade Teacher
Classroom Teacher	Cassandra Morrison	2nd grade Teacher
Classroom Teacher	Maribel Cancino	3rd grade Teacher
Classroom Teacher	Janet Sennet	3rd grade Teacher
Classroom Teacher	Jeremy Goodman	4th grade Teacher
Classroom Teacher	Michelle Stangle	4th grade Teacher
Classroom Teacher	Andrea Marquez	5th grade Teacher

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