

Goose Creek Consolidated Independent School District

Highlands Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
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.	14
Goal 2: Highlands Elementary will provide a well-balanced and appropriate curriculum to all students.	15
Goal 3: Highlands Elementary, through enhanced dropout prevention efforts, will work to ensure all students will remain in school until they obtain a high school diploma.	17
Goal 4: Highlands Elementary will provide and maintain a safe, positive learning environment.	20
Goal 5: Highlands Elementary will recruit, develop, and retain highly effective personnel.	21
Goal 6: Highlands Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.	23
Goal 7: Highlands Elementary will provide the technology infrastructure and tools to maximize student achievement.	26
Campus Funding Summary	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our demographics have seen an increase in our Hispanic population and a decrease in other ethnicities, with the White and African American populations both showing decreases. Overall enrollment has slightly decreased each consecutive year for the past three years, but only slightly. This year we did see an increase in our overall attendance. The overall attendance percentage did see a decline every six weeks from the first through the fourth, but overall attendance percentages were up when compared to the 2018-2019 school year. This indicates that attendance incentives and attendance protocols both assisted in increasing our overall attendance percentage. The average class size remained almost the same from 2018-19 to 2019-20. Our staff is 100% certified and highly qualified. And, staff are supported through PLCs, ongoing professional development, Administrative assistance, CIS/CAS assistance, and a mentoring/buddy program.

Demographics Strengths

Strengths:

- Student attendance rates are improving from 2018-2019 to 2019-2020
- 100% certified teachers and staff
- Opportunities for ongoing professional development
- Faculty and staff are willing to do what is needed for student success

Student Learning

Student Learning Summary

Using campus reports and information, complete a review, and summarize the findings for the campus:

According to our Accountability Rating we are rated a D. However, our campus has shown growth by focusing on our Meets/Masters data. In PLC's we have looked at data with a different lens this year. Our teachers have created data binders and made goals with each student. Data is tracked per student per subject. Although we didn't take STAAR tests, due to the COVID pandemic, we have seen our Meets and Masters percentages improved on Benchmark tests. Our areas of needed growth were identified at the beginning of the year and specific detail has been put on changing areas labeled N to Y on our report card.

Student Learning Strengths

From the summary findings, indicate the specific campus strengths that have been identified:

The PLC process on our campus has strengthened for the 2019-20 school year. We have worked breaking down the TEKs and creating learning progressions. The training we received from Visible Learning has helped us target students and address gaps as well. Learning progressions have helped our staff and students learn where the breakdown of understanding is and be able to address the area with clarity. Our teachers and CIS/CAS have work closely to ensure lessons cover the TEK and use appropriate questioning strategies to ensure learning. Our campus also utilized the data binders to set goals with students specific to their needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Expected growth for students is not being seen because we are not providing consistent interventions to address learning gaps. **Root Cause:** Our interventions should have more clarity for teachers and students. Staff needs more training and clarity on what documentation is needed for the RTI process.

School Processes & Programs

School Processes & Programs Summary

Highlands Elementary has implemented programs and processes to galvanize teaching, learning, and supporting the growth and success of students and staff. Curriculum and instruction practices incorporate the GCCISD's Scope and Sequence. The PLC process has evolved and incorporates in-depth discussion on strategies, analyzing of the TEKS, and planning for rigor to challenge students. Instructional specialists, district specialists, book studies on the "Growth Mindset", Kagan strategies, RtI, and collaboration with special population specialists such as Dyslexia, Special Education, Bilingual/ESL, and GT teachers have resulted in intentional planning for instruction. Data is routinely elicited in planning to best support struggling students, as well as efficiently identify high functioning, "GT" students. Teachers post daily learning objective statements in the classroom, in accordance with their collaborative weekly planning, as evidence of the alignment with TEKS, as well as to guide students through their daily expectations. The collaboration and use of data have helped drive prescriptive decisions on strategies for supporting student opportunities for growth and success. Evidence of this growth has been observed in weekly classroom walkthroughs by administrators, as well as assessment and benchmark data reflecting growth. Data talks and RtI are also evidence that the curriculum is being implemented with fidelity.

Child Find is routinely implemented to identify students that are struggling. Our campus has specifically, and successfully used Child Find to identify and screen students as early as possible for Dyslexia, referrals for Special Education testing, identification of GT students, identifying ELs, and providing appropriate protection under Section 504 for eligible students. Daily observations, work samples, reading levels, and testing are elicited to create a plan for intervention for struggling students. Identification, appropriate support services, and compliance have been campus priorities. As students are identified as struggling, intervention plans are created that could include more intense small group instruction, specific SOAR grouping for intervention, additional differentiation of materials, and appropriate accommodations and other services. Data is used to drive instruction and/or further testing and supports.

Recruiting and retaining highly qualified and dedicated staff is essential. New personnel are provided a mentor to help acclimate them to our campus and district.

Programs and processes on our campus are implemented by formal and informal leadership. Partnership and collaboration between all stakeholders have strengthened buy-in and ensure a more succinct understanding regarding the direction in planning, implementing, and measuring instruction.

Technology opportunities continue to grow and is in our "toolkit" of learning. District technology specialists have been available for multiple trainings and modeling for teachers as they integrate more technology into daily instruction. Technology is implemented for communication and learning, and include SeeSaw, Remind, Google Classroom, Education Galaxy, FastForward, Education Galaxy, Discovery Education, etc. Technology is routinely considered in planning and part of the instructional opportunity.

School Processes & Programs Strengths

A strong curriculum, data-driven, learner-focused, and prescriptive PLC's is a campus strength for Highlands Elementary. Collaborative planning has led to growth in teacher capacity, and increasing effectiveness in student growth measures. Child Find, and strengthening of Special Education, 504, Dyslexia,

GT, and Bilingual/ESL programs through training and collaboration, have helped identify and provide appropriate supports for all students.

Perceptions

Perceptions Summary

Student perceptions, as reflected in the yearly campus survey indicate teachers are enthusiastic to teach, they make learning fun and are prepared for class. An overwhelming majority of the students feel that the teachers want students to do their best. A majority of students indicate that the classroom rules are fair and that they feel safe with their teachers, however, there is a section of staff and students that feel that discipline is inconsistent. Students feel less safe outside the classroom (hallways, restrooms, etc.). They are divided when it comes to how fairly they are treated by other students and how students treat teachers with respect. While there are programs in place to help prevent bullying - students mostly feel accepted by peers and staff, only about half of the students feel safe from bullying, being picked on, or harassment. Teacher perceptions as reflected in the CNA Planning indicate that they feel the school is a safe place and that they understand their roles and responsibilities. Teachers feel that administrators display knowledge of content and support teachers with their discipline management. The staff believes that the HAWKS cards have been a good tool for positive interventions, but do not feel they are implemented consistently. The staff continues to push for more numerous and a bigger variety of positive behavior incentives that are available to students who are doing the right things. Teachers believe that student success is at the forefront of the school. Two areas of concern with referrals are related to bus and transitional areas (hallways, restrooms, Specials, etc). Parent perceptions, as reflected in the yearly campus survey, indicate that they are satisfied with the communication between the home and school. They also report feeling very welcomed and are satisfied with communication from the administrative staff. They are satisfied with the respect and friendliness with all staff as well as pleased with the guidance and counseling that is offered. Parents believe that Highlands is a safe environment for their child(ren). They believe that behavior is addressed in a timely manner and that the curriculum is fair, appropriate, and challenging enough to meet their child's needs.

Perceptions Strengths

Strengths:

- Students know, understand, and generally follow expectations, which are now simplified with our SOARRR system.
- Students feel safe and supported by faculty and staff
- Increase in positive behavior rewards seen throughout the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While there have been improvements, there still is a lack of consistency with both discipline and positive behavior interventions (such as HAWK card signatures), leading to there to be a need for better training of the importance and reasoning behind both pieces for more teacher/student buy-in and consistency of implementation. **Root Cause:** Teachers and students need to have a deeper understanding of both the discipline process (definitions of behaviors, flow chart of behaviors that are office/in-class, and the referral process), as well as the positive behavior intervention pieces that we have in place (such as HAWK cards/store, PBIS parties, and After Party). With the lack of inconsistency, it leads some staff and students to believe there is some unfairness related to these areas. There needs to be better training of the importance and

reasoning behind both pieces for more teacher/student buy-in and consistency of implementation.

Priority Problem Statements

Problem Statement 1: Expected growth for students is not being seen because we are not providing consistent interventions to address learning gaps.

Root Cause 1: Our interventions should have more clarity for teachers and students. Staff needs more training and clarity on what documentation is needed for the RtI process.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While there have been improvements, there still is a lack of consistency with both discipline and positive behavior interventions (such as HAWK card signatures), leading to there to be a need for better training of the importance and reasoning behind both pieces for more teacher/student buy-in and consistency of implementation.

Root Cause 2: Teachers and students need to have a deeper understanding of both the discipline process (definitions of behaviors, flow chart of behaviors that are office/in-class, and the referral process), as well as the positive behavior intervention pieces that we have in place (such as HAWK cards/store, PBIS parties, and After Party). With the lack of inconsistency, it leads some staff and students to believe there is some unfairness related to these areas. There needs to be better training of the importance and reasoning behind both pieces for more teacher/student buy-in and consistency of implementation.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement 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
- Budgets/entitlements and expenditures data
- Study of best practices
- 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 Sources: STAAR, EOY, Benchmarks, charts

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase STAAR Results and EOY Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students data binders will be kept to help keep track of student success</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Implement researched-based materials and technology software to improve core content areas in grades 2-5 for all students..</p> <p>Strategy's Expected Result/Impact: Increase STAAR Reading & Writing results, and EOY Reading results</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase STAAR state Results and EOY Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results and EOY Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Provide coaching support for classroom teachers based on identified instructional needs.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results and EOY Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: STAAR, EOY Test

Summative Evaluation: None

<p>Strategy 1: Coordinate schedules so Special Education students are in the least restrictive environment in the general education classroom while meeting their IEP minutes.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results and EOY Test</p> <p>Staff Responsible for Monitoring: Campus Administrators Special Education Teachers</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Implement a program that focuses on questions with the depth of knowledge needed to score Meets/Masters on STAAR in all tested areas.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results and EOY Test</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist Teachers</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Provide research-based strategies to ensure early exit with success for all at-risk identified bilingual students</p> <p>Strategy's Expected Result/Impact: Increase STAAR, TELPAS and EOY Assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Instructional Specialist Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$1,200</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 4: Provide interventions early and consistent for students not meeting Meets/Masters on STAAR from prior year and/or currently identified "at-risk".</p> <p>Strategy's Expected Result/Impact: Increase STAAR results and EOY Test</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist At-Risk Interventionist Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Tutorial payroll and intervention material costs - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Provide vertical alignment opportunities with Hopper Primary to ensure alignment in the area of Reading and Math.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results and EOY test</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Highlands Elementary, through enhanced dropout prevention efforts, will work to 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 Sources: Assessment Data, Report Cards, PEIMS reports

Summative Evaluation: None

<p>Strategy 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</p> <p>Strategy's Expected Result/Impact: Increase STAAR Test Results and EOY Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist At Risk Interventionist Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Monitor average daily attendance and provide attendance awards and incentives for both students and staff.</p> <p>Strategy's Expected Result/Impact: Increase attendance to meet the State's accountability rating</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor CSSS Teachers Attendance Clerk</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Help students with poor attendance with the resources offered through the campus SST team.</p> <p>Strategy's Expected Result/Impact: Increase attendance to meet the accountability rating</p> <p>Staff Responsible for Monitoring: Campus Administrators CSSS</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Conduct a book study, Move your Bus by Ron Clark, to promote a positive learning environment for staff and students</p> <p>Strategy's Expected Result/Impact: Increase in the state accountability</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 1: Expected growth for students is not being seen because we are not providing consistent interventions to address learning gaps. **Root Cause:** Our interventions should have more clarity for teachers and students. Staff needs more training and clarity on what documentation is needed for the RtI process.

Goal 3: Highlands Elementary, through enhanced dropout prevention efforts, will work to 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 Sources: Attendance at orientation Counselor's Lesson Plan, calendar of events

Summative Evaluation: None





Strategy 1: Collaborate with B.P. Hopper and Highlands Jr. to ensure successful transition to/from Highlands Elementary. Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Campus Administrators Counselor Teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Provide a guidance program that promotes higher education and career awareness. Strategy's Expected Result/Impact: Promote and increase college readiness and Index 4 of the State's accountability rating Staff Responsible for Monitoring: Principal Counselor Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Provide balanced social emotional skills lessons to ensure success in school and career. (Growth Mindset, Keystone and Mindfulness) Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Campus Administrators Counselor Teachers Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: PIEMS report, List of students recognized, Staff Attendance Report

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Decrease discipline referrals</p> <p>Staff Responsible for Monitoring: Principal CSSS Teachers</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide rewards and incentives to promote positive student behavior.</p> <p>Strategy's Expected Result/Impact: Decrease discipline referrals</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Provide incentives and organize activities for staff that encourage teamwork and boost morale.</p> <p>Strategy's Expected Result/Impact: Increase Faculty and Staff morale</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor CSSS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: While there have been improvements, there still is a lack of consistency with both discipline and positive behavior interventions (such as HAWK card signatures), leading to there to be a need for better training of the importance and reasoning behind both pieces for more teacher/student buy-in and consistency of implementation. Root Cause: Teachers and students need to have a deeper understanding of both the discipline process (definitions of behaviors, flow chart of behaviors that are office/in-class, and the referral process), as well as the positive behavior intervention pieces that we have in place (such as HAWK cards/store, PBIS parties, and After Party). With the lack of inconsistency, it leads some staff and students to believe there is some unfairness related to these areas. There needs to be better training of the importance and reasoning behind both pieces for more teacher/student buy-in and consistency of implementation.</p>

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 Sources: Staff Development Records, STAAR Index 4, PIEMS Report, EOY tests, certifications, agendas, sign-in sheets, Staff Development Report

Summative Evaluation: None





<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase Student Achievement</p> <p>Staff Responsible for Monitoring: Campus Administrator Campus Instructional Specialists Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Campus Instructional Specialists will provide coaching support to classroom teachers especially teachers new to the profession, grade level or content area.</p> <p>Strategy's Expected Result/Impact: Increase Student Achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Encourage all teachers to become ESL and GT certified.</p> <p>Strategy's Expected Result/Impact: Increase Student Achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: New staff to Highlands will participate in book study "Mindset" by Carol S. Dweck</p> <p>Strategy's Expected Result/Impact: Instill a growth mindset amongst staff and students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor CSSS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Certificates, T-TESS, Candidates Certifications, Retention Data, contracts

Summative Evaluation: None

Strategy 1: Through our established interview committee, hire highly qualified candidates that best matches the needs of the student population. Strategy's Expected Result/Impact: Increase Teacher Capacity and student achievement Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: New teachers will be assigned a mentor and provided opportunities to meet to discuss progress and provide feedback. Strategy's Expected Result/Impact: Increase Teacher Capacity and student achievement Staff Responsible for Monitoring: Assistant Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Sign-In Sheets, EOY Report, Minutes, EOY survey

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Policy and Compact posted on the website Policy and Compact distributed to all parents</p> <p>Staff Responsible for Monitoring: Principal CSSS Teachers</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CSSS</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Materials for parent training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$600, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators CSSS Campus Instructional Specialist Teachers</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June





<p>Strategy 4: Provide workshops with translators for parents focusing on volunteering, technology, parent skills and how to support the instructional program.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators CSSS Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase parent and community Involvement Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators CSSS Teachers Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Implement the WATCH D.O.G.S program to encourage the support of positive male role models.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators CSSS Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 7: Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators CSSS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: EOY reports

Summative Evaluation: None





<p>Strategy 1: Collaborate with Highlands Rotary Club to develop a plan for motivating student success.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CSSS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: STAAR Results, EOY Reports, Staff development records

Summative Evaluation: None

Strategy 1: Use technology to identify academic areas of need and provide intervention for at-risk students. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Integrate technology into all content areas by utilizing available resources to provide students the skills needed. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Principal Teachers Librarian	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 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. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Principal Librarian Campus Instructional Specialist Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Instructional Coaching by Campus Instructional Specialist	Title I, Part A	\$65,000.00
3	1	3	Campus Student Success Specialist to support student success components	Title I, Part A	\$65,000.00
6	1	2	Materials for parent training sessions	Title I Part A Funds	\$600.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A	\$4,000.00
Sub-Total					\$134,600.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental instructional materials	Special Education Funds	\$500.00
2	1	2	Supplemental instructional materials	GT Funds	\$300.00
2	1	3	Supplemental instructional materials	Bilingual/ESL Funds	\$1,200.00
2	1	4	Tutorial payroll and intervention material costs	SCE Funds	\$8,000.00
Sub-Total					\$10,000.00
Grand Total					\$144,600.00