

**Goose Creek Consolidated Independent School District**  
**Highlands Elementary**  
**2021-2022 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

Our demographics have seen an increase in our Hispanic population and a decrease in our overall student population. Overall the enrollment has decreased slightly over the past years. The overall attendance for the 2020-2021 school year has declined but this can be attributed to the pandemic. Our staff is 100% certified and highly qualified. Staff members are supported through PLCs, ongoing professional development, Administrative and CIS/CAS assistance, and by a mentoring/buddy program.

### Demographics Strengths

- EL Population exiting at a higher rate
- 100% certified teachers and staff
- Opportunities for ongoing professional development
- Mentor/Buddy Program

# Student Learning

## Student Learning Summary

This school year has had many variables with the pandemic, we understand that there will be some gaps with learning. According to our Accountability Rating, we are rated a D for the 2019 school year. 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 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.

SpEd is a group we need to continue to monitor in all content areas.

## Student Learning Strengths

The PLC process on our campus has strengthened for the 2020-21 school year. We have worked on breaking down the TEKs and creating 15 Day Challenges. The training we received from Solution Tree has helped us target students and address gaps as well. Our teachers and CIS/CAS have worked closely to ensure lessons cover the TEK and use appropriate questioning strategies to ensure learning. Rtl is being implemented with the focus of identifying individual needs and addressing them through intervention provided by classroom teachers or additional staff.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We are good at breaking down data and knowing what our students struggle with, but we may not be addressing the weak areas in the same, most effective way. **Root Cause:** In PLCs, being more intentional in modeling how a TEK is taught and being clear with success criteria.

# School Processes & Programs

## School Processes & Programs Summary

Highlands Elementary has implemented programs and processes to ensure all students are learning at a high level. Curriculum and instruction practices incorporate the GCCISD's Scope and Sequence. The PLC process has been strengthened this school year with the implementation of the 15-Day Challenge to provide teacher clarity, support teacher collaboration, and prescriptively plan for student growth and success. Collaboration with Instructional specialists, district specialists, Interventionists, Special education teachers, Dyslexia interventionists, Bilingual/ESL and GT teachers, have resulted in specific, focused instruction and interventions for struggling students, and rigor for students who have mastered the intended goals. Data is routinely elicited in planning to best support students. Teachers post daily learning objective statements in their classrooms to drive instruction and support student learning and growth. 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 has been implemented with fidelity. A strengthened RtI plan has resulted in student growth, and a decline in office referrals this school year compared to previous years.

Content and Language objectives are communicated throughout the year. Each EL student gets a data binder to record their Telpas ratings, and they create their objectives. The content and language objectives are written out and read out loud on a daily basis before lessons start, so the students know what their goal should be by the end of the lesson. Strategies are planned out during the planning meetings and are implemented throughout the week including visuals, differentiated instruction, and different rigor of questioning. Practices are effective because teachers monitor students' growth, and students take an active role in monitoring their learning and growth.

Highlands Elementary has actively and routinely implemented Child Find to identify students as early as possible that required screening for Dyslexia, referrals for Special Education testing, identification for GT, identification of ELs, and providing appropriate protection under Section 504. Data has been successfully used to drive instruction as well as initiate testing to best support students.

Recruiting and retaining highly qualified and dedicated staff is essential to Highlands Elementary. New personnel are provided a mentor to provide help in transitioning to our campus and our district. Ongoing training and professional development are offered through the district and encouraged to help promote teacher growth.

Programs and processes are implemented by leadership, through a partnership and collaboration between all stakeholders to ensure a more succinct understanding of our mission and goals.

## School Processes & Programs Strengths

PLC and Planning has strengthened teacher collaboration and contributed to clarity in instructional goals. The RtI plan was also strengthened this school year. It has contributed to early, appropriate interventions to close gaps and provide appropriate support and testing referral for students. Two intervention times were implemented this year to effectively close student gaps.

Our campus has met the challenge of Covid with a strengthened knowledge and utilization of technology. Ongoing technology training are available and actively sought by teachers to add to their teaching 'toolkit'.

Our campus continues to recruit highly qualified and dedicated staff to serve students. New staff members are supported by team leaders, a mentor, CIS's, and all staff members.

Finally, programs and processes are implemented by leadership. This collaboration between stakeholders strengthens the campus's ability to meet the mission and goals.

# Perceptions

## Perceptions Summary

Student perceptions, as reflected in the yearly campus survey indicate that 80% of teachers are happy to be at school, and almost all teachers make learning fun most or some of the time. An overwhelming majority of the students feel that their teachers not only want them to do their best (91%), but also help them to achieve their best (84%). A majority of students indicate that the classroom rules are fair and 75% feel safe in the classroom, however only 60% of students stated they feel less safe outside of the classroom (hallways, restrooms, etc.). Students felt that the class as a whole staying on task was an issue, with 47% stating most of the time and 51% stated some of the time. There are some staff and students that feel that discipline/consequences are inconsistent, especially when dealing with extreme behaviors. The majority of students feel respected by the adults on campus, but they are divided when it comes to how fairly they are treated by other students (51% stated most of the time while 49% stated some of the time), and how teachers are treated by students (57%). While there are programs in place to help prevent bullying including 3GStrong, Character Strong, and our Anti-bully pledge; most students feel accepted by staff, but only a little more than half feel accepted by other students (58%). And, students were split in their responses of feeling safe from being picked on, teased, embarrassed, or harassed with 39% stating most of the time and the remainder of students evenly split between some of the time and never.

Teacher perceptions as reflected at the end of year survey and CNA Planning indicate that three fourths (76%) of the adults feel the school is a safe and secure place for students, teachers, and staff, with 78% stating they would recommend GCCISD as a great place to work. An overwhelming majority of the staff feel that they understand their roles and responsibilities. Seventy-six percent stated their immediate coworkers are committed to the organization's goals, and 92% find their own work to be engaging. Discipline referrals and incidents have gone down drastically as compared to last school year, but the consensus across grade levels is that the decline is due to COVID-19 and less mobility of students in the building. The systems in place seem to be a good balance between proactive and reactive. However, teachers feel that behaviors in the classroom are not given adequate consequences or dealt with appropriately. Approximately 60% of the 37 staff who completed the survey feel supported by their administrators with efforts to support student behavior, and only 46% feel there is a positive attitude of respect in our school, with 51% feeling recognized for their efforts on campus and 46% feel that their opinion at work counts. And while the staff believes that the HAWKS cards have been a good tool for positive interventions, they do not feel that they are implemented consistently. While 68% of the staff feel that the celebration of student success is an integral part of our school culture, the staff continues to push for more recognition and a bigger variety of positive behavior incentives that are available to students who are doing the right things.

Parent perceptions, as reflected in the yearly campus survey completed by 41 parents, indicate that they are somewhat satisfied with the communication between the home and school. They also report feeling very welcomed (80%) and are satisfied with communication from the administrative staff (88%). There is a need for more or better communication between the parents and teachers regarding academics and behavior, as both want to partner together to ensure the success of the students. Parents are satisfied with the respect and friendliness of all staff as well as pleased with the guidance and counseling that is offered for the most part. Parents believe that their children are safe at Highlands Elementary. Almost two-thirds of the parents that completed the survey believe that behavior is addressed fairly and equally enforced and communicated in a timely manner. A good majority of the parents that completed the survey feel that the curriculum is fair, appropriate, and challenging enough to meet their child's needs.



## Perceptions Strengths

- Students feel safe and supported by faculty and staff.
- Decrease in overall student behavior referrals.
- Students know, understand, and generally follow the expectations of our SOARRR system.
- Even in a pandemic, parents feel our school is safe, friendly, and welcoming.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** While improvements were being made prior to COVID, there still is a lack of consistency with both discipline and positive behavior interventions, resulting in a need for training and understanding of the importance and reasoning behind both. As well, there needs to be the opportunity for input regarding incentives for more teacher/student buy-in and consistency of implementation. **Root Cause:** Teachers and students do not have a clear understanding and training 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 interventions that we have in place (such as HAWK cards/cart, PBIS parties, and After Party).

# Priority Problem Statements

**Problem Statement 1:** We are good at breaking down data and knowing what our students struggle with, but we may not be addressing the weak areas in the same, most effective way.

**Root Cause 1:** In PLCs, being more intentional in modeling how a TEK is taught and being clear with success criteria.

**Problem Statement 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## 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
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- (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 benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- 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
- TTESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase STAAR Results and EOY Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Students data binders will be kept to help keep track of student success</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement researched-based materials and technology software to improve core content areas in grades 2-5 for all students..</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR and EOY Reading results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase STAAR state Results and EOY Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR results and EOY Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide coaching support for classroom teachers based on identified instructional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR results and EOY Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> We are good at breaking down data and knowing what our students struggle with, but we may not be addressing the weak areas in the same, most effective way. <b>Root Cause:</b> In PLCs, being more intentional in modeling how a TEK is taught and being clear with success criteria.</p>


**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A focus on questions with the depth of knowledge needed to score Meets/Masters on STAAR in all tested areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR results and EOY Test</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialist Teachers</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$300</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide research-based strategies to ensure early exit with success for all at-risk identified bilingual students</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR, TELPAS, and EOY Assessment scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators District Instructional Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$1,200</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide vertical alignment opportunities with Hopper Primary to ensure alignment in the area of Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR results and EOY test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Conduct a book study, The Fundamental 5 by Sean Cain and Mike Laird, to learn and implement targeted quality instruction to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the state accountability</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Staff Responsible for Monitoring:** Campus Administrators  
Teachers

 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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Identify appropriate interventions for all 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><b>Strategy's Expected Result/Impact:</b> Increase STAAR Test Results and EOY Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Specialist At Risk Interventionist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide accelerated instruction for identified at-risk students through high impact tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR results and EOY Test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Tutorial payroll and intervention material costs - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monitor average daily attendance and provide attendance awards and incentives for both students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance to meet the State's accountability rating</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor CSSS Teachers Attendance Clerk</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide students with poor attendance resources offered through the campus SST team.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance to meet the accountability rating</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS</p> <p><b>Funding Sources:</b> Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with B.P. Hopper and Highlands Jr. to ensure successful transition to/from Highlands Elementary. <b>Strategy's Expected Result/Impact:</b> Increase attendance and foster a more connected transition. <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide a guidance program that promotes higher education and career awareness. <b>Strategy's Expected Result/Impact:</b> Promote and increase college readiness and Index 4 of the State's accountability rating <b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers  <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide balanced social-emotional skills lessons to ensure success in school and career. (Character Strong) <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers  <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal CSSS Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide rewards and incentives to promote positive student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide incentives and organize activities for staff that encourage teamwork and boost morale.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Faculty and Staff morale measured by EOY staff survey</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselor CSSS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  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 Sources:** Staff Development Records, STAAR Index 4, PIEMS Report, EOY tests, certifications, agendas, sign-in sheets, Staff Development Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Campus Instructional Specialists Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus Instructional Specialists will provide coaching support to classroom teachers especially teachers new to the profession, grade level or content area.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Encourage all teachers to become ESL and GT certified.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Policy and Compact posted on the website Policy and Compact distributed to all parents</p> <p><b>Staff Responsible for Monitoring:</b> Principal CSSS Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase parent and community involvement Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers CSSS</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase parent and community involvement Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS Campus Instructional Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide workshops with Spanish translators for parents focusing on volunteering, technology, parent skills and how to support the instructional program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and community involvement Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase parent and community Involvement Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS Teachers Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implement the WATCH D.O.G.S program to encourage the support of positive male role models.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and community involvement Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and community involvement Increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CSSS</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collaborate with Highlands Rotary Club to develop a plan for motivating student success and increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and community involvement Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Partner with other community support groups to provide curricula &amp; 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><b>Strategy's Expected Result/Impact:</b> Increase parent and community involvement Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers CSSS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use technology to address academic areas of need and provide intervention for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Integrate technology into all content areas by utilizing available resources to provide students the academic skills needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Librarian</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Librarian Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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	4	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
<b>Sub-Total</b>					<b>\$134,600.00</b>
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental instructional materials	GT Funds	\$300.00
2	1	2	Supplemental instructional materials	Bilingual/ESL Funds	\$1,200.00
3	1	2	Tutorial payroll and intervention material costs	SCE Funds	\$8,000.00
<b>Sub-Total</b>					<b>\$9,500.00</b>
<b>Grand Total</b>					<b>\$144,100.00</b>