

Goose Creek Consolidated Independent School District

Highlands Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: C



Public Presentation Date: November 3, 2022

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 all ethnicities except the Hispanic population and a decrease in our overall student population. Overall the enrollment has decreased over the past years. The overall attendance for the 2021-2022 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 offered in a variety of ways, and Administrative that includes Principal, Assistant principal, full-time Student Support Administrator, and CIS/CAS assistance.

Demographics Strengths

Strengths:

- 100% certified teachers and staff
- Opportunities for ongoing professional development
- Mentor/Buddy Program

Student Learning

Student Learning Summary

- As a campus, we know the effect the pandemic has had on our students. We see huge gaps in learning as a result of nationwide shutdowns, virtual learning, and absences due to exposure/illness.
- All members of our staff have worked diligently to close these gaps and bring our students up to levels needed to be successful. Together, we constantly analyze data, instructional strategies, and effective support systems, and create strategic lesson plans-All to address the individual needs of students.
- When looking at district averages, we are at or above in most areas. We have seen growth within our campus comparison groups when viewing data.

Student Learning Strengths

Based on the information provided by our team, the areas of strength include:

- Based on state and/or district assessment data: Growth is evident in
 - 3rd grade Reading -white sub pop met growth expectations.
 - From STAAR to District BMK-4th Reading to 5th Reading both Meets and Masters categories
 - 4th Math to 5th Math Approaches category
 - Campus Comparisons
 - Bilingual Students-3rd to 4th Math Approaches category
 - Bilingual Students-4th-5th Reading
 - 3rd Math
 - 4th Reading and Math
 - 5th Reading
- Campus staff use multiple means and data tools to monitor student performance. This allows us to identify individual student needs. We then use this information to create specific interventions with small groups and pull-outs for each student.
- Interventions are targeted and planned to address specific student needs.
- Rti has become very strategic and highly effective. Our student referrals have decreased and 94% of referrals received resulted in accurate qualifications to support student needs.
- Interventions are in place such as Small Groups, Rti w/tier 3 pull-out support for Reading. HB4545 Tutorials, Dyslexia and Intervention specialist on campus. During the day interventions are led by retired, highly qualified teachers for Math and Reading.
- We are a PLC Campus where we collaborate weekly with our grade-level teams, administrators, and specialists to disaggregate data and strategically create a plan to address student weaknesses.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increase the effectiveness of Guided Reading across grade levels to address any student reading below grade level. **Root Cause:** As students get older, the focus shifts from foundational reading to STAAR testing, causing the focus to shift in the classroom. Teachers at the testing grade levels tend to use small group time for

TEK focused interventions rather than guided reading lessons.

Problem Statement 2 (Prioritized): Training on small group instruction and creating meaningful stations to use during small group instruction. **Root Cause:** In the past, focus may have been more on whole group instruction rather than prescriptive small group instruction. Use SOAR time effectively and as expected.

School Processes & Programs

School Processes & Programs Summary

Highlands Elementary has implemented programs and processes to ensure all students are learning at high levels. 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. Instructional specialists, district specialists, Interventionists, collaboration with 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 analyzed in planning to best support students. Teachers post daily learning intentions and success criteria 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 or the request for more additional testing if necessary.

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 goals. 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. The utilization of the SUMMIT program also assists with the student's progression in the four areas of the TELPAS domains, which are Reading, Listening, Speaking, and Writing.

Highlands Elementary has actively and routinely implemented Child Find to identify students as early as possible that require 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 onto 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 formal and informal 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 Team Planning have 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.
- The implementation of Fundamental 5 (book study for the year) in conjunction with the incorporation of Learning Intentions and Success Criteria has shown an increased awareness of the desired outcomes in the teachers as well as the students.

- 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’.
- We are committed to increasing the capacity of the teachers when it comes to the area of technology. The implementation of a teacher technology specialist on the campus is just one example of this.
- Our campus continues to recruit highly qualified and dedicated staff to serve students. New staff members are supported by team leaders, a mentor, CISs, and all staff members.
- Finally, programs and processes are implemented by formal and informal leadership. This collaboration between stakeholders strengthens the campus's ability to meet the mission and goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Learning Intentions and Success Criteria are still lacking clarity and key components to ensure student success. **Root Cause:** LI and SC were implemented after the year began. The teachers require additional training to ensure clarity and consistency in writing the LI and SC in student-friendly language and referring back to them throughout the lesson to ensure desired student outcomes.

Problem Statement 2: With the implementation of technology (student IPADS, programs, etc.) the teachers are not capable of seeing the student thinking to have the academic feedback conversations with them. **Root Cause:** Teachers require additional training in techniques to utilize to have the students demonstrate their thinking while interacting with the curriculum.

Perceptions

Perceptions Summary

Student perceptions, as reflected in the yearly campus survey indicate that the majority (95%) of our students feel like their teachers care about them, enjoy teaching them, and make learning fun and engaging. A majority of students (96%) believe their teachers encourage them to work hard. A high percentage (91%) believe that the campus principal and assistant principals care about all students regardless of their differences and 86% feel they are treated fair regardless of differences. The majority of students (85%) stated that they feel physically safe in our school. And, a high percentage feel that our school is welcoming to all students, parents, and people of all backgrounds (92%), as well as students, feel that interactions between students and adults are respectful (93%). Even though many students feel cared for and safe, they do not feel that students speak about our school in a proud and positive manner with only 79% either strongly agreeing or agreeing. Students feel supported in our school, with 90% of students stating that there is at least one adult who says positive things to them frequently and 87% believe that there is at least one teacher in the building that they can talk to when they have a problem. However, only 81% of students have a sense of belonging in our school. Most students (91%) feel that teachers address bullying in the classroom if they see or hear it, but only 77% of students feel that the adults are aware of bullying occurring. A high percentage of students stated they have a safe way to report bullying (88%). But, three-fourths of students wish they could be taught more about bullying-related issues, as well as participate in more classroom discussions concerning these issues. As related to specific types of bullying, students reported that the types of bullying they experience the most are: verbal bullying (being teased or called names), physical bullying (being pushed, fighting), social bullying (being left out or ignored), and being bullied about physical appearance/characteristics.

Teacher perceptions as reflected in the end-of-year survey and CNA planning indicate that a large number of teachers (85.42%) feel their work is engaging and they would recommend Goose Creek CISD as a great place to work (83.33%). Three-quarters of our teachers believe that their coworkers are committed to our school goals and believe that they have career growth and development opportunities in GCCISD. Teams enjoy working together and respect is shown across the board, but a majority feel that we need more interaction, camaraderie, and activities where we can get to know coworkers from all grade levels and across the campus. Of the 48 staff members who completed the survey, only 20 feel their opinion counts at work and only 19 feel that they are recognized when they make contributions to the organization's success. Some also feel that paraprofessionals are not properly recognized. Survey participants were split down the middle in regards to having job flexibility that allows for a work and personal life balance, with 46% in agreement and 46% in disagreement, and 8% neither agree nor disagree. Many teachers are feeling overwhelmed with the amount of paperwork and tasks that are being asked of them, especially if they are required to complete the Reading Academy.

Parent perceptions, as reflected in the yearly campus survey by 31 parents, indicates that they are mostly satisfied with the amount and methods of communication provided by the school. A majority (87%) of parents feel welcome at our school, as well as feel comfortable communicating with campus administrators and front office staff. Only 71% of parents are satisfied with the guidance and counseling services at the school and feel that conferences with their child's teachers have met their needs. Parents believe that their children are safe at Highlands Elementary and that their child has a sense of belonging. Three-fourths of parents that completed the survey believe that disciplinary policies and procedures are fair and equally enforced and communicated in a timely manner. Three-fourths of parents also feel that the school's website is informative and up-to-date. Seventy-seven percent of parents believe that their child has had the opportunity to engage in instructional technology that will prepare him/her for the future. Sixty-five percent feel that they are made aware of volunteer opportunities and parent involvement activities and programs. A good majority of the parents who completed the survey feel that the curriculum is appropriately challenging for their students, that their children learn about people from different backgrounds, that the campus leaders support an inclusive environment for parents and children, and that the school values diversity.

Perceptions Strengths

- Students feel safe, cared for, and supported by teachers, administrators, and staff.
- Students feel that our school recognizes differences and diversity.
- Students have a safe way of reporting bullying.
- Teacher teams work well together.
- Parents feel our school is safe, friendly, and welcoming.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Highlands Elementary students and staff believe that bullying is a problem on campus that needs to be addressed. **Root Cause:** Teachers and students need a better understanding of bullying, as well as more instruction on bullying prevention best practices to handle situations. While we have the Character Strong curriculum in place, it needs to be implemented with fidelity across the campus. Teachers not only need to buy in but also need adequate time to build quality relationships with their students

Priority Problem Statements

Problem Statement 1: Increase the effectiveness of Guided Reading across grade levels to address any student reading below grade level.

Root Cause 1: As students get older, the focus shifts from foundational reading to STAAR testing, causing the focus to shift in the classroom. Teachers at the testing grade levels tend to use small group time for TEK focused interventions rather than guided reading lessons.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Learning Intentions and Success Criteria are still lacking clarity and key components to ensure student success.

Root Cause 3: LI and SC were implemented after the year began. The teachers require additional training to ensure clarity and consistency in writing the LI and SC in student-friendly language and referring back to them throughout the lesson to ensure desired student outcomes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Highlands Elementary students and staff believe that bullying is a problem on campus that needs to be addressed.

Root Cause 4: Teachers and students need a better understanding of bullying, as well as more instruction on bullying prevention best practices to handle situations. While we have the Character Strong curriculum in place, it needs to be implemented with fidelity across the campus. Teachers not only need to buy in but also need adequate time to build quality relationships with their students

Problem Statement 4 Areas: Perceptions

Problem Statement 2: Training on small group instruction and creating meaningful stations to use during small group instruction.

Root Cause 2: In the past, focus may have been more on whole group instruction rather than prescriptive small group instruction. Use SOAR time effectively and as expected.

Problem Statement 2 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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>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 Teaching and Learning Coach</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Disaggregate and analyze all 2nd - 5th grade students Reading and Math levels every 9 weeks in teacher and student data binders to track progress and make instructional adjustments as needed.</p> <p>Strategy's Expected Result/Impact: Teacher and students data binders will be kept to help keep track of student success and increased growth.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<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 and EOY Reading results</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<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 individual needs of students while in small groups.</p> <p>Strategy's Expected Result/Impact: Increase STAAR state Results and EOY Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<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.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results and EOY Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<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</p> <p>Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$140,000</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement Instructional Rounds to develop a collaborative learning environment that provides for increased learning and a well rounded education that ultimately improve student learning.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results and EOY assessments</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Training on small group instruction and creating meaningful stations to use during small group instruction. **Root Cause:** In the past, focus may have been more on whole group instruction rather than prescriptive small group instruction. Use SOAR time effectively and as expected.

School Processes & Programs





Problem Statement 1: Learning Intentions and Success Criteria are still lacking clarity and key components to ensure student success. **Root Cause:** LI and SC were implemented after the year began. The teachers require additional training to ensure clarity and consistency in writing the LI and SC in student-friendly language and referring back to them throughout the lesson to ensure desired student outcomes.

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 a specific focus on special programs such as special education, 504/Dyslexia and one-way Dual Language program.

Evaluation Data Sources: STAAR, EOY Test

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A focus on small group instruction providing students with their individual academic needs 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 Teaching and Learning Coach</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$300, Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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 Assessment scores.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.6</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$1,200</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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 scores.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue with the book study, The Fundamental 5 by Sean Cain and Mike Laird, to learn and implement targeted quality instruction for the improvement of student learning.</p> <p>Strategy's Expected Result/Impact: Increase in the state accountability</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 2: Training on small group instruction and creating meaningful stations to use during small group instruction. Root Cause: In the past, focus may have been more on whole group instruction rather than prescriptive small group instruction. Use SOAR time effectively and as expected.</p>
School Processes & Programs
<p>Problem Statement 1: Learning Intentions and Success Criteria are still lacking clarity and key components to ensure student success. Root Cause: LI and SC were implemented after the year began. The teachers require additional training to ensure clarity and consistency in writing the LI and SC in student-friendly language and referring back to them throughout the lesson to ensure desired student outcomes.</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 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>Strategy 1: 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>Strategy's Expected Result/Impact: Increase STAAR Test Results and EOY Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide accelerated instruction for identified at-risk students through high impact tutorials.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results and EOY Test scores.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6</p> <p>Funding Sources: Tutorial payroll and intervention material costs - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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 Attendance Clerk</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide students with identified needs such as poor attendance, academic needs, etc. 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</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$65,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
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 and foster a more connected transition. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide balanced social-emotional skills lessons to ensure success in school and career. (Character Strong) Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Campus Administrators Counselor Problem Statements: Perceptions 1	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Highlands Elementary students and staff believe that bullying is a problem on campus that needs to be addressed. Root Cause: Teachers and students need a better understanding of bullying, as well as more instruction on bullying prevention best practices to handle situations. While we have the Character Strong curriculum in place, it needs to be implemented with fidelity across the campus. Teachers not only need to buy in but also need adequate time to build quality relationships with their students

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

Performance Objective 1: Utilize the Positive Behavior and Academic Support (PBIS) 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>Strategy 1: Ensure that the PBIS team meets monthly 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: Campus Administrators</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<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 measured by EOY staff survey</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Highlands Elementary students and staff believe that bullying is a problem on campus that needs to be addressed. Root Cause: Teachers and students need a better understanding of bullying, as well as more instruction on bullying prevention best practices to handle situations. While we have the Character Strong curriculum in place, it needs to be implemented with fidelity across the campus. Teachers not only need to buy in but also need adequate time to build quality relationships with their students</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

Strategy 1 Details	Formative Reviews		
<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 Administrators Teaching and Learning Coach</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teaching and Learning Coaches 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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Increase the effectiveness of Guided Reading across grade levels to address any student reading below grade level. Root Cause: As students get older, the focus shifts from foundational reading to STAAR testing, causing the focus to shift in the classroom. Teachers at the testing grade levels tend to use small group time for TEK focused interventions rather than guided reading lessons.</p>

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		
Strategy 1: Through our established interview committee, hire highly qualified candidates that best match the needs of the student population. Strategy's Expected Result/Impact: Increase Teacher Capacity and student achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	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





Strategy 1 Details	Formative Reviews		
<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: Campus Administrators CSSS</p> <p>Title I: 4.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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 CSSS</p> <p>Title I: 4.2</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 Funds - \$4,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<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</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide workshops with Spanish 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</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<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, web page, 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</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<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</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<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</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>Strategy 1: Collaborate with Highlands Rotary Club to develop a plan for motivating student success and increase student achievement.</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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Partner with other community support groups to provide curricular & extracurricular 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</p>	Formative		
	Nov	Feb	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

Strategy 1 Details	Formative Reviews		
Strategy 1: Use technology to address academic areas of need and provide intervention for at-risk students. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Integrate technology into all content areas by utilizing available resources to provide students the academic skills needed. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	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	Costs for Teaching and Learning Coach	Title I, Part A Funds	\$140,000.00
3	1	4	Campus Student Success Specialist to support student success components	Title I, Part A Funds	\$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 Funds	\$4,000.00
Sub-Total					\$209,600.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental instructional materials	Special Education Funds	\$300.00
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
Sub-Total					\$9,800.00