Goose Creek Consolidated Independent School District

Highlands Elementary

2023-2024 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our demographics have seen an increase in all ethnicities except the Hispanic population. Overall enrollment has decreased over the past years. The overall attendance has been declining but this can be attributed to the pandemic. Our staff is almost 100% certified and highly effective.

Demographics Strengths

Opportunities for ongoing professional development.

Student Learning

Student Learning Summary

- Interim I and II Data indicates an increase in student growth
- RtI is implemented and interventions are provided during SOAR time with the Intervention Teacher providing intervention support for T3 ELA students.
- Data indicates T3 intervention is needed for math.
- Data is used to drive instruction; however, our PLCs need more structure to analyze data to make more effective decisions.
- Small group instruction is used during SOAR time.
- The district provided training for guided math and small group instruction.
- SpEd team uses data to decide placement, accommodations, and proper placement.
- Classroom teachers are collaborating with SpEd teachers.
- Each student has growth data folders where they create goals and track progress.

Student Learning Strengths

- Working in small groups during SOAR
- Variety of Resources for ELA and Math
- Technology
- Support through RtI groups and tutors
- After-school tutorials/Saturday School
- TLC staff pulling students for small group
- Tier One Instruction based on data

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): SOAR time has not had an equitable amount of time/deliberate planning for intervention/enrichment.   **Root Cause:** Progress Learning and effective small group instruction training is needed.

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. 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 for students who have mastered the intended goals. Data is routinely used 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. 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 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 student's 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 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 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, 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.

The implementation of Fundamental 5 (book study for the year) in conjunction with the incorporation of Learning Intentions and Success Criteria have shown an increased awareness of the desired outcomes in the teachers as well as the students.

Perceptions

Perceptions Summary

Our school culture and climate are described by staff as nurturing, respectful, and culturally inclusive. 92 % of staff enjoy working for GCCISD and would recommend it as a place of employment. Staff believes that their professional development requests are granted. Teachers expect parents to be involved in their student's education. This is accomplished through weekly newsletters, Tuesday folders, and conduct/behavior calendars. Teachers are able to verify that parents are seeing important information, behavior, assignments, and grades when parent signatures are in the folders and information has been removed. Teachers do feel like there is a need for more parent volunteers, especially in the classrooms.

Highlands Elementary students describe campus life as supportive, caring, and welcoming. Students believe their teachers care and have high expectations for them. They also feel supported by the principals. However, when it comes to discipline, staff and students alike feel that consequences are unfair across classrooms and staff feel consequences do not always fit the misbehavior (too lenient). Staff and students also agree that there are disruptions of learning due to the misbehavior of some students, i.e. one or two students disrupting a classroom to the point that the entire class's educational opportunities are diminished.

We have many strategies in place to reduce the threat of bullying, including online reporting via the campus web page, QR codes posted and on office staff doors, the anti-bullying pledge, Character Strong, PBIS, and daily announcements. Staff expressed they feel students do not understand the definition of bullying but agree that classroom guidance has helped to improve students' understanding of bullying. Continued guidance will help to strengthen this knowledge and understanding

Students and staff feel safe on campus, especially with the addition of a full-time security officer. Staff feels it would be beneficial to have badge readers on every door, making the building more accessible from the outside. And, there is still a concern about the smell situation along with a need to replace all of the carpet in the building. Our specialty teachers feel they need to be better informed when a new student enrolls or a student withdraws, as they do not currently have a way to know, making it difficult to know they have their full roster of students at any given time.

Our discipline data reveals that we had an uptick in behavior incident numbers before breaks, specifically in November before the holidays, in March prior to Spring Break, and now as we wind down our year before the Summer break. Most of our incidents are occurring in the classroom for failure to follow rules and classroom disruptions. Bus misconduct was the third-highest offense. Staff feels that there is a lack of consistency between referrals/incidents and consequences, therefore indicating a need to further understand the behavior flow chart and guidelines for consequences.

In regard to staff patterns with referrals, most occurrences happened in transitions, at recess, in the restrooms, and on the bus. Appropriate interventions are in place to increase behavior including PBIS, SOARRR expectations, and Hawk Cards. Some other incentives that are utilized to encourage behavior include Hawk Rallies, Hawk Rally after parties, Spin the Wheel opportunities, Golden Platter at lunch (when utilized), and midway checkpoint parties.

Family and community engagement is relatively strong on our campus. Staff and parent survey results both agree families and students feel welcome at our school and feel the non-teaching staff is helpful and friendly. Survey results also show parents feel the school communicates information promptly and effectively, however, staff feel there are too many School Messenger calls and it sometimes interferes with getting in touch with a parent.

There are many ways for parents and families to become involved on our campus: academic family nights, CATCH nights/Open Gym nights, Lunch with Someone Grand, grandparent's lunch, Highlands Jamboree, PTO, and Watchdogs. Academic nights are different from the other events in that parents are involved in meaningful learning activities and experiences so the parent has a better understanding of grade-level expectations and how to support their child's learning at home. Our fall academic night focused on student portfolios. Students led the discussion with their parent(s) about their learning goals and how they are tracking their individual progress for the year i.e. reading, math, and attendance. Teachers feel that we did not have a good turnout for our fall academic night (student data trackers) due to all of the open gym nights (family nights) that occurred previously. Parents believed that open gym was our traditional family night so there was a lot of attendance at those events and not the academic one.

We have many community partnerships such as Highlands Rotary Club, DARE with the Baytown Police Dept., Highlands Fire Dept., Houston Food Bank/Backpack

Buddies program, Highlands First Baptist Church, Lee College, and Exxon Mobil just to name a few. Each community partner is involved in different ways and has a direct impact on student success through providing basic needs, supporting academic events, or working with student groups.

Parents and community members are also involved in our site-based planning by being a member of our instructional team, anti-bullying committee, LPAC committee, and annual surveys. Parents are selected through different processes such as personal invitations, and requests sent out through weekly newsletters or school messenger systems. They do feel their voice is wanted, needed, and heard through their individual involvement on these committees.

One area to focus on for 2023-2024 is the need for a better understanding of how administrators and teachers are to handle disruptive behaviors of all students and to provide appropriate and consistent consequences. Additional support or training may be needed with regard to behavior management, GCCISD Discipline Protocol chart, and Parent/Student Code of Conduct Levels of Behavior which provides sample offenses and discipline.

Perceptions Strengths

- Families and students feel welcome in our school and are happy to be here.
- Teams are cohesive and work together, especially in planning.
- Staff and students feel safe on campus.
- Staff, students, and parents are glad the campus is fully open and there are no more Covid restrictions.

Priority Problem Statements

Problem Statement 1: SOAR time has not had an equitable amount of time/deliberate planning for intervention/enrichment.

Root Cause 1: Progress Learning and effective small group instruction training is needed.

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
- 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 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
- Emergent Bilingual (EB) /non-EB 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

- 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-TESS 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 80 % 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		
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 Emergent Bilinguals	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase STAAR Results and EOY Benchmarks **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Title I:** 2.4			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teacher and students data binders will be kept to help keep track of student success and increased growth. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach **Title I:** 2.4			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement researched-based materials and technology software to improve core content areas in grades 1-5 for all students..	**Formative**		
Strategy's Expected Result/Impact: Increase STAAR and EOY Reading results	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 4 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase STAAR state Results and EOY Benchmarks			
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach			
Title I: 2.6			

Strategy 5 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase STAAR results and EOY Benchmarks			
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide coaching support for classroom teachers based on identified instructional needs.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase STAAR results and EOY Benchmarks			
Staff Responsible for Monitoring: Campus Administrators			
Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $140,000			

Strategy 7 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase STAAR results and EOY assessments			
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach			
Title I: 2.5			

0% No Progress	100% 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 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		
Strategy 1: A focus on small group instruction providing students with their individual academic goals needed to score Meets/Masters on STAAR in all tested areas.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase STAAR results and EOY Test
     Staff Responsible for Monitoring: Campus Administrators
 Teaching and Learning Coach
 	
     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			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide research-based strategies to ensure early exit with success for all at-risk identified bilingual students	**Formative**		
Strategy's Expected Result/Impact: Increase STAAR, TELPAS, and EOY Assessment scores.	**Nov**	**Feb**	**June**

Staff Responsible for Monitoring: Campus Administrators
 Teaching and Learning Coach
 	
     Title I:
 2.6
     Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - $1,200			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide vertical alignment opportunities once per semester with Hopper Primary to ensure alignment in the area of Reading and Math.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase STAAR results and EOY test scores.
     Staff Responsible for Monitoring: Campus Administrators
 Teaching and Learning Coach
 	
     Title I:
 2.4			

Strategy 4 Details	Formative Reviews		

Strategy 4: Implement book study, WIN time by - Fearlessly Transforming Your School by Stephanie McConnell, to learn and implement targeted quality instruction for the improvement of student learning.
 	
    Strategy's Expected Result/Impact: Increase in the state accountability
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**

0% No Progress   100% 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		
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	**Formative**		
Strategy's Expected Result/Impact: Increase STAAR Test Results and EOY Benchmarks	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach			
Title I: 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide accelerated instruction for identified at-risk students through high impact tutorials.	**Formative**		
Strategy's Expected Result/Impact: Increase STAAR results and EOY Test scores.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			
Title I: 2.6			
Funding Sources: Tutorial payroll and intervention material costs - Coordination of Local and State Funds - SCE Funds - $8,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor average daily attendance and provide attendance awards and incentives for both students and staff.	**Formative**		
Strategy's Expected Result/Impact: Increase attendance to meet the State's accountability rating	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Attendance Clerk			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide students with identified needs such as poor attendance, academic needs, etc. the resources offered through the campus SST team.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase attendance to meet the accountability rating **Staff Responsible for Monitoring:** Campus Administrators **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			
0% No Progress 100% 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 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.	**Formative**		
Strategy's Expected Result/Impact: Increase attendance and foster a more connected transition. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide a guidance program that promotes higher education and career awareness.	**Formative**		

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
	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)	**Formative**		

Strategy's Expected Result/Impact: Decrease in discipline referrals
     Staff Responsible for Monitoring: Campus Administrators
     Counselor
	Nov	**Feb**	**June**

0% No Progress	100% 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 Intervention 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		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease discipline referrals **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide rewards and incentives to promote positive student behavior with House system.	**Formative**		
Strategy's Expected Result/Impact: Decrease discipline referrals	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide incentives and organize activities for staff that encourage teamwork and boost morale.	**Formative**		
Strategy's Expected Result/Impact: Increase Faculty and Staff morale measured by EOY staff survey	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administration			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide programs aimed at Character education, Drug and Violence prevention, anti-Bullying, and college/career awareness.	**Formative**		
Strategy's Expected Result/Impact: 10% decrease in bullying incidents	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Counselors Administrators			

0% No Progress	100% 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		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase Student Achievement			
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teaching and Learning Coaches will provide coaching support to classroom teachers especially teachers new to the profession, grade level or content area.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase Student Achievement			
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage 50 % of teachers at each grade level to become ESL or GT certified.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase Student Achievement			
Staff Responsible for Monitoring: Campus Administrators			
0% No Progress 100% 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		
Strategy 1: Through our established interview committee, hire highly qualified candidates that best match the needs of the student population.	**Formative**		
Strategy's Expected Result/Impact: Increase Teacher Capacity and student achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			
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.	**Formative**		
Strategy's Expected Result/Impact: Increase Teacher Capacity and student achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Assistant Principal			
0% No Progress 100% 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		
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.		**Formative**		
		Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Policy and Compact posted on the website
 Policy and Compact distributed to all parents
     Staff Responsible for Monitoring: Campus Administrators
 CSSS
 	
     Title I:
 4.1				

Strategy 2 Details		Formative Reviews		
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.		**Formative**		
		Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase parent and community involvement
 Increase student achievement
     Staff Responsible for Monitoring: Campus Administrators
 CSSS
 	
     Title I:
 4.2
     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				

Strategy 3 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement **Staff Responsible for Monitoring:** Campus Administrators CSSS	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide workshops with Spanish translators for parents focusing on volunteering, technology, parent skills and how to support the instructional program.	Formative		
Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement **Staff Responsible for Monitoring:** Campus Administrators CSSS	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
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, Parent Square.	Formative		
Strategy's Expected Result/Impact: Increase parent and community Involvement Increase student achievement **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement the WATCH D.O.G.S program to encourage the support of positive male role models.	Formative		
Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members.	Formative		
Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement. **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

0% No Progress   100% 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with Highlands Rotary Club to develop a plan for motivating student success and increase student achievement.	**Formative**		
Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Counselor			

Strategy 2 Details	Formative Reviews		
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, better advertisement for Highlands Jamboree.	**Formative**		
Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

0% No Progress	100% 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.	**Formative**		
Strategy's Expected Result/Impact: Increase Student Achievement **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach	**Nov**	**Feb**	**June**
Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase Student Achievement **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach			
0% No Progress 100% 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