

Goose Creek Consolidated Independent School District
Highlands Elementary
2024-2025 GCCISD School Board Review-September 2024



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 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 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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Disaggregate and analyze all 1st - 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. 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	Formative		
	Nov	Feb	June
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.. Strategy's Expected Result/Impact: Increase STAAR and EOY Reading results Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June

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. 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	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Increase STAAR results and EOY Benchmarks Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide coaching support for classroom teachers based on identified instructional needs. 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	Formative		
	Nov	Feb	June
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. 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	Formative		
	Nov	Feb	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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. 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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide research-based strategies to ensure early exit with success for all at-risk identified bilingual students Strategy's Expected Result/Impact: Increase STAAR, TELPAS, and EOY Assessment scores. 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	Formative		
	Nov	Feb	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div><div></div></div><div>100%</div></div>Accomplished</div> <div><div><div><div></div></div><div></div></div>Continue/Modify</div> <div><div><div><div></div></div><div></div></div>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 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 Strategy's Expected Result/Impact: Increase STAAR Test Results and EOY Benchmarks Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach At Risk Interventionists Title I: 2.6	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide accelerated instruction for identified at-risk students through high impact tutorials. Strategy's Expected Result/Impact: Increase STAAR results and EOY Test scores. 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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor average daily attendance and provide attendance awards and incentives for both students and staff. Strategy's Expected Result/Impact: Increase attendance to meet the State's accountability rating Staff Responsible for Monitoring: Campus Administrators Attendance Clerk	Formative		
	Nov	Feb	June

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. 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	Formative		
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></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	Formative		
	Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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. Strategy's Expected Result/Impact: Decrease discipline referrals Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide a sense of community/belonging utilizing rewards and incentives to promote positive student behavior within House system. Strategy's Expected Result/Impact: Decrease discipline referrals Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide incentives and organize activities for staff that encourage teamwork and boost morale. Strategy's Expected Result/Impact: Increase Faculty and Staff morale measured by EOY staff survey Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide programs aimed at Character education, Drug and Violence prevention, anti-Bullying, and college/career awareness. Strategy's Expected Result/Impact: 10% decrease in bullying incidents Staff Responsible for Monitoring: Teachers Counselors Administrators	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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, increasing rigor and training pertaining to specific student populations such as: EB, special education and ED. 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: Teaching and Learning Coaches will provide coaching support to classroom teachers especially teachers new to the profession, grade level or content area. 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: Encourage each grade level to have 50 % of teachers at each grade level to become ESL or GT certified. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

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. 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	Formative		
	Nov	Feb	June
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. 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	Formative		
	Nov	Feb	June

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. Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement Staff Responsible for Monitoring: Campus Administrators CSSS	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Increase parent and community Involvement Increase student achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Implement the WATCH D.O.G.S program to encourage the support of positive male role models. Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members. Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  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		
Strategy 1: Collaborate with Highlands Rotary Club to develop a plan for motivating student success and increase student achievement. Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Partner with other community support groups to provide curricular & extracurricular activities such as the sharing Christmas tree lighting, better advertisement of summer backpack buddies, and other community events. Strategy's Expected Result/Impact: Increase parent and community involvement Increase student achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

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 within our SOAR computer lab time.

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: 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
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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