

Cedar Hill Independent School District
Highlands Elementary School
2019-2020 Campus Improvement Plan



Mission Statement

Educate Every Child Everyday; Whatever it Takes!

Vision

Excellence for every Scholar and Staff member

Highlands Value Statements:

- Highlands' classrooms will provide a positive, enjoyable, and safe environment that promotes literacy and learning for every student.
- The Highlands campus is committed to adopting, supporting, and implementing campus-wide programs and practices that result in improved achievement.
- Community members and parents are essential partners at Highlands Elementary School.
- At Highlands we will make "Rigor, Relevance, and Relationships a Reality"

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Increase the campus overall score from 80 to 90 and earn at least one more distinction designation based on the 2019-2020 Texas Accountability System.	11
Goal 2: Increase the percentage of respondents to climate survey, rating the campus positively by a 10% increase on the End-of-Year Climate survey for 2019-2020.	18
Goal 3: The campus turnover rate for faculty will decrease 10% by June 30, 2020.	21
Comprehensive Support Strategies	24
2019-2020 Campus Site-Based Committee	25
Campus Funding Summary	26

Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Make-up			
	2016-2017	2017-2018	2018-2019
Total	714	666	657
Male	53.64%	55.71%	52.21
Female	46.36%	44.29%	47.79%
Hispanic	52.38%	55.71%	58.75%
American Indian	0.7	0.3	0.15
Asian	0.42	0.75	0.15
African American	43.28%	38.44%	35.77%
Pacific Islander			
White	1.82%	2.40%	2.13%
2 or More	1.40%	2.40%	3.04%
At-Risk	55.50%	53.21%	69.21%
Economic Dis	79.41%	82.88%	87.06%
Title 1			
Gifted	4.90%	5.56%	3.96%
Special Ed	6.02%	6.61%	6.7%
CTE			
LEP	39.36%	46.25	45.21%

Demographics Strengths

Student Academic Achievement

Student Academic Achievement Summary

2019 STAAR Performance Data Table												
HIGHLANDS EL (057904105) - CEDAR HILL ISD												
Data Table												
	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects												
Percent of Tests												
% at Approaches GL Standard or Above	67%	64%	69%	69%	74%	66%	69%	69%	29%	36%	70%	62%
% at Meets GL Standard or Above	33%	28%	36%	38%	53%	33%	35%	36%	12%	18%	35%	29%
% at Masters GL Standard	16%	13%	18%	15%	26%	16%	17%	18%	0%	0%	18%	12%
Number of Tests												
# at Approaches GL Standard or Above	521	193	305	9	14	449	251	257	20	4	353	168
# at Meets GL Standard or Above	258	85	158	5	10	224	128	133	8	2	179	79
# at Masters GL Standard	123	38	78	2	5	109	62	66	0	0	89	34
Total Tests	780	303	445	13	19	682	366	372	68	11	507	273
ELA/Reading												
Percent of Tests												
% at Approaches GL Standard or Above	67%	66%	68%	60%	71%	67%	68%	69%	29%	*	69%	64%
% at Meets GL Standard or Above	31%	31%	28%	40%	57%	31%	29%	29%	13%	*	34%	24%
% at Masters GL Standard	16%	17%	15%	20%	43%	17%	15%	15%	0%	*	18%	14%
Number of Tests												
# at Approaches GL Standard or Above	192	71	113	3	5	166	93	95	7	*	129	63
# at Meets GL Standard or Above	87	34	47	2	4	77	39	40	3	*	63	24
# at Masters GL Standard	47	18	25	1	3	43	20	21	0	*	33	14

2019 STAAR Performance Data Table

Total Tests	285	108	165	5	7	247	136	138	24	*	187	98
Mathematics												
Percent of Tests												
% at Approaches GL Standard or Above	73%	71%	75%	60%	71%	72%	74%	75%	38%	*	75%	69%
% at Meets GL Standard or Above	41%	32%	46%	40%	57%	41%	45%	46%	17%	*	43%	37%
% at Masters GL Standard	21%	16%	25%	20%	29%	21%	24%	25%	0%	*	24%	16%
Number of Tests												
# at Approaches GL Standard or Above	208	77	123	3	5	179	101	103	9	*	140	68
# at Meets GL Standard or Above	117	35	76	2	4	101	61	63	4	*	81	36
# at Masters GL Standard	61	17	41	1	2	53	32	34	0	*	45	16
Total Tests	285	108	165	5	7	247	136	138	24	*	187	98
	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Writing												
Percent of Tests												
% at Approaches GL Standard or Above	49%	40%	56%	*	*	49%	54%	54%	17%	*	55%	38%
% at Meets GL Standard or Above	19%	15%	23%	*	*	21%	23%	23%	0%	*	16%	25%
% at Masters GL Standard	7%	3%	11%	*	*	8%	10%	10%	0%	*	6%	9%
Number of Tests												
# at Approaches GL Standard or Above	49	16	32	*	*	45	26	26	2	*	37	12
# at Meets GL Standard or Above	19	6	13	*	*	19	11	11	0	*	11	8
# at Masters GL Standard	7	1	6	*	*	7	5	5	0	*	4	3
Total Tests	99	40	57	*	*	92	48	48	12	*	67	32
Science												
Percent of Tests												
% at Approaches GL Standard or Above	65%	62%	64%	*	*	61%	67%	69%	25%	*	71%	56%
% at Meets GL Standard or Above	32%	21%	38%	*	*	28%	37%	40%	13%	*	36%	24%

% at Masters GL Standard	7%	4%	10%	*	*	6%	11%	13%	0%	*	11%	2%
Number of Tests												
# at Approaches GL Standard or Above	72	29	37	*	*	59	31	33	2	*	47	25
# at Meets GL Standard or Above	35	10	22	*	*	27	17	19	1	*	24	11
# at Masters GL Standard	8	2	6	*	*	6	5	6	0	*	7	1
Total Tests	111	47	58	*	*	96	46	48	8	*	66	45
Attendance	96.5	96.2	96.8	95.1	95.9	96.6	97.1		95.9			

Student Academic Achievement Strengths

Highlands had the highest growth percent in district for 5th grade. Campus earned a Distinction for Comparative Academic Growth.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Domain 3 Closing the Gap, our students are not reaching the Targets in Reading and Math **Root Cause:** Teachers need more training and support in supplying TIER 1 instruction that addresses the needs of all students

School Processes & Programs

School Processes & Programs Summary

Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed. Our campus uses Kagan to provide coaching and feedback to improve on-going performance.

School Processes & Programs Strengths

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff is introduced to a new curriculum with several new resources. **Root Cause:** Effective training is needed to support teachers with the new curriculum and resources.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Increase the campus overall score from 80 to 90 and earn at least one more distinction designation based on the 2019-2020 Texas Accountability System.

Performance Objective 1: 1.1 Develop campus instructional leaders with clear roles and responsibilities





Evaluation Data Source(s) 1: PLC agenda; student work protocol; data tracker

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning 1) Instructional Leadership Team will develop, implement, and monitor protocols and processes to address data-driven analysis that will lead to objective-driven lesson planning centered around student achievement.	2.4, 2.5, 2.6	Principal	Performance evaluations with measurable goals will be pre-determined, written, and agreed upon. Increased student achievement and teacher capacity				
Funding Sources: 211- ESEA: Title I, Part A - 5000.00							
ESF Levers Lever 1: Strong School Leadership and Planning 2) Identify a progress monitoring tool to collect the data for each student, teacher, subject, and student group.	2.4, 2.5, 2.6	Instructional Leadership Team	Increase student achievement. Teachers will make more informed decisions when it comes to students needs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Campus instructional leaders meet on a weekly basis to focus on student progress and formative data		Instructional Leadership Team	Increased student achievement				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Increase the campus overall score from 80 to 90 and earn at least one more distinction designation based on the 2019-2020 Texas Accountability System.

Performance Objective 2: 5.1 Objective-driven daily lesson plans with formative assessments

Evaluation Data Source(s) 2: Summative: STAAR percent of students performing at the Meets and Masters level of performance.
Formative: Benchmarks, focus checks, observation/coaching sessions, student work samples, lesson plan feedback, benchmark analysis, and student work samples

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy ESF Levers Lever 5: Effective Instruction 1) Improve Tier I instruction for all PK-5th grade learners providing them with high quality instruction that is aligned to the TEKS at the Meets and Masters level of performance.	2.4, 2.5, 2.6	ILT	Teachers will improve Tier 1 instruction, planning and delivery of accelerated instruction. Student growth in performance at the the Meets and Masters level.				
Funding Sources: 211- ESEA: Title I, Part A - 5000.00							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 2) Teachers develop and create lesson plans with clear objectives, multiple paths of instruction geared toward meeting the specificity of the TEKS, and aligned formative assessments.	2.4, 2.5, 2.6	Instructional Leadership Team	Teachers make adjustments to lesson plans based on recurring analysis of exit tickets. Teachers will have a better understanding of the specificity of the TEKS and select learning activities to match.				
Funding Sources: 211- ESEA: Title I, Part A - 5000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 5: Effective Instruction 3) Established protocols for planning and unpacking essential standards, demonstrations of learning, and rigorous and engaging questions.	2.4, 2.5, 2.6	Instructional Leadership Team	Teachers participate in the PLCs to implement a data driven instructional model analysis of outcomes, reteaching and reassessment and progress monitoring of student growth.				
Funding Sources: 211- ESEA: Title I, Part A - 10000.00							

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Increase the campus overall score from 80 to 90 and earn at least one more distinction designation based on the 2019-2020 Texas Accountability System.


Performance Objective 3: 5.3 Data-driven Instruction

Evaluation Data Source(s) 3: Data analysis protocol; PLC documentation; Observations; student work samples

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 1) Student data-driven Professional Learning Communities (PLC) focused on strategies for multi-tiered support and teacher collaboration to ensure improved instruction, aligned assessments, and deliberate progress monitoring.	2.4, 2.5, 2.6	Instructional Leadership Team	Increased teacher capacity, and student achievement				
Funding Sources: 211- ESEA: Title I, Part A - 10000.00							
ESF Levers Lever 5: Effective Instruction 2) Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards during PLC.	2.4, 2.5, 2.6	Instructional Leadership Team	Observation of the data analysis sessions and review of the student outcomes will demonstrate that students are progressing as a result of the implementation of essential components of the data driven instructional model.				
Funding Sources: 211- ESEA: Title I, Part A - 10000.00							
ESF Levers Lever 5: Effective Instruction 3) Utilize assessment data and progress monitoring tools to provide additional tiered support for individuals/student groups and determine intervention effectiveness, future interventions, and tutoring groups	2.4, 2.5, 2.6	Instructional Leadership Team	Teachers analyzing data-driven decisions using exemplary data practices during PLC meetings each week				
Funding Sources: 211- ESEA: Title I, Part A - 20000.00							


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy 4) Utilize a Swivel Cam to strengthen instructional strategies and provide teachers with a self reflection tool.	2.4, 2.5, 2.6	ILT and Teachers	Teacher growth in an identified area of refinement. Will also build a bank of exemplar lessons that teachers can view to strengthen that area of need.				
Funding Sources: 211- ESEA: Title I, Part A - 10000.00							
							

Goal 1: Increase the campus overall score from 80 to 90 and earn at least one more distinction designation based on the 2019-2020 Texas Accountability System.

Performance Objective 4: Increase the percentage of English Language Learners who improve their overall rating by at least one level on the 2019-2020 TELPAS scores from 33% to 50%

Evaluation Data Source(s) 4: TELPAS Progress Rate

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide resources and training to support educators to identify the proficiency levels of English Language Learners and plan appropriate classroom strategies.	2.4, 2.5, 2.6	Bilingual/ESL Coordinator	More students will met the progress rate on TELPAS				
	Funding Sources: 211- ESEA: Title I, Part A - 8000.00						
2) Obtain resources for students to practice using throughout the year	2.4, 2.5, 2.6	Instructional Leadership Team, bilingual teachers	Increased percentage of students meeting progress rate on TELPAS				
	Funding Sources: 211- ESEA: Title I, Part A - 10000.00						
3) Provide specific professional development for teachers and instructional leaders		Principal, Bilingual coordinator	Increased teacher capacity which will improve student achievement				
	Funding Sources: 211- ESEA: Title I, Part A - 10000.00						
							


Goal 2: Increase the percentage of respondents to climate survey, rating the campus positively by a 10% increase on the End-of-Year Climate survey for 2019-2020.


Performance Objective 1: We will increase parental involvement through monthly family events.


Evaluation Data Source(s) 1: Campus survey; parent sign-in sheets


Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) We will hold Parent Information Meetings to address the needs of our parents	3.1, 3.2	Principal	Increased parental involvement				
2) Plan school wide activities and programs to encourage parent participation (academic nights, open house, meet the teacher, grade level meetings).	3.1, 3.2	Instructional Leadership Team	Increase parental knowledge regarding scholar academics				
3) Provide parents with information regarding colleges during PTA meetings.		Instructional Leadership Team, Counselor	Increase parent's knowledge in regards to college preparation.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 2: Increase the percentage of respondents to climate survey, rating the campus positively by a 10% increase on the End-of-Year Climate survey for 2019-2020.

Performance Objective 2: We will increase student attendance to 98% by the end of 2019-2020 school year.


Evaluation Data Source(s) 2: Attendance report

Summative Evaluation 2:

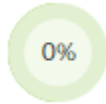
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create an attendance team that will intervene early for students that show a propensity for low attendance.		Principal, Assistant Principal, PEIMS, Teachers	Increase student attendance rate				
2) Utilize community partnership to give scholars and parents incentives for attendance on a monthly basis		Instructional Leadership Team, PEIMS, teachers	Increased attendance rate				
3) Offer more clubs and organizations that are also parent lead to create interest in school for students		Instructional Leadership Team	Increased attendance rate as well as increased parental involvement.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Increase the percentage of respondents to climate survey, rating the campus positively by a 10% increase on the End-of-Year Climate survey for 2019-2020.

Performance Objective 3: Create a culture where all of our families feel welcomed and valued.


Evaluation Data Source(s) 3: Climate Survey

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish campus norms for communication with all stakeholders.	3.1, 3.2	Instructional Leadership Team	Communication expectations will be unified throughout the campus.				
2) Provide multiple opportunities to engage parents in the culture of the school.	3.1, 3.2	ILT, Teachers	Increase the amount of parents who attend events.				
3) Classroom incentives for the class with the highest participation of parents at monthly events.	3.1, 3.2	ILT, Teachers	Increased parental involvement.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: The campus turnover rate for faculty will decrease 10% by June 30, 2020.

Performance Objective 1: Empower teachers to succeed by developing and building leadership capacity.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish a teacher/teacher observation schedule where teachers observe each other after having a pre-conference about what skill or strategy they want to see modeled.		ILT, Teacher leaders	Increase teacher capacity in the skill observed.				
2) Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.		Instructional Leadership Team	Leadership capacity on each grade level. Another level of support on the grade level for struggling teachers.				
3) Ensure content expertise, previous achievement results for both staff and students, and diversity amongst grade-level.		Instructional Leadership Team	Increased support on the grade level for all teachers.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: The campus turnover rate for faculty will decrease 10% by June 30, 2020.

Performance Objective 2: Establish clear selection criteria, protocols, hiring and induction processes that are aligned with the school's vision, mission, values, and goals.


Evaluation Data Source(s) 2: HR Reports

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop		Instructional Leadership Team, Select teachers	Selection of high quality teachers				
2) Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals		Instructional Leadership Team, Select teachers	Selection of high quality teachers with unified vision				
3) Use referrals from current high-performing teachers in the recruitment and selection of staff		Instructional Leadership Team, select teachers	Hiring high quality teachers, increased retention rate				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: The campus turnover rate for faculty will decrease 10% by June 30, 2020.

Performance Objective 3: Implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.

Evaluation Data Source(s) 3: HR Report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teacher placements are strategic based on student need and teacher strengths.		Instructional Leadership Team	Increase teacher retention				
2) Individualized professional development plans are developed and implemented to support all staff		Instructional Leadership Team	Targeted PD specific to the teachers needs.				
3) Personalized strategies are employed to retain high performing staff including leadership opportunities, and specific recognition		Instructional Leadership Team	Retain high quality teachers				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional Leadership Team will develop, implement, and monitor protocols and processes to address data-driven analysis that will lead to objective-driven lesson planning centered around student achievement.
1	2	1	Improve Tier I instruction for all PK-5th grade learners providing them with high quality instruction that is aligned to the TEKS at the Meets and Masters level of performance.
1	2	2	Teachers develop and create lesson plans with clear objectives, multiple paths of instruction geared toward meeting the specificity of the TEKS, and aligned formative assessments.
1	3	1	Student data-driven Professional Learning Communities (PLC) focused on strategies for multi-tiered support and teacher collaboration to ensure improved instruction, aligned assessments, and deliberate progress monitoring.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Damian Patton	Principal
District-level Professional	Tyesha Lowe	Executive Director of CTE
Classroom Teacher	Miralda Monserrat	Teacher
Classroom Teacher	Dorothea Campbell	Teacher
Classroom Teacher	Carina Gonzalez	Teacher
Classroom Teacher	Rosa Quintero	Teacher
Classroom Teacher	Cesar Quintero	Teacher
Classroom Teacher	Jenny Morales	Teacher
Parent	Mayra Vega	Parent
Community Representative	Steve Boyer	Pastor
Business Representative	Vernon Folks	Business
Parent	Rosalinda Aguero	Parent
Business Representative	Carol Williams	Business
Community Representative	John Mays	All Pro Dad
Classroom Teacher	Edith Favela	Teacher
Classroom Teacher	Candice Galloway	Teacher

Campus Funding Summary

211- ESEA: Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development and Instructional Resources		\$5,000.00
1	2	1	Staff Development		\$5,000.00
1	2	2	Professional Development and Instructional Resources		\$5,000.00
1	2	3			\$10,000.00
1	3	1			\$10,000.00
1	3	2			\$10,000.00
1	3	3			\$20,000.00
1	3	4	Swivel Cam		\$10,000.00
1	4	1			\$8,000.00
1	4	2			\$10,000.00
1	4	3			\$10,000.00
				Sub-Total	\$103,000.00
				Grand Total	\$103,000.00