

# Plano Independent School District

## Hightower Elementary

2021-2022



**Board Approval Date:** November 3, 2021

# **Mission Statement**

**The Hightower community will develop self-directed lifelong learners who achieve their personal best in a diverse world.**

## **Motto**

**Targeting Excellence**

## **Vision**

Our vision is to prepare self-sufficient and productive individuals who contribute to the global community.

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# Comprehensive Needs Assessment

Revised/Approved: September 13, 2021

## Demographics

### Demographics Summary

Hightower Elementary is a 21 year old, K-5 campus in Plano ISD. As a diverse campus, we consistently recognize and appreciate differences in cultural diversity. Our population continues to become more diverse and has seen an increase in our Asian, African American and Hispanic populations. The White student population is currently the largest population at 47%, followed by the second largest group being the Asian population at 24%. The Hispanic population is at 16% and the African American population is at 9%. Our Economically Disadvantaged population has increased in recent years also. Our Economically Disadvantaged population has increased from 15.6% to 20% from 17-18 to 18-19. The last published mobility rate (2017-2018) for Hightower Elementary was 13.4%. This mobility rate is higher than that of the district which is at 10.7%. The mobility rate is however lower than the state mobility rate at 16%. Attendance rates at Hightower Elementary have stayed consistent over the last three years 96.8%. Hightower student groups include 15.6% English Language Learners. The percentage of students receiving Special Education services is at 11.9%. At Hightower Elementary we pride ourselves on hiring and retaining the best educators for our students. Our teachers are all highly qualified, highly motivated and have a great deal of experience. Of the approximately 53 staff members at Hightower Elementary, 67% have more than 5 years of teaching experience. Many of these experienced teachers have been at Hightower for many years as teacher mobility remains low.

### Demographics Strengths

Although our mobility rate is higher than that of the district, Hightower earned all available distinctions on the state's accountability report.

Teacher mobility remains low.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Economically disadvantaged students are not achieving at the expected level in math, reading and science. **Root Cause:** Limited exposure to background knowledge, vocabulary, real-world experiences, organizational skills and study habits.

**Problem Statement 2:** EL students are not achieving at the expected level in math. **Root Cause:** Sentence stems, pre-teaching mathematical academic vocabulary and the use of manipulatives are not being implemented with fidelity.

**Problem Statement 3 (Prioritized):** Quintile 1 and 2 are not performing at the expected level in math and reading. **Root Cause:** Campus teachers do not have immediate access to resources and academic extensions to challenge students in Quintile 1 and 2.

**Problem Statement 4 (Prioritized):** Special Education students are not achieving at the expected level in math, reading and science. **Root Cause:** Limited exposure to background knowledge, vocabulary, real-world experiences, organizational skills and study habits.

# Student Learning

## Student Learning Summary

**Hightower Elementary Goals Including HB3 Goals:** (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

According to the Texas Education Agency (TEA), Hightower Elementary School has a 2019 Campus Accountability overall score of 96/100 (Letter Grade A). This is a slight increase from the 2018 Campus Accountability overall score of 95/100 (Letter Grade A). The overall score is based on the school's performance in three different domains: Students Achievement, School Progress, and Closing the Gaps. In the domain of Student Achievement, Hightower's accountability score increased from 93/100 in 2018 to 94/100 in 2019. The Student Achievement domain is based on STAAR performance only (grades 3, 4, and 5) and informs us how much students know and are able to do at the end of the year. In the area of Student Progress, the score increased from 88/100 in 2018 to 93/100 in 2019. The School Progress domain informs how students perform over time and how that growth compares to similar schools. In the area of Closing the Gaps, the score in 2018 and 2019 remained the same 100/100. Closing the Gaps tells how well different populations of students in the district are performing.

## Student Learning Strengths

Hightower received all six distinctions from the Texas Education Agency.

Overall Performance in accountability- 96/100

Student Achievement in accountability- 94/100

School Progress in accountability- 93/100

Closing the Gap in accountability- 100/100

Math Mastery on STAAR was 5th grade- 61%, 4th grade- 72%, 3rd grade- 59%

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Economically disadvantaged students are not achieving at the expected level in math, reading and science. **Root Cause:** Limited exposure to background knowledge, vocabulary, real-world experiences, organizational skills and study habits.

**Problem Statement 2:** EL students are not achieving at the expected level in math. **Root Cause:** Sentence stems, pre-teaching mathematical academic vocabulary and the use of manipulatives are not being implemented with fidelity.

**Problem Statement 3 (Prioritized):** Quintile 1 and 2 are not performing at the expected level in math and reading. **Root Cause:** Campus teachers do not have immediate access to resources and academic extensions to challenge students in Quintile 1 and 2.

**Problem Statement 4 (Prioritized):** Special Education students are not achieving at the expected level in math, reading and science. **Root Cause:** Limited exposure to background

knowledge, vocabulary, real-world experiences, organizational skills and study habits.

# School Processes & Programs

## School Processes & Programs Summary

Hightower has implemented instructional models that are continuously being evaluated based on the needs of students. Systems are in place that are proactive, differentiated, and fluid. Leadership teams meet regularly to evaluate and discuss the effectiveness of the processes. The discussions include conversations about best instructional practices in the classroom. Collaborative teams are included in these discussions regarding best practices. The teams research and share effective instructional strategies, common formative assessments are used to determine and guide instruction. Schedules are developed to encourage and foster collaboration among grade level teams and to encourage vertically aligned collaboration.

Rigorous monitoring of all students. Plan for students' learning driven by TEKS and differentiated instruction based on student's needs. Tutoring on Tuesday starting in January for grades 3-5 and K-2 teachers help with support. Our focus last year was MATH. Tutoring was mainly for students that were not achieving at the Approaches Grade Level Standard. Lots of re-teaching in tutoring. Additional pull out and push in support offered by Adult Temps and Instructional Specialist. Skills and Small Group work in the classroom to provide necessary support.

Overall, Hightower is a place that parents and students enjoying coming to school. Extended planning has allowed time for teams to dig deeper into the curriculum and time to analyze data.

We are provided with a variety of devices to meet the needs of different student groups. Technology is widely used in all subjects and across all grade levels. Staff have a good understanding of technology and have attended professional development classes to help gain a better understanding.

## School Processes & Programs Strengths

1. Our mentor program for new teachers.
2. Our school is very self-driven and we know what we need to get things done.
3. Our staff is made up of hard workers who have high expectations.
4. Extended planning.
5. Data driven instruction.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Special Education students are not achieving at the expected level in math, reading and science. **Root Cause:** Limited exposure to background knowledge, vocabulary, real-world experiences, organizational skills and study habits.

**Problem Statement 2 (Prioritized):** Quintile 1 and 2 are not performing at the expected level in math and reading. **Root Cause:** Campus teachers do not have immediate access to resources and academic extensions to challenge students in Quintile 1 and 2.

**Problem Statement 3 (Prioritized):** Economically disadvantaged students are not achieving at the expected level in math, reading and science. **Root Cause:** Limited exposure to background knowledge, vocabulary, real-world experiences, organizational skills and study habits.

**Problem Statement 4:** EL students are not achieving at the expected level in math. **Root Cause:** Sentence stems, pre-teaching mathematical academic vocabulary and the use of manipulatives are not being implemented with fidelity.

# Perceptions

## Perceptions Summary

We have a warm & nurturing environment where student success is celebrated. The students have several opportunities to be recognized throughout the day, both building wide incentives and in their classroom. Our staff is also recognized for their efforts and commitment to excellence. Our PTA is the strength of our school community. PTA sponsored events and initiatives are widely supported by students, staff, and community alike. We have many activities that are sponsored by our PTA, as well as by our school to include our families. Community and parent communication is one of our focuses at Hightower Elementary. Through weekly communication Hightower Elementary is committed to high levels of parental involvement and community engagement.

## Perceptions Strengths

1. Strong support from admin and staff (PD, ideas, growth etc)
2. Staff feel that Hightower is a safe place to work
3. PTA, parent, and community support

# Priority Problem Statements

**Problem Statement 3:** Special Education students are not achieving at the expected level in math, reading and science.

**Root Cause 3:** Limited exposure to background knowledge, vocabulary, real-world experiences, organizational skills and study habits.

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 1:** Economically disadvantaged students are not achieving at the expected level in math, reading and science.

**Root Cause 1:** Limited exposure to background knowledge, vocabulary, real-world experiences, organizational skills and study habits.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 2:** Quintile 1 and 2 are not performing at the expected level in math and reading.

**Root Cause 2:** Campus teachers do not have immediate access to resources and academic extensions to challenge students in Quintile 1 and 2.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

## Parent/Community Data

- 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

# Goals

Revised/Approved: September 13, 2021

**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

**Performance Objective 1:** HB3 - The percent of Hightower 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 80% in 2019 to 84% by June 2022. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 49% in 2022. The SPED student group performance will increase from 55% in 2019 to 60% in 2022.

## HB3 Goal

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Guided reading groups are held daily in K-5 classrooms to allow students the ability to progress from their BOY (beginning of year) instructional reading level.</p> <p><b>Strategy's Expected Result/Impact:</b> The master schedule reflects time in every grade level dedicated to small group / guided reading instruction, reading records, MAP scores, walk throughs, lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Data Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use of formative and summative assessment data to drive instruction, identify individual students with foundational skill gaps, and formally discuss this data at regularly scheduled data meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. Teachers, administrators, and instructional specialists will meet regularly to discuss and analyze data at regularly scheduled data meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Grade level teams will plan collaboratively utilizing the PISD collaborative team planning protocol with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies for effective teaching in every classroom and collaborative team planning will be aligned and consistently observed through walk throughs, data meetings, lesson plans and planning meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, leadership team, administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide teachers with time for data entry every 3 weeks so teachers can set individual student goals in Edugence.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data and goals will be updated regularly and be accessible to all teachers who work with the student.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff prior to the EAS checkpoint.</p> <p><b>Strategy's Expected Result/Impact:</b> These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All K-3 teachers, instructional specialist, SPED teachers and administrators will complete the Reading Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> The campus Power Collaborative Team will create a google folder which will house interventions, enrichment and reteach resources by essential standard for grades K-5 in math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> The resources will be readily available to all teachers on the campus and will help with flexible grouping.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> The Foundation Collaborative Team will create a campus level positive reinforcement system based on PBIS for K-5 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased classroom disruptions as evidenced by a decrease in office referrals and teacher managed incidents.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Restructure, reorganize, and train the Special Education personnel to maximize learning for all Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic growth and achievement of students in Special Education.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

**Performance Objective 2:** The percent of Hightower students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 79% in 2019 to 83% by June 2022. The SPED student group performance will increase from 49% in 2019 to 54% in 2022. The African American student group performance will increase from 55% in 2019 to 62% in 2022.

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Guided reading groups are held daily in K-5 classrooms to allow students the ability to progress from their BOY (beginning of year) instructional reading level.</p> <p><b>Strategy's Expected Result/Impact:</b> The master schedule reflects time in every grade level dedicated to small group / targeted reading instruction, reading records, MAP scores, walk throughs, lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Data Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use of formative and summative assessment data to drive instruction, identify individual students with foundational skill gaps, and formally discuss this data at regularly scheduled data meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. Teachers, administrators and instructional specialists will meet regularly to discuss and analyze data at regularly scheduled data meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Classroom Teachers</p>	<b>Formative</b>		
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Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Grade level teams will plan collaboratively utilizing the PISD collaborative team planning protocol with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies for effective teaching in every classroom and collaborative team planning will be aligned and consistently observed through walk throughs, data meetings, lesson plans and planning meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, leadership team, administration</p>	<b>Formative</b>		
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Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide teachers with time for data entry every 3 weeks so teachers can set individual student goals in Edugence.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data and goals will be updated regularly and be accessible to all teachers who work with the student.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff prior to the EAS checkpoint.</p> <p><b>Strategy's Expected Result/Impact:</b> These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Grade level teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All K-3 teachers, instructional specialist, SPED teachers and administrators will complete the Reading Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
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Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> The campus Power Collaborative Team will create a google folder which will house interventions, enrichment and reteach resources by essential standard for grades K-5 in math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> The resources will be readily available to all teachers on the campus and will help with flexible grouping.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers, administration</p>	<b>Formative</b>		
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Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> The Foundation Collaborative Team will create a campus level positive reinforcement system based on PBIS for K-5 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased classroom disruptions as evidenced by a decrease in office referrals and teacher managed incidents.</p>	<b>Formative</b>		
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Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Utilize adult temps for accelerated instruction for 4 hours per day for 21 days to serve students per their AIP.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach approaches in STAAR ELAR.</p> <p><b>Staff Responsible for Monitoring:</b> 4th and 5th Grade Team Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Adult Temp for Tutoring - 282 ESSER III - \$2,300, Adult Temp for Tutoring - 199 State Comp Ed - \$52</p>	<b>Formative</b>		
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Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Restructure, reorganize, and train the Special Education personnel to maximize learning for all Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic growth and achievement of students in Special Education.</p>	<b>Formative</b>		
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<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 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

**Performance Objective 3:** The percent of Hightower Economically Disadvantaged students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 61% in 2019 to 70% by June 2022.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Guided reading groups are held daily in K-5 classrooms to allow students the ability to progress from their BOY (beginning of year) instructional reading level.</p> <p><b>Strategy's Expected Result/Impact:</b> The master schedule reflects time in every grade level dedicated to small group / targeted reading instruction, reading records, MAP scores, walk throughs, lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Data Team</p>	<b>Formative</b>		
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	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

**Performance Objective 1:** HB3 - The percent of Hightower 3rd grade students that score meets grade level or above on STAAR Math will increase from 83% in 2019 to 85% by June 2022. The Hispanic student group performance will increase from 64% in 2019 to 71% in 2022. The Economically Disadvantaged student group performance will increase from 60% in 2019 to 67% in 2022.

**HB3 Goal**

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use of formative and summative assessment data to drive instruction, identify individual students with foundational skill gaps, and formally discuss this data at regularly scheduled data meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. Teachers, administrators and instructional specialists will meet regularly to discuss and analyze data at regularly scheduled data meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Grade level teams will plan collaboratively utilizing the PISD collaborative team planning protocol with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies for effective teaching in every classroom and collaborative team planning will be aligned and consistently observed through walk throughs, data meetings, lesson plans and planning meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, leadership team, administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide teachers with time for data entry every 3 weeks so teachers can set individual student goals in Edugence.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data and goals will be updated regularly and be accessible to all teachers who work with the student.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff prior to the EAS checkpoint.</p> <p><b>Strategy's Expected Result/Impact:</b> These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The campus Power Collaborative Team will create a google folder which will house interventions, enrichment and reteach resources by essential standard for grades K-5 in math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> The resources will be readily available to all teachers on the campus and will help with flexible grouping.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers, administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> The Foundation Collaborative Team will create a campus level positive reinforcement system based on PBIS for K-5 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased classroom disruptions as evidenced by a decrease in office referrals and teacher managed incidents.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Number Talks are held daily in K-5 classrooms with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' number sense will increase as evidenced by increased MAP scores in the area of numerical representations and algebraic relationships.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Effective use of the Dreambox software in every K-5 classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores in Classroom assessments, MAP, and STAAR.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

**Performance Objective 2:** The percent of Hightower students that score Meets grade level or above on STAAR Math 3-5 will increase from 83% in 2019 to 85% by June 2022. The SPED student group performance will increase from 64% in 2019 to 69% in 2022. The African American student group performance will increase from 68% in 2019 to 75% in 2022.

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Grade level teams will plan collaboratively utilizing the PISD collaborative team planning protocol with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies for effective teaching in every classroom and collaborative team planning will be aligned and consistently observed through walk throughs, data meetings, lesson plans and planning meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, leadership team, administration</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide teachers with time for data entry every 3 weeks so teachers can set individual student goals in Edugence.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data and goals will be updated regularly and be accessible to all teachers who work with the student.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, administration</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff prior to the EAS checkpoint.</p> <p><b>Strategy's Expected Result/Impact:</b> These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The campus Power Collaborative Team will create a google folder which will house interventions, enrichment and reteach resources by essential standard for grades K-5 in math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> The resources will be readily available to all teachers on the campus and will help with flexible grouping.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers, administration</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The Foundation Collaborative Team will create a campus level positive reinforcement system based on PBIS for K-5 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased classroom disruptions as evidenced by a decrease in office referrals and teacher managed incidents.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Utilize adult temps for accelerated instruction.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Number Talks are held daily in K-5 classrooms with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' number sense will increase as evidenced by increased MAP scores in the area of numerical representations and algebraic relationships.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Effective use of the Dreambox software in every K-5 classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores in Classroom assessments, MAP, and STAAR.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Use of formative and summative assessment data to drive instruction and formally discuss this data at regularly scheduled data meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. Teachers, administrators and instructional specialists will meet regularly to discuss and analyze data at regularly scheduled data meetings.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Restructure, reorganize, and train the Special Education personnel to maximize learning for all Special Education students. <b>Strategy's Expected Result/Impact:</b> Increased academic growth and achievement of students in Special Education.	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 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

**Performance Objective 3:** The percent of Hightower Economically Disadvantaged students that score Meets grade level or above on STAAR Math 3-5 will increase from 73% in 2019 to 80% by June 2022.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use of formative and summative assessment data to drive instruction, identify individual students with foundational skill gaps, and formally discuss this data at regularly scheduled data meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. Teachers, administrators and instructional specialists will meet regularly to discuss and analyze data at regularly scheduled data meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Grade level teams will plan collaboratively utilizing the PISD collaborative team planning protocol with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies for effective teaching in every classroom and collaborative team planning will be aligned and consistently observed through walk throughs, data meetings, lesson plans and planning meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, leadership team, administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide teachers with time for data entry every 3 weeks so teachers can set individual student goals in Edugence.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data and goals will be updated regularly and be accessible to all teachers who work with the student.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff prior to the EAS checkpoint.</p> <p><b>Strategy's Expected Result/Impact:</b> These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The campus Power Collaborative Team will create a google folder which will house interventions, enrichment and reteach resources by essential standard for grades K-5 in math and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> The resources will be readily available to all teachers on the campus and will help with flexible grouping.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers, administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> The Foundation Collaborative Team will create a campus level positive reinforcement system based on PBIS for K-5 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased classroom disruptions as evidenced by a decrease in office referrals and teacher managed incidents.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Utilize adult temps for accelerated instruction for 4 hours per day for 21 days to serve students per their AIP.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach approaches on STAAR Math.</p> <p><b>Staff Responsible for Monitoring:</b> 4th and 5th grade team leaders</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Number Talks are held daily in K-5 classrooms with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' number sense will increase as evidenced by increased MAP scores in the area of numerical representations and algebraic relationships.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Effective use of the Dreambox software in every K-5 classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores in Classroom assessments, MAP, and STAAR.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Restructure, reorganize, and train the Special Education personnel to maximize learning for all Special Education students. <b>Strategy's Expected Result/Impact:</b> Increased academic growth and achievement of students in Special Education.	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 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

**Performance Objective 1:** The percent of Hightower students that score Meets grade level or above on STAAR Science 5 will increase from 81% in 2019 to 84% by June 2022. The SPED student group performance will increase from 18% in 2019 to 22% in 2022. The African American student group performance will increase from 57% in 2019 to 64% in 2022.

**Evaluation Data Sources:** 2022 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use of formative and summative assessment data to drive instruction, identify individual students with foundational skill gaps, and formally discuss this data at regularly scheduled data meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. Teachers, administrators and instructional specialists will meet regularly to discuss and analyze data at regularly scheduled data meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Grade level teams will plan collaboratively utilizing the PISD collaborative team planning protocol with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies for effective teaching in every classroom and collaborative team planning will be aligned and consistently observed through walk throughs, data meetings, lesson plans and planning meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, leadership team, administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide teachers with time for data entry every 3 weeks so teachers can set individual student goals in Edugence.</p> <p><b>Strategy's Expected Result/Impact:</b> Student data and goals will be updated regularly and be accessible to all teachers who work with the student.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff prior to the EAS checkpoint.</p> <p><b>Strategy's Expected Result/Impact:</b> These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The Foundation Collaborative Team will create a campus level positive reinforcement system based on PBIS for K-5 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased classroom disruptions as evidenced by a decrease in office referrals and teacher managed incidents.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Restructure, reorganize, and train the Special Education personnel to maximize learning for all Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic growth and achievement of students in Special Education.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<p style="text-align: center;">  No Progress               Accomplished               Continue/Modify               Discontinue       </p>			

# Site-Based Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Bryan Crowson	Assistant Principal
Administrator	Jigyasa Sethi	Principal
Classroom Teacher	Rachel Odom- Stephens	Teacher
Classroom Teacher	Rosie Candelaria	Teacher
Classroom Teacher	Morgan Ward	Teacher
Classroom Teacher	Kelsey Reed	Teacher
Classroom Teacher	Oksana Braun	Teacher
Classroom Teacher	Patrick Quinlan	Teacher
Classroom Teacher	Kennedy Kress	Teacher
Non-classroom Professional	Melinda Carr	Librarian
Non-classroom Professional	Aubrey Nell	Counselor
District-level Professional	Whitney Smith	Diagnostician
Community Representative	Cathi Gordon	Community Representative
Community Representative	Deb Spalding	Community Representative
Business Representative	Quinn Thai	Business Representative
Business Representative	Steven Wyatt	Business Representative
Parent	Michelle Moorman	Parent
Parent	Monika Wiszenko	Parent
Parent	Antonio Sibley	Parent
Parent	Rhonda Kinsey	Parent
Parent	Candice Walker- Muttitt	Parent
Parent	Justin Adcock	Parent
Paraprofessional	Lauren Clark	Paraprofessional

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	9	Adult Temp for Tutoring		\$52.00
<b>Sub-Total</b>					\$52.00
<b>Budgeted Fund Source Amount</b>					\$2,130.00
<b>+/- Difference</b>					\$2,078.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$432.00
<b>+/- Difference</b>					\$432.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	9	Adult Temp for Tutoring		\$2,300.00
<b>Sub-Total</b>					\$2,300.00
<b>Budgeted Fund Source Amount</b>					\$2,300.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$4,862.00
<b>Grand Total Spent</b>					\$2,352.00
<b>+/- Difference</b>					\$2,510.00

# Addendums

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Hightower

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	55	79	81		88		73	49	61	80	73	83	68	79
2020	57	81	81		88		74	50	63	81	75	83	69	80
2021	59	84	82		89		76	52	66	83	77	84	71	81
2022	62	87	83		90		77	54	70	85	79	85	73	83
2023	66	92	84		91		80	56	75	88	83	86	76	85
2024	71	97	85		92		83	59	81	92	87	87	80	87

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	68	71	88		90		73	64	73	100	81	85	78	83
2020	70	73	88		90		74	65	75	100	82	85	79	84
2021	72	75	89		91		75	67	77	100	83	86	80	84
2022	75	78	89		91		76	69	80	100	85	86	82	85
2023	79	82	90		92		77	71	84	100	87	87	84	87
2024	84	87	91		93		79	74	89	100	90	88	87	88

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Hightower

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>		14	48		18			20	15		16	75	14	89
<b>2019</b>	50	64	83		94			55	40		75	84	57	80
<b>2020</b>	52	66	83		94			56	42		77	84	58	81
<b>2021</b>	54	69	84		95			58	45		79	85	60	82
<b>2022</b>	57	72	85		96			60	49		81	86	62	84
<b>2023</b>	61	77	86		97			62	54		85	87	65	86
<b>2024</b>	66	82	87		98			65	60		89	88	69	88

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	16	18	4	17	4	8	10	10	20	12	14	4	12	8

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Hightower

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>		14	48		18			20	15		16	75	14	89
<b>2019</b>	75	64	85		94			80	60		75	87	64	83
<b>2020</b>	77	66	85		94			81	62		76	87	65	84
<b>2021</b>	79	68	86		95			83	64		77	88	66	84
<b>2022</b>	82	71	86		95			85	67		79	88	68	85
<b>2023</b>	86	75	87		96			87	71		81	89	70	87
<b>2024</b>	91	80	88		97			90	76		84	90	73	88

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	16	16	3	3	3	5	6	10	16	9	9	3	9	5

## Hightower - STAAR Grade 4 Writing

**The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 70% in 2019 to 72% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
71% 2019 Baseline: 70%	72%	74%	76%	78%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	29	73	75	*	75	*	60	25	58	*	75	72	65	70
2020	30	75	75	*	75	*	61	26	60	*	76	72	66	71
2021	33	77	76	*	76	*	62	27	63	*	78	73	68	72
2022	36	81	76	*	76	*	64	29	67	*	81	73	70	74
2023	40	85	77	*	77	*	66	32	72	*	84	74	73	76
2024	45	91	79	*	79	*	69	35	78	*	89	76	76	78
2019-2021	4	4	1	*	1	*	2	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

## Hightower - STAAR Grade 5 Science

**The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 81% in 2019 to 83% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
82% 2019 Baseline: 81%	83%	84%	85%	86%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	57	62	86	*	95	*	80	18	65	*	80	86	70	81
2020	58	63	86	*	95	*	80	19	66	*	81	86	71	82
2021	61	66	86	*	95	*	81	20	69	*	82	86	72	83
2022	64	68	87	*	96	*	82	22	72	*	83	87	74	84
2023	68	72	87	*	96	*	84	25	76	*	85	87	76	85
2024	73	77	88	*	97	*	86	28	81	*	88	88	79	86
2019-2021	4	4	0	*	0	*	1	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

## CAMPUS APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b> <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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