**HOUSTON INDEPENDENT SCHOOL DISTRICT**



**BUILD**

BRIDGE

BELIEVE

**Campus Name:** Highland Heights Elementary

**Campus Number:** 174

**Principal Name:** Geraldine Russ Cox

**School Support Officer Name:**  Felicia Renee McKinnon

**Chief School Officer Name:** Dr. Grenita Lathan

**SCHOOL IMPROVEMENT PLAN 2016-2017**

**SIP Part 1: Background, Data Analysis and Needs Assessment**

***MISSION STATEMENT***

Highland Heights mission is to maintain an educational program dedicated to excellence within a positive environment that provides for the maximum development of every student’s potential and personal development so that he/she can successfully participate and compete as a member of a global society.

***SCHOOL PROFILE***

Highland Heights Elementary is approximately nine miles northwest of downtown Houston. It is located in the Acres Home community between West Montgomery Road and West Tidwell. The school serves students in grades PreK-5. This urban community is a unique mixture of old and new, urban and rural, commercial and residential. The average household income varies from low to middle income. The school is composed of two ethnic groups: 51% Hispanic and 49% African American. The current enrollment is 562 students. Approximately 89% of the students participate in the free/reduced federal meal program. As a part of Ancillary, the school offers Technology, Library, Physical Education, STEM lab, Guidance and Orchestra.

***SHARED DECISION MAKING***

**Organizational Structure**

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state *Improvement Required* sanctions or federal sanctions as a *Focus* or *Priority* campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

**Shared Decision Making Process**

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

**Method of Communications**

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

All SDMC information must be included on the campus website. A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed. The home page of each campus website must include a link to the SDMC page for easy access.

**Membership Composition of the SDMC**

|  |  |  |  |
| --- | --- | --- | --- |
| Number of Classroom Teachers | **2** | Number of Parents (at least 2) | **2** |
| Number of School-based Staff(Half the number of classroom teachers) | **1** | Number of Community Members (at least 2) | **2** |
| Number of Non-Instructional Staff | **1** | Number of Business Members | **1** |

*(Modify or insert additional lines as needed)*

|  |  |
| --- | --- |
| **Name of SDMC Member** | **Position (Add Date Term expires)** |
| Teresa Villanueva | Classroom Teacher 6/30/2018 |
| Tracey Bonner | Classroom Teacher 6/30/2018 |
| Leonora Santiago | School-based Staff 6/30/2018 |
| Dinora Segovia | Non-Instructional Staff 6/30/2018 |
| Perry Elders | Business Member 6/30/2018 |
| Nancy Arriola | Community Member 6/30/2018 |
| Terri Weeks | Community Member 6/30/2018 |
| Johnny Ortiz | Parent 6/30/2018 |
| Deirdre Dobbins | Parent 6/30/2018 |
| Geraldine Russ Cox | Principal |
|  |  |

***Other Campus Intervention Team members (non-SDMC):***

For campuses designated for *Improvement Required*, *Focus* or *Priority* for 2016-2017:

|  |  |
| --- | --- |
| **Name** | **Position** |
| Felicia McKinnon | School Support Officer (SSO) or Lead Principal (LP) |
| Sherry Green | Professional Service Provider (PSP) |
| Crystal Kennedy | Teacher Development Specialist 6/30/2017 |
| Melinda Viera | Teacher Development Specialist 6/30/2018 |
| Grenita Lathan | Other district personnel – Chief  |
|  |  |

***NEEDS ASSESSMENT***

***Narrative of Data Analysis and Root Causes
(causal factors – include % of economically disadvantaged data)***

Highland Heights Elementary is currently an Improvement Required campus year 4 as identified by the Texas Education Agency (TEA). The school did not meet standard in indices 1, 3, and 4. The school did meet standard in Index 2 (student progress). The campus has 562 students grades Pre-K through 5. The campus is composed of 82.7% economically disadvantaged students with 36.3% of those students being English Language Learners. Our mobility rate is 22.1%. TEA’s 2016 Accountability Summary: Student Achievement Index 1=41 (Target score 60), Student Progress Index 2=33 (Target Score 32), Closing Performance Gaps Index 3=20 (Target Score 28), Postsecondary Readiness Index 4=8 (Target Score 12). The lack of consistent and effective campus leadership has led to poor recruitment, development, and retention of teachers resulting in ineffective instruction for students. The turnover and inconsistency of leadership has created a lack of trust, the inability to know the staff and their talents, establish goals, develop people and put effective systems and processes into place. The time constraints required to handle day to day non-instructional issues has impeded the leadership team’s ability to evaluate, monitor, and provide timely constructive feedback to teachers. These limitations have negatively impacted both teacher and student performance. At least half of the staff has less than five years of experience and more than 20% are Alternative Certification candidates. Thus one of the primary reason that students failed to meet standard in the respective indices was that more than half of the teachers were unable to support/deliver the level of instruction necessary for students that were two or more grade levels behind. More than 80% of special education students did not meet standard growth. Even though the school improved in classroom management and instructional strategies the level of rigor and engagement of students was not as rigorous as it needed to be consistently to ensure student success. Students attend school regularly; however many tend to come late (one to two hours) or leave early on a regular daily basis. This has a huge impact on teaching and learning. Even though there has been some progress with monitoring of instruction and providing teacher feedback, the administrative team needs continuous improvement in this area. As a result of leadership ineffectiveness and inadequate teacher recruitment, selection, development, and retention; academic performance on the STAAR has plummeted in the past three years and the school climate has suffered

***Narrative of Identified Needs – Include Special Education Needs***

Varied needs have negatively impacted both teacher and student growth. The turnover and inconsistency of campus leadership impeded the ability to recruit, develop, and retain effective teachers which has resulted in ineffective teaching and learning. According to Beginning of Year (BOY) and DRA levels more than 85% of our students enter the school/grade level two or more levels below standard. Thus it is extremely difficult for teachers to meet students with rigorous coursework when the achievement gap is so wide. This is compounded by the numerous teachers that have five or less years of teaching while also entering the profession as Alternative Certified Teachers. Teachers need more support to work with students that have grade level deficiencies as well as SPED students that have been identified/not identified. The manpower to meet these needs is insufficient even though the school has a 22:1 student teacher ratio. As a result of poor academic levels of students, behaviors become an issue which consumes the majority of administration time. This leads to inconsistency in teacher development, appraisals, monitoring, and timely feedback. Moreover, our students attend school at an attendance rate of 95% or more; however students arrive late and leave early (missing core instruction) on a regular daily basis. As a result of these needs, systems and structures have been put in place to reduce inconsistency, stabilize teacher retention, and increase academic performance.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

| PerformanceIndex | Met? Y/N | Unmet or barely metSubject(s) / Measure(s)? | Student Group(s) Below Standard? | Needs addressedin the followingSIP Goal(s): |
| --- | --- | --- | --- | --- |
| Texas Accountability System |
| I. Student Achievement | No | Reading, Writing, Math, Science | African American and ELL students in reading (5th), reading (3rd ELL) math 3rd -5th all students), writing (4th), and science (5th).  | Reading, Math, Writing, Science |
| II. Student Progress | Yes | Reading | ELL, African Americans (5th) | Reading, Math |
| III. Closing Gaps | No | Reading, Math, Science, Writing | Reading, Writing: ELL (3rd,4th) Math: (All students 3th-5th); Science: (All students 5th) | Reading, Math, Writing, Science |
| IV. Postsecondary Readiness | No | STARR PSR | All students | All Subjects |
| Federal System Safeguards |
| Reading Performance | No | Reading | All students, AA, HISP,ELL, ED, SPED | Reading  |
| Reading Participation | Yes | n/a | n/a | n/a |
| Reading Alt #2 | n/a | n/a | n/a | n/a |
| Math Performance | No | Math | All students, AA, HISP,ELL, ED | Math |
| Math Participation | Yes | n/a | n/a | n/a |
| Math Alt #2 | n/a | n/a | n/a | n/a |
| 4 Year Graduation | n/a | n/a | n/a | n/a |
| 5 Year Graduation | n/a | n/a | n/a | n/a |

***Staff Development Plans***

|  |  |  |  |
| --- | --- | --- | --- |
| June/July | Focus/Purpose | Activity | Identified Group |
|  | Dual Language | Implementation of dual language | K-1 teachers |
|  | Literacy by Three | Strategies to implement guided reading. | All Reading Teachers |
|  | AVID | Implementation of school wide AVID for elementary school. | AVID Leadership Team |
| August | Write from the Beginning | School wide writing strategies | K-5 teachers |
|  | HUB training/OneSource | Navigation of Website | All staff |
|  | TADS/IPDP | Teacher Appraisal | All teachers |
|  | Lesson Planning | Roadmap to Successful planning | All teachers |
|  | School Culture/Expectations | Tenets of school culture and first 25 days of school | All teachers |
|  | Mental Health | Recognizing students with discipline issues beyond the norm and how to interact, refer, and document. | All teachers |
|  | PBIS/Discipline | Classroom management | All staff |
|  | Arts Initiative | The integration of the arts and academics  | All staff |
|  | Go Math/Guided Math | Strategies to improve math | Math Teachers |
| June-August | Leader4ward | Leadership development, Understanding the TEKS and how to implement strategies for student success. | Admin. Team & Teacher Leaders |
| Quarterly | Team Collaboratively Planning | Evaluating and planning for instruction quarterly based upon data. | Classroom teachers |
| September | Corrective Reading, Reading Mastery | Intervention in reading for below level students in reading. | Tutors |
| October, January, March | Writing Training | Quality writing strategies for student success | K-5 teachers |
| October, November, December | STEMscope | Training of Science and Math Literacy | 3-5 teachers |

Based on the Data Analysis and Needs Assessment, the following Goals and ***Measurable*** Objectives must be developed to address the identified needs:

**SIP Part 2: Goals & Objectives**

**Goal Area I: Increase Student Achievement (HISD Goal 1)**

1. Reading
2. Mathematics
3. Accountability and Federal System Safeguards
4. Index 4 Goals
	1. Dropout Prevention / Graduation Rate Improvement (MS,HS)
	2. Ninth Grade Promotion (HS)
	3. Advanced Course / Dual Credit Enrollment (HS)
	4. AP/IB Exams Participation and Scores (HS)
	5. PSAT/SAT/ACT Participation and Scores (HS)
	6. College Readiness (ES,MS,HS)
5. Attendance
6. Highly Qualified and Effective Teachers, Administrators and Paraprofessionals

**Goal Area II: Improve Safety, Public Support, and Confidence (HISD Goals 3, 5)**

1. Bullying Prevention
2. Child Abuse & Sexual Abuse Prevention
3. Coordinated Health Program (Elementary, Middle, and K-8 Campuses Required)
4. Dating Violence Awareness
5. Discipline Management – Safe Environments
	1. DAEP Referrals
	2. Special Education In-school Suspension
	3. Special Education Out-of-School Suspension
6. Drug, Tobacco, Alcohol Prevention
7. Suicide Prevention
8. Parent and Community Involvement

**Goal Area III: Special Population Goals & Strategies**

1. Gifted & Talented Program
2. Special Education Program
	1. STAAR/EOC Participation
	2. Representation
		1. Overall
		2. African-American
		3. Hispanic
		4. ELL
	3. Placement in Instructional Setting 40/41
3. Economically Disadvantaged
	1. STAAR/EOC Participation
4. English Language Learners
	1. STAAR/EOC Participation
	2. TELPAS Reading and Composite Scores
5. Dyslexia Program

**GOAL AREA 1 – Student Achievement: Reading**

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| **Priority Need:** | To provide quality and effective reading instruction in all grade levels. |
| **Critical Success Factor(s):** | Improve academic performance on the STARR assessment and increase teacher quality at all grade levels. |
| **Goal:** | 50% of all students tested will pass the STARR Reading at standard in 2017. |

| **Measurable Objective** | **Strategy** | **Title of Staff Member Responsible** | **Resources** | **Timeline** | **Milestones/****Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| To increase students’ DRA levels by a grade level’s worth of growth from the BOY to EOY. | Daily guided reading by all teachers coupled with an additional 60-90 minutes of ELA.  | Classroom teachers | Master Schedule/TDS/Professional Development | August-May | BOY/MOY/EOY, Snapshots, Istation, Observations, Feedback, Weekly Assessments, Student results |
| To provide reading intervention four days per week for students performing below grade level K-5. | Reading Mastery and Corrective Reading instruction. | Tutors | Professional Development, Consultants, TDS | September-May | Placement Tests, Ongoing Assessments |
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**GOAL AREA 1 – Student Achievement: Math**

| **Measurable Objective** | **Strategy** | **Title of Staff Member Responsible** | **Resources** | **Timeline** | **Milestones/****Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| To increase students’ math levels by a grade level’s worth of growth from the BOY to EOY as measured by Istation. | Daily guided math instruction 60-90 minutes.  | Instructional Specialists/ Classroom Teachers | TDS/Istation/Think Through Math/Go Math | August-May | Snapshots, Weekly Assessments |
| To teach students and teachers how to track individual and classroom data in a timely, effective, and efficient manner to support individual accountability and reduce number of students at risk of failing while increasing the number of students exceeding performance levels. | Bi-weekly data conferences with students and teachers.Ongoing data notebooks noting individual and grade progress on identified TEKS.Classroom data trackers with every student’s BOY, Snapshot data, and Weekly Assessment data. | Administration Team/Teachers/TDS | Frequency Distribution: Lead4ward, District Pacing guide, PLC , Data Track Sheets | October-May | BOY, Snapshot data, and Weekly Assessment data. |
| To teach all students how to organize math vocabulary, graphic organizers, and math notes. | The utilization of Interactive math notebooks. Math journals school wide. | Teachers/Instructional Specialists | Math Action Plan, Math Notebooks, Journals | August-May | Review of notebooks, Observations, walk throughs |
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| **Priority Need:** | To improve the quality and effectiveness of mathematical instruction in all grade levels. |
| **Critical Success Factor(s):** | Improve academic performance on the STARR assessment and increase teacher quality and effectiveness at all grade levels. |
| **Goal:** | 50% of all students tested will meet standards on the STARR Mathematics assessment in 2017. |

**GOAL AREA 1 Student Achievement: Performance Index - Student Achievement/Student Progress/Closing Gaps/Postsecondary Readiness (mandatory, if not met)**

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| --- | --- | --- |
| **Priority Need:** | To increase students’ readiness skills in reading as identified by Lead4ward. |  |
| **Critical Success Factor(s):** | Improve reading /comprehension of Informational text/expository text /fiction and nonfiction text |  |
| **Goal:** | 50% of all tested will pass the STARR Reading at standard in 2017. |  |

| **Measureable Objective** | **Strategy** | **Title of Staff Member Responsible** | **Resources** | **Timeline** | **Milestones/****Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| To increase students’ ability to analyze, make inferences and draw conclusions about text and providing text evidence to support understanding. | Daily Do Nows and Exit Tickets developed and implemented daily focused on Readiness Standards and Figure 19 across grade levels 3-5. | TDS/Instructional Specialists | Frequency Distribution: Lead4ward, District Pacing guide | September-May | Daily exit tickets, Weekly formative assessments (10 items) |
| To teach students and teachers how to track individual and classroom data in a timely, effective, and efficient manner to support individual accountability and reduce number of students at risk of failing while increasing the number of students exceeding performance levels. | Bi-weekly data conferences with students and teachers.Ongoing data notebooks noting individual and grade progress on identified TEKS.Classroom data trackers with every student’s BOY, Snapshot data, and Weekly Assessment data. | Administration Team/Teachers/TDS | Frequency Distribution: Lead4ward, District Pacing guide, PLC , Data Track Sheets | October-May | BOY, Snapshot data, and Weekly Assessment data. |
| 50% or more of students meeting grade level writing standards as measured by Write from the Beginning classroom summaries of writing. | The implementation of Write from the Beginning and Thinking maps with fidelity school wide. | Administration Team | Write from the Beginning consultants | August-May | Weekly writing assessments, snapshot data, Write From the Beginning class summaries. |
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**GOAL AREA 1 – Student Achievement: Federal System Safeguards – (mandatory, if not met)**

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| **Priority Need:** | To increase on grade level reading and reading comprehension school wide. |
| **Critical Success Factor(s):** | Improve academic performance on the STARR assessment and increase teacher quality and effectiveness at all grade levels. |
| **Goal:** | 50% of all students tested will meet standards all STARR assessments in 2017. |

| **Measurable Objective** | **Strategy** | **Title of Staff Member Responsible** | **Resources** | **Timeline** | **Milestones/****Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| To increase passage rate of 43%-50% of all students on the STARR reading assessment in 2017. | Daily instruction and assessment of highly tested Readiness Standards and Figure 19 as determined by Lead4ward across all grade levels. | Teachers/Teacher Specialists/TDS/Administration | Frequency Distribution: Lead4ward, District Pacing guide, PLC , Data Track Sheets, TDS/Teacher Specialists, Consultants | September-May | Daily exit tickets, Weekly formative assessments (10 items) |
| To increase passage rate of 45%-50% of all students on the STARR math assessment in 2017. | Daily instruction and assessment of highly tested Readiness Standards as determined by Lead4ward across all grade levels. | Teachers/Teacher Specialists/TDS/Administration | Frequency Distribution: Lead4ward, District Pacing guide, PLC , Data Track Sheets, TDS/Teacher Specialists, Consultants | September-May | Daily exit tickets, Weekly formative assessments (10 items) |
| To increase passage rate of 30%-50% of all students on the STARR writing assessment in 2017. | Daily writing instruction and implementation of Write from the Beginning. | Teachers/Teacher Specialists/TDS/Administration | District Pacing guide, PLC , Data Track Sheets, TDS/Teacher Specialists, Consultants | September-May | Weekly writing assessments, snapshot data, Write From the Beginning class summaries. |
| To increase passage rate of 36%-50% of all students on the STARR science assessment in 2017. | Daily instruction and assessment of highly tested Readiness Standards determined by Lead4ward across all grade levels. | Teachers/Teacher Specialists/TDS/Administration | Frequency Distribution: Lead4ward, District Pacing guide, PLC , Data Track Sheets, TDS/Teacher Specialists, Consultants | September-May | Weekly Formative Assessments. |

**GOAL AREA 1 – Student Achievement: Attendance**

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| **Priority Need:** | Communicate to parents the importance of students attending school daily for bell to bell instruction. |
| **Critical Success Factor(s):** | To improve students’ on time arrival and early dismissal.  |
| **Goal:** | 98% of all students will attend school daily on time without leaving before dismissal. |

| **Measurable Objective** | **Strategy** | **Title of Staff Member Responsible** | **Resources** | **Timeline** | **Milestones/****Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| To increase student attendance to 98% per grade level from the BOY to EOY weekly. | School wide data tracker of individual classrooms and grade levels will be posted in main hallway indicating daily the percentage of students attending school. Daily and weekly incentives will be awarded based on the data. | Attendance Clerk | Attendance data, Chancery information, classroom teachers, administration. | August-May | Weekly Data Tracking Poster, daily attendance  |
| To teach students how to track individual and classroom attendance data in a timely, effective, and efficient manner to support individual accountability and reduce the number of students that are absent and leaving early. | Creating school wide attendance data notebooks for individual students that go home weekly. Students code daily attendance of self and class percentage attendance. Bi-weekly data conferences with students on personal data.(included in AVID binders) | AVID team/teachers | AVID Documentation notebooks. Attendance clerk. | August-May | Weekly Data Tracking Poster, daily attendance |
| To engage parents in monthly literacy trainings/meetings to support focus and purpose of attending school every day on time. | Provide a literacy focused parent meeting once a month with interactive activities that support teaching and learning. Attendance will be an ongoing focus. | Teacher Leadership Team/AVID team, TDS/Administration. | TDS, Urban League, Loving Kids, Community Agencies. | September-May | Agendas, Attendance sheets, increased attendance. |
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**Goal Area 2 - Improve Safety, Public Support, and Confidence: Student Discipline – Reducing Disproportionality in Out of School Suspension**

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| **Priority Need:** | Improve a safe learning classroom environment. |
| **Critical Success Factor(s):** | Improve climate and culture of the school. |
| **Goal:** | To decrease the number of office referrals and out of school suspensions by 50 for the 2017 year. |

| **Measurable Objective** | **Strategy** | **Title of Staff Member Responsible** | **Resources** | **Timeline** | **Milestones/****Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| To provide mental health on site services to students and twenty five families. | Create a partnership with Harris County Mental Health Department to provide services weekly to specific students and their families. | Principal | Harris County Mental Health Department | August-May | Number of families served by Harris County Health Department. |
| To provide an alternative to OSS for students and reduce the number of OSS. | Create a Redecision room for students that require time out of class to refocus and get back on track for the day.Students will be assigned one-two hours of time in another location to work through stations that assist students in identifying problem and alternative solutions for handling their problems. Students will be allowed time to reflect on behaviors, develop a plan to re-engage in classroom activities with a more positive attitude. | Lecturer/Principal/Counselor | Positive Behavior in School strategies and online web assistance.Counselor | October-May | Reduced number of students in the Redecision Room each month.Positive behavior noted school wide. Decreased OSS |
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**GOAL AREA 2 - Improve Safety, Public Support, and Confidence: Safety**

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| **Priority Need:** | To change negative behaviors and increase student time on task. |
| **Critical Success Factor(s):** | Improve climate and cultural of student behavior. |
| **Goal:** | To develop appropriate social/emotional skills that increase student’s opportunity for success in school. |

| **Measurable Objective** | **Strategy** | **Title of Staff Member Responsible** | **Resources** | **Timeline** | **Milestones/****Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| All students will receive Character Education/ Positive Behavior Support strategies/Bullying Prevention. | Teach Character Education Curriculum, Bullying Prevention, and PBIS strategies | Counselor/Classroom Teachers/Administration | Character Education  |  |  |
| To provide mental health on site services to students and twenty five families. | Create a partnership with Harris County Mental Health Department to provide services weekly to specific students and their families. | Principal | Harris County Mental Health Department | August-May | Number of families served by Harris County Health Department. |
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**GOAL AREA 2 - Improve Safety, Public Support, and Confidence: Parent and Community Involvement**

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| **Priority Need:** | Prepare students to meet standards of improvement for Postsecondary Readiness. |
| **Critical Success Factor(s):** | Evidence of early awareness, knowledge and skills that lay the foundation of academic rigor and social development necessary for college and career readiness. |
| **Goal:** | Provide monthly parental involvement activities that increase awareness of school’s literacy focus for postsecondary readiness. |

| **Measurable Objective** | **Strategy** | **Title of Staff Member Responsible** | **Resources** | **Timeline** | **Milestones/****Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| To engage parents in monthly literacy trainings/meetings to support focus and purpose of attending school every day on time. | Provide a literacy focused parent meeting once a month with interactive activities that support teaching and learning. Attendance will be an ongoing focus. | Teacher Leadership Team/AVID team, TDS/Administration. | TDS, Urban League, Loving Kids, Community Agencies. | September-May | Agendas, Attendance sheets, increased attendance. |
| To provide opportunities for monthly community involvement that supports academic success.  | Form a partnership with Loving Kids community based agency. | Principal | Loving Kids Non-Profit Organization | June-May | Weekly and monthly calendar of events, agendas, sign in sheets of activities. |
| To cultivate a college/career mind set and guide students on a college pathway. | The implementation of Advancement Via Individual Determination (AVID) school wide.  | AVID team | District AVID Coordinator | August-May | AVID district checkpoints (3x yr), monthly AVID meetings (school and district level) |
| To provide monthly sessions to increase student’s knowledge of choices of professions and college opportunities.  | The creation of Classroom College Interactive Board in all classrooms. College/Career Day Fair | Counselor | Community Volunteers | August-May | Complete classroom college boards.Successful completion of College/Career Fair. |
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**GOAL AREA 2 - Improve Safety, Public Support, and Confidence: Coordinated Health Program (ES, MS and K-8 Campuses)**

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| **Priority Need:** | Ensure that mandated health services are implemented. |
| **Critical Success Factor(s):** | All mandated screenings and immunization monitoring are adhered: immunizations, vision, hearing, and diabetes.  |
| **Goal:** | To meet all mandated screenings at 100% in the 2017 year. |

| **Measurable Objective** | **Strategy** | **Title of Staff Member Responsible** | **Resources** | **Timeline** | **Milestones/****Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| Review and monitor immunizations records of all students. | Check immunization requirement of students, enter data, and complete state reports. | School Nurse: Sherrie Collier | District Health services department. | October 30, 2016 | Meeting required deadline. |
| Screen all students for vision check grades Pre-K, 1, 3 and 5. | Conduct vision screening of students grades Pre-K, 1, 3, and 5. Enter data, complete and submit required state reports, and refer students for services as is necessary. | School Nurse: Sherrie Collier | District Health services department. | December 4, 2016 | Meeting required deadline. |
| Screen all students for hearing check grades Pre-K, 1,3 and 5. | Conduct hearing screening of students grades Pre-K, 1, 3, and 5. Enter data, complete and submit required state reports, and refer students for services as is necessary. | School Nurse: Sherrie Collier | District Health services department. | December 4, 2016 | Meeting required deadline. |
| Screen all students for diabetes check grades 1, 3 and 5. | Conduct diabetes screening of studentsGrades 1, 3, and 5. Enter data, complete and submit required state reports, and refer students for services as is necessary. | School Nurse: Sherrie Collier | District Health services department. | December 4, 2016 | Meeting required deadline. |

**GOAL AREA 3: Special Populations – Special Ed., Gifted and Talented, ELL, Econ. Disadvantaged, Dyslexia, At-Risk, etc.**

|  |  |  |
| --- | --- | --- |
| **Priority Need:** | To increase on grade level reading and reading comprehension school wide of special populations. |  |
| **Critical Success Factor(s):** | Improve academic performance on the STARR assessment and increase teacher quality and effectiveness of all special populations’ students. |  |
| **Goal:** | Increase the total number of all special populations’ students tested on STARR assessments in 2017. |  |

| **Measurable Objective** | **Strategy** | **Title of Staff Member Responsible** | **Resources** | **Timeline** | **Milestones/****Formative Evaluation** |
| --- | --- | --- | --- | --- | --- |
| Increase number of SPED students passing the STARR reading assessment from 23% to 30%. | Early identification of students’ needs and the development of individual intervention strategies that increase academic understanding and success.Ensure that students receive targeted accommodations for instruction and assessment consistently. Ensure that teachers use UDL strategies available in Goalbook for student engagement. | Teacher/TDS/Teacher and Instructional Specialists/SPED Coordinator | Frequency Distribution: Lead4ward, District Pacing guide, PLC , Data Track Sheets, TDS/Teacher Specialists, Consultants | September-May | Daily exit tickets, Weekly formative assessments (10 items), Snapshots, Common Assessments |
| Provide 30-60 minutes of additional daily instructional support for ELL, SPED, and ED students four times per week. | Rotation of students with tutors as a daily workstation focused on areas of student needs. | Tutors/Teachers | Frequency Distribution: Lead4ward, District Pacing guide, PLC , Data Track Sheets, TDS/Teacher Specialists, Consultants | September-May | Daily exit tickets, Weekly formative assessments (10 items), Snapshots, Common Assessments |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**SIP Part 3: Special Funding Goals**

***Goal Area: Title I, Part A – 8 Required Components of Schoolwide Planning***

(Standard language provided, please update data.) Please complete the following information.

1. **Comprehensive Needs Assessment** All data were reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards. PL 107-110 §1114(b)(1)(A) ;PL 107-110 §1115(d)(2)(A)
	* **Briefly summarize your campus’ needs as identified in your Comprehensive Needs Assessment:**

1. **Schoolwide Reform Strategies**
	1. Literacy by Three (Guiding Reading taught by all teachers plus an additional 60-90 minutes of ELA instruction daily)
	2. Daily instruction on the highly tested readiness TEKS as identified by Lead4ward and assessing them weekly for re-teaching whenever necessary.
	3. Reading Mastery and Corrective Reading instruction for students performing below grade level four days per week.
	4. Direct writing instruction that connects reading, writing, and listening skills (Write from the Beginning).
2. **High-Quality and Ongoing Professional Development**

The Teacher Leadership and Administrative Leadership team accessed the needs for professional development based on the school’s data. It was determined that the school’s focus would be literacy development throughout all content areas. The Shared-Decision making Committee agreed with the focus once areas of need were identified. Teachers received training throughout the summer and during the school year to support literacy development. Weekly Professional Learning Community trainings led by lead teachers and district Teacher Development Specialists provide on-site continuous development. Additionally, on site in house teacher, instructional specialists, administration, and district support staff provide professional development support.

1. **Strategies to Increase Parental Involvement**
	1. Open House
	2. Monthly Family Literacy Nights (Reading/Math/Science)
	3. STAAR informational nights
	4. Quarterly Awards Assemblies
2. **Ensure Smooth Transition for Students**

Preschool transition: Early Childhood Centers collaborate with the school to coordinate parent and student visits to Kindergarten programs. Community Awareness campaigns, round up and registration days to distribute information about campus programs. Newsletters, facebook, and twitter are utilized to distribute information.

1. **Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments**

A teacher leadership team analyzes assessment data monthly to determine instructional decisions for the school. Weekly professional development meetings are conducted for teachers to analyze week to week assessment data and make informed instructional decisions based on this information. Ongoing staff development and staff meetings are available onsite to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions.

1. **Effective, Timely Additional Assistance**

All students are assessed at the Beginning of the Year in both reading and math to determine areas of need and strength. The use of this formative assessment data coupled with previous summative assessment data allows for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.

1. **Coordination and Integration of Federal, State and Local Services Programs**

At the building level, federal, state and local services and programs are coordinated to best address the needs of students.

***Goal Area: State Compensatory Education*** (standard language provided, update data)

Total amount of State Compensatory Education (SCE) funds: $45, 438.00

Are personnel positions funded with SCE funds? Yes

List position titles funded (whole or partial funding) with SEC funds: Teacher Multi-Grade 50%; hourly lecturer

Total number of FTE’s funded with State Compensatory Education funds: .50

Brief description of how these funds are utilized on your campus: The Multi-grade teacher works with students PreK-5 on Istation as a part of the school’s intervention program. The hourly lecturer supports small group intervention in reading and math20 hours per week.

***Goal Area: Mandated Health Services***

1. **Immunization Monitoring**

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Sherrie Collier

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2015 (include an estimate of number of students that must be screened)

1. **Vision Screening at Grades: PK, K, 1, 3, 5, 7**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Sherrie Collier

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened)

**Hearing Screening at Grades: PK, K, 1, 3, 5, 7**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Sherrie Collier

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened):

**Type 2 Diabetes Screening at Grades: 1, 3, 5, 7**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Sherrie Collier

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened)

**Spinal Screening at Grades: 6, 9**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: N/A

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 1, 2016 (include an estimate of number of students that must be screened)

 **6. Medication Administration**

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis: Sherrie Collier

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2016-2017

**Below, please provide an executive summary of the School Improvement Plan (SIP) for your campus. This summary is submitted to the HISD Board of Education as part of the public hearing, at which time the Board votes on approval of the SIP.**

**EXECUTIVE SUMMARY**

**SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2016-2017**

**Campus Name:** Highland Heights Elementary

Highland Heights Elementary is approximately nine miles northwest of downtown Houston. It is located in the Acres Home community between West Montgomery Road and West Tidwell. The school serves students in grades PreK-5. The average household income varies from low to middle income. The school is composed of two ethnic groups: 51% Hispanic and 49% African American. The current enrollment is 562 students. Approximately 89% of the students participate in the free/reduced federal meal program.

The school is an Improvement Required Campus Year 4 because it has failed to meet Indices 1, 3, and 4 as required by Texas Education Agency (TEA). The school met Index 2; student progress in the 2016 year. The data reveal that reading comprehension and lack of decoding and encoding strategies continue to impede student’s ability to succeed.

Varied needs have negatively impacted both teacher and student growth. The turnover and inconsistency of campus leadership impeded the ability to recruit, develop, and retain effective teachers which has resulted in ineffective teaching and learning. According to Beginning of Year (BOY) and DRA levels more than 85% of our students enter the school/grade level two or more levels below standard. Thus it is extremely difficult for teachers to meet students with rigorous coursework when the achievement gap is so wide. This is compounded by the numerous teachers that have five or less years of teaching while also entering the profession as Alternative Certified Teachers.

Teachers need more support to work with students that have grade level deficiencies as well as SPED students that have been identified/not identified. The manpower to meet these needs is insufficient even though the school has a 22:1 student teacher ratio. As a result of poor academic levels of students, behaviors become an issue which consumes the majority of administration time. This leads to inconsistency in teacher development, appraisals, monitoring, and timely feedback.

Moreover, our students attend school at an attendance rate of 95% or more; however students arrive late and leave early (missing core instruction) on a regular daily basis. As a result of these deficiencies, systems and structures have been put in place to reduce inconsistency, stabilize teacher retention, and increase academic performance of all students.

**SIP APPROVAL 2016-2017**

**School Name**: Highland Heights Elementary

**Principal Name**: Geraldine R. Cox

This School Improvement Plan (SIP) for Highland Heights Elementary was developed according to the procedures described in this document. The final draft of the plan was submitted to the Shared Decision Making Committee (SDMC) on 9/6/2016 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school’s professional staff. The plan was presented to the professional staff for a vote of approval by secret ballot on 9/13/2016 The plan received at least two-thirds approval. I attest that if this school is under a designation as Required Improvement, Focus, or Priority, an on-site needs assessment has been conducted in compliance with [TEC §39.106(b)](http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.39.htm#39.106) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

Geraldine R. Cox

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Principal Date

***Signatures below indicate review and approval of this document.***

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PTO/PTA or other Parent Representative Date

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SDMC Teacher Representative Date

 09/20/2016

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School Support Officer Date

 09/20/2016

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Chief School Officer Date

 09/20/2016

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Professional Service Provider (for IR, Focus, or Priority Schools) Date