

Plano Independent School District

Hightower Elementary

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 1, 2019

Mission Statement

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

Motto

Targeting Excellence

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Comprehensive Needs Assessment

Demographics

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: Our mobility rate of 13.4% is higher than the district's rate of 10.7%.

Problem Statement 2: Limited English Proficiency (LEP) students are meeting the Approaches Grade Level Standard at a lower rate than non LEP students.

Student Academic Achievement

Student Academic Achievement 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 Academic Achievement Needs

Problem Statement 1: Limited English Proficiency (LEP) students are meeting the Approaches Grade Level Standard at a lower rate than non LEP students.

Problem Statement 2: There is a discrepancy between economically disadvantaged student performance when compared to the overall performance. **Root Cause:** Lack of targeted instruction for this group.

Problem Statement 3: The percentage of students performing on Master's level on Writing STAAR is decreasing.

School Processes & Programs

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.
3. Extended planning.
4. Data driven instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: With the addition of new staff, collaborative teams are at various levels of autonomy when using the district instructional model to plan and deliver effective instruction in every classroom. **Root Cause:** More time needed to increase professional development opportunities to train staff on effective teaching strategies and common formative assessments.

Perceptions

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for a stronger Hightower social media presence.

Priority Problem Statements

Problem Statement 1: With the addition of new staff, collaborative teams are at various levels of autonomy when using the district instructional model to plan and deliver effective instruction in every classroom.

Root Cause 1: More time needed to increase professional development opportunities to train staff on effective teaching strategies and common formative assessments.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There is a discrepancy between economically disadvantaged student performance when compared to the overall performance.

Root Cause 2: Lack of targeted instruction for this group.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

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: August 27, 2019





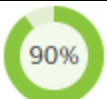
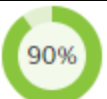
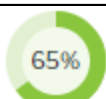
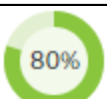

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.
















Performance Objective 1: We will refine implementation of the HRS process with an emphasis on Effective Teaching in Every Classroom so that there will be a 3% increase in the percent of students showing growth expectations above 1/2 standard deviation in quintiles 2-4 .

Evaluation Data Source(s) 1: 2020 STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID19 and school closure this performance objective will be continued for the 20-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Discuss and create campus wide Instructional Model. Instructional Model posted in planning areas.	Principal Assistant Principal	Consistency in instructional planning and delivery from classroom to classroom. Team meeting minutes documenting discussion surrounding instructional framework.			
			Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1		
2) Dedicate professional development time to learning about effective instructional strategies in every classroom.	Principal Assistant Principal Leadership Team	Deeper teacher understanding and consistency of delivery of effective instructional strategies.			
			Problem Statements: School Processes & Programs 1		
3) Schedule for extended planning days.	Principal Assistant Principal Leadership Team	Alignment of instruction to student needs within grade level and vertically.			
			Problem Statements: School Processes & Programs 1		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Data analysis meetings to determine present academic performance of students and drive future instruction.	Principal, Assistant Principal, Leadership Team, All staff	Staff will be aware of differentiated needs of students and where instruction should be focused.			
5) Solicit members of district departments to meet with administration and teachers to analyze data including MAP and STAAR with discussions regarding appropriate planning.	Principal, Assistant Principals, Teachers	Administration and staff will have a deeper understanding of how data can be used to determine areas of need for growth.			
6) Schedule vertical alignment meetings at least 3 times a year to discuss standards covered on each grade level.	Principal, Assistant Principal.	Teachers will have increased awareness of what standards should be covered on the grade level.			
7) Solicit adult temps or substitutes to provide small group targeted instruction to selected students who demonstrate academic needs.	Principal, Teachers, ESL Teacher, Instructional Specialist	Student will show improvement in classroom assignments, district and state assessments.			
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: There is a discrepancy between economically disadvantaged student performance when compared to the overall performance. Root Cause 2: Lack of targeted instruction for this group.
School Processes & Programs
Problem Statement 1: With the addition of new staff, collaborative teams are at various levels of autonomy when using the district instructional model to plan and deliver effective instruction in every classroom. Root Cause 1: More time needed to increase professional development opportunities to train staff on effective teaching strategies and common formative assessments.







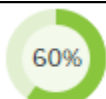
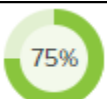

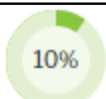
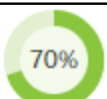
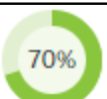



Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

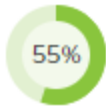



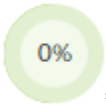

Performance Objective 2: The campus will increase student learning in writing as evidenced by effective targeted instruction resulting in a 3% increase in mastery, meets and approaches performance levels.

Evaluation Data Source(s) 2: 2020 STAAR

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID19 and school closure this performance objective will be continued for the 20-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Use of the book, The Art and Science of Teaching, to promote and encourage effective teaching strategies.	Principal Assistant Principal Principal Teachers	Teachers will have increased knowledge and continuously build a repertoire of effective teaching strategies.			
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1					
2) Dedicated intervention and extension time built into each grade level schedule.	Principal Assistant Principal Principal Leadership Team	Scheduled time in every grade level dedicated to intervention and extension focused on student growth.			
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1					
3) Collaboration between grade level teams and professional learning communities.	Principal Assistant Principal Principal Specialists Teachers	Teams will discuss and evaluate the effectiveness of strategies used.			
Problem Statements: School Processes & Programs 1					
4) Utilize additional staff to tutor and support identified students.	Principal Assistant Principal Leadership Team	Identified students will achieve individual academic growth.			
Problem Statements: Student Academic Achievement 2					
5) Required designated writing time on each grade level.	Principal, Assistant Principal, Teachers	Students will have dedicated time to focus on increasing their writing proficiency.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
6) Focus on giving students more practice with revising and editing on all grade levels.	Principal, Assistant Principal, Teachers	Students will become more proficient in revising and editing.			
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: There is a discrepancy between economically disadvantaged student performance when compared to the overall performance. Root Cause 2: Lack of targeted instruction for this group.
School Processes & Programs
Problem Statement 1: With the addition of new staff, collaborative teams are at various levels of autonomy when using the district instructional model to plan and deliver effective instruction in every classroom. Root Cause 1: More time needed to increase professional development opportunities to train staff on effective teaching strategies and common formative assessments.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

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Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

SBIC

Committee Role	Name	Position
Administrator	Bryan Crowson	Assistant Principal
Administrator	Mariea Sprott	Principal
Classroom Teacher	Terry Eddy	Teacher
Classroom Teacher	Patrick Quinlan	Teacher
Non-classroom Professional	Sharon Sowry	Instructional Specialist
Classroom Teacher	Kathryn Pickle	Teacher
Classroom Teacher	Kelsey Reed	Teacher
Non-classroom Professional	Emma Waisner	SLP
District-level Professional	Cindy Van de Ven	Diagnostician
Non-classroom Professional	Aubrey Nell	Counselor
Parent	Hilary Dietz	PTA President
Parent	Candice Duvall	Parent
Parent	Hermen Wegayehu	Parent
Parent	Amber Pierce	Parent
Community Representative	Cathi Gordon	Community Representative
Community Representative	Dr. Myrtle Hightower	Community Representative
Business Representative	Scott Fritsche	Jason's Deli Manager
Business Representative	Franklin Jackson	Corner Bakery Manager
Parent	Nick Feizy	Parent

Addendums

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.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • 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. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 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. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> 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. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> 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 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 Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and community informed. Funding source: State and Local PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	