

Plano Independent School District

Hightower Elementary

2022-2023



Board Approval Date: September 20, 2022

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

Priority Problem Statements

Problem Statement 2: Hightower students are not showing the desired amount of growth in math as compared to ELA.

Root Cause 2: There was an emphasis on ELA achievement last year. Additionally, Math is taught in the afternoon in grades K-2.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: Third grade students in all quintiles are underperforming in math as compared to district.

Root Cause 1: Lack of instructional support to provide purposeful enrichment and intervention.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Students in quintiles 1 and 2 are not showing the desired amount of growth despite high achievement scores.

Root Cause 3: Attention and focus on growing quintiles 3-5 through intervention.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

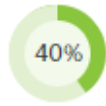


Goals










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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Hightower 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 81% in 2022 to 82% by June 2023. The Economically Disadvantaged student group performance will increase from 83% in 2022 to 85% in 2023. The SPED student group performance will increase from 63% in 2022 to 66% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Third grade math and reading teachers will plan collaboratively utilizing the PISD collaborative team planning protocol, utilizing the 4 questions, with differentiation in mind, and for growth of all students. Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize extended/vertical extended planning to plan the upcoming unit(s) on the big picture calendar, by identifying essential standards and developing CFAs to assess for standard mastery. Strategy's Expected Result/Impact: Increased student achievement and growth on MAP, STAAR, and TELPAS. Staff Responsible for Monitoring: 3rd grade teachers, Instructional specialist Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Students who have not met expected progress or growth will be identified, targeted, and monitored by tracking achievement and the conditional growth index throughout the school year, by all staff prior to the EAS checkpoint. Strategy's Expected Result/Impact: These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize the campus-wide I/E (Intervention/Enrichment) time to work with students at their level in math and reading. Strategy's Expected Result/Impact: Increased student achievement and growth on MAP, STAAR, and TELPAS. Staff Responsible for Monitoring: Administrators Problem Statements: Student Learning 1, 2, 3	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Use of common formative assessment data to drive instruction, identify individual students with foundational skill gaps, and formally discuss this data at regularly scheduled data meetings. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 3	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Restructure, reorganize, and train the Special Education personnel to maximize learning for all Special Education students. Strategy's Expected Result/Impact: Increased academic growth and achievement of students in Special Education. Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			




Performance Objective 1 Problem Statements:










Student Learning
Problem Statement 1: Hightower students are not showing the desired amount of growth in math as compared to ELA. Root Cause: There was an emphasis on ELA achievement last year. Additionally, Math is taught in the afternoon in grades K-2.
Problem Statement 2: Third grade students in all quintiles are underperforming in math as compared to district. Root Cause: Lack of instructional support to provide purposeful enrichment and intervention.
Problem Statement 3: Students in quintiles 1 and 2 are not showing the desired amount of growth despite high achievement scores. Root Cause: Attention and focus on growing quintiles 3-5 through intervention.

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 2022 to 2023.

Performance Objective 2: The percent of Hightower students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 82% in 2022 to 83% by June 2023. The SPED student group performance will increase from 43% in 2022 to 46% in 2023. The African American student group performance will increase from 57% in 2022 to 59% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Use of common formative assessment data to drive instruction, identify individual students with foundational skill gaps, and formally discuss this data at regularly scheduled data meetings. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 3	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize extended/vertical extended planning to plan the upcoming unit(s) on the big picture calendar, by identifying essential standards and developing CFAs to assess for standard mastery. Strategy's Expected Result/Impact: Increased student achievement and growth on MAP, STAAR, and TELPAS. Staff Responsible for Monitoring: 3rd grade teachers, Instructional specialist Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Students who have not met expected progress or growth will be identified, targeted, and monitored by tracking achievement and the conditional growth index throughout the school year, by all staff prior to the EAS checkpoint. Strategy's Expected Result/Impact: These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize the campus-wide I/E (Intervention/Enrichment) time to work with students at their level in math and reading. Strategy's Expected Result/Impact: Increased student achievement and growth on MAP, STAAR, and TELPAS. Staff Responsible for Monitoring: Administrators Problem Statements: Student Learning 1, 2, 3	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize adult temps for accelerated instruction for 4 hours per day for 21 days to serve students per their AIP. Strategy's Expected Result/Impact: Students will reach approaches in STAAR ELAR. Staff Responsible for Monitoring: 4th and 5th Grade Team Leaders TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Adult Temp for Tutoring - 282 ESSER III, Adult Temp for Tutoring - 199 State Comp Ed	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Restructure, reorganize, and train the Special Education personnel to maximize learning for all Special Education students. Strategy's Expected Result/Impact: Increased academic growth and achievement of students in Special Education. Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			




Performance Objective 2 Problem Statements:










Student Learning
Problem Statement 1: Hightower students are not showing the desired amount of growth in math as compared to ELA. Root Cause: There was an emphasis on ELA achievement last year. Additionally, Math is taught in the afternoon in grades K-2.
Problem Statement 2: Third grade students in all quintiles are underperforming in math as compared to district. Root Cause: Lack of instructional support to provide purposeful enrichment and intervention.
Problem Statement 3: Students in quintiles 1 and 2 are not showing the desired amount of growth despite high achievement scores. Root Cause: Attention and focus on growing quintiles 3-5 through intervention.

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 2022 to 2023.

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 75% in 2022 to 77% by June 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Use of common formative assessment data to drive instruction, identify individual students with foundational skill gaps, and formally discuss this data at regularly scheduled data meetings. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 3	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
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	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Students who have not met expected progress or growth will be identified, targeted, and monitored by tracking achievement and the conditional growth index throughout the school year, by all staff prior to the EAS checkpoint. Strategy's Expected Result/Impact: These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist Problem Statements: Student Learning 1, 2	Formative		
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Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize the campus-wide I/E (Intervention/Enrichment) time to work with students at their level in math and reading. Strategy's Expected Result/Impact: Increased student achievement and growth on MAP, STAAR, and TELPAS. Staff Responsible for Monitoring: Administrators Problem Statements: Student Learning 1, 2, 3	Formative		
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Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize adult temps for accelerated instruction for 4 hours per day for 21 days to serve students per their AIP. Strategy's Expected Result/Impact: Students will reach approaches in STAAR ELAR. Staff Responsible for Monitoring: 4th and 5th Grade Team Leaders TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Adult Temp for Tutoring - 282 ESSER III, Adult Temp for Tutoring - 199 State Comp Ed	Formative		
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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:




Student Learning
Problem Statement 1: Hightower students are not showing the desired amount of growth in math as compared to ELA. Root Cause: There was an emphasis on ELA achievement last year. Additionally, Math is taught in the afternoon in grades K-2.
Problem Statement 2: Third grade students in all quintiles are underperforming in math as compared to district. Root Cause: Lack of instructional support to provide purposeful enrichment and intervention.
Problem Statement 3: Students in quintiles 1 and 2 are not showing the desired amount of growth despite high achievement scores. Root Cause: Attention and focus on growing quintiles 3-5 through intervention.










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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Hightower 3rd grade students that score meets grade level or above on STAAR Math will increase from 78% in 2022 to 79% by June 2023. The Hispanic student group performance will increase from 50% in 2022 to 52% in 2023. The Economically Disadvantaged student group performance will increase from 67% in 2022 to 69% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Third grade math and reading teachers will plan collaboratively utilizing the PISD collaborative team planning protocol, utilizing the 4 questions, with differentiation in mind, and for growth of all students. Problem Statements: Student Learning 2	Formative		
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Performance Objective 1 Problem Statements:










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Problem Statement 2: Third grade students in all quintiles are underperforming in math as compared to district. Root Cause: Lack of instructional support to provide purposeful enrichment and intervention.
Problem Statement 3: Students in quintiles 1 and 2 are not showing the desired amount of growth despite high achievement scores. Root Cause: Attention and focus on growing quintiles 3-5 through intervention.

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 2022 to 2023.

Performance Objective 2: The percent of Hightower students that score Meets grade level or above on STAAR Math 3-5 will increase from 74% in 2022 to 75% by June 2023. The SPED student group performance will increase from 48% in 2022 to 51% in 2023. The African American student group performance will increase from 48% in 2022 to 51% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Use of common formative assessment data to drive instruction, identify individual students with foundational skill gaps, and formally discuss this data at regularly scheduled data meetings. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 3	Formative		
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	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Performance Objective 2 Problem Statements:










Student Learning
Problem Statement 1: Hightower students are not showing the desired amount of growth in math as compared to ELA. Root Cause: There was an emphasis on ELA achievement last year. Additionally, Math is taught in the afternoon in grades K-2.
Problem Statement 2: Third grade students in all quintiles are underperforming in math as compared to district. Root Cause: Lack of instructional support to provide purposeful enrichment and intervention.
Problem Statement 3: Students in quintiles 1 and 2 are not showing the desired amount of growth despite high achievement scores. Root Cause: Attention and focus on growing quintiles 3-5 through intervention.

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 2022 to 2023.

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 65% in 2022 to 67% by June 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Use of common formative assessment data to drive instruction, identify individual students with foundational skill gaps, and formally discuss this data at regularly scheduled data meetings. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 3	Formative		
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Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize extended/vertical extended planning to plan the upcoming unit(s) on the big picture calendar, by identifying essential standards and developing CFAs to assess for standard mastery. Strategy's Expected Result/Impact: Increased student achievement and growth on MAP, STAAR, and TELPAS. Staff Responsible for Monitoring: 3rd grade teachers, Instructional specialist Problem Statements: Student Learning 2	Formative		
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Strategy 3 Details	Formative Reviews		
Strategy 3: Students who have not met expected progress or growth will be identified, targeted, and monitored by tracking achievement and the conditional growth index throughout the school year, by all staff prior to the EAS checkpoint. Strategy's Expected Result/Impact: These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS. Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Specialist Problem Statements: Student Learning 1, 2	Formative		
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	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Performance Objective 3 Problem Statements:








Student Learning
Problem Statement 1: Hightower students are not showing the desired amount of growth in math as compared to ELA. Root Cause: There was an emphasis on ELA achievement last year. Additionally, Math is taught in the afternoon in grades K-2.
Problem Statement 2: Third grade students in all quintiles are underperforming in math as compared to district. Root Cause: Lack of instructional support to provide purposeful enrichment and intervention.
Problem Statement 3: Students in quintiles 1 and 2 are not showing the desired amount of growth despite high achievement scores. Root Cause: Attention and focus on growing quintiles 3-5 through intervention.

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 2022 to 2023.

Performance Objective 1: The percent of Hightower students that score Meets grade level or above on STAAR Science 5 will increase from 53% in 2022 to 54% by June 2023. The Economically Disadvantaged student group performance will increase from 40% in 2022 to 42% in 2023. The Hispanic student group performance will increase from 27% in 2022 to 29% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, Asst. Principal, Classroom Teachers	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Restructure, reorganize, and train the Special Education personnel to maximize learning for all Special Education students. Strategy's Expected Result/Impact: Increased academic growth and achievement of students in Special Education.	Formative		
	Nov	Feb	June
			
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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Hightower students are not showing the desired amount of growth in math as compared to ELA. Root Cause: There was an emphasis on ELA achievement last year. Additionally, Math is taught in the afternoon in grades K-2.
Problem Statement 2: Third grade students in all quintiles are underperforming in math as compared to district. Root Cause: Lack of instructional support to provide purposeful enrichment and intervention.
Problem Statement 3: Students in quintiles 1 and 2 are not showing the desired amount of growth despite high achievement scores. Root Cause: Attention and focus on growing quintiles 3-5 through intervention.

Site-Based Advisory Committee

Committee Role	Name	Position
Administrator	Bryan Crowson	Assistant Principal
Administrator	Jigyasa Sethi	Principal
Classroom Teacher	Becky Morris	Teacher
Classroom Teacher	Vanessa High	Teacher
Classroom Teacher	Jennifer Huang	Teacher
Classroom Teacher	Vicki Jaco	Teacher
Classroom Teacher	Lauren Holtzman	Teacher
Classroom Teacher	Patrick Quinlan	Teacher
Classroom Teacher	Jessica Dedmon	Teacher
Non-classroom Professional	Melinda Carr	Librarian
Non-classroom Professional	Aubrey Nell	Counselor
District-level Professional	Jill Fosse	Diagnostician
Community Representative	Cathi Gordon	Community Representative
Community Representative	Rhonda Kinsey	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	Carlos Anchia	Parent
Parent	Candice Walker- Muttitt	Parent
Parent	Justin Adcock	Parent
Paraprofessional	Michelle Bonicelli	Paraprofessional
Business Representative	Mark Taylor	Business Representative
Classroom Teacher	Cynthia Jones	Teacher

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Adult Temp for Tutoring		\$0.00
1	3	5	Adult Temp for Tutoring		\$0.00
2	2	5	Adult Temp for Tutoring		\$0.00
2	3	5	Adult Temp for Tutoring		\$0.00
3	1	6	Adult Temp for Tutoring		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,140.00
+/- Difference					\$2,140.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$456.00
+/- Difference					\$456.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Adult Temp for Tutoring		\$0.00
1	3	5	Adult Temp for Tutoring		\$0.00
2	2	5	Adult Temp for Tutoring		\$0.00
2	3	5	Adult Temp for Tutoring		\$0.00
3	1	6	Adult Temp for Tutoring		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,430.00
+/- Difference					\$1,430.00
Grand Total Budgeted					\$4,026.00
Grand Total Spent					\$0.00
+/- Difference					\$4,026.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hightower

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	12	29	0	19	0	19	18	1	15	64	10	74
2022	64	50	90		95		63	83	100	80	78	100	81
2023	66	52	91		96		66	85	100	82	79	100	82
2024	68	54	91		96		69	87	100	84	79	100	82
2025	70	56	92		97		73	89	100	87	80	100	83
2026	74	60	94		99		79	93	100	91	82	100	85
2027	78	64	95		100		86	97	100	96	83	100	86

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hightower

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												Grade 4	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	14	27	0	16	0	13	17	3	8	48	17	65
2022	33	79	85		75		23	71	100	88	83	71	80
2023	35	81	86		76		26	73	100	90	84	72	81
2024	37	83	86		76		29	75	100	92	84	74	81
2025	39	85	87		77		33	77	100	95	85	76	82
2026	43	89	89		79		39	81	100	99	87	79	84
2027	47	93	90		80		46	85	100	100	88	82	85

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hightower

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	15	32	0	14	0	12	20	4	21	53	21	74
2022	57	87	88		79		33	70	100	86	91	67	84
2023	59	89	89		80		36	72	100	88	92	68	85
2024	61	91	89		80		39	74	100	90	92	70	85
2025	63	93	90		81		43	76	100	93	93	72	86
2026	67	97	92		83		49	80	100	97	95	75	88
2027	71	100	93		84		56	84	100	100	96	78	89

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hightower

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	21	41	88	0	49	0	44	55	8	44	165	48	213
2022	57	73	88		84		43	75	100	84	84	75	82
2023	59	75	89		85		46	77	100	86	85	76	83
2024	61	77	89		85		49	79	100	88	85	78	83
2025	63	79	90		86		53	81	100	91	86	80	84
2026	67	83	92		88		59	85	100	95	88	83	86
2027	71	87	93		89		66	89	100	100	89	86	87

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hightower

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	12	29	0	19	0	19	18	1	15	64	10	74
2022	55	50	83		100		63	67	100	73	78	80	78
2023	58	52	84		100		66	69	100	75	79	82	79
2024	61	55	86		100		69	72	100	77	81	84	81
2025	64	59	88		100		73	76	100	80	83	87	83
2026	70	63	90		100		78	80	100	84	85	91	85
2027	76	69	93		100		85	86	100	89	88	96	88

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hightower

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math												Grade 4	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	14	27	0	16	0	13	17	3	8	48	17	65
2022	33	64	70		81		15	53	100	88	73	71	72
2023	36	66	71		82		18	55	100	90	74	73	73
2024	39	69	73		84		21	58	100	92	76	75	75
2025	42	73	75		86		25	62	100	95	78	78	77
2026	48	77	77		88		30	66	100	99	80	82	79
2027	54	83	80		91		37	72	100	100	83	87	82

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hightower

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	15	32	0	14	0	12	20	4	21	53	21	74
2022	43	47	75		86		58	75	100	86	74	62	70
2023	46	49	76		87		61	77	100	88	75	64	71
2024	49	52	78		89		64	80	100	90	77	66	73
2025	52	56	80		91		68	84	100	93	79	69	75
2026	58	60	82		93		73	88	100	97	81	73	77
2027	64	66	85		96		80	94	100	100	84	78	80

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hightower

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	21	41	88	0	49	0	44	55	8	44	165	48	213
2022	48	54	76		90		48	65	100	82	75	69	74
2023	51	56	77		91		51	67	100	84	76	71	75
2024	54	59	79		93		54	70	100	86	78	73	77
2025	57	63	81		95		58	74	100	89	80	76	79
2026	63	67	83		97		63	78	100	93	82	80	81
2027	69	73	86		100		70	84	100	98	85	85	84

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hightower

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	15	32	0	14	0	12	20	4	21	53	21	74
2022	14	27	56		79		33	40	25	48	57	43	53
2023	17	29	57		80		36	42	26	50	58	45	54
2024	20	32	59		82		39	45	28	52	60	47	56
2025	23	36	61		84		43	49	30	55	62	50	58
2026	29	41	63		86		48	54	33	59	64	54	60
2027	35	47	66		89		55	60	37	64	67	58	63

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
Principal, Executive Director for Student & Family Services	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <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 Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <ul style="list-style-type: none"> Apply classroom interventions 	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"> • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>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. Campus Wellness Plan • 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 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • 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. • 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. 		
Principal, Human Resources	<p>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, Executive Director for Student and Family Services	<p>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 		

	<ul style="list-style-type: none">• 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		
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