

Plano Independent School District
Hightower Elementary
2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

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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Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff. Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences. Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes. Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students. DIP - 5.4 Federal and State Mandates	23

Priority Problem Statements

Problem Statement 1: After reviewing our campus academic data, Hightower ES has struggled in the area of growing Quintile 1 and 2 students compared to Quintile 3,4, and 5 students in one-year academic growth.

Root Cause 1: Not enough focus on Quintile 1 and 2 student's academic growth as the school year progresses. Need more challenging curriculum or more in depth questioning for Quintile 1 and 2 students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: From 2022-2023 student assessment data, some Hightower students in 3rd-5th grades struggle with the following: Responding to Text and Constructive Responses.

Root Cause 2: Some students are unfamiliar with the concept of constructive responses. Teach how to construct a response, have an anchor chart with expectations in the class. Motivate students to use the strategies we teach.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: From 2022-2023 student assessment data, some Hightower students in 3rd-5th grades struggle with the following: Geometry and Measurement.

Root Cause 3: The instructional practices and resources incorporated are not meeting students' needs regarding these TEKS. These specific TEKS are presented at the end of the year, and not review throughout the year.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on the HRS (High Reliability Schools) Spring 2023 Level 2 campus survey results, some staff felt there was limited communication on how instruction should be addressed on campus.

Root Cause 4: Need clear and direct communication practices. Not enough time/more planning time.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 1: K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 79% in 2023 to 82% by June 2024. The Special Education student group performance will increase from 45% in 2023 to 48% by June 2024. The Economically Disadvantaged student group performance will increase from 44% in 2023 to 47% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 68% in 2023 to 71% by June 2024. The Special Education student group performance will increase from 33% in 2023 to 36% by June 2024. The Economically Disadvantaged student group performance will increase from 32% in 2032 to 35% by 2024.





The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 76% in 2023 to 79% by June 2024. The Special Education student group performance will increase from 20% in 2023 to 23% by June 2024. The Economically Disadvantaged student group performance will increase from 64% in 2023 to 67% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details		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. Strategy's Expected Result/Impact: Student academic growth, increased NWEA MAP and STAAR reading student test results Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy		Formative		Summative
		Nov	Feb	June

Strategy 3 Details		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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative		Summative
		Nov	Feb	June
Strategy 4 Details		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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative		Summative
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Strategy 5 Details		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 - Targeted Support Strategy		Formative		Summative
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Strategy 6 Details		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 Staff Responsible for Monitoring: Principal, assistant principal, and SPED teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative		Summative
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Performance Objective 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 73% in 2023 to 76% by June 2024. The Special Education student group performance will increase from 36% in 2023 to 39% by June 2024. The Economically Disadvantaged student group performance will increase from 25% in 2023 to 28% by 2024.





The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 76% in 2023 to 79% by June 2024. The Special Education student group performance will increase from 40% in 2023 to 43% by June 2024. The Economically Disadvantaged student group performance will increase from 45% in 2023 to 48% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 88% in 2022 to 91% by June 2024. The Special Education student group performance will increase from 50% in 2023 to 53% by June 2024. The Economically Disadvantaged student group performance will increase from 80% in 2023 to 83% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Student academic growth, increased NWEA MAP and STAAR reading student test results Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy			
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Strategy 4 Details	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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		Summative
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1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 57% in 2023 to 60% by June 2024. The Special Education student group performance will increase from 20% in 2023 to 23% by June 2024. The Economically Disadvantaged student group performance will increase from 27% in 2023 to 30% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: 5th grade 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. Strategy's Expected Result/Impact: Student academic growth, increased NWEA MAP and STAAR science student test results Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative		Summative
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Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

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DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Performance Objective 1: CCMR- Hightower Elementary staff and students will work with our school counselor and collaborate with our secondary feeder schools to promote CCMR achievement.

Evaluation Data Sources: CCMR Data Reports
STAAR 2024

Strategy 1 Details		Reviews		
Strategy 1: Hightower will collaborate with secondary campuses to promote an excitement for high school and beyond, as well as engage the community in CTE & College-Ready opportunities. Strategy's Expected Result/Impact: Hightower students and teachers will have a more in-depth knowledge of secondary & post-secondary life, and feel more prepared for their schooling. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Performance Objective 1: Retention - Hightower Elementary teachers will participate in a mentoring program during their first two years in the district.

Evaluation Data Sources: 2024 Campus Retention Data

Strategy 1 Details	Reviews		
Strategy 1: Year 1 and Year 2 teachers in the mentoring program will participate in collaborative meetings each month, classroom observations, as well as extended planning with their mentors as part of their comprehensive mentoring plan. Strategy's Expected Result/Impact: Teacher retention will increase at Hightower Elementary Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers	Formative		Summative
	Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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Performance Objective 2: Professional Development - Professional development that supports that growth of our students will be provided to support teachers and staff

HB3 Goal
Evaluation Data Sources: Campus Data Reports
STAAR 2024

Strategy 1 Details	Reviews		
Strategy 1: Professional Development that supports all student groups, as well as students in special programs, will be provided to staff members throughout the school year to promote academic development. Strategy's Expected Result/Impact: Staff will increase their instructional proficiency Student academic results will increase Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers	Formative		Summative
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Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Performance Objective 3: Leadership Pipeline - Leadership opportunities will be offered in order to grow the Leadership Pipeline at Hightower Elementary and in Plano ISD.

Evaluation Data Sources: Teacher/ Staff Retention Data

Strategy 1 Details		Reviews		
Strategy 1: Administrators & Leadership Team will continue to nominate Team Leaders to support grade levels and departments at Hightower, as well as nominate staff for additional leadership roles to promote growth and retention within the campus and beyond. Strategy's Expected Result/Impact: Staff will feel empowered to lead and grow within Plano ISD Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers		Formative		Summative
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Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

Strategy 1 Details	Reviews		
Strategy 1: Hightower Elementary students will receive a monthly attendance award to promote a campus attendance rate of 96% or higher. Strategy's Expected Result/Impact: Students and parents will maintain a high level of attendance during the school year. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Administrators will reach out to parents of students who have been tardy or absent for more than 7 days and are in danger of reaching truancy. Strategy's Expected Result/Impact: Increase awareness in attendance guidelines and promote attendance at school. Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Teachers	Formative		Summative
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Strategy 1 Details	Reviews		
Strategy 1: Hightower teachers will use a campus positive behavior incentive system in order to teach and reward behavior expectations. Strategy's Expected Result/Impact: Students at Hightower will increase positive behaviors and reduce negative behaviors. Staff Responsible for Monitoring: Principal, Assistant Principal, Specialists, Teachers	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Administrators will encourage positive referrals in the Review360 student behavior system. Strategy's Expected Result/Impact: Students will be rewarded for positive behavior. Parents will receive notification when students visit with an administrator for their positive behavior. Staff Responsible for Monitoring: Administrators, Teachers	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Strategy 1 Details	Reviews		
Strategy 1: Parents and students will be provided with formal information about drug and alcohol prevention, as well as intervention tools. Strategy's Expected Result/Impact: Drug and alcohol incidents will be reduced by 10%, according to the 2022-2023 baseline. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Strategy 1 Details		Reviews		
Strategy 1: Parents and students will be provided with formal information about bullying, as well as intervention tools. Strategy's Expected Result/Impact: Bullying incidents will be reduced by 10%, according to the 2022-2023 baseline. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

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Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Strategy 1 Details		Reviews		
Strategy 1: Hightower Administrators and Threat Assessment Team will be trained on the district threat assessment protocols, and will work together to complete threat assessments as necessary. Strategy's Expected Result/Impact: All required threat assessments will be completed by the Threat Assessment Team. Staff Responsible for Monitoring: Hightower Administrators, Threat Assessment Team		Formative		Summative
		Nov	Feb	June
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Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.





DIP - 5.4 Federal and State Mandates

Performance Objective 1: Hightower staff will increase parental involvement and participation by collaborating with the Hightower PTA and Watch Dogs (Dad's group) throughout the year.

Evaluation Data Sources: PTA Meetings

Parental sign in sheets

Watch Dogs sign in sheets

Strategy 1 Details		Reviews		
Strategy 1: Hightower staff will incorporate new and existing community engagement activities to motivate parents to become more involved in the educational and extracurricular experiences of their students. Strategy's Expected Result/Impact: Parental volunteerism and participation Staff Responsible for Monitoring: Campus Administrators, PTA officers, Watch Dogs leaders ESF Levers: Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				