Eagle Mountain-Saginaw Independent School District

High Country Elementary

2024-2025 Campus Improvement Plan

Mission Statement

At High Country Elementary we will goals by being Respectful, Responsible, Working with Others, and Challenging Ourselves to Grow Everyday!

Vision

Helping students see their future and meeting goals to make it happen!

Core Beliefs

We believe all students can learn.

We believe that our school's purpose is to educate all students to exemplary levels of academic performance while fostering positive growth in social/emotional behaviors and attitudes.

We hold ourselves and our students respopnsible for their success.

We believe a safe and respectful environment is necessary for learning to take place.

We believe education is a joint effort between staff, families, community and student; and communication is a critical component in this partnership.

We believe every student deserves a high quality of instruction every day in every classroom.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

High Country Elementary is a diverse PreK-5 campus that serves approximately 508 students, equally balanced between males and females, with various needs.

Based on the September 2022-2023 PIEMS data HCES has the following demographic makeup: 31% White, 40% Hispanic, 18% African American, 7% Asian, 4% Two or More Races.

Additionally, the staff of High Country served 76 Special Education students including three Instructional Resource, and one Self Contained ACES Behavior units.

We supported 89 Limited English Proficient students, which is an increase of 10 students. 98% of classroom teachers are ESL certified and highly qualified to work with our ESL population. Our students represent 12 languages.

We served 65 GT students and have 193 students in our Talent Pool, which is an increase from 138. 38% of which are white students, 38% are hispanic, 5% are black, and 5% are Asian.

We support 70 military families, and 3 students in the foster care system.

52% of our population is economically disadvantaged and 41% of those students received free meals and 11% had reduced-priced meals.

The mobility rate is 15.78% an increase of 3.5%.

We have 49 staff members that work directly with students everyday. Their experience is as follows: 1st year - 4, 1-5 years - 12, 5-10 years - 8, 10-20 years -12, 20 + years - 13

66% of our student body is at risk.

Demographics Strengths

Our Thinker's Lab has led to more testing and identification for PACE.

This year we moved 5 EB students to monitor status for the 24-25 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 65% of student body is at risk. Our African American and Hispanic population show the most gaps.   **Root Cause:** Students are not moving off Tier status and sub-pops are not showing growth.

Student Achievement

Student Achievement Summary

State and Federal Accountability

High Country Elementary did not meet Standards for the 2023 - 2024 school year. We did not attain any distinction designations.

HCES scored a D rating overall for state accountability.

Student achievement was an overall rating of a D and School Progress was rated an overall D

Our campus is identified for comprehensive support and improvement.

Student Achievement Strengths

For the 22-23 school year, the following were strengths:

mClass 1st grade - composite scores went from 40% to 53% on grade level or above

mClass 2nd grade - reading accuracy went from 41% to 65% in one year

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 3rd, 4th, and 5th grade scored low in writing standards. **Root Cause:** On the STAAR, all 3 grades showed questions that involved writing as the top 5 most missed questions.

Problem Statement 2: Over 40% of K-2 students are below or well below grade level according to MClass data.

School Culture and Climate

School Culture and Climate Summary

High Country has a positive school climate as evidenced by staff surveys and family surveys.

According to the Staff Survey on School Culture and Climate, HCES has a 90% engagement score with pride in work.

A large percentage feels they are cared for and that their colleagues help create a positive work environment.

School Culture and Climate Strengths

We are still waiting on results from this year's survey. Using the data from previous survey, we implemented things for the 22-23 school year,

Cougar Ambassadors - student leadership

9 week Awards - celebrate students meeting their goals

Full PTA school board - had more family activities

This year, we will take each of these things to a deeper level.

Cougar Ambassadors - students will take on more responsibilities

9 week Awards - add more individual celebrations for teachers through parent nominations

PTA - will add more informative opportunities for families.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

High Country Elementary has retained the majority of the staff for the 2024 - 2025 school year. Five teachers retired, and two teachers left to teach where their own personal children attend. The principal will be starting her 4th year at HCE. The Assistant Principal is new this year to our school, but has been an assistant principal in the district the last 5 years. For the 2024-2025 school year, we will have 28 classroom teachers and 23 staff members that serve students daily. HCES has a diverse student population. The demographics of our teacher population have not changed to commensurate our students. -

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

High Country has several staff who participate and present PD to district teachers. These teachers are in grades K-4. A majority of the staff attend optional professional learning opportunities that we offer throughout the year. We have PLC's throughout the month for teams to meet together as well as vertically.

As a campus we focused our professional learning Tiered instruction and English Learners as these were identified by the staff as weak areas. Teachers felt that there was an increase in the available training for ELA teachers and would like to see this trend continue. The campus offered several after school trainings is ELAR and Math to address staff professional development needs in response to teacher surveys conducted throughout the year.

Based on walk through data all teachers are conducting small groups. Upcoming goals are to increase small groups and Tier II instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

81% of families are extremely satisfied with the education their children are receiving . We would like to rate higher. Our families feel that our standards are not high enough.

This section will be updated when we receive current survey data.

School Context and Organization

School Context and Organization Summary

Within the school organization teachers recognize the need for providing opportunities for student and family voices to be heard and respected. This is parallel to the need for teacher voice to be heard and respected by campus admin. Targeted strategies and protocols need to be strategically implemented throughout the year to allow for student, staff, and family feedback on student learning and instructional arrangements.

Technology

Technology Summary

HCE is one to one with technology. We use the computer lab to teach each grade level grade level TEKS. Instructional technology works with the staff on a regular basis. We will also work on being more intentional use of technology.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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 and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,4,5).

Performance Objective 1: Index 1: 100% of our Pre-K students will make growth in social emotional behaviors as indicated on teachers SLO tracker.

   Evaluation Data Sources: Report Card Rubrics

Strategy 1 Details				Reviews			
Strategy 1: Teachers will assess students using the district report card rubric.				**Formative**			**Summative**
ESF Levers:				**Dec**	**Feb**	**Apr**	**June**
Lever 4: High-Quality Instructional Materials and Assessments							
Strategy 2 Details				**Reviews**			
Strategy 2: Teachers will provide opportunities throughout the day for students to work and play together, having conversations and solving problems.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**							
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,4,5).

Performance Objective 2: Index 1: 100% of K-2 Students will show minimum of one year growth in reading using MClass. and or MAP in both math and reading.

   High Priority

   Evaluation Data Sources: BAS, MClass, Reading Records, MAP

Strategy 1 Details	Reviews			
Strategy 1: WIN time in every grade level to address Tier II to provide better understanding and extension time to promote higher level thinking.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate growth over the course of the year.	Dec	Feb	Apr	June

Staff Responsible for Monitoring: teachers, vertical PLC, instructional coach, administration
 	
   ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments
 - Targeted Support Strategy
   Funding Sources: Instructional Coach - 211 - Title 1, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Intentional, consistent small group planning including MClass Intervention across grade levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate growth over the course of the year.	Dec	Feb	Apr	June

Staff Responsible for Monitoring: teachers, vertical team, instructional coach
 	
   ESF Levers:
Lever 5: Effective Instruction
 - Targeted Support Strategy
   Funding Sources: instructional coach - 211 - Title 1, Part A				

Strategy 3 Details	Reviews			
Strategy 3: Inclusion (Push-In) will work with gen ed teachers to include small group lessons. Teachers will share lesson plans weekly with resource.	**Formative**			**Summative**
	Dec	Feb	Apr	June
ESF Levers: Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will receive support from Instructional Coaches. Data, assessments, and purposeful activities will be discussed at PLCs. Coaches will be modeling lessons and support planning for lessons and small groups. **ESF Levers:** Lever 2: Strategic Staffing **- Targeted Support Strategy**	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize district curriculum and materials to teach word study consistently. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy**	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Teachers will receive reflective feedback from focused class walks (Fundamental 5, CHAMPS, and Icle Rubrics). **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy**	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,4,5).

Performance Objective 3: 3rd -5th grade students will increase Meets by 20% & Masters by 15% on DCAs in math and 15% in meets and 5% in masters in reading.

   High Priority

   Evaluation Data Sources: DCA's

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the ELPS to plan lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The strategies used will help EL students have a better understanding of academic vocabulary and the material being taught.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, coaches, administrators				
ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use WIN time to provide targeted instruction in order to meet student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students on all levels will show growth.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, coaches, administrators				
ESF Levers: Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will receive reflective feedback from focused class walks (Fundamental 5, CHAMPS, and Icle Rubrics).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have a deeper understanding of how to refine their practices and bring that to the students.	**Dec**	**Feb**	**Apr**	**June**
ESF Levers: Lever 3: Positive School Culture **- Targeted Support Strategy**				

Strategy 4 Details		Reviews			
Strategy 4: Teachers will consistently have students write in their journals in all subjects.		**Formative**			**Summative**
ESF Levers:		**Dec**	**Feb**	**Apr**	**June**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**					

Strategy 5 Details		Reviews			
Strategy 5: Students will solve online math problems on paper and transfer answers to online assessments. Students will utilize Windowpane and Story Arcs to process online reading.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy**					

Strategy 6 Details		Reviews			
Strategy 6: The campus will focus on academic vocabulary and number sense.		**Formative**			**Summative**
ESF Levers:		**Dec**	**Feb**	**Apr**	**June**
Lever 5: Effective Instruction - **Targeted Support Strategy**					

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,4,5).

Performance Objective 4: All K-5 students will grow in writing.

     Evaluation Data Sources: 3-5: District RLA Short Cycle Assessments for SCR
     K-5: Writing Post On Demand Writing Assessments

Strategy 1 Details		Reviews			

Strategy 1: Inclusion (Push-In) will work with gen ed teachers to include small group lessons. Teachers will share lesson plans weekly with resource.
 	
    ESF Levers:
    Lever 2: Strategic Staffing
     - Targeted Support Strategy
		Formative			**Summative**

		Dec	**Feb**	**Apr**	**June**
Strategy 2 Details		Reviews			

Strategy 2: WIN time in every grade level to address Tier II to provide better understanding and extension time to promote higher level thinking.
 	
    ESF Levers:
    Lever 5: Effective Instruction
     - Targeted Support Strategy
		Formative			**Summative**

		Dec	**Feb**	**Apr**	**June**
Strategy 3 Details		Reviews			
Strategy 3: Teachers will have students dictate, revise, and/or edit their answers and then write complete thoughts, as needed.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy 4 Details		Reviews			

Strategy 4: Teachers will consistently have students write in their journals in all subjects.
 	
    ESF Levers:
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
     - Targeted Support Strategy
		Formative			**Summative**

		Dec	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,4,5).

Performance Objective 5: Our target at risk population will show 20% gains in district assessments. (Hispanic and African American sub populations for 2024 - 2025)

    Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Student data folders/goal setting implemented across 100% of all grade levels with all goals based on power (readiness) standards using PDSA including behavior/social emotional goals. Celebrate meeting those goals 2-3x each 9 weeks. **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy**	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Inclusion (Push-In) will work with gen ed teachers to include small group lessons. Teachers will share lesson plans weekly with resource. **ESF Levers:** Lever 2: Strategic Staffing - **Targeted Support Strategy**	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: WIN time in every grade level to address Tier II to provide better understanding and extension time to promote higher level thinking. Teachers will increase use of progress monitoring tools. **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Teachers will use the ELPS to plan lessons.	**Dec**	**Feb**	**Apr**	**June**
ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1,2,4,5).

Performance Objective 6: K-1: 70% of students will show growth in science using report card rubrics. 2-5: 70% of students will score approaches on DCAs.

Evaluation Data Sources: Science Report Card Rubrics
District Science DCAs

Strategy 1 Details				Reviews			
Strategy 1: Hands-On Science Investigations- 80% K, 75% 1st, 60% 2-3, 50% 4-5				**Formative**			**Summative**
ESF Levers: Lever 5: Effective Instruction **- Targeted Support Strategy**				**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details				Reviews			
Strategy 2: Teachers will consistently have students write in their journals in all subjects.				**Formative**			**Summative**
ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				**Dec**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Excellence in Personalized Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 3, 4, 6)

Performance Objective 1: 100% of all students will routinely make academic and social goals using the PDSA format.

    Evaluation Data Sources: PDSA graphs/goals in classrooms and/or data folders

Goal 2: Excellence in Personalized Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 3, 4, 6)

Performance Objective 2: 100% of teachers will refine their craft by participating in PLC's, vertical planning, and professional development.

    Evaluation Data Sources: CIP Reviews, PLC Minutes, Team artifacts

Strategy 1 Details	Reviews			
Strategy 1: Vertical planning will happen a minimum of once a month.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Collaboration will generate new ideas that will engage students in targeted instruction.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration Coaches **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Optional PD will be offered as needed on topics that administration and staff feel are needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By making the PD optional, the teachers that attend will find more value in the information being presented.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Invite district curriculum experts and other specialists to participate in vertical PLC meetings as a resource and participant.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased communication and feedback from district curriculum experts will refine the vertical PLC process and maintain alignment to district curriculum. **Staff Responsible for Monitoring:** Administration, District curriculum staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in learning walks and observations of lessons related to our campus priorities.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff will be able to learn from one another as well as build and support a climate of trust. **Staff Responsible for Monitoring:** Campus administration, teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 5 Details	Reviews			
Strategy 5: Students and teachers will make videos of expectations to share throughout the campus.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Build students sense of responsibility and help teachers with informative videos. **Staff Responsible for Monitoring:** Coaches, Counselor, Administrators **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Excellence in Personalized Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 3, 4, 6)

Performance Objective 3: 20% of our student population will attend parent/family engagement and participate in campus events and volunteer opportunities measured by sign in sheets.

    Evaluation Data Sources: Sign in sheets

Strategy 1 Details			Reviews			
Strategy 1: Consistent use of Remind ,Facebook, Campus Website, and Skyward to increase communication with families.			**Formative**			**Summative**
Strategy's Expected Result/Impact: More awareness of when events are happening on campus. Families will feel more connected and we can work closely to help their children. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**			**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Have student performances at family events in order to celebrate them and have opportunities for more family involvement.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and families will feel celebrated and build stronger relationships with the school community. **Staff Responsible for Monitoring:** Teachers Administrators **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**			**Dec**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 2, 3, 5).

Performance Objective 1: 90% of students, staff, parents, and the community will agree/strongly agree that HCE is a positive, safe, and nurturing learning environment as measured in our family survey.

Evaluation Data Sources: Survey

Strategy 1 Details	Reviews			
Strategy 1: SSA will conduct interventions with Tier III students and give teachers suggestions for Tier II students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will feel more support with their social needs. **Staff Responsible for Monitoring:** SSA teacher and Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy**	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Positive Behavior Intervention Support (PBIS/CHAMPS) to teacher and nurture positive school wide and classroom routines and procedures.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture - **Targeted Support Strategy**	**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Restorative Classroom Circles to build community, promote empathy, and repair relationships. - Teachers will meet with students about behavior while someone watches their class.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and students will build stronger relationships. **Staff Responsible for Monitoring:** SSA, Teachers, Counselors, Administration **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**	**Dec**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Have classroom buddies to help students build understanding and a sense of community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build empathy and rapport among students throughout the building. **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	**Dec**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 2, 3, 5).

Performance Objective 2: 100% of teachers will create a classroom management plan to have a plan in place for anticipated disruptive behaviors decreasing our referrals by 20%.

    Evaluation Data Sources: classroom management plans (Champs), referral data collection

Strategy 1 Details		Reviews		
Strategy 1: Maintain Cougar Ambassadors program. Add opportunity for Cougar Ambassadors to show new students around campus.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy's Expected Result/Impact: Students will help one another and have a sense of responsibility.
    Staff Responsible for Monitoring: Counselor, teachers, administration.
 	
    ESF Levers:
Lever 3: Positive School Culture
 - **Targeted Support Strategy**				

Strategy 2 Details		Reviews		
Strategy 2: Celebrate staff and students (meeting goals, showing Cougar character etc)	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy's Expected Result/Impact: Build self confidence and encourage the mission.
    Staff Responsible for Monitoring: Counselor, teachers, administrator
 	
    ESF Levers:
Lever 3: Positive School Culture
 - **Targeted Support Strategy**				

Strategy 3 Details		Reviews		
Strategy 3: We will add a Curriculum Evening at the beginning of the year. We will do 2 curriculum events this year.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy's Expected Result/Impact: Families will feel more involved and have a better understanding of what their child's education entails.
    Staff Responsible for Monitoring: Teachers, Coaches, Administration
 	
    ESF Levers:
Lever 3: Positive School Culture				

Strategy 4 Details		Reviews			
Strategy 4: Teachers will regularly communicate with the families and give positive updates - check-ins due 1 each semester.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Build relations between home and school. **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture					

Strategy 5 Details		Reviews			
Strategy 5: HCE stakeholders will conduct acts of community service.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will feel a sense of community, learn about responsibility, and helping others.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselor, Administration **ESF Levers:** Lever 3: Positive School Culture					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for High Country Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0.1
Brief Description of SCE Services and/or Programs

Personnel for High Country Elementary

Name	Position	FTE
Angela Lemons	Instructional Coach	0
Heather Patterson	Interventionist	0
Laura Allen	Interventionist	0.1

Title I Personnel

Name	Position	Program	FTE
Angie Lemons	Instructional Coach	K-5 Instruction	Yes

Campus Funding Summary

			211 - Title 1, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Instructional Coach		$0.00
1	2	2	instructional coach		$0.00
				Sub-Total	$0.00

Addendums

High Country....

W	We provide writing workshop at least 3 days a week.
R	We use rubrics to understand the progression of writing within grade levels.
I	We use illustrated checklists to help our students monitor their progress.
T	We focus on increasing the amount of time we can write at least 1 day a week.
E	We strive to write in every content area.
S	We showcase our students work on our campus writing wall.
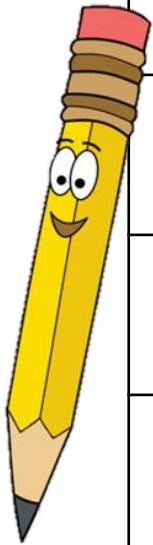
2020-2021 STAAR Results

3rd math

	Total (5)	Raw	Scale	%	App	M	Mc
CES	104	15	1348	48.20%	45.19%	14.42	5.
Economic Disadvantage	55	14	1326	44.96%	36.36%	10.91	5.4
Asian	7	22	1466	68.57%	71.43%	57.14	28.5
Black/African American	17	14	1340	44.94%	35.29%	11.76	11.76
Hispanic	43	15	1334	45.84%	39.53%	9.3	4.6
Two or More Races	6	14	1327	44.83%	33.33%	16.67	0
White	31	16	1350	49.32%	54.84%	12.9	0
LEP	20	15	1352	47.25%	40%	25	15
Special Ed Indicator	18	12	1287	37.89%	22.22%	0	0

3rd reading

	Total	Raw	Scale	%	A	M	Ma
HCES	104	20	1398	60.12%	66.35%	35.58	13.4
Economic Disadvantage	55	20	1389	58.65%	67.27%	29.09	10.91
Asian	7	24	1467	71.71%	85.71%	57.11	14.2
Black/African American	17	20	1384	57.88%	64.71%	29.41	17.6
Hispanic	43	20	1384	57.81%	62.79%	30.23	9.3
Two or More Races	6	23	1435	66%	66.67%	50	16.6
White	31	21	1403	60.77%	67.74%	38.71	16.1
LEP	20	18	1362	54.15%	55%	30	15
Special Ed Indicator	18	15	1305	44.83%	33.33%	11.11	0

4th math

	Total	Raw	Scale	%		M	Ma
HCES	90	19	1518	56.49%	60%	36.67	22.6
Economic Disadvantage	40	18	1494	52.73%	55%	27.5	20
American Indian/Alaskan Native	1	26	1618	76%	100%	100	0
Asian	4	17	1465	49.50%	75%	0	0
Black/African American	15	21	1552	61.87%	73.33%	40	20
Hispanic	33	17	1487	51.06%	48.48%	21.21	15.15
Two or More Races	6	23	1578	66.67%	83.33%	50	33.3
White	31	20	1526	57.97%	58.06%	45.16	32.26
LEP	10	18	1511	53.50%	50%	20	20
Special Ed Indicator	14	10	1354	28.57%	0%	0	0

4th reading

M   Ma

							M	Ma
HCES		91	22	1470	60.04%		62.64% 34.07	15.39
Economic Disadvantage		41	20	1439	56.32%		53.66% 26.83	12.2
American Indian/Alaskan Native		1	26	1525	72%		100% 0	0
Asian		4	19	1412	51.25%		50% 0	0
Black/African American		15	24	1510	67.47%		86.67% 46.67	13.33
Hispanic		34	19	1429	53.44%		47.06% 20.59	8.82
Two or More Races		6	28	1568	77.33%		100% 66.67	33.3
White		31	22	1482	61.10%		61.29% 41.94	22.57
LEP		11	19	1428	53.27%		54.55% 18.18	18.18
Special Ed Indicator		14	12	1306	32.14%		7.14% 0	0
LCES		82	24	1504	65.46%		69.51% 41.46	17.07
Economic Disadvantage		22	22	1474	61.55%		59.09% 31.82	4.55

4th – Writing

M   Ma

							M	Ma
HCES		90	18	3607	56.61%		55.56% 24.44	6.66
Economic Disadvantage		40	17	3517	53.80%		47.5% 20	5
American Indian/Alaskan Native		1	13	3130	41%		0% 0	0
Asian		4	15	3272	46%		25% 0	0
Black/African American		14	20	3850	63.21%		71.43% 35.71	7.14
Hispanic		34	16	3445	51.26%		41.18% 14.71	2.94
Two or More Races		6	22	3886	67.83%		83.33% 33.33	0
White		31	19	3678	59.19%		64.52% 32.26	12.9
LEP		11	16	3491	49.45%		45.45% 9.09	9.09
Special Ed Indicator		14	10	2929	32.36%		0% 0	0

5th reading
math
science

77 43 25
63 | 32 | 17
66 | 21 | 10

High Country Title I Budget 2018-2019

Total Budget 2018-2019: $53,740.00
Tutors: $40,000.00
Subs for Staff PD: $7,000.00
Supplies and Materials for FE and Instructional Support: $6,740.00