

Eagle Mountain-Saginaw Independent School District
High Country Elementary
2023-2024 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 responsible 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

Revised/Approved: June 22, 2023

Demographics

Demographics Summary

High Country Elementary is a diverse PreK-5 campus that serves approximately 570 students, equally balanced between males and females, with various needs.

Based on the September 2022 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.

53% 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

65% of our student body is at risk.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: 65% of student body is at risk. **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 Met Standards for the 2021-2022 school year. We did not attain any distinction designations.

HCES scored a C rating overall for state accountability.

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

Our campus is identified for targeted support and improvement.

This will be updated when we get scores.

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

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 98% engagement score with pride in work scoring high at 98% and long term career opportunities scoring lowest at 72%.

The campus leadership team worked last year to review and update our mission statement, which represents all stakeholders and is aligned to the district mission. This endeavor contributed to 98% of staff understanding how their job contributes to the campus and district mission.

Scores in Feedback and Recognition were slightly lower than Trust in Campus and District Leadership and are areas to support and focus on this school year.

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 2023-2024 school year. One teacher retired, and one teacher left the profession. We had one teacher transfer to a new campus for a different position and 2 teachers moved. The principal will be starting her 3rd year at HCE. The Assistant Principal will be in her 4th year of serving the school. For the 2023-2024 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 as CLC's and presentation of 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 on PLC systems and Tiered instruction 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 in 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. Kindergarten consistently used the mClass progress monitoring and saw great gains. Third grade moved students that had been Tiered to Tier 1.

Parent and Community Engagement

Parent and Community Engagement Summary

91% of families rate the education provided at HCES as good. We would like to rate higher in the area of excellent. Our families feel that our standards are not high enough. 91% of parents feel that their child has a trusted adult to go to at school with problems.

34% of parents had contact with the campus administration to address a concern. Availability of the campus administration was high at 100%, however only 67% felt the decision made was in the best interest of their child.

Families feel welcome at HCES at 90%, but only 81% felt well informed of activities and opportunities for involvement.

Safety and Security averaged in the 80's. The building maintenance and upkeep ranked high in the 90s.

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. This year, we will have training at the beginning of the year so that teachers will learn how to monitor student internet activity more closely. 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: READING: 3 - 5 grade students will increase their Meets standard by 50% on the STAAR test. (3rd - 60%, 4th - 75%, 5th - 77%) and Masters by 30%.

K-2 By the end of 2022-2023 70% of students in K-2 will show a minimum year's worth of growth as measured on the BAS and math DCA's.

High Priority





Evaluation Data Sources: STAAR Data grades 3-5

Interim Tests

DCA's

BAS





Strategy 1 Details	Reviews			
Strategy 1: WIN time in every grade level to address Tier II gaps in understanding and extension time to promote higher level thinking - STEM activities and consistency. Highlight what teachers are doing well. Strategy's Expected Result/Impact: An increase in mastery across content areas. Staff Responsible for Monitoring: Administration, Classroom Teachers, Interventionists, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Student data/goal folders will be implemented across 100% of all grade levels with goals based on power standards using PDSA as well as behavior/social emotional goals. Have celebrations for meeting those goals more often. Strategy's Expected Result/Impact: Students will gain proficiency with setting, monitoring, and adjusting their own goals. Increased awareness of individual performance will increase overall student performance and growth. Staff Responsible for Monitoring: Administration, all teachers	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Inclusion will work with gen ed teachers to have small group lessons in the gen ed setting. Teachers will supply lessons in a timely fashion. Strategy's Expected Result/Impact: Special education students will spend more time immersed in grade level instruction. Staff Responsible for Monitoring: Administration, all teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will receive support from Instructional Coaches and PLC's where data, assessments, and purposeful activities will be discussed. Plus coaches will be modeling lessons and planning for small groups. Tier II instruction will be a priority. Strategy's Expected Result/Impact: Teachers will be purposeful during planning of their students needs. Students will be more engaged and receive high-quality Tier 1 instruction. Staff Responsible for Monitoring: Administration, Teachers, Instructional Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Math and Reading Intervention Specialists - 211 - Title 1, Part A - \$130,000, Math and Reading Tutors - 211 - Title 1, Part A - \$80,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Care teams will be reformatted to look at students growth and the progress monitoring tools more closely and more often. Strategy's Expected Result/Impact: More accountability for Tier II instruction and less students being Tier 3. This will mean more students are having a better understanding of material being taught. Staff Responsible for Monitoring: Instructional Coaches, Interventionists, Principal	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Math: Students will increase their math scores on assessments throughout the year by 25%.

Evaluation Data Sources: Post on demand compositions for K-5
Published Compositions





Strategy 1 Details	Reviews			
Strategy 1: Gather beginning of the year data from sources to establish a base line. Strategy's Expected Result/Impact: Students will demonstrate growth over the course of the year. Staff Responsible for Monitoring: teachers, writing vertical PLC, instructional coach, administration Funding Sources: Instructional Coach - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Intentional small group planning for Tier II math instruction. Strategy's Expected Result/Impact: Students will demonstrate growth over the course of the year. Staff Responsible for Monitoring: teachers, vertical writing team, instructional coach Funding Sources: instructional coach - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will focus on academic vocabulary and number sense. Strategy's Expected Result/Impact: Students will have a better understanding of mathematical concepts and that numbers can be represented in multiple ways. Staff Responsible for Monitoring: teachers, vertical writing PLC, instructional coach, administration Funding Sources: Instructional Coach - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: A minimum of 50% of subpops will show gains in assessments. (Black, White, Asian)

High Priority

Evaluation Data Sources: BAS, DCA's, STAAR





Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the ELPS to plan lessons. Strategy's Expected Result/Impact: The strategies used will help EL students have a better understanding of academic vocabulary and the material being taught. Staff Responsible for Monitoring: Teachers, coaches, administrators	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use WIN time to provide targeted instruction in order to meet student needs. Strategy's Expected Result/Impact: Students on all levels will show growth. Staff Responsible for Monitoring: Teachers, coaches, administrators	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will receive reflective feedback from focused class walks (Fundamental 5, CHAMPS, and Icle Rubrics). Strategy's Expected Result/Impact: Teachers will have a deeper understanding of how to refine their practices and bring that to the students.	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will have students dictate their answers and then write complete thoughts - Have computer lab teach Flip Grid etc. Strategy's Expected Result/Impact: Students that struggle to put their thoughts on paper will have a way to get their thoughts out. They can then work on putting them on paper.	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 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. Strategy's Expected Result/Impact: Collaboration will generate new ideas that will engage students in targeted instruction. Staff Responsible for Monitoring: Administration Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Optional PD will be offered as needed on topics that administration and staff feel are needed. Strategy's Expected Result/Impact: By making the PD optional, the teachers that attend will find more value in the information being presented. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Invite district curriculum experts and other specialists to participate in vertical PLC meetings as a resource and participant. 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	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in learning walks and observations of WIN time. 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	Formative			Summative
	Dec	Feb	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Students and teachers will make videos of expectations to share throughout the campus. Strategy's Expected Result/Impact: Build students sense of responsibility and help teachers with informative videos. Staff Responsible for Monitoring: Coaches, Counselor, Administrators	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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: Increase Parent/Family engagement and participation at Campus Events and volunteer opportunities by 20%.





Evaluation Data Sources: Sing in sheets for both.

Strategy 1 Details	Reviews			
Strategy 1: Consistent use of Remind ,Facebook, Campus Website, and Skyward to increase communication with families. 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	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will have a day each semester where families can sign up to come observe their child's classroom. Administration will be available to debrief after each visit. Strategy's Expected Result/Impact: This will help support a collaborative experience with staff and the community. Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Have student performances at family events in order to celebrate them and have opportunities for more family involvement. 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	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 30% of students will feel supported with pro-social behaviors according to the XSEL survey.

Evaluation Data Sources: XSEL

Strategy 1 Details	Reviews			
Strategy 1: SSA will conduct interventions with Tier III students and give teachers suggestions for Tier II students. Strategy's Expected Result/Impact: Students will feel more support with their social needs. Staff Responsible for Monitoring: SSA teacher and Administration	Formative			Summative
	Dec	Feb	Mar	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. Strategy's Expected Result/Impact: Teachers	Formative			Summative
	Dec	Feb	Mar	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. Strategy's Expected Result/Impact: Teachers and students will build stronger relationships. Staff Responsible for Monitoring: SSA, Teachers, Counselors, Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Have classroom buddies to help students build understanding and a sense of community. Strategy's Expected Result/Impact: Build empathy and rapport among students throughout the building. Staff Responsible for Monitoring: Teachers, Administration	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 90% of students, staff, and parents will agree/strongly agree at HCE is a positive, safe, and nurturing learning environment.

Evaluation Data Sources: Surveys, XSEL data

Strategy 1 Details	Reviews			
Strategy 1: Cogar Ambassadors; Add to the responsibilities for the 23-24 school year plus an after school component to help with social skills. Strategy's Expected Result/Impact: Students will help one another and have a sense of responsibility. Staff Responsible for Monitoring: Counselor, teachers, administration.	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Celebrate staff and students (meeting goals, showing Cougar character etc) Strategy's Expected Result/Impact: Build self confidence and encourage the mission. Staff Responsible for Monitoring: Counselor, teachers, administrator	Formative			Summative
	Dec	Feb	Mar	June
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. 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	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will regularly communicate with the families and give positive updates - check-ins due 1 each semester. Strategy's Expected Result/Impact: Build relations between home and school. Staff Responsible for Monitoring: Teachers, Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: HCE stakeholders will conduct acts of community service. Strategy's Expected Result/Impact: Students will feel a sense of community, learn about responsibility, and helping others.	Formative			Summative
	Dec	Feb	Mar	June

Staff Responsible for Monitoring: Counselor, Administration					
<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>					

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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angela Lemons	Instructional Coach	0
Heather Patterson	Interventionist	0
Laura Allen	Interventionist	0.1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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	1	4	Math and Reading Intervention Specialists		\$130,000.00
1	1	4	Math and Reading Tutors		\$80,000.00
1	2	1	Instructional Coach		\$0.00
1	2	2	instructional coach		\$0.00
1	2	3	Instructional Coach		\$0.00
Sub-Total					\$210,000.00