

Executive Summary

Highlands
Elementary
2010-2011



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

**Campus Improvement Plan
Highland Elementary School
Sylvia Lewis, Principal
Executive Summary**

Information

Highlands Elementary School opened in the fall of 1987 and currently houses grades Pre-K through four. According to the Pupil Education Information Management System (PEIMS) report for May 2010 49% of the students were African-American, 4% White, 45% Hispanic, 1.6% Asian-Pacific Islander, and .4% Native American. Approximately 81% of the student population is economically disadvantaged, 33% is limited English proficient (LEP), 4% receive special education services, and 1% are identified as gifted and talented. Most students come from working-class families. The mobility rate doubled within the last two years; it is now 36%. There is anticipation that this number will continue to increase in the coming year. While the ethnic groups have experienced almost no change the economically disadvantaged group has increased 14% within two years. The 2% reduction in students who receive special education services has increased the population of students who learn at much slower rates. The number of students who meet TEA standards for At Risk classification has increased from 50% to 63% which represents a 13% increase. The Academic Excellence Indicator System (AEIS) report indicates the teaching staff is 49% African American, 20% Hispanic, and 31% White. Teachers have an average of 3 years of experience with the District and an average of 8 years of experience overall. Highlands' staff is considered highly qualified by TEA standards with 100% meeting the prescribed standards.

The elementary bilingual program is the largest special program on our campus. Approximately 36% of our students participate in the dual language program. Services are offered for native English speakers who choose to learn Spanish as well as the native Spanish speakers who elect to participate in the program to acquire their English language skills. This program is in the third year of implementation. Native English speaker's enrollment almost tripled (from 8 to 21 students) within the last year. Other instructional services that are available on the campus are: dyslexia/504/special education, advanced academic & gifted and talented, small group instruction for math and reading, literacy lab accelerated instruction, and tutorials for all grades. Highlands is a community-based school that offers a range of student support services by partnering with city and Dallas County programs. Students are expected to participate in a variety of academic competitions and activities. Some of the current offerings are: academic fairs for most core subjects, math bowl, digital technology fair, and spelling bee. Students have the opportunity to engage in extra-curricular clubs based upon special interests such as music, photography and technology, character education, robotics, safety patrol, peer mediation, reading, and the Coordinated Approach to Child Health (CATCH) program.

The staff at Highlands is committed to meeting the needs of our students through team collaboration. Our campus' beliefs and values are embedded in our campus mission statement: "Educating Every Child Everyday; Whatever it Takes!" and our vision statement: "Every Child Reading on or Above Grade Level."

Highlands Value Statements:

- Highlands' classrooms will be positive, enjoyable, and safe environments that promote literacy and learning for every student.
- The Highlands campus is committed to adopting, supporting, and implementing campus wide programs and practices that result in improved achievement.
- Community members and parents are essential partners at Highlands Elementary School.
- At Highlands we will make "Rigor, Relevance, and Relationships a Reality"

Comprehensive Needs Assessment

The team conducted an analysis of a menu of data that includes but is not limited to demographic PEIMS reports, TAKS, ITBS, Logramos, summative assessments, attendance, discipline, and teacher retention.

Some of the noteworthy strengths are improved ITBS performance in grades 2 and 3, increased percent of students scoring at the commended level in TAKS Reading, increase in the percent of students passing TAKS Math, maintenance of exemplary performance in writing, and most grade levels meeting the District standard for summative assessments.

The data below also reveals areas of challenge related to language and vocabulary development, number operations and quantitative literacy, increasing the number of students scoring at TAKS commended level for grade four for reading, math, and writing, increasing the percent of students meeting expectations for grade four social studies and science and grade 3 social studies, as well as attendance.

ITBS/ Logramos

There is a 19 point decrease and 18 point reading and math National Percentile Ranking (NPR) decrease respectively demonstrated by kindergarten students entering grade 1.

There is a 17 and 43 point reading and math NPR decrease respectively demonstrated by kindergarten students entering grade 1. The same negative trend continues with students leaving first grade and entering grade 2.

TAKS

Third and Fourth Grade TAKS Reading – Cohorts comparison shows a 19% regression in the number of students

who score at the commended level. The decrease is most apparent with African-American and Economically Disadvantaged student groups (See Appendix Tables 3 and 4).

Third and Fourth Grades Reading and Math TAKS - Analysis of scores without the application of the Texas Projection Measurement (TPM) indicates that African-American, Hispanic, and Economically Disadvantaged student groups scores range from 84-89 (See Appendix Tables 9,11, and 13).

Fourth Grade TAKS Writing – Scores continue to be 14-16 percent below the commended standard of 30 % (See Appendix Table 7).

District Assessments

Fourth grade social studies is 59% below the District standard of 70%. Fourth grade science indicates a borderline score of 71% for science and third grade posted a 70% score which is borderline for social studies.

Attendance

Average daily student attendance consistently hovered around 96% for each six weeks which is 2% below the District standard of 98%. Low ADA in pre-k and kindergarten had a negative impact on achieving the attendance standard.

Discipline

There were a total of 302 discipline referrals for this year. Third grade had a disproportionate number of referrals which represented 44% of the discipline referrals. The majority of these referrals are attributed to four students who were involved in the RTI behavior process and were remanded to alternative education centers or therapeutic facilities.

Inquiry Process and Analysis

The inquiry process of the CAT followed the “Planning for School Improvement” model advocated by Region 10. Work groups comprised of staff, community members, and parents attended a series of work sessions. Groups did a review of data and made recommendations using the Southern Educational Development Laboratory (SEDL) goal development planning model. The data sources delineated in the needs assessment were reviewed as well as years of experience of staff, possible professional development needs, and strategies for monitoring progress more effectively. Data was analyzed by year to year comparisons and student cohorts where possible.

Quality Design and Planning

The design and planning process will include a variety of tools and structures to address the needs that evolved from the inquiry and analysis sessions. The master schedule will reserve common planning time daily for all core

grade level teachers. Each teacher and administrator will participate in a prescribed professional development plan that reflects grade level, campus, District, and personal needs. CHISD Core Value Statements will be the context for monitoring the climate of the campus.

Continuous Improvement Monitoring and Evaluation

Progress toward performance goals will be monitored through continuous feedback, communication, and collaboration methods. There will be bi-weekly progress monitoring meetings with teams, daily walk-throughs with immediate feedback as necessary, quarterly goal review meetings, monthly campus advisory team (CAT) meetings, documentation of professional development using Workshop, semester review of teacher data notebooks, review of common, formative, and summative assessments by vertical teams, and on-going collaboration with central office staff. Documentation of tier 2 and 3 services will occur through team meetings with the literacy coach and math support teacher. Student, teacher assistance team (STAT), admission review and dismissal (ARD), language proficiency assessment committee (LPAC) processes will be used to identify specific student needs for additional services or instructional program changes. The attendance and discipline review committees will provide monthly feedback to the CAT.