Spring Independent School District

Heritage Elementary

2023-2024 Improvement Plan

Accountability Rating: B

Mission Statement

Heritage Elementary exists to lay a foundation for life-long learning by executing academic rigorous standards through quality instruction while nurturing the whole child and empowering them to be problem-solvers, risk-takers, and model citizens.

Vision

Our vision is to develop resilient and academically sound lifelong learners who will become the global pioneers of the future.

Core Beliefs

The Springway Core Beliefs

We base our decisions on what is **best for our students**.

We **strive for excellence** in all we do.

We **build trust** through integrity and lead by example.

We **communicate openly**.

We **value diversity** and treat everyone with dignity and respect.

We **win as a team**.

"Nurturing the Heart... Educating the Mind"

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 27, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Problem Statement 1: The attendance rate for Heritage Elementary dropped to 91.8%. Root Cause 1: The COVID-19 pandemic caused multiple students to miss school. Problem Statement 1 Areas: Demographics

Problem Statement 2: 79% of our students are coded as at-risk. Root Cause 2: The students are failing district and state assessments which is linked to poor literacy skills. Problem Statement 2 Areas: Demographics

Problem Statement 3: Reading comprehension and fluency instruction has not met the needs of all students. Root Cause 3: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension. Problem Statement 3 Areas: Student Learning

Problem Statement 4: Math instruction has not met the needs of all students. Root Cause 4: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills. Problem Statement 4 Areas: Student Learning

Problem Statement 5: The science STAAR data reflects a need to improve the acquisition of science vocabulary. Root Cause 5: Our campus has not developed a campus-wide science plan with accountability measures at each grade level. Our school needs to ensure we utilize researched based practices when teaching academic vocabulary. Problem Statement 5 Areas: Student Learning

Problem Statement 6: Literacy instruction has not met the needs of all students, particularly special education and at-risk students. Root Cause 6: Our school needs to ensure we're incorporating instructional strategies that keep our special population students engaged and helps them reach mastery. Problem Statement 6 Areas: Student Learning

Problem Statement 7: Tier 1 instruction was impacted by frequent and potentially prolonged teacher absences. Root Cause 7: The campus was not able to ensure high-quality Tier 1 instruction for every student. Problem Statement 7 Areas: Demographics

Problem Statement 8: There is a perception from parents that the school does not use family input to improve instruction. Root Cause 8: The school has not effectively communicated the ways in which parent input is used to drive instruction in the classroom

Demographics

Demographics Summary

Heritage Elementary is a Pre-Kindergarten through fifth grade Title I campus built in 1999 in Spring ISD located in Houston, Texas. Our school is approximately 23 years old and our school district serves over 36, 000 Pre-Kindergarten through 12th grade students in a diverse and growing district located 20 miles north of downtown Houston in an urban area of Harris County.

The purpose of this improvement plan is to focus on the 2023-2024 school year by using demographic information from May 2023. The current student enrollment at Heritage Elementary is 644, which increased from our 2022-2023 enrollment of 628. Data from May 2023 indicates that the Hispanic student group is the largest population with 369 students. The African American student group is the second largest with 213 students, followed by the Asian student group with 21 students. The White and American Indian student groups are the smallest with a total of 20 students. There are 16 students classified as Two-or-More Races. Out of the 644 students enrolled, 79% are listed as At Risk, 6% are in the Gifted and Talented program, 11% receive Special Education services, 94% are listed as Economically Disadvantaged, 47% are classified as LEP students, and 38% receive Bilingual services. According to the 19-20 Texas Academic Performance Report (TAPR) report, Heritage Elementary has a mobility rate of 30% which is twice as high as the state average of 15% and higher than the district average of 23%. Attendance rates fluctuated throughout the year. The overall attendance for the year was 92 which was a decrease from the previous year. This year we were still faced with the COVID-19 pandemic so it continued to play a role in the decline of our attendance rate.

Demographics Strengths

Heritage Elementary benefits from a diverse population with students in each subgroup: African American, Hispanic, Asian, White, and American Indian.

The student to teacher ratio of 15 to 1 is the same as the state average of 15 to 1, and lower than the district's average of 16 to 1. The low student to teacher ratio allows for a higher percentage of teacher to student interaction and individualized support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate for Heritage Elementary dropped to 91.8%   **Root Cause:** The COVID-19 pandemic caused multiple students to miss school.

Problem Statement 2 (Prioritized): 79% of our students are coded as at-risk.   **Root Cause:** The students are failing district and state assessments which is linked to poor literacy skills.

Problem Statement 3 (Prioritized): Tier 1 instruction was impacted by frequent and potentially prolonged teacher absences.   **Root Cause:**
The campus was not able to ensure high-quality Tier 1 instruction for every student.

Problem Statement 4 (Prioritized): There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause:**
Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Problem Statement 5 (Prioritized): We have ten new teachers in core positions in PreK-5th grade.   **Root Cause:** We were unable to retain our veteran teachers this year.

Problem Statement 6 (Prioritized): We have a high mobility rate which creates gaps in instructional delivery   **Root Cause:** Our campus is still working to effectively identify and

address instructional needs for students who move frequently.

Problem Statement 7 (Prioritized): Literacy instruction has not met the needs of all students, particularly special education and at-risk students. **Root Cause:** Our school needs to ensure we're incorporating instructional strategies that keep our special population students engaged and helps them reach mastery.

Problem Statement 8 (Prioritized): Reading comprehension and fluency instruction has not met the needs of all students. **Root Cause:** Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Student Learning

Student Learning Summary

Texas provides annual academic accountability ratings to its public school districts, charters, and schools. The ratings are based largely on performance on state standardized tests and graduation rates. The ratings examine student achievement, student progress, efforts to close the achievement gap, and post-secondary readiness. Domain 1: Student Achievement - 65 Domain 2: School Progress, Part A - 88 Domain 2: School Progress, Part B- 73 Domain 3: Closing Performance Gaps - 75 Performance in the domains resulted in Heritage Elementary receiving a B rating from the Texas Education Agency. We earned two distinctions, academic growth and science achievement. Throughout the year, student achievement data was disaggregated through an extensive data analysis process which occurred after each district benchmark and campus based assessment. Teachers met in Professional Learning Communities (PLC) to analyze data, plan instruction, compare instructional practices, and practice various ways to deliver instruction. Teachers and administrators tracked data according to TEKS and objectives by utilizing Eduphoria. This program allows for data analysis by ethnicity groups, programs, individual teachers, and through item analysis. The data collected was sorted and arranged to identify students in need of additional assistance. Our campus conducted tutorials on Wednesdays and Saturdays and teachers worked with students in need of academic assistance. In addition, performance data is compared by class, campus, district and state (campus assessments, benchmark, STAAR, DRA, TELPAS etc.). Along with campus assessments and benchmark scores, teachers and administrators tracked performance on MAP and TPRI/TEJAS LEE. Monitoring students performance is a continuous effort that requires specific, targeted action steps. Students not showing adequate progress are referred to our Multi-Tiered Response Team for additional support such as pull-outs and after-school tutoring. The longitudinal STAAR data indicates a need for a greater focus in SpEd Students. The table below shows how our students performed. Based on the ratings and the distinctions from TEA, our campus made considerable improvement over the 2020-2021 performance. When you compare us to schools with similar students, our good performance is even more evident.

Student Learning Strengths

There was a decline in the passing rate on the 2020-2021 STAAR exam when compared to the previous exam that took place during the 2018-2019 school year. The Texas Education Agency did not give a STAAR exam during the 2019-2020 school year. There were not any identified strengths for that overall 2020-2021 STAAR results but 5th grade reading results showed we were tied with the state. We had 72% of our students score at the approaches level.

MAP

61% of students in K-5th grade performed on or above grade level in math. The district's average was 60%. 66% of students in K-5th grade met their growth expectation in math. The district's average was 60% 67% of students in 3rd-5th grade performed on or above grade level in reading. This is a 6% increase from the previous year. The district's average was also 67%. 69% of 3rd-5th grade students met their growth expectation in reading. The district's average was 50%.

mClass

71% of students in K-2nd grade performed on or above grade level in reading. The district's average was 58%.

CLI

88% of PreK students were on track for phonological awareness. The district's average was 82%. 97% of PreK students were on track for math. The district's average was 92%. 92% of PreK students were on track for early writing skills. The district's average was 90%. 99% of PreK students were on track for letter-sound correspondence.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause:** Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Problem Statement 2 (Prioritized): Math instruction has not met the needs of all students.   **Root Cause:** Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.

Problem Statement 3 (Prioritized): The science STAAR data reflects a need to improve the acquisition of science vocabulary.   **Root Cause:** Our campus has not developed a campus-wide science plan with accountability measures at each grade level. Our school needs to ensure we utilize researched based practices when teaching academic vocabulary.

Problem Statement 4 (Prioritized): Literacy instruction has not met the needs of all students, particularly special education and at-risk students.   **Root Cause:** Our school needs to ensure we're incorporating instructional strategies that keep our special population students engaged and helps them reach mastery.

Problem Statement 5 (Prioritized): We have a high mobility rate which creates gaps in instructional delivery   **Root Cause:** Our campus is still working to effectively identify and address instructional needs for students who move frequently.

Problem Statement 6 (Prioritized): There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause:** Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Problem Statement 7 (Prioritized): There is a perception from parents that the school does not use family input to improve instruction.   **Root Cause:** The school has not effectively communicated the ways in which parent input is used to drive instruction in the classroom.

Problem Statement 8 (Prioritized): We have ten new teachers in core positions in PreK-5th grade.   **Root Cause:** We were unable to retain our veteran teachers this year.

Problem Statement 9 (Prioritized): The attendance rate for Heritage Elementary dropped to 91.8%   **Root Cause:** The COVID-19 pandemic caused multiple students to miss school.

Problem Statement 10 (Prioritized): 79% of our students are coded as at-risk.   **Root Cause:** The students are failing district and state assessments which is linked to poor literacy skills.

School Processes & Programs

School Processes & Programs Summary

Heritage Elementary is a data-driven school where our teachers, coaches, and administrative team use multiple resources to inform instruction on our campus. Our teachers and instructional leadership team meet weekly to develop effective lessons that are aligned to the TEKS. We review students' performance on campus and district assessments in order to determine what concepts may need to be retaught. Teachers utilize the unit guides, checkpoint and benchmark blueprints, STAAR blueprints, English Language Proficiency Standards (ELPS), Lead4Ward guides, and the curriculum overview. The teachers who work with our ESL and gifted population are certified in those areas because we want to ensure we're working to meet the needs of our diverse student population. Along with analyzing data and making sound instructional decisions, teachers at Heritage Elementary receive consistent informal and formal feedback through walkthroughs and observations. The teachers are able to access this feedback through Strive and Google forms. The teachers get an opportunity to set their goals at the beginning of the year and the administrative team works with each teacher to help them through this process. Progress towards meeting the goals is discussed during coaching sessions and MOY conferences. Teachers get ongoing feedback and then a summative review takes place at the end of the school year. Teachers have shown improvement in Classroom Environment and Routines due to our implementation and monitoring of SpringWay Systems and Routines. In order to attract and retain highly qualified staff, an extensive array of professional development trainings are provided within the district and on campus. Teachers are able to select and attend professional development sessions that meet their instructional needs. Teachers at Heritage are able to observe colleagues who have shown proficiency in certain T-TESS dimensions. They are also able to receive coaching and modeling from our instructional leadership team. Members of the leadership staff attend job fairs throughout the year to recruit highly qualified teachers. To complement these recruiting efforts, Spring ISD offers a highly competitive salary to attract and retain teachers. Hard to staff positions, such as bilingual teachers and special education, receive a stipend. At Heritage Elementary, there are 78 staff members on the roster for the 2022-2023 school year. We added four new intervention positions to our campus in order to address the learning needs of our students. The teachers and staff members work together and support one another. They believe in our students and our mission. We have school-wide intervention block for all grade levels. The intervention block allows our teachers and staff to give our students additional instructional assistance during the school day because some of our students are not able to stay after school. The teachers use the data from assessments to determine which students will be pulled for small group during intervention. The campus leadership team is required to monitor these intervention blocks and provide feedback and support to teachers. When a new teacher comes to Heritage Elementary, the teacher receives additional support throughout the school year. We have a teacher mentor for teachers who are new to the profession and we have a teacher buddy for teachers who are just new to the campus. We have monthly sessions with our new teachers to ensure they're receiving professional development that is specific to their needs as a new teacher. We believe that when teachers receive support, it increases our retention rate. The stability of the staff is important to student success.

School Processes & Programs Strengths

- Weekly PLC meetings are held to help our teachers plan instruction so they can meet the needs of our students.
- Use of Title 1 funds to provide an academic achievement specialist and coaches to support teacher development.
- Use of ESSER funds to provide interventionist for our students who are in need of acceleration due to COVID-19 pandemic.
- Weekly informal and formal classroom observations and walkthroughs in order to provide teachers with coaching and support that helps them meet the instructional needs of their students.
- Student Support Specialist to oversee the interventions of our tier 2 and tier 3 students.
- All teachers who work with GT students are certified.
- A campus advisory council (CAC) designed to discuss and recommend programs and resources that will improve the instructional programs, funding, parental involvement, and school culture
- The leadership team meets on a regular basis to discuss student performance, instruction, and campus data.
- They work to develop solutions to address the needs of our teachers and students.
- A campus calendar that informs our parents, staff, and students of the various events taking place at Heritage.
- A monthly newsletter to keep our parents informed.
- Campus Professional development to help meet the needs of our teachers by supporting their content development and instructional practices
- Faculty meetings are held at least once a month to share updates with the staff and feedback pertaining to the district and campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have ten new teachers in core positions in PreK-5th grade.   **Root Cause:** We were unable to retain our veteran teachers this year.

Problem Statement 2 (Prioritized): There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause:** Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Problem Statement 3 (Prioritized): There is a perception from parents that teachers do not successfully show students how lessons relate to life outside of school.   **Root Cause:** Our campus has not effectively communicated to parents the connections we make between instruction and real life application.

Problem Statement 4 (Prioritized): There is a perception from parents that the school does not use family input to improve instruction.   **Root Cause:** The school has not effectively communicated the ways in which parent input is used to drive instruction in the classroom.

Problem Statement 5 (Prioritized): We have a high mobility rate which creates gaps in instructional delivery   **Root Cause:** Our campus is still working to effectively identify and address instructional needs for students who move frequently.

Problem Statement 6 (Prioritized): Literacy instruction has not met the needs of all students, particularly special education and at-risk students.   **Root Cause:** Our school needs to ensure we're incorporating instructional strategies that keep our special population students engaged and helps them reach mastery.

Problem Statement 7 (Prioritized): The science STAAR data reflects a need to improve the acquisition of science vocabulary.   **Root Cause:** Our campus has not developed a campus-wide science plan with accountability measures at each grade level. Our school needs to ensure we utilize researched based practices when teaching academic vocabulary.

Problem Statement 8 (Prioritized): Math instruction has not met the needs of all students.   **Root Cause:** Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.

Problem Statement 9 (Prioritized): Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause:** Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Problem Statement 10 (Prioritized): The attendance rate for Heritage Elementary dropped to 91.8%   **Root Cause:** The COVID-19 pandemic caused multiple students to miss school.

Problem Statement 11 (Prioritized): 79% of our students are coded as at-risk.   **Root Cause:** The students are failing district and state assessments which is linked to poor literacy skills.

Problem Statement 12 (Prioritized): Tier 1 instruction was impacted by frequent and potentially prolonged teacher absences.   **Root Cause:** The campus was not able to ensure high-quality Tier 1 instruction for every student.

Perceptions

Perceptions Summary

Heritage Elementary follows the core beliefs of Spring ISD, which are: reach every student, excellence in every school, high performance from every employee, opportunity and choice for every family, and engage stakeholders in every community. In an effort to support the district's core beliefs, the Heritage community strives for students to excel academically and act responsibly displaying good citizenship in a positive environment. The campus' motto is "Nurturing the Heart...Educating the Mind". Heritage follows the guidelines of CHAMPS, a district initiative to increase positive student interactions. By utilizing CHAMPS, expectations are clearly communicated to students and staff members. Overall the campus has effectively implemented CHAMPS school-wide, which contributes to the overall safe and welcoming environment that fosters mutual respect among students, staff, and parents. The CHAMPS philosophy is taught to all students. As a result, students are treated with dignity and respect, taught the skills and behaviors needed for success, and motivated and encouraged through positive interactions. Research shows that building relationships with students reduces power struggles and behavior challenges. The staff at Heritage Elementary work daily to build good relationships with our students. When a student does not meet expectations, we use this as a teaching moment. In order to ensure CHAMPS is implemented with fidelity, we do a refresher training each year. In the event a teacher is struggling to implement the model, we provide coaching, support, and modeling to the teacher. According to the School Quality Survey, the climate of the school is described as positive. We had 91% of our parents rate Heritage as a good or excellent school. 87% of parents stated school-based administrators clearly communicate the school mission and vision. 90% of our parents stated that families are informed about school-sponsored activities. 92% of our parents stated families are encouraged to attend school sponsored activities. 90% of our parents stated that Heritage is safe. Our counselor conducts leadership groups with our 4th and 5th grade students. She is teaching them leadership skills and how to resolve conflict peacefully. They are receiving vital skills that will help them communicate effectively with their peers. She also developed a grief group to help some of our students who had a family member pass away. Heritage has created a welcoming and safe school environment for students, staff, and parents. It is our goal to continue to include parents and the community in the decision making of the students we serve. Our parent liaison works diligently to ensure that parents are aware of the opportunities that have to contribute to the decision making on our campus. The existing evidence that families and community members are an integral part of the success of the school can be found through sign-in sheets , agendas, newsletters, and flyers advertising school events. The activities that occur throughout the year include, but are not limited to: Pastries with Parents, Hispanic Heritage Program, Black History Program, and STAAR Night. Parents and the community are involved through completion of surveys, school compact, Title 1, Campus Advisory Council, LPAC, and PTO. Services to support families include: Technology training, Counseling Services, Drug Awareness Week, District Parenting Classes, and Parent Conferences.

Perceptions Strengths

According to the most recent 2021-2022 School Quality Survey

- 91% of parents rated the overall quality of Heritage as good or excellent (61% stated it was excellent)
- 90% of parents stated they are informed about school-sponsored activities.
- 92% of parents stated they are encouraged to attend school-sponsored activities.
- 90% of parents stated Heritage is safe.
- 87% of parents say administrators school-based administrators clearly communicate the school mission and vision.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a perception from parents that the school does not use family input to improve instruction. **Root Cause:** The school has not effectively communicated the ways in which parent input is used to drive instruction in the classroom.

Problem Statement 2 (Prioritized): There is a perception from parents that teachers do not successfully show students how lessons relate to life outside of school. **Root Cause:** Our campus has not effectively communicated to parents the connections we make between instruction and real life application.

Problem Statement 3 (Prioritized): There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause:** Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Problem Statement 4 (Prioritized): We have ten new teachers in core positions in PreK-5th grade.   **Root Cause:** We were unable to retain our veteran teachers this year.

Problem Statement 5 (Prioritized): The attendance rate for Heritage Elementary dropped to 91.8%   **Root Cause:** The COVID-19 pandemic caused multiple students to miss school.

Problem Statement 6 (Prioritized): Tier 1 instruction was impacted by frequent and potentially prolonged teacher absences.   **Root Cause:** The campus was not able to ensure high-quality Tier 1 instruction for every student.

Priority Problem Statements

Problem Statement 1: The attendance rate for Heritage Elementary dropped to 91.8%
Root Cause 1: The COVID-19 pandemic caused multiple students to miss school.
Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: 79% of our students are coded as at-risk.
Root Cause 2: The students are failing district and state assessments which is linked to poor literacy skills.
Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Tier 1 instruction was impacted by frequent and potentially prolonged teacher absences.
Root Cause 3: The campus was not able to ensure high-quality Tier 1 instruction for every student.
Problem Statement 3 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 4: There is a perception from teachers that school-based administrators are not responsive when they have a concern.
Root Cause 4: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.
Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: We have ten new teachers in core positions in PreK-5th grade.
Root Cause 5: We were unable to retain our veteran teachers this year.
Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: We have a high mobility rate which creates gaps in instructional delivery
Root Cause 6: Our campus is still working to effectively identify and address instructional needs for students who move frequently.
Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 7: Literacy instruction has not met the needs of all students, particularly special education and at-risk students.
Root Cause 7: Our school needs to ensure we're incorporating instructional strategies that keep our special population students engaged and helps them reach mastery.
Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 8: Reading comprehension and fluency instruction has not met the needs of all students.

Root Cause 8: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 9: Math instruction has not met the needs of all students.

Root Cause 9: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.

Problem Statement 9 Areas: Student Learning - School Processes & Programs

Problem Statement 10: The science STAAR data reflects a need to improve the acquisition of science vocabulary.

Root Cause 10: Our campus has not developed a campus-wide science plan with accountability measures at each grade level. Our school needs to ensure we utilize researched based practices when teaching academic vocabulary.

Problem Statement 10 Areas: Student Learning - School Processes & Programs

Problem Statement 11: There is a perception from parents that the school does not use family input to improve instruction.

Root Cause 11: The school has not effectively communicated the ways in which parent input is used to drive instruction in the classroom.

Problem Statement 11 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 12: There is a perception from parents that teachers do not successfully show students how lessons relate to life outside of school.

Root Cause 12: Our campus has not effectively communicated to parents the connections we make between instruction and real life application.

Problem Statement 12 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Study of best practices
- Action research results

Goals

Revised/Approved: September 28, 2023

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance
levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 %   2024 %

Performance Level	2023 %		2024 %
Approaches	66%	to	69%
Meets	32%	to	35%
Masters	6%	to	9%

Evaluation Data Sources: STAAR Test

Strategy 1 Details	Reviews			
Strategy 1: The administrative team and coaches will plan weekly in PLC meetings with the ELAR teachers to ensure fidelity with implementing the district literacy framework.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: a. October-50+% of teachers rated proficient or higher on content knowledge and expertise b. December-60+% of teachers rated proficient or higher on content knowledge and expertise c. March-70+% of teachers rated proficient or higher on content knowledge and expertise d. May-80+% of teachers rated proficient or higher on content knowledge and expertise **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Achievement Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 3, 4, 7 - Student Learning 4, 6, 9 - School Processes & Programs 2, 6, 10, 12 - Perceptions 3, 5, 6				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The attendance rate for Heritage Elementary dropped to 91.8%   **Root Cause**: The COVID-19 pandemic caused multiple students to miss school.
Problem Statement 3: Tier 1 instruction was impacted by frequent and potentially prolonged teacher absences.   **Root Cause**: The campus was not able to ensure high-quality Tier 1 instruction for every student.
Problem Statement 4: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.
Problem Statement 7: Literacy instruction has not met the needs of all students, particularly special education and at-risk students.   **Root Cause**: Our school needs to ensure we're incorporating instructional strategies that keep our special population students engaged and helps them reach mastery.

Student Learning
Problem Statement 4: Literacy instruction has not met the needs of all students, particularly special education and at-risk students.   **Root Cause**: Our school needs to ensure we're incorporating instructional strategies that keep our special population students engaged and helps them reach mastery.
Problem Statement 6: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Student Learning
Problem Statement 9: The attendance rate for Heritage Elementary dropped to 91.8%   **Root Cause**: The COVID-19 pandemic caused multiple students to miss school.

School Processes & Programs
Problem Statement 2: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.
Problem Statement 6: Literacy instruction has not met the needs of all students, particularly special education and at-risk students.   **Root Cause**: Our school needs to ensure we're incorporating instructional strategies that keep our special population students engaged and helps them reach mastery.
Problem Statement 10: The attendance rate for Heritage Elementary dropped to 91.8%   **Root Cause**: The COVID-19 pandemic caused multiple students to miss school.
Problem Statement 12: Tier 1 instruction was impacted by frequent and potentially prolonged teacher absences.   **Root Cause**: The campus was not able to ensure high-quality Tier 1 instruction for every student.

Perceptions
Problem Statement 3: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.
Problem Statement 5: The attendance rate for Heritage Elementary dropped to 91.8%   **Root Cause**: The COVID-19 pandemic caused multiple students to miss school.
Problem Statement 6: Tier 1 instruction was impacted by frequent and potentially prolonged teacher absences.   **Root Cause**: The campus was not able to ensure high-quality Tier 1 instruction for every student.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 %   2024 %

Approaches	67%	to	70%
Meets	40%	to	43%
Masters	11%	to	14%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Deepen K-5 literacy teachers' content knowledge and support instructional delivery by retaining a district funded Digital Literacy Coach to support teachers	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: a. October-50+% of teachers rated proficient or higher on content knowledge				

and expertise
b. December-60+% of teachers rated proficient or higher on content knowledge and expertise
c. March-70+% of teachers rated proficient or higher on content knowledge and expertise
d. May-80+% of teachers rated proficient or higher on content knowledge and expertise

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Academic Achievement Specialist
District Workforce Development

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Results Driven Accountability**
Problem Statements: Demographics 2, 8 - Student Learning 1, 10 - School Processes & Programs 9, 11

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 79% of our students are coded as at-risk.   **Root Cause**: The students are failing district and state assessments which is linked to poor literacy skills.
Problem Statement 8: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Student Learning
Problem Statement 1: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension
Problem Statement 10: 79% of our students are coded as at-risk.   **Root Cause**: The students are failing district and state assessments which is linked to poor literacy skills.

School Processes & Programs
Problem Statement 9: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension
Problem Statement 11: 79% of our students are coded as at-risk.   **Root Cause**: The students are failing district and state assessments which is linked to poor literacy skills.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 %   2024 %

Approaches	44%	to	47%
Meets	25%	to	28%
Masters	16%	to	19%

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Coach teachers on lesson design and instructional delivery with the support of a Title 1 funded Academic Achievement Specialist	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: a. October-50+% of teachers rated proficient or higher on content knowledge and expertise b. December-60+% of teachers rated proficient or higher on content knowledge and expertise c. March-70+% of teachers rated proficient or higher on content knowledge and expertise d. May-80+% of teachers rated proficient or higher on content knowledge and expertise **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 8 - Student Learning 1, 2 - School Processes & Programs 8, 9				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 8: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Student Learning
Problem Statement 1: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension
Problem Statement 2: Math instruction has not met the needs of all students.   **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.

School Processes & Programs
Problem Statement 8: Math instruction has not met the needs of all students.   **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.
Problem Statement 9: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	100%
Letter-Sound Correspondence	100%
Early Writing	99%

Evaluation Data Sources: CLI/ Circle Assessment

Strategy 1 Details		Reviews			
Strategy 1: Student performance on campus and district assessments monitored using a teacher data tracker in order to identify students and teachers in need of support		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: a. October- campus and district assessments will show at least 40% of students at the approaches level, 15% at the meets level, and 8% at the masters level b. December-campus and district assessments will show at least 50% of students at the approaches level, 27% at the meets level, and 15% at the masters level c. March-campus and district assessments will show at least 60 of students at the approaches level, 33% at the meets level, and 20% at the masters level d. May-STAAR data will show 71% of students at the approaches level, 38% at the meets level, and 24% at the masters level **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Achievement Specialist Literacy Coach **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 8 - Student Learning 1, 2, 3 - School Processes & Programs 7, 8, 9					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 8: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Student Learning
Problem Statement 1: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension
Problem Statement 2: Math instruction has not met the needs of all students.   **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.
Problem Statement 3: The science STAAR data reflects a need to improve the acquisition of science vocabulary.   **Root Cause**: Our campus has not developed a campus-wide science plan with accountability measures at each grade level. Our school needs to ensure we utilize researched based practices when teaching academic vocabulary.

School Processes & Programs
Problem Statement 7: The science STAAR data reflects a need to improve the acquisition of science vocabulary.   **Root Cause**: Our campus has not developed a campus-wide science plan with accountability measures at each grade level. Our school needs to ensure we utilize researched based practices when teaching academic vocabulary.
Problem Statement 8: Math instruction has not met the needs of all students.   **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.
Problem Statement 9: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

	2023 Percentage
Overall Math	100%

Evaluation Data Sources: CLI/ Circle Assessment

Strategy 1 Details	Reviews			
Strategy 1: Students will track their progress after campus and district assessments in order to take ownership in achieving their goals and to understand the focus and importance of classroom interventions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: a. October- campus and district assessments will show at least 40% of students at the approaches level, 15% at the meets level, and 8% at the masters level b. December-campus and district assessments will show at least 50% of students at the approaches level, 27% at the meets level, and 15% at the masters level c. March-campus and district assessments will show at least 60 of students at the approaches level, 33% at the meets level, and 20% at the masters level d. May-STAAR data will show 71% of students at the approaches level, 38% at the meets level, and 24% at the masters level **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal Digital Literacy Coach Interventionist Academic Achievement Specialist **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 8 - Student Learning 1, 2, 3 - School Processes & Programs 7, 8, 9				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 8: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Student Learning
Problem Statement 1: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension
Problem Statement 2: Math instruction has not met the needs of all students.   **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.
Problem Statement 3: The science STAAR data reflects a need to improve the acquisition of science vocabulary.   **Root Cause**: Our campus has not developed a campus-wide science plan with accountability measures at each grade level. Our school needs to ensure we utilize researched based practices when teaching academic vocabulary.

School Processes & Programs
Problem Statement 7: The science STAAR data reflects a need to improve the acquisition of science vocabulary.   **Root Cause**: Our campus has not developed a campus-wide science plan with accountability measures at each grade level. Our school needs to ensure we utilize researched based practices when teaching academic vocabulary.
Problem Statement 8: Math instruction has not met the needs of all students.   **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.
Problem Statement 9: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 72%

Evaluation Data Sources: mClass assessment

Strategy 1 Details	Reviews			
Strategy 1: Provide after school and/or Saturday school tutorials to accelerate students who are not meeting progress measures on campus and district assessments	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: a. December-campus and district assessments will show at least 50% of students at the approaches level, 27% at the meets level, and 15% at the masters level b. March-campus and district assessments will show at least 60 of students at the approaches level, 33% at the meets level, and 20% at the masters level c. May-STAAR data will show 71% of students at the approaches level, 38% at the meets level, and 24% at the masters level **Staff Responsible for Monitoring:** Principal Assistant principal Coaches Academic achievement specialist Student support specialist Teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 8 - Student Learning 1, 2 - School Processes & Programs 8, 9				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 8: Reading comprehension and fluency instruction has not met the needs of all students. **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Student Learning

Problem Statement 1: Reading comprehension and fluency instruction has not met the needs of all students. **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Problem Statement 2: Math instruction has not met the needs of all students. **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.

School Processes & Programs

Problem Statement 8: Math instruction has not met the needs of all students. **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.

Problem Statement 9: Reading comprehension and fluency instruction has not met the needs of all students. **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 54%

Evaluation Data Sources: NWEA MAP assessment

Strategy 1 Details	Reviews			
Strategy 1: Teachers will maintain current scholar products to demonstrate evidence of accommodations for special education and ELL students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Evidence of implementation of accommodations will be maintained in the STEP binder.				
Staff Responsible for Monitoring: Sped Case Manager				
Sped Team Leader				
Teachers				
ELL Coordinator				
TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
- **Targeted Support Strategy - Results Driven Accountability**				
Problem Statements: Demographics 2, 6 - Student Learning 5, 10 - School Processes & Programs 5, 11				

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

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: 79% of our students are coded as at-risk.   **Root Cause**: The students are failing district and state assessments which is linked to poor literacy skills.
Problem Statement 6: We have a high mobility rate which creates gaps in instructional delivery   **Root Cause**: Our campus is still working to effectively identify and address instructional needs for students who move frequently.

Student Learning
Problem Statement 5: We have a high mobility rate which creates gaps in instructional delivery   **Root Cause**: Our campus is still working to effectively identify and address instructional needs for students who move frequently.
Problem Statement 10: 79% of our students are coded as at-risk.   **Root Cause**: The students are failing district and state assessments which is linked to poor literacy skills.

School Processes & Programs
Problem Statement 5: We have a high mobility rate which creates gaps in instructional delivery   **Root Cause**: Our campus is still working to effectively identify and address instructional needs for students who move frequently.
Problem Statement 11: 79% of our students are coded as at-risk.   **Root Cause**: The students are failing district and state assessments which is linked to poor literacy skills.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal:　　67%

Evaluation Data Sources: NWEA MAP assessment

Strategy 1 Details	Reviews			
Strategy 1: Purchase general supplies such as journals, binders, markers , crayons, pencils, chart paper, books, privacy folders, folders, white boards, etc. to ensure that students have the supplies needed to successfully participate in the instructional activities	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of teachers and students will have the basic supplies they need to continue with teaching and learning on a daily basis when observed during classroom walkthroughs.				
Staff Responsible for Monitoring: Principal Assistant Principal Academic Achievement Specialist Coach Secretary				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 4 - Student Learning 6 - School Processes & Programs 2 - Perceptions 3				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✖ Discontinue				

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 4: There is a perception from teachers that school-based administrators are not responsive when they have a concern. **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Student Learning
Problem Statement 6: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

School Processes & Programs
Problem Statement 2: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Perceptions
Problem Statement 3: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 93.1%

    Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive training during PLCs, faculty meetings, and professional development days.	**Formative**			**Summative**
Strategy's Expected Result/Impact: a. October-50+% of teachers rated proficient or higher on content knowledge and expertise b. December-60+% of teachers rated proficient or higher on content knowledge and expertise c. March-70+% of teachers rated proficient or higher on content knowledge and expertise d. May-80+% of teachers rated proficient or higher on content knowledge and expertise **Staff Responsible for Monitoring:** Principal Assistant Principal Coaches Academic Achievement Specialist **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Demographics 4, 6 - Student Learning 5, 6 - School Processes & Programs 2, 5 - Perceptions 3	**Oct**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 4: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.
Problem Statement 6: We have a high mobility rate which creates gaps in instructional delivery   **Root Cause**: Our campus is still working to effectively identify and address instructional needs for students who move frequently.

Student Learning
Problem Statement 5: We have a high mobility rate which creates gaps in instructional delivery **Root Cause**: Our campus is still working to effectively identify and address instructional needs for students who move frequently.
Problem Statement 6: There is a perception from teachers that school-based administrators are not responsive when they have a concern. **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

School Processes & Programs
Problem Statement 2: There is a perception from teachers that school-based administrators are not responsive when they have a concern. **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.
Problem Statement 5: We have a high mobility rate which creates gaps in instructional delivery **Root Cause**: Our campus is still working to effectively identify and address instructional needs for students who move frequently.

Perceptions
Problem Statement 3: There is a perception from teachers that school-based administrators are not responsive when they have a concern. **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Conduct target interventions in small groups in order to accelerate learning	**Formative**			**Summative**
Strategy's Expected Result/Impact: a. October-Black students will show less than a 12% difference in their scores on campus and district assessments when compared to all students. b. December-Black students will show less than a 10% difference in their scores on campus and district assessments when compared to all students. c. March-Black students will show less than a 7% difference in their scores on campus and district assessments when compared to all students. d. May-Black students will show less than a 5% difference in their scores on campus and district assessments when compared to all students **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Achievement Specialist Coaches Teachers Student Support Specialist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 6, 7, 8 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 5, 6, 7, 8, 9	**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 6: We have a high mobility rate which creates gaps in instructional delivery   **Root Cause**: Our campus is still working to effectively identify and address instructional needs for students who move frequently.

Problem Statement 7: Literacy instruction has not met the needs of all students, particularly special education and at-risk students.   **Root Cause**: Our school needs to ensure we're incorporating instructional strategies that keep our special population students engaged and helps them reach mastery.

Problem Statement 8: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Student Learning

Problem Statement 1: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Problem Statement 2: Math instruction has not met the needs of all students.   **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.

Problem Statement 3: The science STAAR data reflects a need to improve the acquisition of science vocabulary.   **Root Cause**: Our campus has not developed a campus-wide science plan with accountability measures at each grade level. Our school needs to ensure we utilize researched based practices when teaching academic vocabulary.

Problem Statement 4: Literacy instruction has not met the needs of all students, particularly special education and at-risk students.   **Root Cause**: Our school needs to ensure we're incorporating instructional strategies that keep our special population students engaged and helps them reach mastery.

Problem Statement 5: We have a high mobility rate which creates gaps in instructional delivery   **Root Cause**: Our campus is still working to effectively identify and address instructional needs for students who move frequently.

School Processes & Programs

Problem Statement 5: We have a high mobility rate which creates gaps in instructional delivery   **Root Cause**: Our campus is still working to effectively identify and address instructional needs for students who move frequently.

Problem Statement 6: Literacy instruction has not met the needs of all students, particularly special education and at-risk students.   **Root Cause**: Our school needs to ensure we're incorporating instructional strategies that keep our special population students engaged and helps them reach mastery.

Problem Statement 7: The science STAAR data reflects a need to improve the acquisition of science vocabulary.   **Root Cause**: Our campus has not developed a campus-wide science plan with accountability measures at each grade level. Our school needs to ensure we utilize researched based practices when teaching academic vocabulary.

Problem Statement 8: Math instruction has not met the needs of all students.   **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.

Problem Statement 9: Reading comprehension and fluency instruction has not met the needs of all students.   **Root Cause**: Our campus has not been successful in ensuring we provide effective instruction that leads to all students having a strong foundation in phonics and comprehension

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Identify the students who are performing below their peer groups and provide targeted support during Husky Intervention, after school tutorials, and/or Saturday school	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: a. October-Black students will show less than a 12% difference in their scores on campus and district assessments when compared to all students. b. December-Black students will show less than a 10% difference in their scores on campus and district assessments when compared to all students. c. March-Black students will show less than a 7% difference in their scores on campus and district assessments when compared to all students. d. May-Black students will show less than a 5% difference in their scores on campus and district assessments when compared to all students. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Achievement Specialist Coaches Teachers Student Support Specialist **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2 - School Processes & Programs 8				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Math instruction has not met the needs of all students. **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.

School Processes & Programs
Problem Statement 8: Math instruction has not met the needs of all students. **Root Cause**: Our school needs to ensure we provide instructional practices that provide our students opportunity to practice the skills they are taught and develop strong problem solving skills.

Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 80% rate .

    Evaluation Data Sources: family surveys

Strategy 1 Details		Reviews		
Strategy 1: Conduct parent events that are a combination of academics and fine arts performance		**Formative**		**Summative**
Strategy's Expected Result/Impact: a. December-At least 10% of our parents will attend the fall event. b. May-At least 15% of our parents will attend the spring event.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers Parent/Community Liaison Professional staff				
Title I: 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Student Learning 7 - School Processes & Programs 3, 4 - Perceptions 1, 2				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 7: There is a perception from parents that the school does not use family input to improve instruction. **Root Cause**: The school has not effectively communicated the ways in which parent input is used to drive instruction in the classroom.
School Processes & Programs
Problem Statement 3: There is a perception from parents that teachers do not successfully show students how lessons relate to life outside of school. **Root Cause**: Our campus has not effectively communicated to parents the connections we make between instruction and real life application.

School Processes & Programs
Problem Statement 4: There is a perception from parents that the school does not use family input to improve instruction.   **Root Cause**: The school has not effectively communicated the ways in which parent input is used to drive instruction in the classroom.

Perceptions
Problem Statement 1: There is a perception from parents that the school does not use family input to improve instruction.   **Root Cause**: The school has not effectively communicated the ways in which parent input is used to drive instruction in the classroom.
Problem Statement 2: There is a perception from parents that teachers do not successfully show students how lessons relate to life outside of school.   **Root Cause**: Our campus has not effectively communicated to parents the connections we make between instruction and real life application.

Goal 4: Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Strategy 1 Details	Reviews			
Strategy 1: Counselors will meet with student groups to teach social emotional skills	**Formative**			**Summative**
Strategy's Expected Result/Impact: a. October-3% decline in the number of discipline infractions when comparing 2021/2022 to 2022/2023.	**Oct**	**Jan**	**Mar**	**June**
b. December-5% decline in the number of discipline infractions when comparing 2021/2022 to 2022/2023.				
c. March-7% decline in the number of discipline infractions when comparing 2021/2022 to 2022/2023.				
d. May-10% decline in the number of discipline infractions when comparing 2021/2022 to 2022/2023.				
Staff Responsible for Monitoring: Principal				
Assistant Principal				
Title I:				
2.5, 2.6				
- **TEA Priorities:**				
Improve low-performing schools				
- **ESF Levers:**				
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
- **Targeted Support Strategy - Results Driven Accountability**				
Problem Statements: Demographics 2 - Student Learning 10 - School Processes & Programs 11				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 79% of our students are coded as at-risk.   **Root Cause**: The students are failing district and state assessments which is linked to poor literacy skills.
Student Learning
Problem Statement 10: 79% of our students are coded as at-risk.   **Root Cause**: The students are failing district and state assessments which is linked to poor literacy skills.
School Processes & Programs
Problem Statement 11: 79% of our students are coded as at-risk.   **Root Cause**: The students are failing district and state assessments which is linked to poor literacy skills.

Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Strategy 1 Details	Reviews			
Strategy 1: The monthly school calendar of events will be shared with the stakeholders	**Formative**			**Summative**
Strategy's Expected Result/Impact: October-Enrollment numbers at 625 or higher	**Oct**	**Jan**	**Mar**	**June**
December-Enrollment numbers at 625 or higher				
March-Enrollment numbers at 625 or higher				
May-Enrollment numbers at 625 or higher				
Staff Responsible for Monitoring: Principal				
Assistant Principal				
Counselors				
Community Involvement Committee				
Title I:				
4.1				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
- Targeted Support Strategy - Results Driven Accountability				
Problem Statements: Demographics 4 - Student Learning 6 - School Processes & Programs 2 - Perceptions 3				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.
Student Learning
Problem Statement 6: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

School Processes & Programs
Problem Statement 2: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Perceptions
Problem Statement 3: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

Strategy 1 Details	Reviews			
Strategy 1: Review Spring Learning Passports expectations with all teachers and professional staff during BOY conferences.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: October-Teachers will have completed at least one-fourth of the PD requirements January-Teachers will have completed at least half of the PD requirements March-Teachers will have completed at least three-fourth of the PD requirements May-Teachers will have completed their PD requirements **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 5 - Student Learning 8 - School Processes & Programs 1 - Perceptions 4				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: We have ten new teachers in core positions in PreK-5th grade.   **Root Cause**: We were unable to retain our veteran teachers this year.
Student Learning
Problem Statement 8: We have ten new teachers in core positions in PreK-5th grade.   **Root Cause**: We were unable to retain our veteran teachers this year.
School Processes & Programs
Problem Statement 1: We have ten new teachers in core positions in PreK-5th grade.   **Root Cause**: We were unable to retain our veteran teachers this year.

Perceptions
Problem Statement 4: We have ten new teachers in core positions in PreK-5th grade.   **Root Cause**: We were unable to retain our veteran teachers this year.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

    Evaluation Data Sources: T-TESS Reports

Strategy 1 Details	Reviews			
Strategy 1: Review Spring Passport expectations during monthly faculty meetings and place the link in the Heritage Dashboard.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: January-Teachers will have completed at least half of the PD requirements May-Teachers will have completed their PD requirements
     Staff Responsible for Monitoring: Principal
 Assistant Principal
 	
     Title I:
 2.6
  - TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
  - ESF Levers:
 Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
  - Targeted Support Strategy - Results Driven Accountability
 Problem Statements: Demographics 4, 5 - Student Learning 6, 8 - School Processes & Programs 1, 2 - Perceptions 3, 4				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: There is a perception from teachers that school-based administrators are not responsive when they have a concern. **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.
Problem Statement 5: We have ten new teachers in core positions in PreK-5th grade. **Root Cause**: We were unable to retain our veteran teachers this year.
Student Learning
Problem Statement 6: There is a perception from teachers that school-based administrators are not responsive when they have a concern. **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Student Learning
Problem Statement 8: We have ten new teachers in core positions in PreK-5th grade.   **Root Cause**: We were unable to retain our veteran teachers this year.

School Processes & Programs
Problem Statement 1: We have ten new teachers in core positions in PreK-5th grade.   **Root Cause**: We were unable to retain our veteran teachers this year.
Problem Statement 2: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.

Perceptions
Problem Statement 3: There is a perception from teachers that school-based administrators are not responsive when they have a concern.   **Root Cause**: Administrators have not effectively demonstrated to teachers the ways they are working to address teacher concerns or communicated the results when a solution has been determined.
Problem Statement 4: We have ten new teachers in core positions in PreK-5th grade.   **Root Cause**: We were unable to retain our veteran teachers this year.

State Compensatory

Budget for Heritage Elementary

Total SCE Funds: $11,500.00
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

The SCE funds are used to provide support to our students. The funds are used to pay for extra duty pay for staff members who work tutorials. The funds are also used to purchase instructional material for tutorials

Personnel for Heritage Elementary

Name	Position	FTE
Kyrstan McDuffie-Bass	Math Coach	1
Lisa Pattenotte	Student Support Specialist	1
Lysela Bowens	Interventionist	1
Vacant	At-Risk Counselor	1

Title I

1.1: Comprehensive Needs Assessment

The Campus Needs Assessment was developed with the members of the campus improvement committee. Members of the Heritage Leadership Team shared the data with the committee. The committee discussed the data and the areas of concern. The committee then decided what would be added to the CIP.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement committee met to develop the CIP. We reviewed the data and determined the strategies we would implement. The developed goals were based on the goals set by the district. We made adjustments in the goals based on our school data.

2.2: Regular monitoring and revision

In our CIP we outlined the dates we'll monitor our CIP goals. Dates were set for each goal.

2.3: Available to parents and community in an understandable format and language

Our CIP is posted on our website in parent friendly language.

2.4: Opportunities for all children to meet State standards

In order to ensure all scholars are successful, we provide interventions during the day, once a week after school, and during select Saturdays. We have math and interventionist who pull students out to provide support in their areas of weakness. We meet on a weekly basis to design lessons that meet the needs of our students. We conduct data digs after each assessment to ensure our teachers discuss strengths and weaknesses and develop a plan to address the areas of need.

2.5: Increased learning time and well-rounded education

In order to provide our students a well-rounded education, we provide our students with hands and digital learning experiences. We allow our students to participate in college and career day. We take our students on field trips. We make sure we provide interventions to meet their learning needs in the even we see they have areas of weakness. We plan weekly to ensure our team can discuss instructional strategies and questioning techniques.

2.6: Address needs of all students, particularly at-risk

We have an at-risk counselor. Both of our counselors conduct groups to address our students social/emotional and academic needs. We have fun events so our students feel a connection to school. We've done Dancing w/ Donuts, pep rallies, step shows, and just because incentives. We track our students' performance and develop plans to meet their needs.

3.1: Annually evaluate the schoolwide plan

At the end of the school year, the CIP committee meets to review our goals and our progress towards meeting our goals. We also review our progress at the beginning of each school

year with the staff.

4.1: Develop and distribute Parent and Family Engagement Policy

Our parent liaison meets with our parents to develop the parent and family engagement policy.

4.2: Offer flexible number of parent involvement meetings

We have our monthly Parent and Teacher Organization meetings. We have meetings with our parents and counselors. We have meetings with our principal and parents. Our teachers meet with parents during their planning and on teacher/parent conference day. We have Meet the Teacher and Open House outside of normal work hours. We also do community walks and visit homes when our students are experiencing attendance issues. Our counselors and CYS worker do home visits and help connect our parents to community resources when they're experiencing financial difficulties.

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Detricia Coleman	Campus Achievement Specialist	Title	1
Naquita Walker	Digital Literacy Coach	Title	1