

La Porte Independent School District

Heritage Elementary

2019-2020 Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

The mission of **Heritage Elementary** is to guarantee that each student achieves academic and personal excellence, becomes a **lifelong learner** and is a **responsible citizen** of the world by engaging all students in meaningful programs which meet the highest educational and ethical standards within a **caring, collaborative** learning environment.

Vision

Heritage Elementary is a learning campus that fosters learning for ALL.

A La Porte ISD graduate is:

Bulldog Proud...

Possesses confidence about the future
Values the total educational experience - academic, extra-curricular, and social
Stays connected to the LPISD family
Commits to lifelong support of LPISD programs

Prepared...

Possesses academic and technological proficiencies
Transitions to college and/or career equipped with the skills, goals, and plans for success
Values honesty and integrity
Demonstrates effective communication and collaboration skills

A Citizen...

Participates in the democratic process
Exhibits environmental responsibility
Respects cultural diversity
Recognizes and responds to community needs

An Explorer...

Thinks critically

Embraces productive membership in the global community
Values lifelong learning
Welcomes challenge and innovation

A Producer...

Recognizes the importance of systems thinking
Utilizes data and analysis to pragmatically solve problems
Exhibits courage to take risks and make tough decisions
Balances achievement and growth in both personal professional life

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Heritage Elementary is one of 12 campuses in the La Porte Independent School District, 7 of which are elementary campuses. Heritage opened its doors in 2007. In the 2018- 2019 school year, Heritage’s enrollment was comprised of approximately 477 Kindergarten through Fifth Grade students. In addition to our general education classrooms Heritage has approximately 135 students that participate in the Bilingual program (K – 5th), 11 students that participate in the FOCUS (Focus on Communication and Understanding of Skills) program and 7 students that participate in the SAIL (Social, Academic and Interpersonal Learning) program. The Heritage Elementary staff is composed of approximately 33 professional staff members with an average of 15 years of service. In addition the professional staff, Heritage employees an additional 13 staff members in a paraprofessional role. Heritage Elementary services a diverse and evolving community. According to our parent survey, approximately 50% of our students are from dual income homes and 50% of our students are from single income homes. Parents have a variety of different professions.

For the 2019 - 2020 school year, Heritage Elementary has added a second FOCUS classroom, with the addition of 11 students in the FOCUS program. We no have the SAIL program at Heritage Elementary. We have also added a second Bilingual class in 1st grade. Our current student enrollment is 522 with 36 professional staff and 13 paraprofessional staff.

The following is a table showing the Ethnicity distribution within staff and students.

	Students				Staff	
	15-16	16-17	17-18	18-19	17-18	18-19
Total Enrollment	557	546	519	477	50	33
Ethnicity/Race						
Hispanic	57.9%	58.6%	60.5%	60.3%	32%	30.3%
Non-Hispanic	42%	41.3%	39.4%	39.6%	68%	69.7%
White	77.7%	78.7%	78.9%	79.2%	88%	90.9%
African American	5.3%	4.5%	5.2%	6.2%	6%	3%
American Indian	13.1%	12.6%	13.2%	12.3%	0%	0%
Asian	4.3%	4%	3.4%	3.4%	6.0%	6.1%
Pacific Islander	.5%	.5%	.7%	0.10%	0%	0%
Student Groups						

	Students				Staff	
English Learners	23.9%	25%	27.3%	28.30%		
Eco Dis	45.9%	48.5%	51.4%	54.9%		
Special Education	10.6%	10.6%	10.7%	12.30%		
Gifted and Talented	9%	9%	8.8%	7.10%		
At Risk	42.9%	44%	49.9%	53.80%		

The following tables show the levels of education and certification for our professional staff.

Degrees	Count	Percentage
Bachelor's Degree	23	69.7%
Master's Degree	10	30.3%
Doctoral Degree	0	0%
Other	0	0%
Total	33	100%

Certifications	Count	Percentage
BIL	8	24.2%
ESL	14	42.4%
GT	1	3%
LPISD GT 30 Hours	33	100%

Demographics Strengths

Some strengths that stand out at Heritage Elementary are:

- Although Heritage Elementary has a diverse student population, the percentages have remained relatively stable over the last four years, giving staff the opportunity to focus on our cultural diversity and meet the needs of all ethnicities.
- Our staff has remained relatively stable over the last two years with very little teacher turn over.
- 30% (10 out of 33) of our professional staff have a Master's Degree.
- 100 % of our staff have their 30 hour GT certification.
- Every grade level has both a BIL and an ESL certified teacher on their team.

Student Academic Achievement

Student Academic Achievement Summary

Heritage Elementary met TEA standards for the 2018-2019 school year. Heritage Elementary received a 'B' in the Texas Education Agency 's 2019 accountability ratings and 1 distinction in the area of Comparative Closing the Gaps.

The following table shows HRE's 2018 - 2019 Reading STAAR Scores for 3rd - 5th grade.

	3rd Grade Reading			4th Grade Reading			5th Grade Reading		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	87%	56%	29%	83%	53%	24%	96%	49%	33%
Male	87%	62%	27%	79%	48%	21%	95%	54%	41%
Female	88%	50%	31%	79%	45%	30%	97%	44%	25%
Hispanic	86%	60%	30%	81%	47%	20%	100%	50%	33%
White	88%	54%	35%	84%	63%	28%	91%	41%	32%
Eco Dis	87%	61%	22%	72%	31%	9%	98%	51%	32%
SpEd	50%	38%	13%	33%	11%	0%	57%	0%	0%
LEP	74%	39%	13%	70%	30%	19%	100%	55%	35%
GT	100%	100%	86%	100%	88%	88%	100%	100%	100%

The following table shows a cohort comparison for the 2018 - 2019 4th and 5th graders.

2018-2019 5 th Grade Reading STAAR			2018-2019 4 th Grade Reading STAAR		
2017 3 rd Grade STAAR Reading	2018 4 th Grade STAAR Reading	2019 5 th Grade STAAR Reading	2018 3 rd Grade STAAR Reading	2019 4 th Grade STAAR Reading	
86%	75%	96%	91%	83%	

The following table shows a grade level comparison from 2016 - 2019.

	STAAR Reading			
	2016	2017	2018	2019
3rd Grade	83%	86%	91%	87%
4th Grade	89%	83%	75%	83%
5th Grade	95%	93%	93%	96%

An analysis of scores for each student group at each grade level in READING revealed the following:

- The Special Education (SpEd) scores show the greatest variance of all student groups in all grade levels, followed by the 3rd and 4th grade LEP students.
- Our Economically Disadvantaged (ECD) scores in 4th grade show a significant variance. However, the variance for this student group is not apparent in 3rd and 4th grade.
- Our Gifted and Talented (GT) students are consistently performing at 85% or higher in the area of Masters Academic Expectations.

The most significant findings during the analysis of all reading academic achievement data is the drop in 4th grade scores when looking at cohort comparisons.

The following table shows HRE's 2018 - 2019 Math STAAR Scores for 3rd - 5th grade.

	3rd Grade Math			4th Grade Math			5th Grade Math		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	83%	39%	14%	84%	49%	24%	99%	65%	42%
Male	87%	44%	13%	82%	44%	25%	100%	76%	49%
Female	79%	33%	14%	87%	54%	22%	97%	53%	34%
Hispanic	82%	42%	16%	83%	47%	20%	100%	63%	38%
White	81%	35%	15%	88%	50%	25%	95%	68%	45%
Eco Dis	70%	35%	9%	78%	34%	13%	98%	56%	32%
SpEd	50%	13%	13%	11%	0%	0%	100%	57%	14%
LEP	74%	30%	9%	78%	44%	19%	100%	55%	30%
GT	100%	100%	86%	100%	100%	88%	100%	100%	100%

The following table shows a cohort comparison for the 2018 - 2019 4th and 5th graders.

2018-2019 5 th Grade Math STAAR			2018-2019 4 th Grade Math STAAR	
2017 3 rd Grade STAAR Math	2018 4 th Grade STAAR Math	2019 5 th Grade STAAR Math	2018 3 rd Grade STAAR Math	2019 4 th Grade STAAR Math
80%	86%	99%	81%	84%

The following table shows a grade level comparison from 2016 - 2019.

	STAAR Math			
	2016	2017	2018	2019

	STAAR Math			
3 rd Grade	83%	80%	81%	83%
4 th Grade	92%	84%	86%	84%
5 th Grade	98%	94%	98%	99%

An analysis of scores for each student group at each grade level in MATH revealed the following:

- The Special Education (SpEd) scores show the greatest variance of all student groups in 3rd and 4th grade when looking at all three areas (Approaches, Meets and Masters). However, while still showing the greatest variance, the percentage of students in this student group performing at Meets Grade Level is increasing from 3rd (39%) to 4th (49%) to 5th (65%).
- When looking at 5th grade Meets Academic Expectations, there is a significant variance between males (76%) and females (53%).
- Our Gifted and Talented (GT) students are consistently performing at 86% to 100% in Masters Academic Expectations.
- All students are making consistent growth in the area of Approaches Academic Expectations according to the cohort comparison (same students 3rd to 4th to 5th)

The most significant finding during the analysis of all math academic achievement data is the increase in the percentage of students performing at the Masters Level from 3rd (14%) to 4th (24%) to 5th grade. (42%).

The following tables shows HRE's 2018-2019 4th Grade Writing and 5th Grade Science STAAR Scores and a grade level comparison from 2016 to 2019

	4th Grade Writing			5th Grade Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	73%	31%	5%	83%	50%	27%
Male	65%	21%	4%	83%	54%	20%
Female	80%	40%	5%	90%	58%	33%
Hispanic	70%	31%	2%	83%	55%	21%
White	79%	33%	9%	88%	53%	32%
Eco Dis	53%	6%	0%	81%	45%	24%
SpEd	50%	0%	0%	14%	0%	0%
LEP	63%	22%	0%	67%	29%	14%
GT	100%	78%	33%	100%	88%	63%

	STAAR Writing			
	2016	2017	2018	2019
4th Grade	78%	67%	71%	73%

	STAAR Science			
	2016	2017	2018	2019
5th Grade	90%	73%	86%	83%

An analysis of scores for each student group for 4th Grade Writing revealed the following:

- When looking at Meets Academic Expectations, there is a significant variance between males (21%) and females (40%).
- When looking at all student groups, the percentage of students performing at Meets Academic Expectations is significantly lower than the other subject areas.
- 100% of our Gifted and Talented (GT) students are performing at Approaches Academic Expectations while 78% Meet Academic Expectations, but only 33% Master Academic Expectations.

An analysis of scores for each student group for 5th Grade Science revealed the following:

- The Special Education (SpEd) scores show the greatest variance of all student groups in all grade levels, with only 14% Approaching Academic Expectations.
- A variance is also apparent when examining the LEP students who Meet Academic Expectations, with only 29% Meeting Academic Expectations.
- 100% of our Gifted and Talented (GT) students are performing at Approaches Academic Expectations while 88% Meet Academic Expectations, but only 63% Master Academic Expectations.

The following tables shows HRE's 2018-2019 EOY BAS scores (K – 2nd).

	Kindergarten 18 - 19 EOY BAS			1st Grade 18-19 EOY BAS			2nd Grade 18-19 EOY BAS		
	Below	On	Above	Below	On	Above	Below	On	Above
All Students	23.81%	36.51%	39.68%	51.67%	18.33%	30%	44.29%	20%	35.71%

Understanding that the BAS was a new assessment in the 2018 - 2019 school year, the analysis of scores for all students reveals the following:

- The percentage of students in each category (Below, On and Above Grade Level Expectations) in kindergarten are evenly distributed while the percentage of students performing Below Grade Level Expectations rises significantly in 1st and 2nd grade.

Student Academic Achievement Strengths

Student Academic Achievement Needs

- According to our STAAR data, the Special Education and EL student populations are performing below the All Student group in Meets Academic Expectations in 3rd and 4th Grade Reading.
- According to our STAAR data, when looking at cohort groups, there is a significant drop in the 4th grade Reading performance in all areas (Approaches, Meets and Masters).
- According to our BAS data, between 44% and 52% of our students are performing below grade level.
- According to our 5th Grade STAAR Math data, there is a significant variance between the percentage of female students Meeting Academic Expectations (53%) in comparison to male students Meeting Academic Expectations (76%).
- According to our 4th Grade STAAR Writing data, there is a significant variance between the percentage of male students Meeting Academic Expectations (21%) in comparison to female students Meeting Academic Expectations (40%).
- According to our 5th grade STAAR data, the Special Education and EL student populations are performing below the All Student group in Meets Academic Expectations in Science.

Student Academic Achievement Strengths

Heritage Elementary has a population of hard working and high achieving staff and students. The campus has many different academic strengths including:

- Our campus is in the top quartile in our comparison group in Comparative Closing the Gap - indicating that our lowest-performing student groups are receiving focused interventions.
- With the exception of our SpEd student group (both Math and Reading) and our Female student group in Reading, 30% or more of our 5th grades students are performing at Masters Grade Level Expectations in both reading and math..
- Our percentage of students that are reaching Meets Grade Level Expectations in Math is consistently increasing from 3rd to 5th grade.
- Our classroom teachers consistently implement daily, small group interventions through a specific intervention schedule with targeted intervention strategies.
- Additional targeted instruction is provided by our reading and math interventionist as well as our reading and math tutors.
- Using previous data (MAP, Benchmarks and STAAR) our students are able to analyze their strengths and areas of concern and set goals that align to their areas of concerns.

School Processes & Programs

School Processes & Programs Summary

Although, Heritage Elementary has had a low teacher turnover rate over the last three years, we are dedicated to hiring highly qualified staff members. We had the opportunity to reassign highly qualified teachers into areas of great need, as well as hire effective paraprofessional staff members to help support our SpEd population.

As a staff, we are dedicated to our vision of fostering lifelong learning for all. Because of this, we provide many individualized professional development opportunities throughout the school year for all staff members to expand their knowledge in a variety of ways. These opportunities included curriculum and instruction, technology, classroom management, social and emotional growth for students and staff as well as a variety of motivational strategies to use on a daily basis in the classroom. During the 2018-19 school year, the staff read a variety of positive, uplifting, educational books to foster new innovative, successful, motivating ideas to help in the classroom. These opportunities align with individual TTESS goals and evaluations through Power Walk observations and checkpoint reflections. We, as a campus, will continue to utilize book studies and professional development opportunities to enhance our instruction and provide students with the quest for lifelong learning.

The staff at the Heritage campus is focused on student academic achievement. The administrators, faculty, and staff are strongly committed to ensure the academic success of all students. Heritage has many processes in place to ensure that daily demands do not overshadow focus on student improvement. The processes included are Hawk Time, before and after hours tutoring, academic clubs, data analysis, Checkpoints, MAP testing, Benchmarks, and PLC meetings.

Heritage Elementary does have a school improvement calendar in place allowing the campus to use formative assessments to make mid-course adjustments. The campus uses the Checkpoint calendar to monitor student achievement that is skill specific. Heritage also follows a calendar for PLC meetings, which occur monthly and provide valuable opportunities for student data discussions.

In order to meet students' social, physical, emotional, and cognitive needs, HRE hosts a variety of student clubs such as; Robotics, National Honor Society, Broadcast, "Fact Frenzy", Board Games, open Computer Lab, Homework Club, Student Council, "Run/Walk" "Circle Chat", "Vocabulary Club", and Morning Greeters. These clubs promote student camaraderie, develops social skills, and teamwork in an effort to encourage social interaction among the global community.

We also have a variety of programs to increase content knowledge and cognitive strategies such as: a full-time math interventionist and one part-time math interventionist which help tier 3 students build a foundation in math. One full-time reading/dyslexia interventionist, morning tutorials, and hawk time groups; this allows support to our students that are still developing their literacy foundation.

As a school of technology innovation, we seamlessly incorporate 21st century skills of communication, collaboration, and problem solving on a global level. Our school has 1-1 laptops/Ipads for 4th & 5th grade, 1-3 for K-3rd, Flipgrid, Flocabulary, OSMO, Quizziz, Quizzlet, Kahoot, Study Island, Microsoft

Forms and Teams, Study Island, Stemsscopes, See Saw, etc.

We also incorporate a variety of additional strategies in order to meet students' needs at Heritage Elementary. One of these strategies includes flexible seating which gives students opportunities to increase focus and improve mobility, collaborate with their peers, and develop as global communicators. We also provide differentiated enrichment for our GT students focusing on critical and creative thinking. In addition, we offer a wide variety of enrichment opportunities for the entire student population through participation in Genius Hour, Star Base, Astro's choir, Robotics, and UIL. These opportunities benefit our students by allowing them to expand their thinking and apply classroom knowledge in a nontraditional setting. In an effort to provide rigor in core subject the teachers use the textbook adoptions, Kamico Instructional Media, Countdown to STAAR, Motivational Math, Reading and Writing, Fast Focus, The Writing Academy, Lone Star Math and creative instructional practices in their lessons. We also develop and promote good citizenship at HRE by having students participate in Crime Stoppers, NICE—kindness initiative programs in each class, monthly character trait assemblies, soar cards, and positive behavior referrals.

School Processes & Programs Strengths

School Processes and Programs Needs

- Provide resources and professional development to our staff in order to provide consistent and aligned writing instruction in the foundational grade levels.
- Provide resources and professional development to our staff in order increase the level of rigor in our reading instruction.
- Provide consistent and specific interventions to meet the needs of targeted students who are not making the projected academic growth.
- Provide additional training in order to continue to implement innovative technology in an effort to promote an engaging student centered learning environment.

School Processes and Programs Strengths

- Our staff consistently utilizes PLCs to meet and discuss student needs, looking past numerical academic data in order to address the needs of the whole child, thereby helping to increase their overall success in the school environment.
- During the 2018-2019 school year, through individual professional development aligned to personal TTESS goals, our staff continuously sought new techniques to develop their craft thereby embracing our goal to become lifelong learners and enhancing their understanding of how their students feel as learners.
- Through the use of district wide academic checkpoints in 2nd - 5th grade, our teachers are able to reflect on their instructional practices and adjust their delivery of instruction in the areas identified as their deepest holes.
- Through the purchasing of additional student iPads, we are nearing our goal of a one to one student device ratio in all grade levels.
- Heritage Elementary continues to provide a variety of enrichment opportunities focused on developing STEAM and college and career readiness.

Perceptions

Perceptions Summary

According to Heritage Elementary's accountability summary, our attendance percentage for the 2018-2019 was 96.2%, dropping from 96.5% in 2017-2019. This dropped us from the 3rd quartile to the 4th quartile in our comparison group. When examining the attendance data, it is evident that several of our students have chronic absenteeism. This group of students includes several Special Education students who participate in our FOCUS program and are absent due to medical needs. These concerns are addressed throughout the year through a variety of communication formats including attendance letters, parent phone calls, parent conferences and attendance contracts. In addition, the drop in the attendance percentage indicates that, despite multiple incentives, visuals and rewards, attendance is not a priority for many of the families that attend Heritage Elementary.

Heritage Elementary also conducted a year-end review of discipline records. According to the results, our total discipline referrals continue to decline from previous years. We believe this decrease is due in part to our school wide focus on reinforcement of positive behaviors (SOAR cards, Positive Behavior Referrals, etc.) as well as our goal oriented approach to both instruction and behavior.

According to our Heritage Elementary End of Year Campus Based Needs Assessment, our campus is viewed by most faculty, staff and students as a kind & caring learning environment that is focused on meeting the individual needs (socially, emotionally and academically) of all of our students. The majority of our faculty feels supported by the administration team in a variety of areas including: classroom discipline, instructional feedback and encouragement of innovative learning. As a result of this support, Heritage has had a very low teacher turnover over the last 2 school years.

Heritage Elementary utilizes a variety of formats to communicate information and events with our school community, including emails, monthly newsletters, school wide call outs and text messaging using the Remind App, surveys, and school/classroom websites. During the school year, parent/community involvement activities include: Meet the Teacher night, Open House, Parent Conferences, Trunk or Treat, Donuts with Dudes, Family Reading/Math nights, Supper with Santa, Veteran's Day performance, Family Fitness Night, Bingo Night, Danish with Divas, Enrichment Showcase, and Awards Ceremonies. Many of our events would not be possible without the support of our active Parent Teacher Association (PTA).

In addition, our school has several community programs that promote healthy student and family relationship, including Backpack Buddies by Houston Food Bank and Community Partners and Stranger Danger and Bullying with Officer Stanley. We also have an established mentor program which utilizes mentors from within the school staff and the community to build relationships with individual students with specific social, emotional and/or academic needs. In addition, in order to create a safe learning environment for our students, we followed the Standard Response Protocols, conducting consistent drills to practice our safety plan. Officer Stanley along with several of our School Resource Officers also helped to promote safety by visiting the campus and conducting safety walk throughs.

Perceptions Strengths

Heritage Elementary celebrates the following strengths:

- Our end of year Student Survey reports that 93% of all students surveyed feel cared for by their teachers and know what do do when they see someone being mistreated.
- Our end of year Parent Survey reports that 90% of all parents surveyed feel welcomed by the school administration, teachers and office staff.
- Our end of year Teacher Survey indicates that all staff members feel supported by their school and district leaders.
- Our discipline data and student survey confirms that our mentoring program and proactive behavior practices are having a positive impact on student behavior.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Other Prekindergarten and Kindergarten assessment data

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

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 1: Increase the performance of all students and student groups on all STAAR assessments in grades 3-5 to 90% at Approaches Grade Level, 70% at Meets Grade Level, and 40% at Masters Grade Level.

Evaluation Data Source(s) 1: 2018-2019 STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Ongoing analysis of a wide variety of student data (Checkpoints, previous STAAR/TELPAS data, Benchmarks, BAS, classroom assessment, MAP, etc.) individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS.	2.4, 2.5, 2.6	3rd - 5th Grade Teachers, Interventionists (Math and Reading), Principal, Assistant Principal	Through an indepth analysis of student performance data, we will see an improvement in instruction which will result in an increase in student achievement and academic growth
2) Conduct monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Interventionist Teachers	Through successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth.
3) Provide specific Tier 1, Tier 2 and Tier 3 instruction for targeted students through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.	2.4, 2.5, 2.6	Principal Assistant Principal Interventionist Teachers Tutors	By providing Tiered Instruction and Enrichment we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on EOY assessments.
Funding Sources: 263 Title III, LEP - 10296.00, 211 Title I, Part A - 54450.00			
4) Provide professional development opportunities for teachers that are aligned to student and staff needs in order to develop innovative strategies to assist in all core subject areas.	2.4, 2.5, 2.6	Principal Assistant Principal Principal's Secretary Teachers	Through the use of quality, individualized professional development, we will see an increase in the quality of instruction and rigor which will result in an increase in student achievement and academic growth.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 2: Increase the performance of all students and student groups on BAS in grades K-2 so that 85% are performing at or above grade level according to district criteria.

Evaluation Data Source(s) 2: BAS Results (BOY and EOY)
Running Records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Utilize the Fountas and Pinnell Literacy Continuum, Jennifer Serravallo's Reading Strategies Book and Writing Strategies Book along with additional resources to provide aligned reading and writing instruction from Kinder to 2nd grade.	2.4, 2.5, 2.6	Principal Asst. Principal Reading Interventionist Teachers	By aligning our reading and writing instruction in the primary grades, students will make or exceed expected academic growth on the EOY BAS. There will also be a positive impact on future STAAR Reading and Writing Scores.
Funding Sources: 211 Title I, Part A - 726.00			
2) Conduct monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their growth.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Interventionist Teachers	Through successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth on the EOY BAS.
3) Provide specific Tier 1, Tier 2 and Tier 3 reading instruction for targeted students through small group/tutoring/intervention/enrichment in Kinder - 2nd grade before, during and/or after school.	2.4, 2.5, 2.6	Principal Asst. Principal Reading Interventionist Teachers	By providing specific Tiered Instruction and Enrichment we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on EOY assessments.
Funding Sources: 211 Title I, Part A - 0.00, 263 Title III, LEP - 0.00			
4) Provide professional development opportunities for teachers specifically in the areas of guided reading/writing as it pertains to instruction and the Benchmark Assessment System.	2.4, 2.5, 2.6	Reading Interventionist Master Reading and Writing Teachers	Through the use of quality, individualized professional development in the areas of guided reading/writing, students will make or exceed expected academic growth on the EOY BAS.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 3: Increase the performance of all students and student subgroups in grades K - 5 on MAP Reading and Math by 10%.

Evaluation Data Source(s) 3: 2018-2019 MAP Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide professional development opportunities for teachers specifically aligned to developing individualized instruction based on the skills define by the MAP reports.	2.4, 2.5, 2.6	Teachers Principal Assistant Principal	Through the use of quality professional development on developing individualized instruction based on the skills defined by the MAP Reports, students will make growth from Fall to Spring on both the Reading and Math MAP.
2) Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.	2.4, 2.5, 2.6	Teachers Interventionists	By utilizing the skills outlined by the individual MAP student growth reports, students will make growth from Fall to Spring on both the Reading and Math MAP.
3) 3) Utilize the individual MAP student growth report and the goal setting template to assist students in setting personal goals related to MAP growth and developing strategies to assist in reaching their goals.	2.4, 2.5, 2.6	Teachers Students	By utilizing individual student MAP goals and designing goal specific strategies, students will increase their ownership and accountability of their MAP performance, thus resulting in an increase in performance from Fall to Spring on both the Reading and Math MAP.

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 1: Teachers will appropriately apply our campus crisis management procedures in order to facilitate a safe and secure learning/working environment that is conducive to student success.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Training for staff on the Campus Crisis Management Procedures and SRP (Safety Response Protocol), including the initial training as well as periodic updates.	2.5, 2.6	Principal Asst. Principal	100% of staff will be trained and all staff/students will remain safe while in the school environment.
2) Conduct monthly Evacuation Drills (Fire/Hold) and additional quarterly safety drills (ie: Lockout, Lockdown, and Shelter in Place). We will debrief after each drill in an effort to improve our procedures. Quarterly safety drills are in compliance with the Childcare Minimum Standards for the LPISD Early Childhood Center.	2.5, 2.6	All School Staff	Our staff will be better prepared to deal with an emergency situation.

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 2: Create and maintain a positive campus climate that promotes lifelong learning among our student and staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide student anti-bullying lessons, peer mediation, and character education guidance lessons.	2.5, 2.6	Counselor	To decrease discipline referrals, bullying, peer conflict, and to improve social skills.
2) Promote positive character traits and productive work habits in both staff and students through the implementation of a variety of recognition including: Positive Behavior Referrals, Soar Cards, Boast Board, Goal Recognition, etc.	2.5, 2.6	Principal Asst. Principal Teachers	Through the use of positive recognition for both staff and students we will create and maintain a culture of learning and kindness among students and staff.
3) Reward perfect attendance through a variety of incentives.	2.5, 2.6, 3.1	Principal Asst. Principal Attendance Clerk Teachers	By rewarding attendance we will increase our overall yearly attendance percentage.
Funding Sources: 211 Title I, Part A - 0.00			

Goal 3: Attract, develop and retain excellent staff

Performance Objective 1: Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide opportunities for staff to participate in individualized Book Studies geared towards understanding emotional poverty, increasing student engagement, providing a student centered learning environment and increasing innovative learning strategies.	2.4, 2.5, 2.6	Principal Assistant Principal All Staff	Through the use of individualized book studies, staff will develop and strengthen their understanding of how to help student from emotional poverty and create a student centered learning environment, thus increasing students engagement, their desire to attend school and their academic performance.
Funding Sources: 211 Title I, Part A - 1000.00			
2) Through comprehensive analysis of student data (both objective and subjective), we will conduct an ongoing needs assessment and provide connected staff development, though book studies, Twitter, PLCs, vertical team meetings and staff meetings to address our needs and promote a learning environment.	2.4, 2.5, 2.6	Principal Assistant Principal Interventionists Teachers	A climate of collaborative learning will increase teacher effectiveness, promote teacher retention and have a positive impact on student performance.
3) Throughout the school year, we will celebrate the success of staff members (individually and teams) using a variety of different strategies (ie: Boast Board, Game Changer Awards, Monopoly Money, Monthly Teacher Appreciation).		Principal Assistant Principal All Staff	By celebrating the success of our staff, we will boost morale school wide. This will increase the motivation and productivity of our staff which will have a positive impact on student performance.

Goal 4: Promote family engagement and active involvement of the community in the education of our students

Performance Objective 1: Offer engaging family nights and school events (both day and night) to increase parental involvement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Host a variety of Family Nights/Events, including: Meet the Teacher Title 1 Mtg./Open House Award ceremonies Student of the Month Music programs Dad Event Mom Event Field Day HRE Football Night @ LPHS Go Run for Fun Family Literacy Night Family Math Night Family Fitness Night Technology Night Parent conferences GT Showcase College/Career Day Watch Dogs Program	3.1, 3.2	Principal, Assistant Principal, All Staff	By providing a variety of events throughout the school year, both day and night, we will increase parent involvement in their child's education, thus promoting a strong home/school connection.
2) Encourage parental involvement through PTA opportunities and a variety of PTA sponsored events, including: Spring/Fall Fundraisers Monthly PTA Meetings Spirit Nights Bingo Night Supper with Santa	3.1, 3.2		By providing a variety of opportunities for parent involvement in PTA and PTA sponsored events, we will increase parent involvement in their child's education, thus promoting a strong home/school connection.

Goal 4: Promote family engagement and active involvement of the community in the education of our students

Performance Objective 2: Utilize a variety of different communication tools to improve the home/school connection

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Utilize a variety of technology tools tools, such as: emails, Remind, School Messenger call outs, Class DoJo, SeeSaw, and school and class websites to communicate a variety of information to parents	3.1, 3.2	Principal, Assistant Principal, Secretary, Teachers	By utilizing a variety of technology communication tools, we will improve parent communication, thus promoting a strong home/school connection.

Goal 5: Ensure and demonstrate efficient and effective use of district resources

Performance Objective 1: Increase the integration of technology by providing students more opportunities to use technology to enhance their own learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide professional development in technology applications that provide teachers a more creative/student driven way to use technology in the classroom.	2.4, 2.5, 2.6	Teachers Principal Assistant Principal Instructional Technologists	Students will use innovative technology applications to enhance their learning, thereby increasing student performance.
Funding Sources: 211 Title I, Part A - 0.00			

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Refer to the 2019-2020 Heritage Elementary CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2018 - 2019 Heritage Campus Performance Objective Committee (CPOC) members.

2.2: Regular monitoring and revision

The Campus Performance Objective Committee (CPOC) will meet a minimum of 4 times a year to monitor the CIP. If needed, revision can be made in order to meet the changing needs of the campus.

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

The CIP will be posted on the LPISD website. It will also be available to all stakeholders at the Heritage Elementary office.

2.4: Opportunities for all children to meet State standards

- Analyze all checkpoints, individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS.
- Conduct monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress.
- Provide Tier 1, Tier 2 and Tier 3 instruction through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.
- Provide professional development opportunities for teachers to develop innovative strategies to assist in all core subject areas.
- Utilize the Fountas and Pinnell Literacy Continuum and additional resources to provide aligned reading and writing instruction from Kinder to 2nd grade.
- Provide Tier 1, Tier 2 and Tier 3 reading instruction through small group tutoring/intervention/enrichment for students in Kinder - 2nd grade before, during and/or after school.
- Provide professional development opportunities for teachers specifically in the areas of guided reading/writing as it pertains to instruction and the Benchmark Assessment System.
- Provide professional development opportunities for teachers specifically aligned to reading and understanding the MAP student growth report and developing individualized instruction based on the skills define by the MAP reports.
- Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.
- Provide opportunities for staff to participate in individualized Book Studies geared towards increasing student engagement, providing a student centered learning environment and increasing innovative learning strategies.
- Provide ongoing staff development, PLC meetings, and vertical team meetings to enhance curriculum and to provide opportunities for professional growth.
- Through a schoolwide system, teachers will utilize informal observation of their peers as a source of professional development, focusing on implementing innovative learning strategies.
- Provide professional development in technology applications that provide teachers a more creative/student driven way to use technology in the classroom.

2.5: Increased learning time and well-rounded education

- Analyze all checkpoints, individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS.
- Conduct monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress.
- Provide Tier 1, Tier 2 and Tier 3 instruction through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.
- Provide professional development opportunities for teachers to develop innovative strategies to assist in all core subject areas.
Utilize the Fountas and Pinnell Literacy Continuum and additional resources to provide aligned reading and writing instruction from Kinder to 2nd

grade.

- Provide Tier 1, Tier 2 and Tier 3 reading instruction through small group tutoring/intervention/enrichment for students in Kinder - 2nd grade before, during and/or after school.
- Provide professional development opportunities for teachers specifically in the areas of guided reading/writing as it pertains to instruction and the Benchmark Assessment System.
- Provide professional development opportunities for teachers specifically aligned to reading and understanding the MAP student growth report and developing individualized instruction based on the skills define by the MAP reports.
- Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.
- Provide opportunities for staff to participate in individualized Book Studies geared towards increasing student engagement, providing a student centered learning environment and increasing innovative learning strategies.
- Provide ongoing staff development, PLC meetings, and vertical team meetings to enhance curriculum and to provide opportunities for professional growth.
- Through a schoolwide system, teachers will utilize informal observation of their peers as a source of professional development, focusing on implementing innovative learning strategies.
- Provide professional development in technology applications that provide teachers a more creative/student driven way to use technology in the classroom.

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

- Analyze all checkpoints, individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS.
- Conduct monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their progress.
- Provide Tier 1, Tier 2 and Tier 3 instruction through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.
- Provide professional development opportunities for teachers to develop innovative strategies to assist in all core subject areas.
- Utilize the Fountas and Pinnell Literacy Continuum and additional resources to provide aligned reading and writing instruction from Kinder to 2nd grade.
- Provide Tier 1, Tier 2 and Tier 3 reading instruction through small group tutoring/intervention/enrichment for students in Kinder - 2nd grade before, during and/or after school.
- Provide professional development opportunities for teachers specifically in the areas of guided reading/writing as it pertains to instruction and the Benchmark Assessment System.
- Provide professional development opportunities for teachers specifically aligned to reading and understanding the MAP student growth report and developing individualized instruction based on the skills define by the MAP reports.
Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group

instruction.

- Provide opportunities for staff to participate in individualized Book Studies geared towards increasing student engagement, providing a student centered learning environment and increasing innovative learning strategies.
- Provide ongoing staff development, PLC meetings, and vertical team meetings to enhance curriculum and to provide opportunities for professional growth.
- Through a schoolwide system, teachers will utilize informal observation of their peers as a source of professional development, focusing on implementing innovative learning strategies.
- Provide professional development in technology applications that provide teachers a more creative/student driven way to use technology in the classroom.
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ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- Host a variety of Family Nights/Events, including: Meet the Teacher Title 1 Mtg./Open House Award ceremonies Student of the Month Music programs Dad Event Mom Event Field Day HRE Football Night @ LPHS Go Run for Fun Family Literacy Night Family Math Night Family Fitness Night Technology Night Parent conferences GT Showcase College/Career Day
- Encourage parental involvement through PTA opportunities and a variety of PTA sponsored events, including: Monthly PTA Meetings Spirit Nights Trunk or Treat Supper with Santa Spring Fling
- Utilize a variety technology tools tools, such as: emails, Remind, School Messenger call outs, SeeSaw and the school website to communicate a variety of information to parents

3.2: Offer flexible number of parent involvement meetings

- Host a variety of Family Nights/Events, including: Meet the Teacher Title 1 Mtg./Open House Award ceremonies Student of the Month Music programs Dad Event Mom Event Field Day HRE Football Night @ LPHS Go Run for Fun Family Literacy Night Family Math Night Family Fitness Night Technology Night Parent conferences GT Showcase College/Career Day
- Encourage parental involvement through PTA opportunities and a variety of PTA sponsored events, including: Monthly PTA Meetings Spirit Nights Trunk or Treat Supper with Santa Spring Fling
- Utilize a variety technology tools tools, such as: emails, Remind, School Messenger call outs, SeeSaw and the school website to communicate a variety of information to parents

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Sosa Garza	Interventionist	Title I	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Extra Duty Pay	2110-11-00-102-30-015-6112	\$10,268.00
1	1	3	Extra Duty Pay	2110-11-00-102-30-015-6118	\$10,000.00
1	1	3	Staff Wages	2110-11-00-102-30-015-6119	\$34,182.00
1	1	3	Transportation	2110-11-00-102-30-015-6494	\$0.00
1	2	1	Central Printing	2110-61-00-102-30-105-6398	\$230.00
1	2	1	General Supplies	2110-61-00-102-30-105-6399	\$196.00
1	2	1	Miscellaneous	2110-61-00-102-30-105-6499	\$300.00
1	2	3	Extra Duty Pay	2110-11-00-102-30-015-6112	\$0.00
1	2	3	Extra Duty Pay	2110-11-00-102-30-015-6118	\$0.00
1	2	3	Staff Wages	2630-11-00-102-25-105-6119	\$0.00
2	2	3	Class Rewards	2110-61-00-102-30-105-6499	\$0.00
3	1	1	Emotional Poverty Professional Development		\$1,000.00
4	1	1	Snacks for Parent Involvement Events	2110-61-00-102-30-105-6499	\$0.00
4	1	1	Fines for Watch Dogs Program	2110-61-00-102-30-015-6399	\$500.00
5	1	1	Technology Application	2110-61-00-192-30-105-6399	\$0.00
Sub-Total					\$56,676.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Staff Extra Duty Pay	2630-11-00-102-25-015 6112	\$7,896.00
1	1	3	Staff Extra Duty Pay	2630-11-00-102-25-015 6118	\$2,400.00
1	1	3	Transportation	2630-11-00-102-25-015 6494	\$0.00

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Extra Duty Pay	2630-11-00-102-25-105-6112	\$0.00
1	2	3	Extra Duty Pay	2630-11-00-102-25-105-6118	\$0.00
Sub-Total					\$10,296.00
Grand Total					\$66,972.00