

# La Porte Independent School District

## Heritage Elementary

### 2023-2024 Improvement Plan



# Mission Statement

At Heritage Elementary, we have made the following commitments to our families:

Be Kind and Respectful Always

Build Positive Relationships

Set High Expectations for All

Accept No Excuses

Create an Engaging, Student-Centered Learning Environment

Focus on Individual Growth

Encourage Creativity and Innovation

Promote Good Citizenship

Communicate Clearly and Effectively

Welcome ALL Stakeholders

Work Together Collaboratively

Show Grace and Compassion

## Vision

Heritage Elementary will

develop well rounded, confident and responsible individuals

who aspire to achieve their personal best!

**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

# Table of Contents

- Comprehensive Needs Assessment 5
  - Demographics 5
  - Student Learning 7
  - School Processes & Programs 17
  - Perceptions 20
- Comprehensive Needs Assessment Data Documentation 22
- Goals 24
  - Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities 25
  - Goal 2: Provide a safe, secure and disciplined learning environment 33
  - Goal 3: Attract, develop and retain excellent staff 38
  - Goal 4: Promote family engagement and active involvement of the community in the education of our students 39
  - Goal 5: Ensure and demonstrate efficient and effective use of district resources 43
- Title I Personnel 45
- Campus Funding Summary 46

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Heritage Elementary is one of seven elementary schools in the La Porte Independent School District. At the conclusion of the 2022 – 2023 school year (as of May 9, 2023), our enrollment was comprised of 595 Kindergarten through Fifth Grade students, which included 3 Monolingual and 2 Bilingual classes on each grade level as well as 2 FOCUS (Focus on Communication and Understanding of Skills) classrooms. Our Kindergarten through 2nd grade classrooms were self-contained, while our 3rd through 5th grade classrooms were departmentalized.

Our enrollment for the 2023 – 2024 school year has increased, with a current enrollment of 620 Kindergarten through Fifth Grade Students, which still includes 5 classes on each grade level, 3 Monolingual and 2 Bilingual classrooms, and 1 combined FOCUS classroom. Kindergarten through 2nd grade classes remain self-contained, while 3rd grade Bilingual, and all 4th and 5th grade classes remain departmentalized. Our three 3rd grade Monolingual classrooms moved to self-contained this year due to large class sizes.

Heritage Elementary is also home to the LPISD Early Childhood Center which provides high quality childcare for between 80 to 100 children and grandchildren (ages 6 weeks – 5 years) of LPISD employees and families who reside in LPISD’s attendance zone.

For the 2023 – 2024 school year, Heritage Elementary has a dedicated and highly qualified team composed of 42 professional staff members, including 30 classroom teachers, 2 Resource teachers (an increase by 1 from last year), 1 FOCUS teacher (facilitating instruction for 2 FOCUS classrooms), 3 interventionists, 1 Fine Arts specialist, 1 PE teacher, 1 counselor, 1 nurse and 2 campus administrators. The years of experience of our professional staff ranges from 2 to 38 years. Eighteen staff have 10 or less years of experience and 18 staff have greater than 10 years of experience. In addition to our professional staff, Heritage Elementary employees an additional 17 staff members in a paraprofessional role, including our registrar and the principal’s secretary. This includes two additional paraprofessional to assist with the instruction designed by the FOCUS teacher. The majority of our paraprofessional staff have between 1 – 10 years of experience.

Heritage Elementary serves a diverse and evolving community, including a large number of families whose primary language is Spanish. The majority of our students are from dual income homes with a wide variety of occupations. Due to the fact that Heritage Elementary is home to LPISD’s Bilingual program, many of our Bilingual students live outside of our attendance zone.

The last published mobility and attendance rates for Heritage Elementary were from the 2020-2021 school year. Heritage Elementary’s mobility rate was 16.1% which was above the district rate of 15.1% and the state rate of 13.6%. This is a significant increase from the 2019 – 2021 mobility rate of 7.9%. Heritage Elementary’s attendance rate was 95% which is comparable to the state, but slightly above the district at 92.4%.

In the 2022 – 2023 school year, Heritage Elementary’s economically disadvantaged rate of 71% continued to meet the qualification as a Title 1 campus. The economically disadvantaged rate of Heritage Elementary continues to increase in each reported year from 51.9% in 2020 – 2021 to 69% in 2021 – 2022 to 71% in the 2022 – 2023. Our current percentage of economically disadvantaged students for the 2023 – 2024 remains similar to the previous year at 70%.

The following table shows the Ethnic/Race distribution of students and staff and the student group distribution among students.

	STUDENTS			STAFF (Pro./Para)	
	21-22 (Sept. BR)	22-23 (Sept. BR)	23-24 (Sept. BR)	22-23 (Pro./Para)	23-24 (Pro./Para)
<b>Total Enrollment</b>	506	549	622	43/15	42/17
<b>Ethnicity/Race</b>					
Hispanic	68% (346)	72% (394)	74% (458)	44%/56%	50%/56%
Non-Hispanic	32% (160)	28% (155)	26% (164)	60%/33%	50%/33%
White	66% (335)	83% (456)	88% (550)	95%/93%	93%/93%
African American	5% (25)	5% (27)	5% (30)	2%/7%	2%/7%
American Indian	9% (46)	8% (46)	7% (46)	0	2%/0
Asian	2% (8)	2% (8)	4% (25)	2%/0	2%/0
Pacific Islander	2% (11)	3% (15)	3% (19)	0	0
<b>Student Groups</b>					
English Learners	27% (136)	33% (180)	37% (230)		
Eco Dis	51% (256)	72% (392)	68% (426)		
Special Education	12% (60)	15% (80)	16% (100)		
Section 504	NA	NA	NA		
Gifted and Talented	6% (32)	6% (33)	7% (42)		
At Risk	NA	NA	NA		

Due to the potential of a student having multiple races; the race columns may not sum to the values in the total columns.

The following tables show the levels of education and certification for our 2023 – 2024 professional staff.

Degrees	Count	Percentage
<b>Bachelor's Degree</b>	42	100%
<b>Master's Degree</b>	13	31%
<b>Certifications</b>		
<b>BIL</b>	14	33%
<b>ESL</b>	20	48%
<b>GT</b>	1	2%
<b>LPISD GT 30 Hours</b>	38	90%

### **Demographics Needs:**

- Language support for Emergent Bilinguals and their families
- Bilingual or ESL Certification and LPISD GT 30 Hour Certification for ALL teachers of record
  - Disparity between student and staff demographics

### **Demographics Strengths**

- Diverse student population allows for multiple opportunities to focus on cultural diversity
- Highly trained teachers
  - Over 30% of our professional population have a Master's Degree
- Bilingual and ESL certified teachers on every grade level (goal is 100%)
- Stable staff with low turnover
- Increase in staff to support our students needing Special Education support with the addition of a 2nd Resource teacher (for the 2023 - 2024 school year)

# Student Learning

## Student Learning Summary

According to TEA, Heritage Elementary met TEA standards, receiving an ‘A’ in the Texas Education Agency ‘s 2022 accountability ratings. The overall rating, which was scored 94 out of 100, is based on Student Achievement, School Progress and Closing the Gaps (Academic Success) among various racial, ethnic and socioeconomic groups. Distinctions are earned for achievement and are based on performance relative to other campuses across Texas with similar type, size, grade span and student demographics. Heritage Elementary earned distinction designations in the follow areas: Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness and Comparative Closing the Gaps.

Although TEA has not yet published the accountability ratings for 2023, according to current data projections, Heritage Elementary is expected to receive a “B” rating with a projected 87% in the School Progress Domain.

The following table shows HRE’s STAAR Data from 2021 – 2023 (Eng.), all performance levels, all grades tested.

	2021			2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Subjects	79%	49%	24%	87%	61%	30%	86%	55%	23%
Math (3rd – 5th)	82%	54%	28%	90%	64%	32%	87%	58%	24%
Reading (3rd - 5th)	81%	56%	28%	87%	64%	31%	84%	53%	21%
Science (5th)	76%	36%	14%	71%	41%	23%	89%	54%	22%

The following table shows HRE’s 2023 Math STAAR Data (English and Spanish), by grade, by performance level.

	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Grade Math	77%	42%	18%
3rd Grade Math Sp. (10)	50%	10%	0
4th Grade Math	86%	47%	19%
4th Grade Math Sp. (2)	50%	0	0
5th Grade Math	100%	82%	35%
5th Grade Math Sp. (3)	67%	33%	0%



The following table shows HRE’s 2023 Math STAAR Data (Eng.), by grade, by student group and by performance level.

	3rd Grade Math			4th Grade Math			5th Grade Math		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	77%	42%	18%	86%	47%	19%	100%	82%	35%
Asian	100%	100%	100%	100%	100%	100%	100%	100%	100%
Black/AA	100%	0%	0%	100%	100%	0%	100%	75%	0%
Hispanic	73%	38%	16%	84%	45%	15%	100%	78%	35%
NH/PI	NA	NA	NA	100%	100%	100%	100%	100%	0%
2 or More Races	67%	33%	33%	50%	0%	0%	100%	100%	33%
White	90%	57%	19%	95%	47%	26%	100%	89%	42%
EB	76%	47%	16%	81%	41%	11%	100%	67%	26%
SpEd	50%	11%	6%	40%	0%	0%	100%	25%	0%

The following table shows a comparison of HRE’s 2021 - 2023 Math STAAR Data (Eng.), at approaches grade level or above.

	2021	2022	2023
3rd Grade Math	83%	84%	77%
4th Grade Math	70%	90%	86%
5th Grade Math	80%	96%	100%

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

- Although the overall performance in math showed a decrease in the 2022 – 2023 school year, there continues to be a noticeable increase in students performing at or above the approaches performance when looking at grade level cohorts (i.e.: 3rd to 4th, 84% to 96%, 4th to 5th, 90% to 100%).
- Although math scores are historically lower in 3rd grade, our 3rd grade 2022 – 2023 data shows a significant drop in the percentage of students performing at or above the approach performance level.
- There was a noticeable variance in the Hispanic, 2 or more Races, Emergent Bilingual and SpEd student groups, with those groups performing significantly below the students in the Asian, Black/AA and White student groups.
- With the exception of 5th grade, when looking at student groups, there is a consistent variance within the 2 or More Race and SpEd student groups, each performing below all students.
- When looking at those students achieving at the Meets and Masters Performance Level, there is a significant decrease (> than 5%) in all students, all grade levels from 2021 – 2022 to 2022 – 2023 (a 6% decrease in those students achieving at the Meets Performance Level and an 8% decrease in those students achieving at the Masters Performance Level).

The following table shows HRE's 2023 Reading STAAR Data (English and Spanish), by grade, by performance level.

	<b>Approaches Grade Level Performance</b>	<b>Meets Grade Level Performance</b>	<b>Masters Grade Level Performance</b>
3rd Grade Reading	82%	43%	15%
3rd Grade Reading Sp. (10)	30%	10%	0%
4th Grade Reading	82%	42%	23%
4th Grade Reading Sp. (4)	40%	0%	0%
5th Grade Reading	93%	74%	30%
5th Grade Reading Sp. (4)	50%	0%	0%

The following table shows HRE's 2023 Reading STAAR Data (Eng.), by grade, by student group, by performance level.

	<b>3rd Grade Reading</b>			<b>4th Grade Reading</b>			<b>5th Grade Reading</b>		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	82%	43%	15%	82%	42%	23%	93%	74%	30%
Asian	100%	100%	100%	100%	100%	100%	100%	100%	100%
Black/AA	100%	100%	0%	100%	100%	0%	100%	100%	0%
Hispanic	78%	37%	10%	80%	42%	23%	89%	72%	31%
NH/PI	NA	NA	NA	100%	100%	100%	100%	0%	0%
2 or More Races	100%	33%	0%	50%	0%	0%	100%	100%	67%
White	90%	62%	33%	89%	37%	16%	100%	74%	26%
EB	71%	34%	11%	76%	32%	20%	77%	58%	23%
SpEd	39%	6%	0%	30%	0%	0%	58%	8%	0%

The following table shows a comparison of HRE's 2021 - 2023 Reading STAAR Data (Eng.), at approaches grade level or above.

	<b>2021</b>	<b>2022</b>	<b>2023</b>
3rd Grade Reading	80%	92%	82%
4th Grade Reading	77%	85%	82%
5th Grade Reading	88%	85%	93%

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

- Although the overall performance in reading showed a decrease in the 2022 – 2023 school year (with the exception of 5th grade who had an 8% increase), there were 2 noticeable differences when looking at students performing at or above the approaches performance by grade level cohorts. There was a decrease of 10% from 3rd grade to 4th grade (92% to 82%) and increase from 4th grade to 5th grade (85% to 93%).
- When looking at student groups in all grade levels, there is a consistent variance within the Emergent Bilingual and the SpEd student groups, each performing below all students. 3rd grade also shows a variance when looking at the Hispanic student group and 4th grade shows a variance when looking at the 2 or More Races student group, each performing below all students.
- When looking at those students achieving at the Meets and Masters Performance Level, there is a significant decrease (> than 5%) in all students, all grade levels, from 2021 – 2022 to 2022 – 2023 (an 11% decrease in students achieving at the Meets Performance Level and a 10% decrease in students achieving at the Masters Performance Level).

The following table shows HRE’s 2023 5th Grade Science STAAR Data (English and Spanish), by performance level.

	<b>Approaches Grade Level Performance</b>	<b>Meets Grade Level Performance</b>	<b>Masters Grade Level Performance</b>
5th Grade Science	89%	54%	22%
5th Grade Science Sp. (5)	60%	20%	0%

The following table shows HRE’s 2023 5<sup>th</sup> Grade Science STAAR Data (Eng.), by student group, by performance level.

	<b>5<sup>th</sup> Grade Science</b>		
	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
All Students	89%	54%	22%
Asian	100%	100%	100%
Black/AA	75%	75%	0%
Hispanic	85%	45%	15%
NH/PI	100%	0%	0%
2 or More Races	100%	67%	33%
White	100%	74%	42%
EB	80%	48%	12%
SpEd	67%	8%	8%

The following table shows a comparison of HRE’s 2021 - 2023 Science STAAR Data (Eng.), at approaches grade level or above.

	<b>2021</b>	<b>2022</b>	<b>2023</b>
5th Grade Science	76%	71%	89%

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

- Our science scores showed a significant increase from 2021 – 2022 to 2022 – 2023 at both the Approach and Meets Performance Level with an 18% increase at Approaches Grade Level and a 14% increase at Meets Grade Level. However, the percentage of students performing at the Masters Performance Level remained relatively the same.
- When looking at student groups, a variance shows up within the Black, Emergent Bilingual and SpEd student groups, each performing significantly below all students, with the greatest variance being in the SpEd student group with a discrepancy of 22%.

The following tables shows a comparison of HRE's 2021 - 2023 EOY BAS data (English and Spanish) for Kinder - 2<sup>nd</sup> grade.

	Kindergarten				1 <sup>st</sup> Grade				2 <sup>nd</sup> Grade			
	Does Not Meet (< C)	App. Exp. (C)	Meets Exp. (D/E)	Exceeds Exp. (>E)	Does Not Meet (< I)	App. Exp. (I)	Meets Exp. (J/K)	Exceeds Exp. (>K)	Does Not Meet (< L)	App. Exp. (L)	Meets Exp. (M/N)	Exceeds Exp. (>N)
<b>2021 – 2022 EOY BAS English</b>												
All Students	59%	17%	16%	7%	36%	14%	36%	14%	41%	13%	35%	11%
<b>2022 – 2023 EOY BAS English</b>												
All Students	31%	12%	37%	20%	41%	15%	31%	13%	23%	15%	61%	2%
Emergent BIL	60%	20%	0%	20%	57%	21%	21%	0%	30%	6%	64%	0%
SpEd	100%	0%	0%	0%	64%	7%	29%	0%	44%	33%	22%	0%
<b>2022 – 2023 EOY BAS Spanish</b>												
Emergent BIL	25%	22%	47%	6%	23%	15%	46%	15%	35%	5%	60%	0%
SpEd	50%	17%	33%	0%	100%	0%	0%	0%	75%	0%	25%	0%

An analysis of the EOY BAS data revealed the following:

- When looking within each individual grade level, the number of students performing at or above grade level increased in both Kindergarten and 2nd grade, with 57% and 63% respectively. This is still well below our goal of 85%, but does show progress.
- Even more progress is evident when you examine the percentage of students performing at or above grade level by cohort. Kindergarten to 1st grade showed an increase from 23% to 44% and 1st grade to 2nd grade showed an increase from 50% to 63%.
- The percentage of Emergent Bilingual students who are performing at or above grade level when tested in their home language (Spanish) is commensurate with their Monolingual peers in kindergarten and 2nd grade, with 1st grade actually showing a variance with only 44% of Monolingual students performing at or above grade level compared to 61% of their Emergent Bilingual peers performing at or above grade level.

The following tables shows a comparison of HRE's 2022-2023 MAP data (English - average percentile) from Fall to Spring for each grade level, 1<sup>st</sup> – 5<sup>th</sup> grade, in Reading and Math.

<b>2022-2023 Fall MAP 1<sup>st</sup> Grade Reading</b>	<b>2022-2023 Spring MAP 1<sup>st</sup> Grade Reading</b>		<b>2022-2023 Fall MAP 1<sup>st</sup> Grade Math</b>	<b>2022-2023 Spring MAP 1<sup>st</sup> Grade Math</b>
<b>Percentile</b>	<b>Percentile</b>		<b>Percentile</b>	<b>Percentile</b>
43%ile	41%ile		53%ile	51%ile

<b>2022-2023 Fall MAP 2<sup>nd</sup> Grade Reading</b>	<b>2022-2023 Spring MAP 2<sup>nd</sup> Grade Reading</b>		<b>2022-2023 Fall MAP 2<sup>nd</sup> Grade Math</b>	<b>2022-2023 Spring MAP 2<sup>nd</sup> Grade Math</b>
<b>Percentile</b>	<b>Percentile</b>		<b>Percentile</b>	<b>Percentile</b>
52%ile	54%ile		50%ile	51%ile

<b>2022-2023 Fall MAP 3<sup>rd</sup> Grade Reading</b>	<b>2022-2023 Spring MAP 3<sup>rd</sup> Grade Reading</b>		<b>2022-2023 Fall MAP 3<sup>rd</sup> Grade Math</b>	<b>2022-2023 Spring MAP 3<sup>rd</sup> Grade Math</b>
<b>Percentile</b>	<b>Percentile</b>		<b>Percentile</b>	<b>Percentile</b>
49%ile	55%ile		47%ile	63%ile

<b>2022-2023 Fall MAP 4<sup>th</sup> Grade Reading</b>	<b>2022-2023 Spring MAP 4<sup>th</sup> Grade Reading</b>		<b>2022-2023 Fall MAP 4<sup>th</sup> Grade Math</b>	<b>2022-2023 Spring MAP 4<sup>th</sup> Grade Math</b>
<b>Percentile</b>	<b>Percentile</b>		<b>Percentile</b>	<b>Percentile</b>
59%ile	60%ile		63%ile	64%ile

<b>2022-2023 Fall MAP 5<sup>th</sup> Grade Reading</b>	<b>2022-2023 Spring MAP 5<sup>th</sup> Grade Reading</b>		<b>2022-2023 Fall MAP 5<sup>th</sup> Grade Math</b>	<b>2022-2023 Spring MAP 5<sup>th</sup> Grade Math</b>
<b>Percentile</b>	<b>Percentile</b>		<b>Percentile</b>	<b>Percentile</b>
59%ile	63%ile		64%ile	63%ile

An analysis of the comparison of 2022 – 2023 Fall to Spring MAP data for 1st to 5th Grade (English Reading and Math) reveals the following:

- The average percentile for Spring Map data (every subject and every grade) is at or above the 50th percentile with the exception of 1st grade reading, which was at the 41st percentile. Interestingly, this is the first year 1st grade has participated in MAP Reading.
- For the 2nd consecutive year, the average percentile for all MAP data (every grade, every subject) remains relatively stable (variance of less than 5 percentile points) from Fall to Spring with the exception of 3rd grade which showed a growth of 7 percentile points in reading from fall to spring and a growth of 16 percentile points in math from fall to spring.
- It is also important to note, that it is not uncommon for some of our Emergent Bilingual students, especially in 1st and 2nd grade, to take the MAP test in both English and Spanish in order to gather data specific to language acquisition and language of instruction transition. This practice, although imperative for our Emergent Bilingual students can have a negative impact on the average percentiles of our English Map data.

The following tables shows a comparison of HRE's 2022-2023 MAP data (Spanish - average percentile) from Fall to Spring for each grade level, 1<sup>st</sup> – 5<sup>th</sup> grade, in Reading and Math.

2022-2023 Fall MAP 1 <sup>st</sup> Grade Reading Spanish	2022-2023 Spring MAP 1 <sup>st</sup> Grade Reading Spanish		2022-2023 Fall MAP 1 <sup>st</sup> Grade Math Spanish	2022-2023 Spring MAP 1 <sup>st</sup> Grade Math Spanish
Percentile	Percentile		Percentile	Percentile
64%ile	49%ile		46%ile	38%ile

2022-2023 Fall MAP 2 <sup>nd</sup> Grade Reading Spanish	2022-2023 Spring MAP 2 <sup>nd</sup> Grade Reading Spanish		2022-2023 Fall MAP 2 <sup>nd</sup> Grade Math Spanish	2022-2023 Spring MAP 2 <sup>nd</sup> Grade Math Spanish
Percentile	Percentile		Percentile	Percentile
59%ile	34%ile		34%ile	31%ile

2022-2023 Fall MAP 3 <sup>rd</sup> Grade Reading Spanish	2022-2023 Spring MAP 3 <sup>rd</sup> Grade Reading Spanish		2022-2023 Fall MAP 3 <sup>rd</sup> Grade Math Spanish	2022-2023 Spring MAP 3 <sup>rd</sup> Grade Math Spanish
Percentile	Percentile		Percentile	Percentile
63%ile	43%ile		45%ile	30%ile

2022-2023 Fall MAP 4 <sup>th</sup> Grade Reading Spanish	2022-2023 Spring MAP 4 <sup>th</sup> Grade Reading Spanish		2022-2023 Fall MAP 4 <sup>th</sup> Grade Math Spanish	2022-2023 Spring MAP 4 <sup>th</sup> Grade Math Spanish
Percentile	Percentile		Percentile	Percentile
61%ile	57%ile		47%ile	55%ile

2022-2023 Fall MAP 5 <sup>th</sup> Grade Reading Spanish	2022-2023 Spring MAP 5 <sup>th</sup> Grade Math Spanish		2022-2023 Fall MAP 5 <sup>th</sup> Grade Math Spanish	2022-2023 Spring MAP 5 <sup>th</sup> Grade Math Spanish
Percentile	Percentile		Percentile	Percentile
63%ile	60%ile		52%ile	26%ile

An analysis of the comparison of 2022 – 2023 Fall to Spring MAP data for 1st to 5th Grade (Spanish Reading and Math) reveals the following:

- The average percentile for all Spanish MAP data (every grade, every subject), with the exception of 4th grade Math dropped, often significantly from Fall to Spring with the exception of 3rd grade which showed a growth of 7 percentile points in reading from fall to spring and a growth of 16 percentile points in math from fall to spring.
- It is also important to note, that this drop can be attributed to a decreased number of student testing in Spanish, in every subject, every grade level, as their data shows they are ready to transition to English.

An analysis of the comparison of 2022 – 2023 Fall to Spring MAP data for 1st to 5th Grade (Spanish and English Reading and Math) combined with research on analyzing MAP data from NWEA indicates the following:

- An increase in the performance of all students and student subgroups in grades 1st - 5th on MAP Reading and Math by 10% from Fall to Spring may not be an obtainable goal. Instead, we may want to look at a percentage of students meeting or exceeding their RIT growth measure from Fall to Winter to Spring as set by the MAP assessment.

The following table shows a comparison of the data from HRE's 2021-2023 Texas English Language Proficiency Assessment System (TELPAS) Composite Ratings:

	2021 – 2022 Composite TELPAS Ratings					2022 – 2023 Composite TELPAS Ratings				
	# of EB Sts.	Beg.	Interm.	Ad.	Adv. High	# of EB Sts.	Beg.	Interm.	Ad.	Adv. High
Kindergarten	36	28%	56%	14%	0%	37	51%	32%	8%	8%
1 <sup>st</sup> Grade	29	21%	45%	28%	7%	39	18%	31%	37%	5%
2 <sup>nd</sup> Grade	40	8%	58%	28%	8%	39	5%	49%	38%	8%
3 <sup>rd</sup> Grade	28	0%	29%	50%	21%	49	16%	37%	39%	8%
4 <sup>th</sup> Grade	28	0%	32%	54%	14%	33	6%	24%	52%	18%
5 <sup>th</sup> Grade	24	0%	13%	58%	29%	30	7%	20%	37%	37%

The following table shows HRE's 2<sup>nd</sup> – 5<sup>th</sup> grade Texas English Language Proficiency Assessment System (TELPAS) data, including the number/percentage of students whose rating decreased, remained stable and increased in each areas tested as well as the composite rating when comparing data from 2021-2022 to 2022-2023:

	# of Students Tested	Rating Decreased	Rating Stayed the Same	Rating Increased
Composite	151	18/12%	83/55%	50/33%
Listening	151	24/16%	54/36%	73/48%
Speaking	151	34/23%	65/43%	52/34%
Reading	151	13/9%	78/52%	60/40%
Writing	151	26/18%	90/60%	35/23%

An analysis of the comparison of 2022 – 2023 TELPAS Ratings, focusing on the Composite reveals the following:

- Initial analysis of our TELPAS data reveals that the majority of our K – 2nd grade students are performing at the beginning or intermediate level according to their TELPAS composite score, while the majority of our 3rd – 5th grade students are performing at the advanced or advanced high level according to their TELPAS composite score.
- Further review of the data reveals that many of the students who are at the beginning and intermediate levels in 3rd – 5th grade are new or recent immigrants and therefore, this is an appropriate level for their language development.
- Digging deeper into the data for our 2nd – 5th grade EB students reveals the following concern: when looking at growth from 2021 – 2022 to 2022 – 2023, the majority of the students stayed the same in all rating categories, with Speaking showing the largest percentage of students that decreased in their rating level and Listening showing the largest percentage of students that increased in their rating level.

The following table shows a comparison of the data from HRE’s 2021-2023 Wave 3 data (English and Spanish) for the Texas Kindergarten Entry Assessment:

Measure	2021 – 2022 Wave 3 KEA		2022 – 2023 Wave 3 KEA	
	On Track (English)	On Track (Spanish)	On Track (English)	On Track (Spanish)
Vocabulary: Overall Measure	37%	69%	84%	81%
Letter Names: Overall Measure	52%	81%	80%	78%
Spelling: Overall Measure	59%	NA	71%	NA
Letter Sounds: Overall Measure	37%	NA	71%	NA
Blending: Overall Measure	35%	88%	67%	78%
Decoding: Overall Measure	45%	31%	69%	78%
Listening Comprehension: Overall Measure	44%	88%	76%	72%
Math: Overall Measure	51%	72%	65%	67%
Science: Overall Measure	97%	69%	100%	100%

An initial analysis of the 2023 Wave 3 Texas Kindergarten Entry Assessment (English and Spanish) reveals the following:

- After collecting baseline data in 2022, making adjustments to our instruction and aligning our assessment procedures, our English testing data showed significant gains in all areas. However, Math, Blending and Decoding are all still below 70%.
- However, although baseline data from 2022 was significantly higher in Spanish than in English, our Spanish testing data showed multiple increases and decreases from 2022 to 2023, with an increase of 12% in Vocabulary, 47% in Decoding, and 31% in Science and a decrease of 10% in Blending and 16% in Listening Comprehension.



## Student Learning Needs

- According to STAAR data:
  1. In Math, the percentage of 3<sup>rd</sup> graders performing at or above the Approaches performance level is significantly below the district as well as below our HRE 4<sup>th</sup> and 5<sup>th</sup> graders scoring at or above the Approaches performance level.
  2. When looking at students performing at or above the Approaches performance by grade level cohorts, there was a decrease of 10% from 3<sup>rd</sup> grade to 4<sup>th</sup> grade in the area of Reading. Further analysis reveals that this decrease was primarily due to a drop in performance levels by our 4<sup>th</sup> grade Emergent Bilingual population.
  3. The percentage of HRE students performing at the Meets and Masters performance level in all grades, on all tests (with exception of 5<sup>th</sup> grade science), dropped significantly (>5%) from 2022 to 2023.
  4. The percentage of HRE students in the SpEd, Emergent Bilingual and 2 or More Races student groups, performing at all 3 performance levels is significantly below all other student groups in all grades and all subjects, with the exception of the EB student group in 3<sup>rd</sup> grade math and the 2 or More Races student group in 5<sup>th</sup> grade math, reading and science, whose performance was aligned with all other student groups.
- According to our EOY BAS data, although we are making progress on every grade level and within every cohort, we are still significantly away from our goal of 85% of all K – 2<sup>nd</sup> grade students meeting grade level expectations at the end of the year.
- According to MAP data, on average, our 1<sup>st</sup> grade students are scoring below the 50<sup>th</sup>ile in reading.
- According to TELPAS data, the percentage of our EB students who are growing at least one proficiency level in all areas of TELPAS, including the TELPAS Composite Rating is below 50%.
- According to the Texas KEA, less than 70% of our kindergarten students, testing in English, are On Track in Blending, Decoding and Math, while less than 70% of our kindergarten students, testing in Spanish, are On Track in Math.
- According to all data, we must continue to address learning gaps that exist due to a wide variety of factors and promote continual progress by focusing on strong TIER 1 instruction and appropriate acceleration and enrichment.

## Student Learning Strengths

- According to STAAR data:
  - When looking at students performing at or above the Approaches performance by grade level cohorts, there was a significant increase from 4<sup>th</sup> to 5<sup>th</sup> grade in both Math and Reading.
  - There was a significant increase in 5<sup>th</sup> grade STAAR data from 2022 to 2023 in the percentage of students performing at the Approaches and Meets performance level.
  - The percentage of students in the white student group, which was an area of concern in previous years, is now at or above all students in all grade levels, all subjects.
- Although we still have work to do, as we are striving to align and strengthen our primary reading instruction, according to our EOY BAS data:
  - We are making progress on our goal of 85% of all K – 2<sup>nd</sup> grade students meeting grade level expectations at the end of the year in every grade level and within every cohort.
  - The performance of our students who are learning to read and being assessed in their home language (Spanish), is commensurate with their Monolingual peers.
- According to MAP data:
  - On average, with the exception of our 1<sup>st</sup> grade reading scores (1<sup>st</sup> year of administration), our average percentile in all subjects, all grade levels, is above the 50<sup>th</sup>ile.
  - Our 3<sup>rd</sup> grade students showed a significant increase (> 5<sup>th</sup>ile points) in both math and reading from the BOY MAP to the EOY MAP (6<sup>th</sup>ile points growth in reading and 16<sup>th</sup>ile points growth in math).
- According to TELPAS data, 70% of our 4<sup>th</sup> and 5<sup>th</sup> grade students received a Composite Rating of Advanced or Advanced High.
- According to the Texas KEA:
  - Our students testing in English have made significant gains in all areas, with strengths (above 80%) in Vocabulary, Letter Naming and Science.
  - Our students testing in Spanish are at, above or close to 80% in all areas except Listening Comprehension and Math.

# School Processes & Programs

## School Processes & Programs Summary

Heritage Elementary continues to maintain a stable staff, with very little teacher turnover. All teachers are highly qualified and placed in positions according to their strengths. In the 2022-2023 school year, we continued to provide high quality intervention and acceleration through 3 interventionists, including 2 interventionists that primarily service 3rd – 5th grade, 1 focusing on math enrichment and acceleration and 1 focusing on reading/dyslexia support, primarily for 3rd – 5th grade, as well as 1 ESSER interventionist who provides support to our K – 2nd grade students in the area of reading/dyslexia. With the continued growth of our population, we have made adjustments to our reading/dyslexia intervention. For the 2023-2024 school year, our reading interventionist will primarily service 3rd – 5th grade, with a focus on reading enrichment and acceleration. Our ESSER interventionist will provide dyslexia support for all students identified as needing support in 1st – 5th grade. She will also provide primary reading enrichment and acceleration if available.

Processes specific to ensuring student progress include the effective use of monthly Hawk Talk Time at each grade level to discuss student needs, along with a strong intervention process outlined through Response to Intervention (RtI) offered through a Multi-Tier System of Support (MTSS). Intervention is provided according to need (Kindergarten - 5th) and according to House Bill 4545 requirements (4th and 5th grade) by our classroom teachers, campus interventionists and 2 part time certified teacher tutors. Heritage Elementary is dedicated to small group instruction in the classroom as well as through a push in and pullout model. Referral to the Student Success Team (SST) for academic and behavioral concerns is an additional process that is in place to make certain that we are meeting the needs of every student at Heritage Elementary. This process of accelerated instruction for students who were not successful on the 2022-2023 STAAR has been updated for the 2023-2024 school year to address the updates that were made with the passage of HB 1416. Additionally, we added a 3rd part-time certified Bilingual (BIL) teacher tutor, to meet the needs of our BIL population in the area of primary reading.

To help support our efforts to implement RtI with fidelity and to meet the identified needs of our students, Heritage Elementary also has a wide variety of programs in place that are geared specifically to providing targeted assistance to ALL students in an effort to increase content knowledge and cognitive strategies. These programs are delivered by our highly qualified classroom teachers who provide individualized support through small group instruction during class and intervention/enrichment time as well as before and after school tutoring opportunities. These programs are supported by our three full time campus interventionists as well as our now 3 retired certified teacher tutors who provided daily, in school tutoring and enrichment opportunities to our general education students in need of additional assistance. Our campus has also implemented a Master Schedule to provide a guideline and a time frame for providing acceleration and enrichment through both a push in and pull-out model, while honoring ALL Tier 1 instruction.

We also have processes and programs in place to support our large Emergent Bilingual population as well as our Gifted and Talented population. In addition to being taught by a certified ESL or BIL teacher (depending on the program assignment) who consistently implements the English Language Proficiency Standards (ELPS), our Emergent Bilingual students also received weekly support through the Summit K12 program. Additionally, our BIL and ESL teachers have been trained or will be trained in the 7 Steps of a Language Rich Interactive Classroom in an effort to continue to grow in the support we are able to offer our Emergent Bilingual population. For our students who have been identified as gifted and talented, our classroom teachers provide academic acceleration as appropriate for their needs as well as weekly pull-out (by a grade level teacher during acceleration/enrichment time) instruction designed to provide these students with enrichment opportunities in the areas of critical and creative thinking. For the 2023 – 2024 school year, our 5th grade students will be attending the University of Houston Clear Lake as part of the La Porte Launch Program. During their 10 visits, they will have opportunities to explore their interests through rigorous, project-based learning in partnership with content experts.

In the 2022-2023 school year, our special education team, included 2 self-contained FOCUS teacher, 4 FOCUS paraprofessionals, 1 resource teacher and 2 inclusion paraprofessionals who designed and implemented the necessary support for our special education population in accordance with their individualized education plan (IEP). Due to our large number of students needing special education through the resource model, we have added a 2nd Resource teacher, who is also a certified bilingual teacher, to our staff for the 2023-2024 school year. The addition of this staff member will ensure that we are able to meet all the requirements of our students' IEPs in an individualized and effective manner.

Our staff is committed, not only to the growth of their students, but to their professional growth as well. In order to foster professional growth, 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 cover, but are not limited to, the following areas: curriculum and instruction, technology, classroom/behavior management, and social and emotional growth for students and staff. They also include professional development on a wide variety of instructional strategies that promote student engagement and help our students to develop a lifelong love of learning. Specific opportunities for the upcoming 2023-2024 school year, include Trainer of Teachers sessions in Discipline/Behavior strategies, Lead4Ward Engaging Instruction and Professional Learning Communities. The professional development opportunities also align with individual professional goals, as well as the qualitative and quantitative data gathered through classroom observations and classroom assessment data.

The staff of Heritage Elementary, as evidenced by our vision to develop well rounded, confident and responsible individuals who aspire to achieve their personal best, are committed to ensuring the continual progress and the academic success of all students. Therefore, we have many processes in place to ensure the continued focus on student progress. These processes include the work our staff has done with our teaching and professional department, specifically with our district level Math, ELAR and Science coaches, to continue the work of improving our Tier 1 instruction, specifically by focusing on the areas of alignment, rigor, engagement and writing across the curriculum. An effort to align planning and instruction throughout the district will continue to be supported by draft and design planning days at the beginning of each 9 weeks for K – 5th grade Math and Reading, and 5th grade Science. We will continue alignment of instruction, acceleration and enrichment through master scheduling in all grade levels to ensure scheduled non overlapping acceleration/enrichment time for each grade level in both math and reading. Additional work is needed in this area, specifically focusing on improving small group instruction in all subjects and in all grade levels in order to meet the individual needs of our students. According to the Student Learning section of our needs assessment, this work must focus specifically on primary literacy as well as alignment of small group instruction to the individual needs of each student.

Additional processes in place at Heritage to help ensure that the daily demands do not overshadow the focus on overall student improvement include a wide variety of enrichment opportunities for the entire student population through participation in STAR Jobs, Spelling Bee, Student Council, National Jr. Honor Society, Astros Choir, Star Base, Robotics, Genius Hour and UIL. These opportunities benefit our students by allowing them to expand their thinking and apply classroom knowledge in a nontraditional setting. Through the use of our STEM facilitator, we were also able to implement quarterly STEM learning experiences for our 3rd and 4th graders, that focused on the Engineering Design Process. In the upcoming 2023 – 2024 school year, we are extending those STEM learning experiences to 2nd grade as well as providing Makerspace Carts and training for utilizing those carts for our Kindergarten and 1st graders. In an effort to meet the social, physical, emotional and cognitive needs of our students, Heritage Elementary also helps to promote the Social Emotional learning of our students through 15 to 20 minutes of daily SEL instructional time in every classroom. We also provide support to students and teachers through the consistent use of the Character Strong Program. In addition to providing mentors as needed and encouraging participation in the Watch Dog program, our counselor, as well as classroom teachers as appropriate, promote the use of Restorative Practices to address social/emotional issues that arise during the year. As a campus, we also focus on promoting positive behaviors through a variety of strategies including the use of SOAR cards, positive behavior referrals, bell ringers, as well as verbal praise and recognition.

To support all processes and programs, Heritage Elementary ensures that we utilize our district’s vertically aligned curriculum as well as the specific scope and sequence outlined for each subject area in the TEKS Resource System. In addition to the resources provided through our current textbook adoptions, instruction is supplemented through a variety of aligned instructional resources. English and Spanish literacy instruction is supplemented through leveled and decodable readers and phonics instruction programs, Heggerty and Estrellita. Math, Reading and Science instruction/practice is supplemented through STAAR resources such as Engaging Mathematics, Fast Focus, Countdown to STAAR, and STAAR Masters. Additional technology application resources purchased at the school level to help support the curriculum, include Brain Pop, Generation Genius, IXL (Math Only), and XtraMath. Additional technology resources such as Reading Eggs, Study Island (all subjects), and Nearpod/Flocabulary are provided by the district. In order to continue to provide appropriate resources for all grades, all subjects and all learners, Heritage Elementary continues to strive to provide comparable resources in both English and Spanish.

Heritage Elementary continues to strive to create an engaging, rigorous and blended learning environment that incorporates the 21st century skills of communication, collaboration, and problem solving into our everyday instruction. Providing reading, math, science and technology resources is a campus priority as we strive to ensure that our school library, our literacy library, our science lab, our STEM lab and every classroom is equipped with the necessary materials to support student centered instruction. This year, with the district’s provision of fully equipped laptop carts for every grade level, we now have a 1 to 1 student-technology ratio in all grades, K – 5th. Additionally, every classroom has an updated technology system that allow for state-of-the-art technology usage throughout the school. With this plethora of resources, our goal is to implement the cutting-edge technology to provide more creative opportunities for student to interact with technology, thereby increasing student engagement.

### **Student Processes and Program Needs:**

- Continued focus on small group reading instruction and balanced literacy in K – 2nd grade.
- Continued focus on the improvement of TIER 1 instruction, specifically relating to student engagement and small group instruction in both reading and math at all grade levels.
- Continued focus on the improvement of TIER II and III instruction, specifically relating meeting the individual needs of each learner, in both reading and math, in order to ensure that ALL students are making expected progress.
- Consistent use of rigorous instructional materials (all subject areas/all grades), including technology applications, that are aligned to the TEKS and support student centered learning.
- Ensuring that all resources or comparable resources are available in English and Spanish for all subjects, all grade levels.
- Consistency in the use of Instructional PLCS, all grades, all subjects to support the planning process in an effort to focus on what students are expected to learn and how students will demonstrate they have learned it.
- Guidance and professional development for integrating writing into all subject areas to support integration of writing in all areas of STAAR 2.0.
- Consistency in services provided by our Special Education resource department.

### **School Processes & Programs Strengths**

- Productive collaboration between instructional leadership and staff
  - Hawk Talk Time (student data discussions) focused on meeting individual student needs
- Ongoing data dis-aggregation and analysis of formative and summative assessment in order to drive instruction
- Strong RtI/MTSS/SST Process
- Classroom teachers as well as experienced interventionists and retired teachers provide consistent Tiered Interventions.
- Consistent focus on social emotional learning for all students by all staff.
- Design and Draft planning days that support planning for all subjects/all grade levels.
- The use of a Master Schedule to ensure that all grades, 3<sup>rd</sup> – 5<sup>th</sup>, have non-overlapping acceleration/enrichment times for math and reading, and all grades, K – 2<sup>nd</sup>, have a non-overlapping acceleration time for reading.
- For the upcoming school year, a 1 to 1 student to device ratio in all grade levels.
- Regular, varied and robust enrichment opportunities available for all students.

# Perceptions

## Perceptions Summary

Heritage Elementary strives to provide a safe and stable learning environment that promotes high expectations (behavior and academic) for all students. Our students come to us with a wide variety of life and educational experiences, therefore we work together as a learning to community to provide the structure and support all students need in order to make progress. In order to accomplish this task, staff meets regularly to discuss students' educational, social and emotional needs. Additionally, all school staff communicates regularly to our families to ensure that they understand that they are a valuable member of our educational team. Our goal is to convey the message to students, parents and the community that we are committed to working together to meet the needs of our students.

Heritage Elementary conducted a year-end review of discipline records in order to identify trends in behavior that could be proactively addressed in the upcoming year. According to the results, our total discipline referrals continue to decline from previous years (48 in 2021-2022 to 39 in 2022 – 2023). We believe this decrease is due in part to our school wide focus on reinforcement of positive behaviors (SOAR cards, Positive Behavior Referrals, etc.), Character Strong guidance lessons, intentional social emotional learning, and restorative practices as well as our goal-oriented approach to both instruction and behavior. In the upcoming year, we plan to continue to refine our expectations so that ALL students understand the expectations in ALL areas and are able to be successful.

To help identify the perceptions of our various stakeholders, Heritage Elementary administered an end of year survey to staff and parents. According to the staff survey, the majority of our staff enjoy working at Heritage Elementary and believe that we have established a kind and caring learning and work environment in which they feel valued and appreciated as evidence by our positive culture/climate. Additionally, the majority of staff feel that Heritage Elementary provides a safe and secure learning/work environment. Although the majority of our faculty feel supported by the administration team, specifically with instruction, the rating for the level of discipline/behavior support they receive (3.91) is slightly below the goal of 4 out of 5 or greater. The cohesiveness of their team was also rated a 3.91 while the effectiveness of the professional development sessions they attended received the lowest rating of 3.41. Common themes throughout the staff comments on the end of the year survey include their love for their students, the relationships they have with their peers and their appreciation of a supportive administration team. One teacher said it best, "I love the kids! I love my team! I love admin! I love Dr. Jackson. Suggestions for improvement from staff include more support for students in need of special education services, a clear and consistent Discipline Plan, consistent supports for Emergent Bilingual students, and opportunities to visit with other campuses to observe and generate new ideas.

According to our parent survey, the majority of our parents are satisfied with the education their child is receiving at Heritage Elementary. Ninety-seven percent believe that their child's teacher has a positive relationship with their child and that the teachers at Heritage show a great amount of respect for ALL students, while 96% have a positive view of campus administration and 93% believe that their child's teachers communicate effectively. Three areas that fell below the goal of a positive rating of 90% or higher include feeling safe at school (only 86%), feeling like their child is well prepared for the next academic year (only 84%) and believing that their child is comfortable asking for help from an adult at school (only 83%). Common themes throughout the parent comments on the end of the year survey include their appreciation for their child's teacher, their appreciation that we provide a welcoming environment and their appreciation that we provide individualized support to help their child be successful. Suggestions for improvement from parents include increased security, additional opportunities for parent/teacher conferences and enrichment activities, additional support for emergent bilingual students and their families and a pay raise for teachers!

In lieu of an end of year student survey, we conducted an end of year student panel discussion with a group of 4th and 5th graders with varied backgrounds and educational experiences. Our student responses were very powerful and align to the results from our parent and staff surveys, that Heritage Elementary provides a safe and supportive learning environment for all. Our students shared that great teachers are kind and helpful. They appreciate when teachers push them to do their best and provide extra support through tutoring, one on one and differentiated instructional strategies. They overwhelmingly agreed that they feel safe at school because we practice drills, and they believe their teachers will protect them no matter what. They also agreed that Heritage does not have an issue with bullying because their teachers and principals address issues and stress the importance of being kind always. When asked about their favorite things we do at Heritage, they shared their appreciation for Genius Hour, Field Day, Star Jobs, the Math Challenge, Field Trips, Book Fairs and attendance incentives. When asked about things we could do differently, their focus was on lunch and recess (i.e.: "Better food – vote on what we want", "A new playground for bigger kids" and "Add a soccer yard – get some goals for the field and a volleyball net")!

Heritage Elementary utilizes a variety of formats to communicate information and events with our school community, including emails, monthly calendar and newsletters, school wide call outs and text messaging using the communication apps (i.e.: Remind and DoJo), and school/classroom websites. After several years of limiting on site visitors, we were

excited to welcome our school community back to campus for the entirety of the 2022 – 2023 school year. Heritage hosted a multitude of successful and well attended parent involvement events including, but not limited to, our Title 1/Open House, Hawk of the Month Breakfasts, Parent/Teacher Conferences, Family Bingo Night, Divas and Dudes Breakfast Event, Family Reading Night, Veterans Day, Pancakes with Santa, Family Fitness Night, Family STEM/GT Night, Reading Night, Award Ceremonies and our End of the Year Celebration. We averaged 40% of attendance for afterschool events and 70% attendance at in school events. We are thankful for an active PTA as many of our events would not be possible without their support.

In addition to our parent involvement events, our school has several community programs that promote healthy student and family relationships, including Watch Dogs, Character Strong and Stranger Danger and Bullying with Officer Stanley. We also partner with the HELPS mentor program which utilizes mentors from within the community to build relationships with individual students with specific social, emotional and/or academic needs. In the upcoming year, we will strive to provide intentional mentor relationships using school staff as well. 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 throughout the year. In the upcoming year, with the additional of several safety regulations, we will be adding an officer on campus each day to assist with ensuring that our buildings are safe and secure.

#### Perception Needs:

- Continued focus on promoting balance for all school staff.
- Adjust team make up to ensure that working relationships are in place in all areas of the school.
- Continue to strive to align all professional development to the individualized needs of each staff member.
- Ensure that we are celebrating our multicultural diversity in an inclusive manner.
- Continued focus on the social emotional needs of our students.

#### Perceptions Strengths

- The majority of parent, student and staff have a positive perception of Heritage Elementary.
- Consistent and timely communication with parents through a variety of different means.
- Discipline data reflects the success of our mentoring programs and focus on promoting positive behaviors.
- Staff are devoted to the success of the students.
- Engaged parents who are willing to be a part of their child's education.
- Strong PTA that promotes the home school connection

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Male / Female performance, progress, and participation 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

## 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:** Strengthen and vertically align the core curriculum and Tier 1 instruction to ensure growth and successful learning for all students.

**Evaluation Data Sources:** KEA, CBA, BAS, EDC, MAP, STAAR, TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize vertically aligned resources, including but not limited to, Lead4Ward Resources, District Math and ELA Curriculum Guides, Guided Reading Materials (Leveled and Decodable Readers), Technology Applications (i.e.: Study Island, Generation Genius, IXL, Brain Pop and Xtra Math), and STAAR resources (i.e.: Countdown to STAAR (3rd - 5th Math, Reading and Science), and STAAR Masters (3rd - 5th Math, Reading and Science). Ensure all resources are rigorous and address grade specific content and state readiness/supporting standards.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing vertically aligned, rigorous resources with fidelity we will see an increase in student achievement and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Digital resources to support curriculum - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize instructional materials, including, but not limited to, classroom manipulatives and books, designed to meet the varied needs of all students, including those identified as EB, SpEd and GT, in an effort to strengthen whole group and small group instruction and provide learning opportunities that meet varied learning modalities so that all students can make progress and meet the standards on highly tested TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing varied and engaging instructional materials, all students, specifically those identified as EB, SpEd and GT, will have an increase in achievement and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers (including ESL, GT and SpEd certified) Interventionists Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Reading Materials to support curriculum - 211 Title I, Part A - \$3,000, Instructional Materials to support Curriculum - 211 Title I, Part A - \$3,500</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 student groups in 3rd - 5th grade in all subjects on the 2023- 2024 STAAR assessments to 90% at Approaches Grade Level, 70% at Meets Grade Level, and 40% at Masters Grade Level.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** (F) CBAs, MAP, Interim Assessments, Individual Progress Monitoring  
(S) 2023 - 2024 STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ongoing analysis of a wide variety of student data (CBAs, previous STAAR/TELPAS data, Interims, BAS, classroom assessment, MAP, Tier II and III progress monitoring, etc.) individually, as a grade level and through vertical teams, to determine the instructional needs of each student and provide individualized, targeted instruction that assists students in meeting standards on highly tested TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Through an in-depth analysis of student performance data, we will align on instruction to individual needs which will result in an increase in student achievement and academic progress.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd - 5th Grade Teachers Resource Teachers Interventionists Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct bi-monthly PLCs, the first with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their growth and the second with a focus on analyzing priority reading and math TEKS and designing instruction that focuses on analyzing and planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the successful design of aligned instruction along with the successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Counselor Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide specific Tier 1, Tier 2 and Tier 3 instruction for targeted student groups, including but not limited to EBs and EcoDis, through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing tiered instruction, acceleration and enrichments, 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 all 2023 - 2024 STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd - 5th Grade Teachers Interventionists Tutors Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Teacher Tutoring (Extra Duty Pay) - 263 Title III, LEP - \$5,886, Teacher Tutoring (Extra Duty Pay) - 211 Title I, Part A - \$9,000, Retired Teacher Tutoring - 211 Title I, Part A - \$32,400, Tutoring Buses (Transportation) - 211 Title I, Part A - \$2,000, Interventionist (Staff Wages) - 211 Title I, Part A - \$39,444.26, Retired Teacher Tutoring - 282 ARP ESSER III - \$20,000</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities for teachers, including monthly PLCs, designed to unpack the upcoming standards, that are aligned to student and staff needs in order to strengthen our Tier 1 instruction, provide appropriate acceleration and enrichment, and develop innovative instructional strategies that engage all students in their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing professional development that is aligned to student and staff need, we will see an increase in the quality of instruction and rigor which will result in an increase in student achievement and academic progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 groups in Kindergarten, 1st and 2nd grade on the EOY BAS assessments so that 80% perform at or above grade level and/or make a minimum of a year's progress according to district criteria.

**Evaluation Data Sources:** (F) Running Records  
(S) 2023 - 2024 BAS Results (BOY and EOY)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct bi-monthly PLCs, the first with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their growth and the second with a focus on analyzing priority reading TEKS and designing instruction that focuses on analyzing and planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the successful design of aligned instruction along with the successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth on the EOY BAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Interventionist Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide specific targeted Tier 1, Tier 2 and Tier 3 reading instruction, to include a focus on phonics and phonemic awareness, for all students through small group/tutoring/intervention/enrichment in Kindergarten - 2nd grade during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 BAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Tutors Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Teacher Tutoring (Extra Duty Pay) - 263 Title III, LEP - \$0, Teacher Tutoring (Extra Duty Pay) - 211 Title I, Part A - \$0, ESSER Interventionist - 282 ARP ESSER III - \$67,814.40</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development opportunities for teachers specifically in the areas of utilizing the results from the Benchmark Assessment System (BAS). MAP and MAP Fluency and CLI Engage Assessments (KEA) to drive instruction, implementing guided reading/writing based on student need, and utilizing reading instructional strategies specifically designed in accordance with the research from the Science of Teaching Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing professional development opportunities in the areas of implementing guided reading, utilizing targeted reading strategies. and utilizing the results from the Benchmark Assessment System (BAS) and the CLI Engage Assessments (KEA), students will make or exceed expected academic growth on the EOY BAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 4:** Increase the performance of all students and student subgroups in grades 1st - 5th on MAP Reading and Math so that 80% of students meet or exceed their end of year growth projections.

**Evaluation Data Sources:** (S) Individual Progress Monitoring Data, MOY MAP Data  
(F) 2023 - 2024 EOY MAP Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the skills outlined by the individual MAP student growth reports, students will make growth from Fall to Spring on the Reading and Math MAP</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



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

**Performance Objective 5:** Increase the performance of our students identified as Emergent Bilingual such that 80% or more will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2023 TELPAS scores.





**Evaluation Data Sources:** (S) Summit K12 Reports  
(F) 2023-2024 TELPAS Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide weekly practice (a minimum of twice a week) for EB students in the area of listening, speaking and vocabulary development through the use of online tools such as Summit K12.</p> <p><b>Strategy's Expected Result/Impact:</b> By allowing students to practice listening, speaking and vocabulary through the use on online tools, aligned to the TELPAS Online Assessment, EB students will build language proficiency and progress at least 1 proficiency level on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal (Campus LPAC Coordinator) Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** Create and maintain a safe and secure learning/working environment that is conducive to promoting the physical and mental health of all stakeholders as well as the academic success of all students.

**Evaluation Data Sources:** (S) Campus Crisis Drill Debriefings, Safety Walk-Throughs (SROs/Administrators)  
(F) Staff and Parent EOY Surveys, EOY Student Panel





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train staff on the Campus Crisis Management Procedures, SRP (Safety Response Protocol), and Navigate 360 including the initial training as well as periodic updates.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff will be trained and all staff/students will remain safe while in the school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal MERT Team Threat Assessment Team</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct monthly Evacuation Drills (Fire/Hold) and quarterly safety drills (i.e.: Lockout, Lockdown, and Shelter in Place), utilizing Navigate 360 to document all drills. We will debrief after each drill in an effort to improve our procedures.</p> <p>Quarterly safety drills are in compliance with the Childcare Minimum Standards for the LPISD Early Childhood Center.</p> <p><b>Strategy's Expected Result/Impact:</b> By conducting emergency drills our staff and students will be prepared for emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Decrease incidents of bullying and office discipline referrals by 10%, while increasing student self esteem, and school and community pride.

**Evaluation Data Sources:** (F) Daily Discipline Debriefings  
(S) EOY Eschool Discipline Reports, Staff and Parent EOY Surveys, EOY Student Panel

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide student anti-bullying lessons, peer mediation, restorative circles and Character Strong character education guidance lessons during dedicated daily Social Emotional Learning time. .</p> <p><b>Strategy's Expected Result/Impact:</b> By providing appropriate lessons and interventions during dedicated daily Social Emotional Learning time, there will be a decrease in bullying and peer conflict as well as in improvement in peer interactions and social skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote positive character traits and productive work habits through the implementation of a variety of positive behavior supports and student recognitions, including, but not limited to: Student of the Month, Positive Behavior Referrals, Soar Cards, and Goal Recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of positive behavior supports and student recognition we will decrease negative behaviors and create a culture of positivity among all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Paraprofessional Staff Counselor Principal Assistant Principal</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish a structured campus mentor program (utilizing CIS personnel, campus Mentors as well as District HELPS Mentors) with scheduled daily and/or weekly check ins with students who are having behavioral, emotional or social difficulties.</p> <p><b>Strategy's Expected Result/Impact:</b> By conducting systematic and purposeful check ins with students who are struggling with behavioral issues through a structured mentor program, we will build relationships and establish open and honest lines of communication with a desired effect of improving the students' social/emotional health.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor CIS Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Increase student attendance to 96% for all grade levels and student populations.





**High Priority**

**Evaluation Data Sources:** (F) Attendance Reports (Eschool, RaaWeeK12)

(S) EOY Eschool Attendance Reports, PEIMS Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate and provide a variety of attendance incentives (individual, class, grade level and schoolwide) throughout the year (daily, weekly, every 6 weeks and yearly).</p> <p><b>Strategy's Expected Result/Impact:</b> By planning for and providing attendance incentives and communicating our incentive plan with families and students, students will desire to be at school, resulting in improved attendance rates.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Registrar Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers, CIS staff, counselor and administrators will conference with parents of students with excessive absences (phone and in person), in order to document attendance concerns and develop individual plans to improve attendance as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> By sharing the importance of attendance and working with parents on district attendance policies, parents will have a better understanding of the connection between attendance and students success and will work with the school community to ensure that their students attend school everyday they are able, here and on time.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor CIS Staff Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**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 Sources:** (F) Staff Check-Ins  
(S) Staff Retention Rate, Staff EOY Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing professional development (including colleague led, specifically trainers of teachers) in the areas of curriculum and instruction, differentiation, innovative technology and behavior management through district collaboration, PLCs, Staff Newsletter, Social Media connections, and staff meetings in order to address our needs and promote a positive learning/work environment.</p> <p><b>Strategy's Expected Result/Impact:</b> A climate of collaborative learning will increase teacher effectiveness, build capacity in our teachers and teacher leaders, promote teacher retention and have a positive impact on student performance.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Throughout the school year, we will celebrate the success of staff members (individually and teams) using a variety of different strategies (i.e.: Verbal Affirmation, Personal Notes, Incentive Passes, Weekly Staff Affirmation Journal, Staff Shout Outs, Monthly Celebrations, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal All Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





**Performance Objective 1:** Obtain a family involvement rate of at least 70% by offering a variety of volunteer and family engagement opportunities at a variety of different times (day and night).

**Evaluation Data Sources:** (F) Documentation of events, Documentation of attendance

(S) Cumulative Parent Engagement events attendance data, Parent EOY Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host a variety of Family Nights/Events, including, but not limited to:</p> <p>Meet the Teacher                      Title I Mtg./Open House                      Award Ceremonies                      Hawk of the Month                      Veterans Day Program                      Male Role Model Event                      Female Role Model Event                      Family Literacy Night                      Family STEM /GT Showcase Night                      Family Fitness Night                      Field Day                      Volunteer Appreciation Celebration                      College/Career Day/Week                      Watch Dogs Program</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff                      Principal                      Assistant Principal</p> <p><b>Title I:</b>                      4.1, 4.2</p> <p><b>Funding Sources:</b> Supplies for Parent Involvement Events - 211 Title I, Part A - \$250, Food Items for Parent Involvement Events - 211 Title I, Part A - \$757.74</p>	Formative			Summative
	Nov	Jan	Apr	June
	This area is intentionally left blank for data entry			







Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide at least two opportunities during the school year for school wide parent/teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Through open and honest communication during parent/teacher conferences, parents will gain an awareness of the academic expectations and an understanding of how they can partner with the school to promote their child's academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Encourage parental involvement through PTA opportunities and a variety of PTA sponsored events, including: Spring/Fall Fundraisers Monthly PTA Meetings Spirit Nights Supper with Santa</p> <p><b>Strategy's Expected Result/Impact:</b> 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 positive school environment and strengthening the home/school connection.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teacher Representatives on PTA</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** Increase parent communication and promote a positive home/school connection with all families.

**Evaluation Data Sources:** (F) Communication App Reports, Smore Newsletter Reports, School Website Hits, Social Media Reports, Email Responses  
 (S) Parent EOY Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Consistent use of a variety of communication platforms to inform parents, such as:            Monthly Schoolwide Newsletter/Smore (include Counselor and Nurse's Corner)            School Messenger (Call Outs, Emails, and SMS)            Campus Website            Campus Marquee            Mass Emails (Principal)            Reminder Notes            Class Newsletters            Class Communication Apps            Teacher Websites            Social Media Platforms (i.e.: Twitter, Campus and PTA Facebook pages)            Parent Phone Contact            Parent Surveys</p> <p><b>Strategy's Expected Result/Impact:</b> By providing information through a variety of communication platforms, all families and the surrounding community will stay informed on all school information, thus promoting a positive relationship between home, school and the community.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Counselor            Principal            Assistant Principal            Principal's Secretary</p> <p><b>Title I:</b>            4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Apr	June


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure that all parent newsletters and major communications are sent home in both English and Spanish, either through direct translation or the ability to be translated through the technology application.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing communication in both English and Spanish, ALL parents, including those that are non native English speakers, can stay up to date on all school information, thus increasing the involvement of our families of EB students in the education of their children.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


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


**Performance Objective 1:** Increase student engagement and success through the consistent integration of technology applications in all subject areas on a daily basis.


**Evaluation Data Sources:** (F) Lesson Plans, Observation Data  
(S) Summative Data, EOY Student Panel

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize campus staff, district instructional technologists and bi-monthly Technology Tips to provide professional development in the use of the technology applications that provide ways for teachers a way to create more student centered learning opportunities and improve parent communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to effectively utilize a variety of technology formats to communicate with parents, while students will use innovative technology applications to enhance their learning, thereby increasing student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Instructional Technologists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

**Performance Objective 2:** Utilize the district instructional coaches to support the planning and implementation of effective and engaging TIER 1 instruction.

**Evaluation Data Sources:** (F) Instructional PLC Minutes, Professional Development and Draft and Design Day Feedback  
 (S) EOY Conferences, EOY Staff Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district math and reading coaches will support instructional programs on campus by planning with and/or observing our math and reading teachers at least five times throughout the year to discuss instructional strategies, as evidenced by follow-up emails.</p> <p><b>Strategy's Expected Result/Impact:</b> By establishing a collaborative system of support between district instructional coaches and professional staff, teachers will be able to design and implement engaging instruction, resulting in increased performance on all district and state assessments.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district STEM Coordinator will support STEM instruction at all grade-levels by planning activities, preparing supplies needed, and working with 2nd through 4th grade teachers to complete STEM projects.</p> <p><b>Strategy's Expected Result/Impact:</b> By establishing a collaborative system of support between the District STEM Coordinator and professional staff, our students will be provided multiple opportunities to practice problem-solving strategies while solving real-world problems.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# 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	1	Digital resources to support curriculum		\$10,000.00
1	1	2	Reading Materials to support curriculum		\$3,000.00
1	1	2	Instructional Materials to support Curriculum		\$3,500.00
1	2	3	Teacher Tutoring (Extra Duty Pay)		\$9,000.00
1	2	3	Retired Teacher Tutoring		\$32,400.00
1	2	3	Tutoring Buses (Transportation)		\$2,000.00
1	2	3	Interventionist (Staff Wages)		\$39,444.26
1	3	2	Teacher Tutoring (Extra Duty Pay)		\$0.00
4	1	1	Food Items for Parent Involvement Events		\$757.74
4	1	1	Supplies for Parent Involvement Events		\$250.00
<b>Sub-Total</b>					<b>\$100,352.00</b>
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Teacher Tutoring (Extra Duty Pay)		\$5,886.00
1	3	2	Teacher Tutoring (Extra Duty Pay)		\$0.00
<b>Sub-Total</b>					<b>\$5,886.00</b>
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Retired Teacher Tutoring		\$20,000.00
1	3	2	ESSER Interventionist		\$67,814.40
<b>Sub-Total</b>					<b>\$87,814.40</b>