

Texas City Independent School District

Heights Elementary School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Heights Elementary School

Mission Statement

The mission of Heights Elementary is to promote the emotional, social, and academic well-being of all students by fostering respectful, meaningful relationships which support life-long learning through student-centered, rigorous, engaging instruction.

Vision

Be the model of a learner centered school.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Heights Elementary School is a Title 1 campus located at 300 North 25th Street and with an enrollment of 412 students in Kindergarten through the fourth grade. Heights Elementary is an ethnically diverse campus with approximately 56% of the student population being Hispanic, 20% being White, 16% being African American, and 8% being multi-racial. Data from September 2023, shows that the overall enrollment at Heights has increased from the 2022 enrollment totals. The staff of Heights Elementary is culturally diverse but does not represent the current profile of our student body.

Of the 412 students enrolled, approximately 90% of the students are classified as Economically Disadvantaged, 25% are identified as English Language Learners. The At-Risk population is 200 students or 49% at this time but being updated throughout the year. There are currently 90 students receiving Special Education Services (which is 22%) and 27 students have been identified as Gifted and Talented (GT) (which is 7%).

We have several programs to address the diverse needs of our students. The Special Education department services students in the following areas: autism, resource, life-skills, social skills development, speech, occupational therapy, dyslexia, and inclusion services. 504 and RTI programs accommodate students with other academic concerns and other medical conditions that may require additional support to ensure that all students are successful. There is a large ESL/bilingual population that includes 96 students. Due to our campus demographics we are eligible for a grant that partnered our campus with the Contentment Foundation which provides Social Emotional Learning and Support to campus with high economically disadvantaged populations. Our students also all receive free breakfast and lunch.

Heights Elementary has a family atmosphere and a strong core values system in place where students receive value vouchers for exhibiting the campus core values which include respect, integrity, perseverance, kindness, compassion, and ambition.

Our attendance rate was 93% in 2022-2023 which is the same from the previous school year. Incentives have been put into place to help increase attendance at the campus. Students get to participate in AttenDANCE on Fridays during the announcements as an attendance incentive which begins the first nine weeks of school. When students are absent, teachers contact the students' families regarding the absence and how the school can support any needs they may have. After three unexcused absences, within a 4 week period all students receive a computer generated letter informing them of the absence according to state attendance requirements. Behavior Intervention Plans or BIPS are utilized with families if students have a letter generate or continue to have attendance concerns of any kind. Truancy warning meetings and truancy court are utilized once a student has 10 or more unexcused absences.

Demographics Strengths

Heights Elementary is a small campus with a diverse population including students in the following subgroups: Hispanic, African American, White, and Two or More Races. With our very diverse population, Heights is a good example and very reflective of modern society. Our campus core values are the foundation of Heights. Our core values include Kindness, Integrity, Respect, Compassion, Perseverance, and Ambition. By explicitly teaching and modeling these values we are better helping students to interact and collaborate with all kinds of people in the real world. Heights Elementary has a close-knit faculty and a family friendly atmosphere where people want to support others at all times.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our African American student group is under performing our White and Hispanic groups in most subject areas. **Root Cause:** Some of the students do have a bigger attendance concern. Other students struggle to build positive relationships, especially when work is hard.

Problem Statement 2: The campus attendance rate has held steady at 93%, however it is still below our goal of 95%. **Root Cause:** Parents still do not understand that elementary school is still important for their students and that missing days impacts their abilities. Lack of follow through in truancy court or major consequences for attendance is a concern.

Problem Statement 3: At this time we are one of the only campuses receiving students new to the country in 3rd and 4th grade which is difficult for our bilingual teachers due to the students gaps in learning and lack of bilingual resources to meet their needs. **Root Cause:** Due to other campuses having ESL teachers, rather than bilingual teachers, our campus has taken on more of the new comers. These students come with unique needs due to the differences in education in other countries.

Problem Statement 4: Our campus dyslexia numbers continue to rise. **Root Cause:** We are still seeing an impact from COVID and spotty foundational phonics or school interruptions.

Problem Statement 5 (Prioritized): There is a lack of bilingual resources when compared to English resources to support our ELL students. We have gained resources as they come out but it is not equitable compared to English. **Root Cause:** The majority of resources that align with our TEKS and STAAR only come in English. The translating and updating process is taking time.

Student Learning

Student Learning Summary

For the 2022-2023 school year, state data for campuses has been delayed due to the change in assessment for the state and scoring guidelines. In 2022 Heights Elementary received a met standard rating, with a letter grade of an "A" and it received all 5 of the designated distinctions that the campus was eligible to obtain. This was an improvement for the campus since in 2019 Heights Elementary received a Met Standard rating, with a letter grade of a "C" for overall school performance.

Student Learning Strengths

According to district, preliminary data, all of our student groups at Heights Elementary will meet achievement standards with a 3/4 possible points. In 2021-2022 all of our students groups at Heights Elementary met standard for STAAR. We have seen tremendous growth across all of our grade levels and students groups on campus, district, and state assessments. Students are able to articulate their learning than they were prior to our implementation of Visible Learning. We are seeing more students be able to handle their behavior, when learning is hard and they are stuck in the learning pit. We saw huge growth in our Professional Learning Communities and teacher clarity throughout the campus during our CTMs (collaborative team meetings). We are very proud of the work we did to align our assignments and assessments to the depth and complexity of the priority TEKS selected by each grade level team. Additionally, our overall teacher capacity continues to grow as we work together and believe in our collective teacher efficacy at Heights.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The campus attendance rate has held at 93% for the last two years, which is still short of our goal of 95%. **Root Cause:** Parents still do not understand that elementary school is still important for their students and that missing days impacts their abilities. Lack of follow through in truancy court or major consequences for attendance is a concern.

Problem Statement 2: In our K-2 classes we continue to need improvement and fine tuning in our small group instruction for guided reading especially in regards to areas addressed in the Reading Academy. **Root Cause:** Small groups have now become normalized, however teachers are still learning more about what to do at the table with the wide variety of readers we have on campus.

Problem Statement 3: Special education continues to grow on our campus and our special education teachers are new to their roles and learning how to address student learning needs. Some of these students have several disabilities that are impacting their learning while the level they need to learn at is increasing. **Root Cause:** More students are qualifying with more disabilities than before and some of their needs are more unique than others, which for new teachers is harder to support while also balancing all paperwork associated with special education.

Problem Statement 4: While teachers have made improvements, there are still teachers who are unclear of their specific TEKS and they continue to need more support in the what, why, and how of the instruction, including the depth and complexity of material as well as the way it should be addressed and assessed in the classroom. **Root Cause:** Teachers are at varying levels of their understanding in teacher clarity and visible learning and the part that they play in their individual professional learning communities.

Problem Statement 5: Team meetings/PLC time continues to improve, however as new campus members have been added some teachers have not been in places that use our same procedures, so there is learning curves for our new teammates in all grade levels. **Root Cause:** Some of our new teachers are not new to the profession but are just new to Visible Learning, WIN time, and teacher clarity, which will take time for them to learn. This year we have 3 brand new teachers and they are having to learn all aspects of the job which takes time.

Problem Statement 6: While strides are still being made we have students that are way below grade level in all subject areas. **Root Cause:** We have a very mobile student population that leads to larger student gaps.

Problem Statement 7: Student engagement varies across the campus but now is more subject specific. **Root Cause:** Teachers are more comfortable with Kagan structures at this time, but rather than use multiple strategies, they lean on the few they are good at and use them at the same times daily.

School Processes & Programs

School Processes & Programs Summary

Heights Elementary School strives to employ highly qualified instructional staff members who are proud and enthusiastic about creating engaging lessons, motivating students, and who want to grow in their teaching journey. While most teachers employed at Heights are highly qualified and teach within the required guidelines for their certifications, as of the 2023-2024 school year we have 3 teachers working to complete their certification/alternative certification program. Campus administrators utilize TalentED, social media, and attend local job fairs to recruit highly qualified teachers. Teachers create yearly goals and meet with campus administration throughout the year to discuss classroom observations, growth opportunities, and goal attainment. Teachers are encouraged to seek staff development opportunities that meet their individual needs. Campus administrators provide continual professional development opportunities through campus newsletters, during extended Wednesdays, and during CTM times.

Heights Elementary is a data-driven campus where teachers utilize various resources to make sound decisions regarding planning, adjusting, and delivering instruction. The weekly collaborative team meetings (CTMs) are an essential component of our curriculum and instruction. Each week, teachers meet with a member of our administrative team and the instructional specialist to utilize the four PLC questions to best develop instructional plans for our students. During the CTM meetings we walk through units, model delivery, plan for Tier 1 instruction which includes important strategies to include during the initial instruction. Additionally, assessments are planned and reviewed according to essential skills, and plans are made for remediation and extension once data shows which students have met, not met, or exceeded the learning expectations for each unit. This collaborative planning time is having a big impact on our teachers and students at this time. Teachers are more aware of the depth and complexity of their TEKS, additional strategies and resources to support learning, and how to help when students have not mastered skills. Teachers utilize unit tests, running records, STAAR data, daily observations, conferences, goal setting meetings, CBAs, MAPS data, Benchmarks, and in class assessments to track student progress. Data walls and data folders are in place to assist with tracking student progress. Additionally, this year we have continued WIN (What I Need) Time in our master schedule to address grade level needs. This time was originally built in to allow students to have remediation or extensions in both reading and math to meet their needs, close gaps, or push to higher levels of achievement. The WIN time process is driven by our data and supported by our PLC process each week. In the 2023-2024 school year, our campus goal is to submit our model PLC application to Solution Tree based on our campus processes and programs.

In the 2021-2022 school year Heights Elementary began our journey in Visible Learning. In 2023-2024 we will continue this journey. We are currently working through the Visible Learning process and are focusing on teacher clarity and collective teacher efficacy. During CTM we have been working collaboratively to create learning intentions and success criteria for our core subject areas in all grade levels.

In the 2021-2022 school year, Heights implemented the dual language program for TCISD. At this time, we now have two cohorts of students in our dual language program (kinder and first grade). The program is growing and adapting each year which is benefiting students and staff.

At Heights, we believe our mission is to "promote the emotional, social, and academic well-being of all students by fostering respectful, meaningful relationships which support life-long learning through student centered, rigorous, engaging instruction". In order to meet this mission our staff has been dedicated to building solid relationships with our students, parents, and each other. Teachers understand that we all play a vital role in the success for all students and that through our collective efficacy we can make a difference in student achievement. Our administrative team is working to build teacher capacity in the classroom, providing teachers more opportunities to have leadership roles on the campus, and helping teachers be okay with learning and growing through co-teaching models. Our campus vision is "to be the model of a learner centered school", which applies to students and staff. One way that we continue to live this mission out is by inviting other campuses into our CTM meetings and to observe the Visible Learning work we are conducting on campus.

Each week students engage in character education with our counselor during their grade level character education time. The counselor provides planned guidance lessons and connects to our campus core values. During the 2021-2022 school year we began our partnership with the Contentment Foundation to provide our counselor with additional resources to help grow the social emotional curriculum and plans for the campus. We will continue this partnership this school year. Additionally, our campus employs a SEL counselor part time to support students. Lastly, we utilize Resolve It, as another student support for students with severe trauma needs.

During the 2022-2023 school year, Heights partnered with UTMB and Smart Family Literacy to provide reading and SEL lessons to students as well as engage with families during our family events. This partnership will continue for the 2023-2024 school year.

At Heights the campus leadership team meets each week to discuss campus needs and plan for students and staff. The Hawk team which is our campus quest, visible learning team,

and PBIS team meets on a regular basis to discuss instructional needs, work on the Visible Learning plan for our campus, review and write the campus improvement plan, and discuss plans for improving campus needs.

The Heights staff utilizes technology on a daily basis and as of this school year, teachers and students have access to multiple programs to support student achievement in both reading and math. All classrooms have a Promethean Boards, teacher computer, and student laptops. The computer lab is also used as needed for classes but daily for our WIN time intervention and extension groups. Technology is also utilized to maximize campus safety. This includes the campus Raptor systems, cameras, and Navigate 360.

School Processes & Programs Strengths

Heights Elementary had a abundance of success in the 2022-2023 school year. The continuation of the master schedule updates and the addition of WIN Time from the previous year were incredibly important to the success of the campus. The increase in our CTM time each week to 1.5 hours continues to be very beneficial to our teachers and our students. Additionally, our students readily benefited from ongoing Character Education lessons with our counselor. Building Character Education into our schedule allowed for our students to master more self regulation strategies as well as improve their social emotional health and their ability to work with others. Our dual language program completed its first full year and allowed us to learn and grow as a team and prepare effectively for our second group of students to join the program in the 23-24 school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While our PLCs and planning meetings now how structure we are gaining new team members that will need time to learn the PLC questions and our collaboration protocols. **Root Cause:** New people come with different backgrounds and ideas based on their previous campus experiences.

Perceptions

Perceptions Summary

Heights Elementary School is a positive, safe school with supportive and professional staff members, students, and parents. School-wide Core Values are taught and modeled daily. The Core Values include: Respect, Kindness, Integrity, Perseverance, Ambition, and Compassion. Students earn Value Vouchers for showing our core values and receive a prize from the administrative team on Friday if their Value Voucher is pulled from the voucher buckets. Each morning during student led announcements we also recite our Student Pledge to remind students of our Hawk expectations.

Each of our staff members are part of a committee on campus. These committees help us to meet our student, staff, and community needs. They help us plan engaging academic nights, cultural events, ways to increase staff morale, and help us to meet our academic and professional goals for Visible Learning.

All of our teachers are self contained and they participate in weekly CTM meetings for 1.5 hour PLC one time a week with a campus administrator and the instructional specialist. This common planning time allows teachers to collaborate, work on lesson design, model instruction, and discuss best practices to increase student achievement. The PLC is guided by the 4 PLC questions that our district trained on this summer during the PLC Institute. Additionally, data is used to adjust core classroom instruction and plan for WIN time, our designated intervention block on campus. Any teachers needing support can have instruction modeled by the instructional specialist or the administrative team, as we believe working together helps us all grow.

Heights has always conducted a Veteran's Program to promote positive values, good citizenship and to build strong, and meaningful relationships with our community members, especially those who have served our country. Heights also works with the ACE 21st Century Program, The Contentment Foundation, and Resolve It to offer academic and social emotional support to our students and their families. Heights also participates in the Angel Tree each year, with help from our community, to support our families who need more help to provide a Christmas to their children.

The attendance rate for the 2022-2023 school year was 93%. Heights utilizes AttenDANCE where students will get to dance with their peers every Friday at the end of announcements if they have had zero absences and zero tardies. The importance of attendance is shared with parents throughout the year. When a student is absent 3 or more times in a four week period a letter is generated in Skyward and mailed home to the parents of the student. If students continue to have unexcused absences a behavior intervention plan is created and families are referred to truancy warning meetings and then to truancy court.

Heights Elementary uses multiple methods to communicate with families including Facebook, the call out system, newsletters, folder systems and Class Dojo/Bloomz/Seesaw. All of these systems work together to keep families informed of campus events.

Parent involvement is strongly encouraged at Heights Elementary School. Our PTO recruits parents each year to help sponsor school events. We have a family book fair night, open house, parent conference day, book character parade, award assemblies, and grade level programs and performances. Heights also hosts a family reading and math night to allow parents and students to interact with each other while building a foundation and knowledge of our curriculum at school. The Heights staff wants parents to know the progress of their students and they keep them updated about all progress, behavior, and attendance concerns.

Student behavior and social emotional health is a concern for the campus. More students have struggled since returning from online instruction during Covid, however we have seen major improvements after a year of being back in school full time. In the 2023-2024 school year, we have added a Kindness Club to support spreading kindness and inclusivity among our students and in the community.

Perceptions Strengths

Heights does a great job with building relationships with students, families, and each other. The campus is very upbeat and excited to share the great things that are happening socially and academically with all stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some families are not receptive of our push for attendance. **Root Cause:** Some families do not view kindergarten and first grade as important based on our conversations with them and we see a huge impact on literacy for students with poor attendance in these younger grades.

Problem Statement 2: Parents do not enjoy the school registration process. **Root Cause:** The process is difficult for people without computers or knowledge of computers. Special residency is still an issue for families.

Problem Statement 3: Parents struggle to understand the big changes in student expectations from 2nd to 3rd grade and from 3rd to 4th. **Root Cause:** Parents see typically higher grades in K and 1 when the TEKS are with adult assistance compared to in 2nd and up when students have to complete work more independently. Parents also still struggle to understand state standards for STAAR testing due to constant changes or lack of information.

Priority Problem Statements

Problem Statement 1: There is a lack of bilingual resources when compared to English resources to support our ELL students. We have gained resources as they come out but it is not equitable compared to English.

Root Cause 1: The majority of resources that align with our TEKS and STAAR only come in English. The translating and updating process is taking time.

Problem Statement 1 Areas: Demographics

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%

English I & English II 36% to 48%

Performance Objective 1: At Heights Elementary, the percentage of students scoring at the Meets and Masters level will increase in the area of reading.

Evaluation Data Sources: Student performance on STAAR Reading Grades 3 and 4

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to increase collaboration, model strategies, show additional ways to teach concepts, and dig into the depth and complexities of our curriculum, teachers will meet together in CTMs (Collaborative team meetings) with at least one member of the leadership team for 1.5 hours per week. During CTMs the 4 PLC questions will be used as an outline for conversations and how to improve student achievement especially for students who have already reached the approaches level of achievement and need to be pushed to higher levels of achievement. The master schedule will continue to accommodate this important professional growth and planning time for teachers.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity and content knowledge and increased student achievement.</p> <p>Staff Responsible for Monitoring: admin team and instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: WIN time (What I Need) is our campus based intervention block that will be offered two days a week for reading and two days a week for math. This 30 minute time is built into our daily schedule at all grade levels so that we can offer remediation, acceleration, and extension for all students. The extension time will be especially helpful at pushing our students to higher levels of achievement by allowing them to work in higher level text, problem solve in teams, and stretch their thinking in different ways such as small group, and computerized instruction using Headsprout, A-Z, and Imagine Reading based on their individual needs. Students will be "drafted" into WIN time groups based on their classroom and assessment data and progress in their groups</p> <p>Strategy's Expected Result/Impact: Increased student achievement and reduced student gaps</p> <p>Staff Responsible for Monitoring: administrative teams, interventionists, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will continue to implement visible learning throughout the campus. Teachers will write clear learning intentions and success criteria. They will post the student friendly TEK in their classroom and refer to the learning intention and success criteria as they are teaching.</p> <p>Strategy's Expected Result/Impact: The learning intentions help the teacher have clarity in the lesson to reach to higher levels of complexity and they help the students stay focused on their learning so they know exactly what target they are supposed to be hitting.</p> <p>Staff Responsible for Monitoring: teachers, administrative team, instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Kagan structures will be used in the classroom to increase student engagement and allow students to interact with each other and their content at higher levels.</p> <p>Strategy's Expected Result/Impact: Increased engagement in the classroom that will allow students to grasp more content and therefore reach higher levels of achievement.</p> <p>Staff Responsible for Monitoring: teachers, instructional specialist, administrative team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will meet with their students and set reading achievement goals for our major assessments and students will understand their current reading level and where they are striving to be. Parents will be informed of their students reading levels and growth/progress throughout the year. A reading prize cart will be utilized in the classrooms to offer prizes to students for reaching their reading goals. We are moving towards individual student goal folders/binder in some of our K and 1 classes at this time.</p> <p>Strategy's Expected Result/Impact: Students will know where they are at in their current reading ability and begin to plan and work with their teacher on how to improve. By monitoring growth students will see that they can read and reach higher levels of achievement.</p> <p>Staff Responsible for Monitoring: teachers, specialists, administrative team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: The "Learning Pit" and the concept of growth mindset will be discussed beginning in rotation and character education and then flow into the classroom, so that students can learn to work through challenges and push themselves to reach their goals even when it is hard.</p> <p>Strategy's Expected Result/Impact: Students will figure out that it is okay to struggle and that we use strategies to help us when things get hard. When they start feeling the small successes after struggling students will want to continue to push themselves to reach more goals.</p> <p>Staff Responsible for Monitoring: all staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will utilize the gradual release model in class to allow students to work with content in ways that allow them to reach higher levels of complexity. This will be done through the use of multiple resources including test prep resources to allow students to engage with content the way they will see when taking assessments. Having repeated practice in this area will allow students to know how to handle all types of questions including when they are formatted as new item types. Students are in need of direct work and practice with questions and passages that align to higher levels of rigor.</p> <p>Strategy's Expected Result/Impact: Students achievement scores will increase.</p> <p>Staff Responsible for Monitoring: teachers and administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers in grades k-2 will have guided reading coaching cycles with Gretchen Childs and our campus instructional specialist to improve our students overall reading ability.</p> <p>Strategy's Expected Result/Impact: Students will grow in their independent reading levels and teachers will grow in their capacity to teach reading effectively.</p> <p>Staff Responsible for Monitoring: specialist, principal, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Beginning with our 3rd grade dyslexic students and students who are below grade level in reading we will offer whisper phones to students so that they can hear themselves as they read their classwork in all subject areas.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Heights will utilize tutors for our students who are below level in reading. These students will be pulled into small groups to work in guided reading and build on their classroom lessons to close gaps.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in reading and smaller gaps in reading for students</p> <p>Staff Responsible for Monitoring: Intervention team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%

5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%

Performance Objective 1: At Heights Elementary, the percentage of students scoring at the meets and masters level will increase

High Priority





Evaluation Data Sources: Student performance on STAAR Math grades 3 and 4

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to increase collaboration, model strategies, show additional ways to teach concepts, and dig into the depth and complexities of our curriculum, teachers will meet together in PLC with at least one member of the leadership team for 1.5 hours per week. During CTMs the 4 PLC questions will be used as an outline for conversations and how to improve student achievement especially for students who have already reached the approaches level of achievement and need to be pushed to higher levels of achievement. The master schedule will continue to accommodate this important professional growth and planning time for teachers.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity and content knowledge and increased student achievement.</p> <p>Staff Responsible for Monitoring: principal and instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: WIN time (What I Need) is our campus based intervention block that will be offered two days a week for reading and two days a week for math. This 30 minute time is built into our daily schedule at all grade levels so that we can offer remediation, acceleration, and extension for all students. The extension time will be especially helpful at pushing our students to higher levels of achievement by allowing them to work in higher level text, problem solve in teams, and stretch their thinking in different ways such as small group, and computerized instruction using Headsprout, A-Z, and Imagine Math based on their individual needs. Students will be "drafted" into WIN time groups based on their classroom and assessment data and progress in their groups.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and reduced student gaps</p> <p>Staff Responsible for Monitoring: administrative teams, interventionists, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will continue to implement visible learning throughout the campus. Teachers will write clear learning intentions and success criteria. They will post the student friendly TEK in their classroom and refer to the learning intention and success criteria as they are teaching.</p> <p>Strategy's Expected Result/Impact: The learning intentions help the teacher have clarity in the lesson to reach to higher levels of complexity and they help the students stay focused on their learning so they know exactly what target they are supposed to be hitting.</p> <p>Staff Responsible for Monitoring: teachers, administrative team, instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Kagan structures will be used in the classroom to increase student engagement and allow students to interact with each other and their content at higher levels.</p> <p>Strategy's Expected Result/Impact: Increased engagement in the classroom that will allow students to grasp more content and therefore reach higher levels of achievement.</p> <p>Staff Responsible for Monitoring: teachers, instructional specialist, administrative team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will meet with their students and set math achievement goals for our major assessments and students will understand their current math level and where they are striving to be. Parents will be informed of their students' levels and growth/progress throughout the year.</p> <p>Strategy's Expected Result/Impact: Students will know where they are at in their current reading ability and begin to plan and work with their teacher on how to improve. By monitoring growth students will see that they can read and reach higher levels of achievement.</p> <p>Staff Responsible for Monitoring: teachers, specialists, administrative team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: The "Learning Pit" and the concept of growth mindset will be discussed beginning in rotation and character education and then flow into the classroom, so that students can learn to work through challenges and push themselves to reach their goals even when it is hard.</p> <p>Strategy's Expected Result/Impact: Students will figure out that it is okay to struggle and that we use strategies to help us when things get hard. When they start feeling the small successes after struggling students will want to continue to push themselves to reach more goals.</p> <p>Staff Responsible for Monitoring: all staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will utilize the gradual release model in class to allow students to work with content in ways that allow them to reach higher levels of complexity. This will be done through the use of multiple resources including test prep resources to allow students to engage with content the way they will see when taking assessments. Having repeated practice in this area will allow students to know how to handle all types of questions including when they are formatted as new item types. Students are in need of direct work and practice with questions and passages that align to higher levels of rigor.</p> <p>Strategy's Expected Result/Impact: Students achievement scores will increase.</p> <p>Staff Responsible for Monitoring: teachers and administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Heights will utilize small groups and a tutor paid through ESSER funds to support math achievement in the 2nd-4th grades.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in math and less of a gap in grade level skills for students.</p> <p>Staff Responsible for Monitoring: Intervention team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Increase the CCMR indicator by 2% each school year.

Evaluation Data Sources: CCMR Indicators

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 2: Heights Elementary will support students in their future by providing opportunities to engage with options for their future.

Evaluation Data Sources: calendars, flyers, event pictures

Strategy 1 Details	Reviews			
<p>Strategy 1: Heights Elementary staff will participate in the district's military/college days each Monday. Additionally, we will schedule 2 college/military dress up days for students during the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Students will learn their are many options for colleges or careers if they choose that route for themselves.</p> <p>Staff Responsible for Monitoring: climate/community committee, administrative team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Heights staff will have a college sign posted next to their work space to show students a variety of college options.</p> <p>Strategy's Expected Result/Impact: Students will learn their are many options for colleges including ones they have never heard of, if they choose that route for themselves.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: On the morning announcements students will share what they plan to do in the future when they assist with the pledges each day. This will give students the opportunities to explore and think about options like college, careers, or the military.</p> <p>Strategy's Expected Result/Impact: Students will open up to the idea of options for themselves for the future and can think of how they can reach their individual goals.</p> <p>Staff Responsible for Monitoring: principal and homeroom teachers for 4th grade</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Heights will continue to show support for the military path by completing it's yearly Veteran's Day music program.</p> <p>Strategy's Expected Result/Impact: Students will meet and see Military Veteran's and will be able to consider if the military is a path for them.</p> <p>Staff Responsible for Monitoring: Music teacher, administrative team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Heights Elementary will participate in honoring first responders in November, so that students are aware of potential career opportunities they could have in serving others.</p> <p>Strategy's Expected Result/Impact: Students can add more possible career opportunities to their list of future</p>	Formative			Summative
	Nov	Jan	Mar	June

opportunities.

Staff Responsible for Monitoring: office staff, administrative team, and teachers

Title I:

2.5, 2.6

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: At Heights Elementary, our 4 main focus groups (white, Hispanic, African American and High Focus group) will meet or exceed their 2022-2023 performance target for Academic Achievement in reading and math on the 2023 STAAR Assessment.

High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: WIN time (What I Need) is our campus based intervention block that will be offered two days a week for reading and two days a week for math. This 30 minute time is built into our daily schedule at all grade levels so that we can offer remediation, acceleration, and extension for all students. The extension time will be especially helpful at pushing our students to higher levels of achievement by allowing them to work in higher level text, problem solve in teams, and stretch their thinking in different ways such as small group, and computerized instruction using Headsprout, A-Z, and Imagine Math/Reading based on their individual needs. Students will be "drafted" into WIN time groups based on their classroom and assessment data and progress in their groups.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and reduced student gaps</p> <p>Staff Responsible for Monitoring: administrative teams, interventionists, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will continue to implement visible learning throughout the campus. Teachers will write clear learning intentions and success criteria. They will post the student friendly TEK in their classroom and refer to the learning intention and success criteria as they are teaching.</p> <p>Strategy's Expected Result/Impact: The learning intentions help the teacher have clarity in the lesson to reach to higher levels of complexity and they help the students stay focused on their learning so they know exactly what target they are supposed to be hitting.</p> <p>Staff Responsible for Monitoring: teachers, administrative team, instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Kagan structures will be used in the classroom to increase student engagement and allow students to interact with each other and their content at higher levels.</p> <p>Strategy's Expected Result/Impact: increased engagement in the classroom that will allow students to grasp more content and therefore reach higher levels of achievement.</p> <p>Staff Responsible for Monitoring: teachers, instructional specialist, administrative team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The "Learning Pit" and the concept of growth mindset will be discussed beginning in rotation and character education and then flow into the classroom, so that students can learn to work through challenges and push themselves to reach their goals even when it is hard.</p> <p>Strategy's Expected Result/Impact: Students will figure out that it is okay to struggle and that we use strategies to help us when things get hard. When they start feeling the small successes after struggling students will want to continue to push themselves to reach more goals.</p> <p>Staff Responsible for Monitoring: all staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Level up students for all grades will work with hands on and real life learning experiences to grow as learners and close their gaps while building relationships with our staff and other students. They will also pre learn major material to help them be more prepared for their incoming grade level. Selection for this program will begin in the spring.</p> <p>Strategy's Expected Result/Impact: close student gaps and increase achievement and build positive connections to the school</p> <p>Staff Responsible for Monitoring: teachers and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Heights will utilize tutors for our students who are below level in reading. These students will be pulled into small groups to work in guided reading and build on their classroom lessons to close gaps.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and less gaps for students</p> <p>Staff Responsible for Monitoring: Intervention team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Heights will utilize the Little Free Library and the Book Vending Machine on campus to allow more books to get into students hands.</p> <p>Strategy's Expected Result/Impact: By providing more books for students we hope to encourage them to read and engage in reading with their families which will help them close gaps in reading.</p> <p>Staff Responsible for Monitoring: teachers and intervention team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Heights Elementary will continue to conduct 4545 academy during the summer to target individual student gaps in the areas of reading and math.</p> <p>Strategy's Expected Result/Impact: Close gaps associated with STAAR testing and help students prepare for the</p>	Formative			Summative
	Nov	Jan	Mar	June

next grade level.

Staff Responsible for Monitoring: intervention team

Title I:


2.4, 2.6


- TEA Priorities:


Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: At Heights there will be zero students injured by fire, weather related events, or from intruders during the 2022-2023 school year.





Evaluation Data Sources: accident reports

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff members are trained on TCISD's Emergency Preparedness Procedures. Students and staff will participate in drills for lockouts, evacuate, fire, shelter and hold. Once per semester students and staff will participate in a Lock Down drill. All classrooms are equipped with a flip book with easy to read safety procedures to use in the event of an emergency. Staff members will use the district emergency app to practice drills and report events.</p> <p>Strategy's Expected Result/Impact: increase in the safety of our students and staff at Heights</p> <p>Staff Responsible for Monitoring: Assistant principal and principal, as well as the district level safety team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Heights staff will monitor who is in the building and stop visitors who do not have badges so that only allowed visitors are present on campus. Suspicious people inside and outside of the campus will be reported.</p> <p>Strategy's Expected Result/Impact: Increase the safety of students and staff</p> <p>Staff Responsible for Monitoring: All campus and district staff members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Heights Elementary's campus safety monitor will complete door checks throughout the day and will report doors that are broken to the district per TEA guidelines.</p> <p>Strategy's Expected Result/Impact: Increase the safety of students and staff</p> <p>Staff Responsible for Monitoring: campus safety monitor, principal, and district safety team</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: The campus will implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

Evaluation Data Sources: Decrease number of discipline referrals, ISS/OSS and DAEP assignments as seen through PEIMS data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each classroom and shared school space will have PBIS language based signage and all expectations will be explicitly taught so that students know how to behave at all times.</p> <p>Strategy's Expected Result/Impact: More positive interactions among students and less campus disruptions</p> <p>Staff Responsible for Monitoring: All campus staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 2: The campus will decrease the number of discretionary ISS and OSS assignments for the 2023-2024 school year when compared to the 2022-2023 school year.

Evaluation Data Sources: Decrease number of discipline referrals in Skyward

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus Behavior Coordinator (Asst. Principal) and the ISS Paraprofessional will collaborate to implement a student check-in system where students with specific behavior needs or tendencies receive consistent and frequent check-ins throughout each school day for the purpose of proactively intercepting and preventing discipline issues.</p> <p>Strategy's Expected Result/Impact: Teachers will receive preemptive behavioral assistance with students who have a tendency to engage in negative behaviors that stall instruction and result in classroom removals. Therefore, ISS and OSS placements will decrease as compared to the number of placements in 2022-2023.</p> <p>Staff Responsible for Monitoring: Assistant principal and ISS paraprofessional</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will engage in weekly character education lessons, focusing on the necessary social and emotional skills required of making positive choices in a school setting. Powerpoints, videos, anchor charts, story based texts, collaboration and other models will be used to support student learning and understanding of SEL topics.</p> <p>Strategy's Expected Result/Impact: Students will learn social and emotional skills and use them to assist in self-regulation.</p> <p>Staff Responsible for Monitoring: counselor(s)</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: For individual circumstances where a student may have behaved in a manner which would receive discretionary ISS or OSS, parents will be asked to participate in a "Reverse Suspension" where they "sit in" with their students in the classroom/subject the behavior(s) occur(s).</p> <p>Strategy's Expected Result/Impact: Parents will be required to be more active in the school's responsibility to provide specific consequences for specific behaviors, therefore increasing the parental awareness of the severity of the behaviors and the disruptions caused by the behavior. The parent(s) and the school become more inclined to work together to determine a productive, long-lasting solution to student behavioral needs.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Resolve It counseling service meets with students who have been effected by any of the following as well as other traumatic experiences: parents who are incarcerated, have domestic violence in the household, or are under CPS custody. The licensed psychologist meets with students on a weekly basis to help support their needs.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of ISS and OSS assignments due to severe or persistent misbehavior or trauma.</p> <p>Staff Responsible for Monitoring: Counselor and Resolve It psychologist</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Our Core Values in the hallways will reflect both English and Spanish and will be tied to Character education lessons and classroom lesson when applicable.</p> <p>Strategy's Expected Result/Impact: Students will continue to see that our core values are important to every day life and that they impact us in the real word in multiple contexts.</p> <p>Staff Responsible for Monitoring: all staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Our students will receive tokens for our book vending machine when their name is pulled on Friday's for exhibiting our campus core values.</p> <p>Strategy's Expected Result/Impact: Students will continue to show our core values and will choose books that they are interested in to continue to grow a love of reading.</p> <p>Staff Responsible for Monitoring: Intervention team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 3: Heights Elementary will implement Character Education and other counseling opportunities that follow our campus core values that include: respect, kindness, integrity, perseverance, ambition, and compassion and allow children to get support they need to become good citizens or care for their social emotional, physical and academic well-being. Powerpoints, anchor charts, models, collaboration, and texts will be used to support student understanding.

Evaluation Data Sources: character ed. lesson plans, walkthroughs, meeting minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: Heights will integrate social & emotional learning education and strategies/techniques by participating in the Contentment Foundation. The Contentment Foundation integrates 4 pillars which include mindfulness, community, self-curiosity and contentment & balance. By educating our staff and students in these areas of well being, as a campus we are able to support areas which foster a safe and healthy school climate.</p> <p>Strategy's Expected Result/Impact: Help students regulate their emotions and help their overall mental health development as well as improve the climate in the school using the four pillars.</p> <p>Staff Responsible for Monitoring: Wellness team and counselors</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Heights is partnered with the Houston Food Bank to integrate the Backpack Buddies Program. Through this partnership, Heights is able to provide meals over the weekend for our students and their families which will support their physical health . Backpack Buddies also provides access to food trucks and clothing for families.</p> <p>Strategy's Expected Result/Impact: This will support for our students and families based on their basic needs while also building meaningful relationships with the families in our community.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Heights Elementary will utilize a Social Emotional Counselor 2.5 days a week to help support our students who need character education, small group sessions, lunch bunch and in class support for regulation of their emotions. Giving additional support to our students will help them and their teachers as we continue to grow as learners and as people.</p> <p>Strategy's Expected Result/Impact: We expect that our students will have a decrease in behavior concerns and will better be able to regulate their emotions. Additionally, we feel that the relationships built will help the students to have a better school connection and increase their overall ability at school.</p> <p>Staff Responsible for Monitoring: Counselor and administrative team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 4: As compared to the 2021-2022 school year, Heights will improve student attendance to an overall attendance of at least 95%.

High Priority

Evaluation Data Sources: Attendance Data - Skyward and OnDataSuite





Strategy 1 Details	Reviews			
<p>Strategy 1: Heights will produce attendance intervention plans for students receiving an attendance letter from Skyward (after reconciliation of dates).</p> <p>Strategy's Expected Result/Impact: The immediate implementation of attendance behavior intervention plans involves the parent early on in the attendance/truancy process. Effective interventions will be put into place prior to the need for the implementation of the truancy process.</p> <p>Staff Responsible for Monitoring: Assistant Principal and registrar</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students who have no absences and no tardies for the week will have the opportunity to participate in Attendance! This is an initiative that will allow students to get up and dance on Fridays during the morning announcements song. It is a simple and cost-effective way to reward their presence at school.</p> <p>Strategy's Expected Result/Impact: It is a simple and cost-effective way to reward their presence at school that they enjoy. It also spreads campus positivity each Friday.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Pop up attendance incentives will begin in October and occur throughout the year. These incentives will allow students who are present to have an immediate reward for being present at school. These will be fun and unique opportunities that students will want to engage in and that they will not know about prior, so that they try to be present more often in case an event occurs!</p> <p>Strategy's Expected Result/Impact: Increase in student attendance and a positive culture and climate boost.</p> <p>Staff Responsible for Monitoring: administrative team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: For the 2023-2024 school year, Heights will participate in the pizza attendance program supported by the Lion's Club.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates.</p> <p>Staff Responsible for Monitoring: Teachers, registrar, and ISS paraprofessional</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Heights Elementary will provide classroom computers, Promethean Boards, lap tops, document cameras and content specific software to teachers and students in all classrooms.





Evaluation Data Sources: training reports, walkthroughs, TTESS observations, CTM notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and staff will have access to Headsprout, Reading A-Z, Summit Learning, Happy Numbers, Waterford and Imagine Reading/Math, in order to meet the varying needs of students in the classroom and during their small group or intervention periods as needed.</p> <p>Strategy's Expected Result/Impact: Students will have targeted support for their individual needs.</p> <p>Staff Responsible for Monitoring: Administrative team, instructional specialist, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize the campus poster printer to support tier 1 instruction to increase the use of our HMH reading resources including anchor charts, math notebook and other anchor charts, and modeling of instruction during the gradual release model of teaching. The teachers can also use this printer to design their learning intentions and success criteria area to support our campus visible learning goals. This poster maker will also allow equitable resources to be used for our bilingual/ESL and English classes to occur. During PLC we will also utilize anchor charts, or strategies to be modeled as we would do them in the classroom with students to enhance our teaching and learning at Heights.</p> <p>Strategy's Expected Result/Impact: increased academic achievement in all student groups due to visual supports</p> <p>Staff Responsible for Monitoring: administrators and instructional specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 2: Heights Elementary will utilize the Scholastic Network/TV system and digital signage around campus to promote positive behavior, growth, academic achievement, SEL, and campus events.

Evaluation Data Sources: Building walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Heights will post pictures of students and staff to celebrate growth, use of our core values, as well as important information and reminders for students, parents, and staff to help support a positive culture and climate in the building.</p> <p>Strategy's Expected Result/Impact: a positive climate and culture, a sense of unity, and increased student achievement</p> <p>Staff Responsible for Monitoring: Music teacher</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Heights Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students.

Evaluation Data Sources: Weekly walkthroughs, TTESS observations, Renaissance or other BOY/EOY Growth Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff members are encouraged to self-reflect on their practices and to see professional development opportunities to increase their capacity in the classroom or their individual role. Our campus has a budget to cover the expenses of professional development.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity, improve delivery of instruction, bring new ideas, improved climate and culture and an increase in the strategies to grow our campus and students.</p> <p>Staff Responsible for Monitoring: principal, assistant principal, teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: When teachers believe that together, they are capable of increasing all student's academic abilities, critical thinking skills, and achievement levels, then it happens. This is the idea behind collective teacher efficacy which is part of our campus' visual learning journey. Collective efficacy is the staff's shared belief that through their collective actions, they can positively influence student outcomes. Collective teacher efficacy has a large effect size on student learning and therefore has been a focus for our campus. Our campus will create a collective resume to learn more about what each of us brings to the table to support students, and we will plan together in PLC and WIN time to grow students and increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be given shout outs in the campus weekly newsletter and will be pointed out on our social media page for their hard work and dedication to Heights and our students.</p> <p>Strategy's Expected Result/Impact: Teachers will feel seen and valued by our campus faculty and our families.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: New teachers to the profession will be given a mentor to support them during the school year. Teachers that are new to our campus will receive extra support as they learn how we operate at Heights and in Texas City ISD.</p> <p>Strategy's Expected Result/Impact: Staff will feel that more respected and supported and will hopefully stay on campus and in district longer.</p> <p>Staff Responsible for Monitoring: Principal and district administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will continue to have a wellness room for teachers so that they can decompress during the day. The room will have water, calming activities, and comfortable seating so that teachers can calm down, relax, or take a break on their conference time as needed.</p> <p>Strategy's Expected Result/Impact: Teachers will feel that they have a safe space to decompress at work and will better be able to handle their own emotions while working to support our students.</p> <p>Staff Responsible for Monitoring: counselor and administrative team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: New staff to Heights will receive onboard emails prior to the start of school.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will have a better understanding of our campus and our routines and expectations prior to school starting to help them better prepare for the year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will engage in coaching cycles with the instructional specialist to support their individual needs/</p> <p>Strategy's Expected Result/Impact: A growth in teacher capacity.</p> <p>Staff Responsible for Monitoring: Specialist and admin team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
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Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: The campus administrative team, faculty and staff will maintain a positive image with all stakeholder groups throughout the community.

Evaluation Data Sources: PTO notes/documentation, campus event documentation, and community representation on QuEST, community event documentation/evidence, social media presence.

Strategy 1 Details	Reviews			
<p>Strategy 1: Heights Elementary will utilize our campus Facebook page to inform parents of campus events, shout outs, and other important information in both English and Spanish to help keep all families informed.</p> <p>Strategy's Expected Result/Impact: This strategy will increase family knowledge of our campus so they feel more connected to our school.</p> <p>Staff Responsible for Monitoring: Admin and office team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Heights Elementary will offer family friendly events for all stake holders where the admin team and teachers interact with students and their families including but not limited to: family book fair night, book character costume parade, family math and reading nights, Family Fiesta, and the book pumpkin contest.</p> <p>Strategy's Expected Result/Impact: Increase family engagement on campus.</p> <p>Staff Responsible for Monitoring: committees, administrative team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The campus admin team will support and interact positively with the community during the school day by being out and present to speak with families as well as available at campus and community events that may occur during the year.</p> <p>Strategy's Expected Result/Impact: Increased positive interactions with the community.</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Heights Elementary will offer opportunities for all parents to engage in their child's education.

Evaluation Data Sources: sign in sheets, conference data, flyers, event photographs and documentation





Strategy 1 Details	Reviews			
<p>Strategy 1: Heights Elementary will utilize our campus Facebook page to inform parents of campus events, shout outs, and other important information in both English and Spanish to help keep all families informed.</p> <p>Strategy's Expected Result/Impact: This strategy will increase family knowledge of our campus so they feel more connected to our school.</p> <p>Staff Responsible for Monitoring: Sarah Furman, Ashley Knape, Stephanie Drake and Kirstie Guillotte, and Hope Munoz</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Heights Elementary will utilize The Parent Institute, in both English and Spanish, to give our parents and families more specific ways to be involved in their students' lives and how they can help their child academically and social-emotionally each month.</p> <p>Strategy's Expected Result/Impact: Increase student achievement by connecting more parents to specific ways they can support their students.</p> <p>Staff Responsible for Monitoring: Administrators, counselors, front office staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Heights Elementary will send a monthly activity calendar to parents.</p> <p>Strategy's Expected Result/Impact: Increase parent communication so that more parents can be included in school events which will build more home-school connections.</p> <p>Staff Responsible for Monitoring: administrative team and front office</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 2: Parents, teachers, and school administration will work together when appropriate to consistently improve student behavior(s).





Evaluation Data Sources: Parent communication logs
Meeting minutes
Behavior Referrals and Skyward "action" documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: School staff will frequently communicate and collaborate with parents to improve student behavior. Parents will be involved in decisions to implement behavior strategies to directly improve student behavior and indirectly improve achievement.</p> <p>Strategy's Expected Result/Impact: Parents will be educated on the relation between behavior and achievement. Parent responsibility of student behavior will increase and positive student behaviors will increase. Therefore, student achievement will increase.</p> <p>Staff Responsible for Monitoring: All teachers and campus administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Positive phone calls, texts, emails, or notes will be sent home within the first 3 weeks of school so that a positive contact can be made with all families.</p> <p>Strategy's Expected Result/Impact: There will be an increase in positive relationships among staff and our families.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: Heights Elementary will utilize essential standards when planning and mapping units according to the pacing calendars, IFDs, and other district curriculum documents during our PLC meetings. All lessons will be built with the end in mind and teachers will understand their essential skills including the best ways to teach them which could include modeling, collaboration, hands on activities and other engaging practices.

Evaluation Data Sources: CTM agendas and lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will be expected to attend CTM meetings and be able to articulate their essential standards, activities/assessments aligned with their standards and their appropriate Kagan structures based on the district curriculum documents.</p> <p>Strategy's Expected Result/Impact: An increase in student learning and increased teacher capacity.</p> <p>Staff Responsible for Monitoring: Instructional specialist and Admin team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The dual language curriculum and training (such as PVR), will be built with consultants in conjunction with classroom teachers to provide the best curriculum and strategies for students to meet or exceed the district and state guidelines while growing students in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Students will speak in both languages while excelling at grade level content.</p> <p>Staff Responsible for Monitoring: dual language team and district bilingual team</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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