East Central Independent School District

Heritage Middle School

2024-2025 Improvement Plan

Vision

The Heritage Middle School family empowers each and every student by building their social and emotional learning, while creating a safe and nurturing environment where all students feel a sense of belonging which empowers them to excel academically in preparation of college, military, and career readiness.

Value Statement

We Value:

- Growth mindset
- Goal setting
- Collaboration
- Open line of communication
- Strong work ethic
- Customer service
- Sense of belonging
- Service and contribution
- Individuality/Diversity

Table of Contents

Goals 4
Goal 1: Engaged, Well Rounded Students 4
Goal 2: Student Safety & Well Being 7
Goal 3: Student Learning and Progress 11
Goal 4: Post-Secondary Readiness 16
Goal 5: Quality/Commitment of Staff 20
Goal 6: Community Engagement & Partnerships 24
Goal 7: Fiscal & Operational System 28
Policies, Procedures, and Requirements 31
Policy Documents & Addendums 32

Goals

Revised/Approved: July 23, 2024

Goal 1: Engaged, Well Rounded Students

Key Question 1: To what degree does ECISD provide diverse experiences to meet the needs and interests of all students?

Initial Status: Maintain

Goal 1: Engaged, Well Rounded Students

Key Question 2: To what degree is student voice valued and reflected in student experiences?

Initial Status: Maintain

Goal 1: Engaged, Well Rounded Students

Key Question 3: To what degree are all students engaged in our schools and the community?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will maximize students opportunities to learn by making learning meaningful, maximizing student participation, and limiting the amount of time students are out of class. **Evidence of Success:** HMS students will reach a 94% rate for the 2024-2025 school year. **Staff Responsible:** Principal **Problem Statements:** Engaged, Well Rounded Students 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Teachers will contact families on day 2 of consecutive absences through Talking Points. By day 3, teachers will send email to counselor and AP.

Date(s) / Timeframe: August 2024- May 2025

Strategy 2: Monitoring of students who are identified of having chronic absences with check-ins and follow-ups.

Date(s) / Timeframe: August 2024- May 2025

Staff Responsible: Counselor

Key Question 3 Problem Statements:

Engaged, Well Rounded Students
Problem Statement 1: Chronic Absenteeism - Students with 17 or more absences for the year is 14. Students with 10-16 absences for the year is 37. **Root Cause**: Interventions not in place such improving school climate, providing additional support services, enhancing communication with families, implementing attendance monitoring and support systems, and addressing any specific barriers that individual students may face.
Problem Statement 2: Attendance 92.83% as of 5/15. Attendance is below the goal of 94%. 8th grade lowest of the three grade levels 91.9%. **Root Cause**: Root cause is the lack of implementing targeted interventions that address underlying causes while fostering a supportive and engaging school environment.

Goal 2: Student Safety & Well Being

Key Question 1: To what degree are students safe and feel secure at school, physically and socially/emotionally?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will create safe learning environments by teaching clear behavior expectations, growing teachers in classroom management, and providing targeted intervention. **Evidence of Success:** HMS students will have a 30% reduction in disciplinary incidents. **Staff Responsible:** Associate Principal **Problem Statements:** Student Learning and Progress 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: The top 5% of previous year discipline referrals will have a behavior contract and actively monitored.

Date(s) / Timeframe: August 2024- May 2025

Staff Responsible: Associate Principal

Strategy 2: Classrooms will have implementation of 3:1 acknowledgment to correction ratio at 40% fidelity by Q1, 50% fidelity by Q2, 60% by Q3 and 70% by Q4.

Date(s) / Timeframe: August 2024- May 2025

Staff Responsible: Tier 1- Assistant Principal

Strategy 3: Tier 2 behavior students will receive biweekly social skills sessions.

Date(s) / Timeframe: August 2024- May 2025

Staff Responsible: Tier 2- Assistant Principal

Key Question 1 Problem Statements:

Student Learning and Progress

Problem Statement 1: Behavior Systems review data: 67% of classrooms were found less than 1:1 in implementation in acknowledge to correction ratio **Root Cause**: Teacher training and ownership of the HMS behavior management system and foundational science of behavior training.

Problem Statement 2: Behavior Systems review data: 0% skills instruction for Tier 2 **Root Cause**: Tier 2 systems do not include social skills sessions. Time is not carved out for small group sessions.

Goal 2: Student Safety & Well Being

Key Question 2: To what degree are we able to respond, both proactively and re-actively, to crisis situations?

Initial Status: Maintain

Goal 2: Student Safety & Well Being

Key Question 3: To what degree do we provide support services for staff, students, and families on an ongoing basis and in a crisis?

Initial Status: Maintain

Goal 3: Student Learning and Progress

Key Question 1: To what degree do we support student learning and progress?

Initial Status: Maintain

Goal 3: Student Learning and Progress

Key Question 2: To what degree is a growth mindset a part of how we do business?

Initial Status: Maintain

Goal 3: Student Learning and Progress

Key Question 3: To what degree are students growing and achieving academically and behaviorally?

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will increase student achievement by implementing high-quality instructional materials and research-based instructional strategies. **Evidence of Success:** For the 2024-25 school year, Heritage Middle School will earn a minimum of a "met standards rating C" with at least 70% approaches, 40% meets, 20% masters on STAAR and 37% of 8th-grade students on track for college readiness. **Staff Responsible:** Principal **Problem Statements:** Student Learning and Progress 3, 5, 6, 7				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: All teachers servicing 8th grade EB students in core content areas will successfully complete the High Yield Strategies training and Academic Dean will conduct fidelity checks.

Date(s) / Timeframe: October 2024- May 2025

Staff Responsible: Academic Dean

Strategy 2: In weekly PLCs while in ART, focus conversations on SF2 and SF3 supports will be had and shared with para to support students within the lesson. Special Ed to their Tier 1 peers gap will close by 10%.

Date(s) / Timeframe: August 2024- May 2025

Key Question 3 Problem Statements:

Student Learning and Progress

Problem Statement 3: Special Ed student outcomes and growth STAAR: SpEd students scored 30-40% below the whole for Math and Reading in each grade level except in 7th grade Math which was 20%. **Root Cause**: GenEd teachers may not have the training or support needed to effectively teach SpEd students. They may not have instructional methods to be effective for SpEd students. Teachers may not identify and provide early intervention for these students. Teachers may lack resources like materials and technologies to meet the needs of SpEd students.

Problem Statement 5: Tier 2 and Tier 3 Growth: 8th grade Reading BOY - EOY is at 27% and Tier 2 and Tier 3 6th grade Math 20% and 7th Math grade 24%. **Root Cause**: Root cause is teacher training and implementation of the assigned interventions during WIN.

Problem Statement 6: Campus 2024 Math MAP Growth 52% (6th-42%, 7th-43%,8th-71%) and 2024 Reading MAP Growth 46% (6th-42%, 7th-48%,8th-42%). **Root Cause**: Students do not put time and effort into the assessment. Teacher buy in when administering the assessment if you are not a Math or Reading teacher is lacking fidelity and importance.

Problem Statement 7: STAAR Data: Reading Approached dropped 5-9% with Meets and Masters raising 1-4%. Math Approaches dropped 4-15%, Meets dropped 5-12%, Masters dropped 2% in 6th and 7th grade. In Alg 1 Approaches up 9%, Meets, up 22% and Masters up 8%. Science Approaches down by 3%, Meets up 3%, and Masters up 1%. Social Studies Approaches up 6%, Meets up 4%. **Root Cause**: HQIM moves to the rigor of the TEKS but intentional planning around scaffolds after collection of DFA does not meet the needs of students consistently.

Goal 3: Student Learning and Progress

Key Question 4: To what degree do we assure student success by building on student strengths?

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

Key Question 1: To what degree are students ready to make a meaningful life and living?

Initial Status: Maintain but Consider a Change

Goal 4: Post-Secondary Readiness

Key Question 2: To what degree are students planning for post-secondary and executing their plans?

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

Key Question 3: To what degree are students ready for citizenship and civic duty?

Initial Status: Maintain

Goal 4: Post-Secondary Readiness

Key Question 4: To what degree does the system reflect "all means all"?

Initial Status: Maintain

Goal 5: Quality/Commitment of Staff

Key Question 1: To what degree does staff positively impact students according to need?

Initial Status: Maintain

Goal 5: Quality/Commitment of Staff

Key Question 2: To what degree do our staff members exemplify Leading the EC Way?

Initial Status: Maintain

Goal 5: Quality/Commitment of Staff

Key Question 3: To what degree do we train and develop new and existing staff?

Initial Status: Maintain but Consider a Change

Goal 5: Quality/Commitment of Staff

Key Question 4: To what degree is staff empowered to realize the mission of the district?

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will maximize opportunities to support, coach, and provide professional development to all exempt and nonexempt staff members in order to retain them for the 25-26 school year. **Evidence of Success:** From Jul 3, 2024, 90% of the exempt staff and 85% nonexempt that was employed on July 3, 2025 will be retained with the intent of returning for the 25-26 school year. **Staff Responsible:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Quarterly meetings will be conducted with 0-1 year mentees/mentors.

Date(s) / Timeframe: Mid October 2024
Mid December 2024
Mid March 2025
Mid May 2025

Staff Responsible: Academic Dean

Strategy 2: ILT will coach targeted teachers based on data and observations using the coaching cycle.

Date(s) / Timeframe: August 2024- May 2025

Staff Responsible: Principal

Goal 6: Community Engagement & Partnerships

Key Question 1: To what degree do we cultivate mutually beneficial partnerships?

Initial Status: Maintain but Consider a Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: HMS will focus on establishing and maintaining quality relationships with quality partners that will help our campus reach our goals, as well as our partners goals, while positively impacting our students. **Evidence of Success:** HMS will increase our mutually beneficial partnerships by 1 for each semester. **Staff Responsible:** Academic Dean **Problem Statements:** Student Safety & Well Being 1, 2, 4				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: Research and recruit mutually beneficial partnership. Utilize resources through CIS.

Date(s) / Timeframe: August 2024 - September 2024 - Research options in SA community, Partner with Region 20, CIS, and CCMR department.
October 2024 - March 2025 - Recruit new mutually beneficial partnerships
March 2025 - Host Masters Night and invite new partners

Staff Responsible: Academic Dean

Key Question 1 Problem Statements:

Student Safety & Well Being
Problem Statement 1: Panorama Data states: School Climate - Energy at School - 43% slightly to very negative/29% Neither, Physical Space - 33% slightly to very unpleasant/32% Neither, Rules at school - 36% slightly to very unfair/27% Neither, Behavior impact - 33% slightly to hurts a lot/44% Neither, Teachers Excited - 69% Sometimes to Never/24% Frequently, 8% Always **Root Cause**: Root causes could be a systemic issues such as ineffective policies, lack of adequate resources or support, poor communication, or a negative culture that affects various aspects of school climate
Problem Statement 2: Panorama Data states - Sense of Belonging - Understand me -34% understand little to not at all/34% Somewhat understand, Connection to Adult - 45% slightly to not connected at all/ 33% somewhat, Respect from students - 36% little bit to not at all/32% somewhat, Do you matter - 33% little to not at all/34% somewhat, Do you belong - 29% little to not at all/34% somewhat **Root Cause**: Root causes would require implementing strategies to foster a more supportive and inclusive school environment, enhancing communication and relationships among students and between students and adults, and promoting a culture of respect, empathy, and belonging throughout the school community

Student Safety & Well Being

Problem Statement 4: Counseling services for boys 321 visits. Total # of referrals 1247 of which are 453 students. 289 males students account for 902 of those referrals. **Root Cause**: Boys lacking skills to deescalate themselves and can not stand up to peer pressure.

Goal 6: Community Engagement & Partnerships

Key Question 2: To what degree do our partnerships positively impact stakeholders?

Goal 6: Community Engagement & Partnerships

Key Question 3: To what degree do we connect with workforce needs?

Goal 7: Fiscal & Operational System

Key Question 1: To what degree do we align resources to high priority goals?

Initial Status: Maintain

Goal 7: Fiscal & Operational System

Key Question 2: To what degree are we fiscally and operationally efficient and transparent?

Initial Status: Maintain

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will establish a baseline in all inventory management systems so that we can ensure efficient operations. We will align our needs assessments, goals, strategies, and budgets when creating and spending money as good budget stewards. We will ensure efficient operations by providing clear roles, a process to revisit progress with PEIMS coding, and protected time to ensure the work is complete. **Evidence of Success:** HMS will implement the district's inventory management policies and procedures by July 3rd, 2025. 90% of HMS school budgets will be expended in the 2024/25 school year. To ensure accurate student coding throughout the year, on June 3, 2025, 99% of key student's records will be accurate to include to the following codes: 504 Accelerated Instruction Hours (new 24-25) Bilingual Program CTE Discipline Dyslexia Emergent Bilingual ESL Program Gifted Program Special Education Program State Compensatory Education **Staff Responsible:** Principal				

No Progress



Accomplished


Continue/Modify


Discontinue

Strategy 1: Utilize district budget worksheet in conjunction with campus improvement plan to align all expenditures quarterly, and conduct a quarterly budget

meeting with budget stewards.

Date(s) / Timeframe: September 1 (Quarterly Budget Meeting)
Mid-October (Quarterly Budget Meeting)
Mid-December (Quarterly Budget Meeting)
Mid- March (Quarterly Budget Meeting)

Staff Responsible: Principal

Strategy 2: Refine the verification process so that within 2 days of reporting deadline, each department steward will have timely and accurate data (discipline/ Carrasco, AI/ Zizelman, attendance/ Hatley, Special Education/ Pena, all other programs/ Moreno).

Date(s) / Timeframe: September 2024 - May 2025

Staff Responsible: Principal

Strategy 3: All resources inventoried within Follett are checked out to individual teachers and returned at the end of the school year.

Date(s) / Timeframe: August 2024- May 2025

Staff Responsible: Academic Dean
Assistant Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On

Policy Documents & Addendums