East Central Independent School District

Highland Forest Elementary

2024-2025 Improvement Plan



Mission Statement

Our Values:

A Growth Mindset For Students and Staff

Teamwork

Accountability

Being Data Driven

Having an Exceptional Work Ethic

Flexibility

Positive Relationships With All Stakeholders

Calculated Risk Takers

Vision Statement

At Highland Forest, our vision is to reach every student, every day, in every way.

Core Beliefs

At Highland Forest, we believe in a safe and nurturing environment. We believe in a quality education that meets individual student needs and building positive relationships with all stakeholders to inspire a love for learning.

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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: Attendance forums will be held each quarter for all families identified. In addition we will have monthly attendance incentives for students. **Evidence of Success:** HF students will reach a 94.0% attendance rate for the 2024-25 school year. **Staff Responsible:** AP - Harred				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Monthly drawings to incentivise student attendance.
Families that have unexcused absences will attend attendance forums for support.

Intended Audience: Highland Forest Families

Provider / Presenter / Person Responsible: AP - Sarah Harred

Date(s) / Timeframe: Nov. 93% (Q1)
Jan. 93% (Q2)
March 94% (Q3)
June 94% (Q4)

Collaborating Departments: CIS, Counselor, Attendance Clerk

Delivery Method: In Person

Staff Responsible: AP - Harred

Strategy 2: The counselor & AP representative will set up parent conference with students who are on the targeted case management list.
The counselor & AP in support with the CIS will also set up monthly check- ins with the students. Targeting case management list with CIS to support student attendance.

Intended Audience: Highland Forest Students on the case management list
Highland Forest families on the case management list

Provider / Presenter / Person Responsible: AP - Harred

Date(s) / Timeframe: Q1 - Attendance team will review the targeted case management list and set up parent conferences with families.
Q2 - Counselor & CIS will have regularly scheduled check-ins with students who have been identified with low attendance rates.
Q3 - Attendance team will reconvene to review the case management list to make any adjustments to their student check-ins and set up mid year parent conferences for students who are still have low attendance rates.
Q4 - Continue scheduled check in with students; review EOY list to develop a targeted plan for any students who have not improved their attendance rate during the year.

Collaborating Departments: Counselor
Campus CIS support

Delivery Method: In Person Conferences
One on One meetings

Staff Responsible: Counselor, CIS, AP

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:** HF students will have a 30% reduction in disciplinary incidents. **Staff Responsible:** AP - Harred **Problem Statements:** Student Safety & Well Being 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Professional Development for safety and behavior based off of data collected during fidelity walks and office referrals.
- BOY PD: Review campus behavior system for acknowledgements, utilizing Reach and Respond, reviewing Tier 2/Tier 3 behavior supports.
- Continued monthly professional development at Difference Makers that focus on campus behavior trends.

Tier 1 Behavior team
- Establish Tier 1 team
- Schedule and conduct monthly team meetings
- Fidelity walks over behavior systems with an emphasis on Reach and Respond.

Intended Audience: Campus Staff

Provider / Presenter / Person Responsible: AP - Harred

Date(s) / Timeframe: Nov. 70% fidelity (Q1)
Jan. 75% fidelity (Q2)
March 80% fidelity(Q3)
June 80% fidelity (Q4)

Delivery Method: In person

Staff Responsible: AP - Harred

TEA Priorities:

Recruit, support, retain teachers and principals

Key Question 1 Problem Statements:

Student Safety & Well Being
Problem Statement 1: When looking collectively at our discipline referrals, we have seen a decrease from 133 to 101 referrals with 45% of them being bus referrals. While this is a decrease overall, we still see an opportunity to continue building capacity in teacher responses to behavior. **Root Cause**: A lack of teacher knowledge about classroom management strategies and a lack of knowledge of how to identify a major versus minor behavior has contributed to our student discipline issues.

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:** By July 2024, Highland Forest will earn a minimum of a "met standards rating B" with Highland Forest scoring at least 80% approaches, 40% meets, 30% masters on STAAR and 33% on track for college readiness. **Staff Responsible:** AF - Jarzombek				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: Teachers will show fidelity to the SM/ART process and the rehearsal protocol for Reading and Math during weekly PLC's by rating themselves based off a campus PLC rubric.

Intended Audience: K-5 Teachers

Provider / Presenter / Person Responsible: AF - Jarzombek

Date(s) / Timeframe: Q1 80% of teams will have met all the criteria of the the Planning Protocol/PScale.
Q2 90% of teams will have met all the criteria of the the Planning Protocol/PScale.
Q3 95% of teams have met all the criteria of the the Planning Protocol/PScale.
Q4 100% of teams have met all the criteria of the the Planning Protocol/PScale.

Delivery Method: In Person PD

Staff Responsible: AF - Jarzombek

TEA Priorities:
Build a foundation of reading and math
- **Targeted Support Strategy**

Strategy 2: During PLC's & Unit internalization days, grade level teams will begin to include or identify opportunities for High Leverage Instructional strategies (Writing to Learn, Talking to Learn and Scaffolding) in HQIM's.

Intended Audience: K-5 Teaching Staff

Provider / Presenter / Person Responsible: AF - Jarzombek

Date(s) / Timeframe: Q1 - Train staff in high leverage instructional strategies; Review PLC agendas to include instructional strategies.
Q2 - Conduct classroom walks on the implementation of HQIM and gather evidence of the use of instructional strategies to incorporate in coaching conversations.
Q3 - Conduct classroom walks on the implementation of HQIM and gather evidence of the use of instructional strategies to incorporate in coaching conversations.
3-5 interim scores will be on track to meet the campus goals of 80/40/30.
Q4 - Conduct classroom walks on the implementation of HQIM and gather evidence of the use of instructional strategies to incorporate in coaching conversations.

Collaborating Departments: Literacy Coach

Delivery Method: Campus professional development
One-on-One coaching conversations

Staff Responsible: AF - Jarzombek

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy**

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

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

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will recognize staff members monthly based on the Leading the EC Way competencies. **Evidence of Success:** From Jul 3, 2023, 90% of the exempt staff and 85% nonexempt that was employed on Jun 3, 2024 will be retained with the intent of returning for the 24-25 school year. **Staff Responsible:** Principal - Ervin				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: BOY/MOY/EOY- Introduce EC competencies and aligned behaviors.
Discuss upcoming Competencies at CG Meetings.
Monthly Shoutouts
Monthly Teacher / Support Staff member of the month

Intended Audience: Highland Forest Staff

Provider / Presenter / Person Responsible: Principal - Ervin

Date(s) / Timeframe: Monthly Teacher Shout Outs
Monthly Teacher / Support staff member of the month

Delivery Method: In Person

Staff Responsible: Principal - Ervin

TEA Priorities:
Recruit, support, retain teachers and principals

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

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will create a culture on campus that staff members feel valued and respected through recognition of those who exemplify the EC Competencies and gathering feedback on the culture of the campus. **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 - Ervin				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Implement a system with ILT for recognizing staff members monthly based on the EC competencies. (One exempt staff member and one non-exempt staff member.
Set-up check ins with all staff members to establish/maintain relationships with staff and gather teacher input on campus systems, campus culture or any other improvements that can be made to help maintain campus culture.

Intended Audience: Campus staff

Provider / Presenter / Person Responsible: Principal - Ervin

Date(s) / Timeframe: Q1 - Introduce EC competencies and aligned behaviors, recognize 2 staff members in Sept., Oct. Nov., Conduct quarter 1 check ins
Q2 - Discuss upcoming Competencies at CG Meetings, recognize 2 staff members in Dec., Jan., & Feb., Conduct quarter 2 check ins; meet with staff focus committees to review campus systems and make changes as needed.
Q3 - Discuss upcoming Competencies at CG Meetings, recognize 2 staff members in March, Apr., & May., Conduct quarter 3 check ins; meet with staff focus committees to review campus systems and make changes as needed.
Q4 - Conduct end of the year check ins with staff, Establish summer committees with teachers to collaborate on updates for the 25/26 school year.

Collaborating Departments: AP - Harred

Delivery Method: One-on-Ones
Team meetings

Staff Responsible: AP-Ervin

TEA Priorities:
Recruit, support, retain teachers and principals

Goal 6: Community Engagement & Partnerships

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

Initial Status: Minor Change

System Response 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
System Response 1: We will focus on quality partnerships that help us reach our goals and that help our partners reach their goals beyond contractual requirements. **Evidence of Success:** 100% of partnerships are identified as mutually beneficially by both HF and our partner. **Staff Responsible:** AF - Jarzombek				

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 1: Create a parent involvement committee and work with CIS to increase the number of community partners at each event.

Intended Audience: Community Members
HF Staff

Provider / Presenter / Person Responsible: AF - Jarzombek

Date(s) / Timeframe: Q1 - At least 1 Family Engagement event is held.
Q2 - At least 1 Family Engagement event is held and there is an increase in participation
Q3 - At least 1 Family Engagement event is held and there is an increase in participation
Q4 - At least 1 Family Engagement event is held and there is an increase in participation

Collaborating Departments: CIS

Delivery Method: In Person
Social Media
Website

Staff Responsible: AF - Jarzombek

Goal 6: Community Engagement & Partnerships

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

Initial Status: Maintain

Goal 6: Community Engagement & Partnerships

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

Initial Status: Maintain

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 ensure efficient operations by providing clear roles, a process to revisit progress with PEIMS coding, and protected time to ensure the work is complete. 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. **Evidence of Success:** 100% of campus inventory will be accounted for by July 3rd, 2025. 75% to 90% of the HF Budget 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:** PF - Bonnet AP - Harred				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: PF and Attendance Clerk will meet bi-weekly to review coding and incoming students.

Provider / Presenter / Person Responsible: PF - Bonnet

Date(s) / Timeframe: Q1 - Define the roles and process of reviewing PEIMS coding.
Create a schedule for for Bi-Weekly meetings with attendance clerk, counselor, and PF to ensure coding is correct where time is protected.
Q2 - Continue Bi-weekly meetings during structured meeting times.
Q3 - Continue Bi-weekly meetings during structured meeting times.
Q4 - Continue Bi-weekly meetings during structured meeting times.

Collaborating Departments: Attendance Clerk
Counselor

Delivery Method: In Person

Staff Responsible: PF - Bonnet

Strategy 2: Implement the district's inventory management policies and procedures by July 3rd, 2025.

Provider / Presenter / Person Responsible: AP - Harred

Date(s) / Timeframe: Q1 - Review inventory procedures with staff; Check out materials using Follette database at BOY.
Q2 - Continue inventory procedures with the Follette system to check out/track campus inventory that is being utilized.
Q3 - Continue inventory procedures with the Follette system to check out/track campus inventory that is being utilized.
Q4 - Review EOY inventory collection procedures; Collect all campus inventory.

Collaborating Departments: AF - Jarzombek

Staff Responsible: AP - Harred

Strategy 3: At CG Meetings provide description of purchases and goal alignment.
Gather feedback from stakeholders on materials purchased using the budget.

Provider / Presenter / Person Responsible: Principal - Ervin

Date(s) / Timeframe: Q1 - At least 1 Meeting is held to share information about purchases and receive feedback from stakeholders. Budget % check report given by secretary or Judy.
Q2 - At least 1 Meeting is held to share information about purchases and receive feedback from stakeholders.
Q3 - At least 1 Meeting is held to share information about purchases and receive feedback from stakeholders.
Q4 -At least 1 Meeting is held to share information about purchases and receive feedback from stakeholders.

Collaborating Departments: AP - Harred
AF - Jarzombek

Staff Responsible: Principal - Ervin

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