

HEB Independent School District
Arbor Creek Elementary
2024-2025 Campus Improvement Plan

Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Arbor Creek Elementary welcomes diversity, fosters growth and creativity, and inspires students to become lifelong learners.

Vision

Empowering Today to Excel Tomorrow

Arbor Creek Elementary: Encourage growth, celebrate diversity, and inspire creativity in a safe environment

Core Values

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing
Effectiveness and Efficiency
Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Arbor Creek Elementary School is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to, Spanish, Arabic, French, Tongan, Farsi, Chinese, Japanese, Hindi, etc. This cultural environment provides students with the ability to interact on a global level, in the comfort of a school setting. This prior experience will give them an added advantage in school and in the future when they begin their job experience.

Our student population is approximately, 815 students. The composition of our students is:

Hispanic or Latino	20%	At Risk	45%
American Indian/Alaskan Native	0%	Economically Disadvantaged	72%
Asian	18%	Homeless	3%
Black	44%	LEP (Limited English Proficient)	27%
Pacific Islander/Hawaiian Native	1%	Dyslexia	5%
White	10%	504	2%
Two or More Races	7%	SPED	15%
Rtl	11%	GT (Gifted & Talented)	4%
Mobility Rate	42% (EOY 2024)		

Demographics Strengths

Arbor Creek Elementary's rich diversity provides the students with rich opportunities to learn about other cultures and languages. The community support and participation helps us to truly be partners in the education of the students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 56% of White students achieved Meets status on the 3rd - 6th 2024 Math STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 2 (Prioritized): 19% of students that are Two or More Races achieved Meets status on the 3rd - 6th 2024 Math STAAR test. **Root Cause:** The misalignment

of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 3 (Prioritized): 11% of students that are identified as Special Education achieved Meets status on the 3rd - 6th 2024 Reading STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 4 (Prioritized): 4% of students that are identified as Special Education achieved Meets status on the 3rd - 6th 2024 Math STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Student Learning

Student Learning Summary

- In the 2023 - 2024 school year, our enrollment fluctuated throughout the year with a maximum enrollment of 765.
- Interventionists continued to provide additional support for students with learning needs.
- Targeting Essential TEKS helped classroom teachers and Interventionists know where to best support the students.
- PLC Meetings helped in providing support to teacher learning and growth.
- LTEP strategies were implemented to support teacher instruction.

Student Learning Strengths

We do not yet know whether or not we have earned Distinctions in any areas. As a campus, we have been able to successfully implement the Leading Through Exemplary Practices system with a focus being on our Emerging Bilingual students. With this focus, TELPAS data shows that we were successful in 4/4 areas in Accountability.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 21% of 4th grade Math students achieved Meets on the 2024 STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 2 (Prioritized): The Academic Growth score for students that are identified as Two or More Races dropped from 85% in 2023 to 62% on the 2024 Reading STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 3 (Prioritized): The Academic Growth score for students that are identified as Two or More Races dropped from 56% in 2023 to 52% on the 2024 Math STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 4 (Prioritized): The Student Success Achievement Component score dropped from 46 in 2023 to 36 on the 2024 combined Math and Reading STAAR tests. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 5 (Prioritized): 34% of 5th grade Math students achieved Meets on the 2024 STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 6 (Prioritized): 17% of 5th Grade Science students achieved Meets on the 2024 STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 7 (Prioritized): 36% of 4th Grade Reading students achieved Meets on the 2024 STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 8 (Prioritized): A low percentage of students met standard on the 2024 DIBELS Assessment. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 9 (Prioritized): 36% of 2nd Grade students met standard on the 2024 EOY BAS Assessment. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

School Processes & Programs

School Processes & Programs Summary

Our campus has a multitude of systems of processes and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, campus discipline management system PK-6; identification of SPED, 504, GT, RtI/MTSS, campus communications to staff and parents

- Programs: Bi-annual Curriculum Previews, PLCs, , Ron Clark House System
- A wide variety of opportunities for students to participate in building the school culture - school musical and other fine arts performances, 6th Grade SOAR Teams, House Leaders, etc.
- Implementation CARE Room and Conscious Discipline to reduce behavioral interruptions to instruction.

School Processes & Programs Strengths

The information shared above provides our students to grow and develop skills outside of the academic classroom. Participation in the clubs/groups listed above help the student to understand what it means to be well-rounded. They are evidence of ways that we promote growth for the whole-child.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The staff survey revealed a concerning trend: many staff members felt unsupported by campus administration. Additionally, frequent classroom visits were perceived by some as a lack of trust in their ability to fulfill academic responsibilities, leading to feelings of frustration and diminished confidence in their professional autonomy. **Root Cause:** Although the "why" was shared, teachers did not understand the reasoning behind the varying number of observation feedback visits, leading some to feel singled out or as though they were in trouble or at risk of being placed on an improvement plan. As a result, rather than seeing the feedback as a tool for learning and growth, these teachers felt anxious and unsupported.

Perceptions

Perceptions Summary

In November/December 2023, the district conducted three surveys to gather input from parents, students and staff.

Perceptions Strengths

Overall, families feel that Arbor Creek is a welcoming campus and is able to meet the needs of the students and their families. Overall, families rated the campus as an A or B.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 20% of staff that completed the district survey reported that the campus implements a discipline management plan that supports a safe and orderly environment. **Root Cause:** Teachers are experiencing challenges in managing anger-related behaviors in the classroom due to a lack of training in effective strategies for addressing students' social skill deficits.

Priority Problem Statements

Problem Statement 1: 56% of White students achieved Meets status on the 3rd - 6th 2024 Math STAAR test.

Root Cause 1: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 19% of students that are Two or More Races achieved Meets status on the 3rd - 6th 2024 Math STAAR test.

Root Cause 2: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 11% of students that are identified as Special Education achieved Meets status on the 3rd - 6th 2024 Reading STAAR test.

Root Cause 3: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 4% of students that are identified as Special Education achieved Meets status on the 3rd - 6th 2024 Math STAAR test.

Root Cause 4: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 21% of 4th grade Math students achieved Meets on the 2024 STAAR test.

Root Cause 5: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The Academic Growth score for students that are identified as Two or More Races dropped from 85% in 2023 to 62% on the 2024 Reading STAAR test.

Root Cause 6: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: The Academic Growth score for students that are identified as Two or More Races dropped from 56% in 2023 to 52% on the 2024 Math STAAR test.

Root Cause 7: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students

from receiving the core instruction they need to succeed academically.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The Student Success Achievement Component score dropped from 46 in 2023 to 36 on the 2024 combined Math and Reading STAAR tests.

Root Cause 8: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: The staff survey revealed a concerning trend: many staff members felt unsupported by campus administration. Additionally, frequent classroom visits were perceived by some as a lack of trust in their ability to fulfill academic responsibilities, leading to feelings of frustration and diminished confidence in their professional autonomy.

Root Cause 9: Although the "why" was shared, teachers did not understand the reasoning behind the varying number of observation feedback visits, leading some to feel singled out or as though they were in trouble or at risk of being placed on an improvement plan. As a result, rather than seeing the feedback as a tool for learning and growth, these teachers felt anxious and unsupported.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: 20% of staff that completed the district survey reported that the campus implements a discipline management plan that supports a safe and orderly environment.

Root Cause 10: Teachers are experiencing challenges in managing anger-related behaviors in the classroom due to a lack of training in effective strategies for addressing students' social skill deficits.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: 17% of 5th Grade Science students achieved Meets on the 2024 STAAR test.

Root Cause 11: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: 34% of 5th grade Math students achieved Meets on the 2024 STAAR test.

Root Cause 12: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: 36% of 4th Grade Reading students achieved Meets on the 2024 STAAR test.

Root Cause 13: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: A low percentage of students met standard on the 2024 DIBELS Assessment.

Root Cause 14: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: 36% of 2nd Grade students met standard on the 2024 EOY BAS Assessment.

Root Cause 15: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 15 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Priorities

Priority 1: Student Success

Goal 1:

During the 2024-2025 school year, 100% of ACE students will receive protected Tier 1 instructional time through the alignment of classroom and pull-out schedules, along with clear communication that Tier 1 instruction should remain uninterrupted. Progress will be measured by weekly checks of lesson plans to ensure Tier 1 instruction is clearly delineated and by surveys sent to teachers to monitor implementation.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).





Evaluation Data Sources: Weekly Checks of Lesson Plans to ensure Tier 1 instruction is clearly delineated.
Varied Surveys with teachers to monitor the implementation.

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: By September 2024, adjust the schedules for Special Education, GT, and intervention services to avoid conflicts with Tier 1 instruction, ensuring seamless delivery of both support services and core instruction.</p> <p>Action's Expected Result/Impact: Students STAAR results will increase in the following areas: G3 Reading: Increase to 44% Meets G3 Math: Increase to 44% Meets G4 Reading: Increase to 44% Meets G4 Math: Increase to 44% Meets G5 Reading: Increase to 39% Meets G5 Math: Increase to 24% Meets G6 Reading: Increase to 55% Meets G6 Math: Increase to 37% Meets</p> <p>Potential Targeted Growth Focus Areas: SPED: Academic Achievement Reading- 18% Academic Achievement Math- 14% Growth Reading- 49% STAAR Component- 18 to get 2 points on Closing the Gaps</p> <p>WHITE: Academic Achievement Math- 59% Growth Math- 73% STAAR component- Interim Target of 58 on Closing the Gaps</p> <p>TWO OR MORE RACES: Academic Achievement Math- 30% Growth Math- 59% STAAR component- 44 to get 2 points on Closing the Gaps</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, Language Acquisition Coaches, Teachers</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 5, 6, 7</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By September 2024 , provide training to 100% of teachers and staff on Tier 1 instruction and its importance, ensuring at least 90% of participants demonstrate understanding through follow-up PLCs, Cardinal Conversations and other professional development opportunities.</p> <p>Action's Expected Result/Impact: Students STAAR results will increase in the following areas: G3 Reading: Increase to 44% Meets G3 Math: Increase to 44% Meets G4 Reading: Increase to 44% Meets G4 Math: Increase to 44% Meets G5 Reading: Increase to 39% Meets G5 Math: Increase to 24% Meets G6 Reading: Increase to 55% Meets G6 Math: Increase to 37% Meets</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, Language Acquisition Coaches, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 5, 6, 7</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: By May 2025, utilize dedicated PLC time to systematically address targeted TEK concerns through collaborative work analysis and focused discussion. During these sessions, teachers will analyze student performance data, identify gaps, and collaboratively develop action plans to improve achievement in identified watchlist areas, including White, Two or More Races, and Special Education student groups.</p> <p>Action's Expected Result/Impact: Potential Targeted Growth Focus Areas:</p> <p>SPED: Academic Achievement Reading- 18% Academic Achievement Math- 14% Growth Reading- 49% STAAR Component- 18 to get 2 points on Closing the Gaps</p> <p>WHITE: Academic Achievement Math- 59% Growth Math- 73% STAAR component- Interim Target of 58 on Closing the Gaps</p> <p>TWO OR MORE RACES: Academic Achievement Math- 30% Growth Math- 59% STAAR component- 44 to get 2 points on Closing the Gaps</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, Language Acquisition Coaches, Teachers</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: By September 2024, implement WIN ("What I Need") Time to provide targeted interventions for student needs, tracking progress and evaluating effectiveness by the end of the school year.</p> <p>Action's Expected Result/Impact: Students STAAR results will increase in the following areas: G3 Reading: Increase to 44% Meets G3 Math: Increase to 44% Meets G4 Reading: Increase to 44% Meets G4 Math: Increase to 44% Meets G5 Reading: Increase to 39% Meets G5 Math: Increase to 24% Meets G6 Reading: Increase to 55% Meets G6 Math: Increase to 37% Meets</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, Language Acquisition Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 5, 6, 7</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: By May 2025, each grade level will host two parent curriculum nights to provide resources for supporting students.</p> <p>Action's Expected Result/Impact: Students STAAR results will increase in the following areas: G3 Reading: Increase to 44% Meets G3 Math: Increase to 44% Meets G4 Reading: Increase to 44% Meets G4 Math: Increase to 44% Meets G5 Reading: Increase to 39% Meets G5 Math: Increase to 24% Meets G6 Reading: Increase to 55% Meets G6 Math: Increase to 37% Meets</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, Language Acquisition Coaches, Teachers</p> <p>Title I: 2.4, 2.6, 4.2 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 5, 6, 7</p>	Formative		
	Nov	Feb	June

Key Action 6 Details	Formative Reviews		
<p>Key Action 6: By May 2025, the ACE Instructional Leadership Team will conduct one STAAR Night for families to learn more about the required state assessments and how they can help support their child's growth at home.</p> <p>Action's Expected Result/Impact: Students STAAR results will increase in the following areas: G3 Reading: Increase to 44% Meets G3 Math: Increase to 44% Meets G4 Reading: Increase to 44% Meets G4 Math: Increase to 44% Meets G5 Reading: Increase to 39% Meets G5 Math: Increase to 24% Meets G6 Reading: Increase to 55% Meets G6 Math: Increase to 37% Meets</p> <p>Staff Responsible for Monitoring: Administration, Language Acquisition Coaches, Instructional Coaches</p> <p>Title I: 2.4, 4.2</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4, 5, 6, 7</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: 56% of White students achieved Meets status on the 3rd - 6th 2024 Math STAAR test. Root Cause: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.</p>
<p>Problem Statement 2: 19% of students that are Two or More Races achieved Meets status on the 3rd - 6th 2024 Math STAAR test. Root Cause: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.</p>
<p>Problem Statement 3: 11% of students that are identified as Special Education achieved Meets status on the 3rd - 6th 2024 Reading STAAR test. Root Cause: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.</p>
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Student Learning

Problem Statement 1: 21% of 4th grade Math students achieved Meets on the 2024 STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 2: The Academic Growth score for students that are identified as Two or More Races dropped from 85% in 2023 to 62% on the 2024 Reading STAAR test.

Root Cause: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 3: The Academic Growth score for students that are identified as Two or More Races dropped from 56% in 2023 to 52% on the 2024 Math STAAR test. **Root**

Cause: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 4: The Student Success Achievement Component score dropped from 46 in 2023 to 36 on the 2024 combined Math and Reading STAAR tests. **Root Cause:**

The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 5: 34% of 5th grade Math students achieved Meets on the 2024 STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential

Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 6: 17% of 5th Grade Science students achieved Meets on the 2024 STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Problem Statement 7: 36% of 4th Grade Reading students achieved Meets on the 2024 STAAR test. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Priority 1: Student Success

Goal 2: During the 2024 - 2025 school year, all K - 1 Reading Teachers will increase the ability of the students to decode words through explicit teaching of letter sounds and nonsense words.

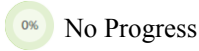
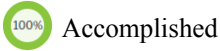
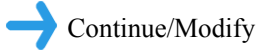

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English.

Evaluation Data Sources: 2025 EOY DIBELS

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: By the end of the 2024-2025 school year, all K-1 teachers will implement effective WIN (What I Need) time instruction, specifically targeting decoding skills to address identified areas of student need.</p> <p>Action's Expected Result/Impact: Students DIBELS results will increase in the following areas:</p> <p>Kindergarten: Increase to 60% 1st Grade: Increase to 59%</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Language Acquisition Coaches, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By May 2025, the ACE Instructional Leadership Team will conduct one Early Literacy Night for families to learn more about the required state assessments and how they can help support their child's growth at home.</p> <p>Action's Expected Result/Impact: Students DIBELS results will increase in the following areas:</p> <p>Kindergarten: Increase to 60% 1st Grade: Increase to 59%</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Language Acquisition Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: By April 2025, all K-1 teachers will progress monitor students who are not proficient in Nonsense Word Fluency, following District Guidelines, and adjust WIN time groups every six weeks based on the data.</p> <p>Action's Expected Result/Impact: Students DIBELS results will increase in the following areas:</p> <p>Kindergarten: Increase to 60% 1st Grade: Increase to 59%</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Language Acquisition Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p>	Formative		
	Nov	Feb	June

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 8: A low percentage of students met standard on the 2024 DIBELS Assessment. Root Cause: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.</p>

Priority 1: Student Success

Goal 3: By the end of the 2025 school year, all 2nd-6th grade RLA teachers will increase student comprehension through a focus on Plot Elements, Author's Intent and Writing.

Quality Indicator: Student Success: Academic Rating of the District


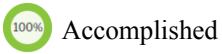
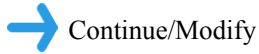

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early math assessment instruments in English.

Evaluation Data Sources: 2025 RLA STAAR Results
2025 EOY BAS Results

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: By May 2025, the ACE Instructional Leadership Team will conduct one Early Literacy Night for families to learn more about the required state assessments and how they can help support their child's growth at home.</p> <p>Action's Expected Result/Impact: Students BAS results will increase in the following areas: G2 BAS: Increase to 40%</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, Language Acquisition Coaches</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 9</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By May 2025, the ACE Instructional Leadership Team will conduct one STAAR Night for families to learn more about the required state assessments and how they can help support their child's growth at home.</p> <p>Action's Expected Result/Impact: Students STAAR results will increase in the following areas: G3 RLA STAAR: Increase to 44% G4 RLA STAAR: Increase to 44% G5 RLA STAAR: Increase to 39% G6 RLA STAAR: Increase to 55%</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, Language Acquisition Coaches</p> <p>Title I: 2.4, 2.6, 4.2 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: By May 2025, teachers will vertically align the vocabulary used to teach Author's Purpose and Plot to increase comprehension.</p> <p>Action's Expected Result/Impact: Students BAS results will increase in the following areas: G2 BAS: Increase to 40% Students STAAR results will increase in the following areas: G3 RLA STAAR: Increase to 44% G4 RLA STAAR: Increase to 44% G5 RLA STAAR: Increase to 39% G6 RLA STAAR: Increase to 55%</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, Language Acquisition Coaches and Teachers</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7, 8, 9</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: By the end of the 2025 school year, all 2nd-6th grade RLA teachers will incorporate writing tasks across multiple genres (narrative, expository, persuasive, etc.) and content areas that require students to demonstrate a clear understanding of plot structure and author's intent. Students will produce writing pieces that effectively communicate a defined purpose, utilizing plot elements to develop and strengthen their narratives or arguments, thereby enhancing their overall comprehension and writing proficiency.</p> <p>Action's Expected Result/Impact: Students STAAR results will increase in the following areas: G3 RLA STAAR: Increase to 44% G4 RLA STAAR: Increase to 44% G5 RLA STAAR: Increase to 39% G6 RLA STAAR: Increase to 55%</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, Language Acquisition Coaches and Teachers</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 2, 4, 7</p>	Formative		
	Nov	Feb	June

Goal 3 Problem Statements:

Demographics
<p>Problem Statement 3: 11% of students that are identified as Special Education achieved Meets status on the 3rd - 6th 2024 Reading STAAR test. Root Cause: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.</p>
Student Learning
<p>Problem Statement 2: The Academic Growth score for students that are identified as Two or More Races dropped from 85% in 2023 to 62% on the 2024 Reading STAAR test. Root Cause: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.</p>
<p>Problem Statement 4: The Student Success Achievement Component score dropped from 46 in 2023 to 36 on the 2024 combined Math and Reading STAAR tests. Root Cause: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.</p>
<p>Problem Statement 7: 36% of 4th Grade Reading students achieved Meets on the 2024 STAAR test. Root Cause: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.</p>
<p>Problem Statement 8: A low percentage of students met standard on the 2024 DIBELS Assessment. Root Cause: The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.</p>

Student Learning

Problem Statement 9: 36% of 2nd Grade students met standard on the 2024 EOY BAS Assessment. **Root Cause:** The misalignment of schedules is causing students to miss essential Tier 1 instruction, leading to gaps in foundational learning. This inconsistency prevents students from receiving the core instruction they need to succeed academically.

Priority 2: Employee Success





Goal 1: ACE teachers will participate in Cardinal Conversations during the 24 - 25 school year with their coaching partner and will have had a coaching conversation every 2 weeks, based on their personal teaching goals. This will be measured by the Google form that the coaches complete after every visit.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: The District will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Evaluation Data Sources: Six Weeks Surveys
Cardinal Conversation Follow-up form for the Campus Leadership Team

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: By September 2024, coaches will meet with partner teachers to introduce Cardinal Conversations to 100% of academic teachers through individual meetings, using a standardized document to ensure consistency in communication. This process will enable the team to identify trends across classrooms, improve collaboration and maintain consistency across instruction.</p> <p>Action's Expected Result/Impact: The impact of the coaching conversations will increase the number of high leverage strategies that are implemented benefiting student instruction.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches and Language Acquisition Coaches.</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By May 2025, conduct biweekly observations for each teacher, focusing on their personal goals to support professional growth and development.</p> <p>Action's Expected Result/Impact: The impact of the coaching conversations will increase the number of high leverage strategies that are implemented benefiting student instruction.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches and Language Acquisition Coaches.</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: By May 2025, coaches will complete a follow-up form after each Cardinal Conversation to document the next steps. Additionally, this form will monitor the follow-through on the implementation of strategies discussed during the previous Cardinal Conversation.</p> <p>Action's Expected Result/Impact: The impact of the coaching conversations will increase the number of high leverage strategies that are implemented benefiting student instruction.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches and Language Acquisition Coaches.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	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 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The staff survey revealed a concerning trend: many staff members felt unsupported by campus administration. Additionally, frequent classroom visits were perceived by some as a lack of trust in their ability to fulfill academic responsibilities, leading to feelings of frustration and diminished confidence in their professional autonomy.</p> <p>Root Cause: Although the "why" was shared, teachers did not understand the reasoning behind the varying number of observation feedback visits, leading some to feel singled out or as though they were in trouble or at risk of being placed on an improvement plan. As a result, rather than seeing the feedback as a tool for learning and growth, these teachers felt anxious and unsupported.</p>

Priority 3: Safety and Wellbeing





Goal 1: During the 2024-2025 school year, 100% of teachers and staff will receive support with behavior management as measured by weekly and six-week survey opportunities.

Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff

District Goal Alignment: All students and staff will have access to ongoing preventative measures and interventions to support their physical, mental and emotional wellbeing when necessary

Evaluation Data Sources: Weekly Feedback Opportunities
Six Week Survey Opportunities

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: By May 2025, deliver Conscious Discipline training to all staff, ensure trained teachers share resources with their colleagues, and inform staff about additional district training opportunities throughout the year.</p> <p>Action's Expected Result/Impact: Increased number of teachers and staff implementing Conscious Discipline strategies across campus.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Language Acquisition Coaches, Counselor, CIS Social Worker</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By May 2025, the Assistant Principal, CARE Room teacher and other campus personnel will collaborate with teachers to address student needs in all classrooms and grade levels and ensure students have consistent access to the CARE room.</p> <p>Action's Expected Result/Impact: Decreased number of behavior calls for level 1 disruptions in the classrooms.</p> <p>Staff Responsible for Monitoring: Administration, CARE Room teacher, Behavior Assistant</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: By May 2025, host community outreach events at the Post Oak Apartments to engage with families and address student needs.</p> <p>Action's Expected Result/Impact: Decreased behavior calls for learning disruptions.</p> <p>Staff Responsible for Monitoring: Administration, RLA Instructional Coach, Volunteer Staff Members</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levels: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: By May 2025, the Administration will ensure the implementation of the campus behavior management plan is communicated to teachers after a student has been seen, through follow-up emails and ongoing communication.</p> <p>Action's Expected Result/Impact: Teachers and Staff Members will feel supported and better prepared to address behavior disruptions in the classrooms.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levels: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 1: 20% of staff that completed the district survey reported that the campus implements a discipline management plan that supports a safe and orderly environment. Root Cause: Teachers are experiencing challenges in managing anger-related behaviors in the classroom due to a lack of training in effective strategies for addressing students' social skill deficits.</p>

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kalisha Oliver	Instructional Specialist		1.0
Kelli Trinh	Instructional Assistant		1.0
Melissa Hassell	Instructional Specialist		1.0

HEB Independent School District
Bedford Heights Elementary
2024-2025 Campus Improvement Plan

Accountability Rating: A



Mission Statement

HEB ISD Mission Statement: Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Bedford Heights Mission Statement: Our Bedford Heights family builds a legacy of accountability, kindness, and perseverance by creating confident and responsible bulldogs.

Vision

HEB ISD Vision Statement: Empowering Today to Excel Tomorrow

Bedford Heights Vision Statement: At Bedford Heights ... We Create Confident and Responsible Bulldogs!

Core Values

Core Values:

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities:

Student Success

Employee Success

Safety and Wellbeing
Effectiveness and Efficiency
Family and Community Partnership

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Priority Problem Statements

Problem Statement 1: Fluency scores on DIBELS in grades 1 and 2 did not meet campus expectations. Many students scored a 0 or 1.

Root Cause 1: Students are not applying decoding skills with automaticity due to a lack of practice.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students did not meet the campus goal on math problems with multiple steps involving two or more operations.

Root Cause 2: Students are not using effective strategies to comprehend the steps required to solve math multi-step problems.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students performed below campus expectations in science on questions with an image or diagram.

Root Cause 3: Students do not have explicit practice in extending concepts to multiple real world examples, as represented by images and diagrams.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In reading, students did not meet campus expectations on questions about analyzing how setting, culture, and history influences plot (TEKS 3.8b, 4.8d, 5.8d, 6.7d).

Root Cause 4: Students do not have the background knowledge and vocabulary necessary to apply higher order thinking skills to analyzing and make connections with the text's plot.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students feel a lack of respect and kindness amongst peers and staff in regard to different races and cultures as measured by the student survey.

Root Cause 5: Our school does not effectively celebrate the multiculturalism of our community.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Priorities

Priority 1: Student Success

Goal 1: By the end of the 2024-2025 school year, science teachers will provide opportunities for students to apply science content knowledge to analyze graphics and diagrams.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: Grade 5 Science STAAR

Grade 5 STAAR Interim

CFAs in Grades 3-5





Grade 5 Exit Tickets

Grades 3-5 Unit Tests

Grades 3-5 CBA

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Once per science unit, students will practice how to annotate images on paper in grades K-2 and digitally in grades 3-5.</p> <p>Action's Expected Result/Impact: comprehension of science diagrams will improve</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, Science content leader, Grades K-6 science teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Once per science curriculum unit, teachers will incorporate a graph from a real life example.</p> <p>Action's Expected Result/Impact: Students will make connections between science content and the real world, increasing comprehension</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, Science content leader, Grades K-6 science teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Once per science curriculum unit, the teacher will lead the students in a brainstorm of real-world examples related to the TEKS being taught.</p> <p>Action's Expected Result/Impact: Students will make connections between science content and the real world, increasing comprehension.</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, Science content leader, Grades K-6 science teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Students performed below campus expectations in science on questions with an image or diagram. Root Cause: Students do not have explicit practice in extending concepts to multiple real world examples, as represented by images and diagrams.</p>

Priority 1: Student Success

Goal 2: Grades 3-6 RLA Teachers will improve students' understanding of how setting, culture, and history influence plot by building students' vocabulary, background knowledge, and ability to make connections.

Quality Indicator: Student Success: Academic Rating of the District





District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: STAAR Grades 3-6
 STAAR Interim Grades 3-6
 Reading MAP Grades 3-6
 SCR/ECR scores

High Priority

HB3 Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Grades 3-6 RLA teachers will incorporate cultural and historical instruction with the intention of building background knowledge for upcoming reading units and texts.</p> <p>Action's Expected Result/Impact: Students' increased background knowledge will improve reading comprehension.</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, Grades 3-6 Reading Teachers, GT Specialist, Reading IR Teacher, Grades 3-6 Social Studies Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Grades 3-6 RLA teachers will have students complete plot diagrams and participate in group discussions about the plot during targeted plot-focused lessons and interactive activities.</p> <p>Action's Expected Result/Impact: Students will be able to explain the relationship between plot elements.</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, Grades 3-6 Reading Teachers, GT Specialist, Reading IR Teacher</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Grades 3-6 RLA teachers will use reading intervention time to incorporate non-fiction texts, informational videos, and individual student research at least three times per six weeks.</p> <p>Action's Expected Result/Impact: Students will demonstrate mastery through writing connections and informal checks for understanding.</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, Grades 3-6 Teachers, GT Specialist, Reading IR Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 4: In reading, students did not meet campus expectations on questions about analyzing how setting, culture, and history influences plot (TEKS 3.8b, 4.8d, 5.8d, 6.7d). Root Cause: Students do not have the background knowledge and vocabulary necessary to apply higher order thinking skills to analyzing and make connections with the text's plot.</p>

Priority 1: Student Success

Goal 3: Grades K-6 Math Teachers will improve students' understanding of multi-step problems by incorporating additional practice with multi-step problems in warm ups, intervention, and workshop.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: Grades 3-6 Math STAAR

Grade 3-6 Math STAAR Interim





CFAs in Grades 3-5

Grade 3-6 Exit Tickets

Grades 3-6 Unit Tests

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers will incorporate multi-step problems in warm ups and the problem of the day 2 out of 5 instructional days.</p> <p>Action's Expected Result/Impact: Students will improve stamina with multi-step problems through additional practice.</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, Grades 2-6 Math Teachers, math content leader</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Teachers will incorporate multi-step problems during small group intervention time once a week to model and practice problem solving process such as "Name 3 things you know..." and "Show your thinking with a model or picture..."</p> <p>Action's Expected Result/Impact: Students will improve comprehension of math multi-step problems with simple, effective problem solving strategies.</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, Grades 2-6 Math Teachers, Math IR Teacher, math content leader</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Teachers will incorporate multi-step math problems during workshop time once a week in order to spiral and independently practice.</p> <p>Action's Expected Result/Impact: Students will develop independence at multi-step math problems and be able to solve them independently.</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, Grades 2-6 Math Teachers, Math IR Teacher, math content leader</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	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 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Students did not meet the campus goal on math problems with multiple steps involving two or more operations. Root Cause: Students are not using effective strategies to comprehend the steps required to solve math multi-step problems.</p>

Priority 1: Student Success

Goal 4: K-2 Reading Teachers will provide increased opportunities for learning and applying direct fluency and decoding strategies and how to apply them in their daily school lives.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: Goal 2: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: K-2 BAS

K-2 DIBELS





K-2 Progress Monitoring

K-2 workshop data

High Priority

HB3 Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers will provide an opportunity for students to increase their fluency scores by participating in reader's theater twice every six weeks in a reading station or whole group activity.</p> <p>Action's Expected Result/Impact: Students will increase their fluency skills and be able to apply a natural speaking tone to reading.</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, K-2 ELA Content Leader, PK-2 Teachers, Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Students will review fluent reading strategies with their teacher daily during the first 6 weeks while using an anchor chart.</p> <p>Action's Expected Result/Impact: Students will be able to apply fluency strategies throughout the school year.</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, K-2 ELA Content Leader, PK-2 Teachers, Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Students will participate in punctuation theater with the teacher by reviewing how your voice inflection changes with different punctuation.</p> <p>Action's Expected Result/Impact: Students will be able to apply this daily in their personal reading, in guided reading, and whole group reading after practicing the skill in an engaging manner.</p> <p>Staff Responsible for Monitoring: Principal, AP, TIC, K-2 ELA Content Leader, PK-2 Teachers, Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Fluency scores on DIBELS in grades 1 and 2 did not meet campus expectations. Many students scored a 0 or 1. Root Cause: Students are not applying decoding skills with automaticity due to a lack of practice.</p>

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Goal 1: Students will share that they feel respected amongst their peers, educators, administrators and students of other backgrounds.

Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff


District Goal Alignment: Goal 1: All students and staff will have access to ongoing preventative measures and interventions to support their physical, mental, and emotional wellbeing when necessary.


Evaluation Data Sources: Grade 6 students will note that they feel respected on the satisfaction survey.

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: For the 2024-2025 school year, tuition-based and state-based pre-k students will mix in the area of specials. Action's Expected Result/Impact: Diverse groups of students will interact and develop friendships beginning in pre-kindergarten. Staff Responsible for Monitoring: PK Teachers, Specials Teachers, Principal, AP Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: For the 2024-2025 school year, when recognizing students, we will widen the scope of recognition to be more inclusive. This includes at Bulldog Bash and on the announcements. Action's Expected Result/Impact: Students will feel seen and valued on campus. Staff Responsible for Monitoring: Principal, AP, TIC, Counselor Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: For the 2024-2025 school year, school visuals within the school will celebrate diversity (especially in high populated areas) through increased diversity displays around the building. Examples include Hispanic Heritage Month display and flags from our students' heritage in the gym. Action's Expected Result/Impact: Diverse students will feel celebrated and affirmed in their culture. Staff Responsible for Monitoring: Principal, AP, TIC, Counselor, Language Acquisition Coach, Spanish Immersion teachers, Specials Teachers Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1 Problem Statements:

Perceptions

Problem Statement 1: Students feel a lack of respect and kindness amongst peers and staff in regard to different races and cultures as measured by the student survey. **Root Cause** : Our school does not effectively celebrate the multiculturalism of our community.

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District
Bell Manor Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

HEB ISD will provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

At Bell Manor Elementary, we are growing every day.

Vision

Empowering Today to Excel Tomorrow

Be A B.O.B.C.A.T.!

Core Values

HEB ISD Core Values:

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities:

Student Success

Employee Success
Safety and Wellbeing
Effectiveness and Efficiency
Family and Community Partnership

Bell Manor Core Values:

B - Be Kind: Treat others the way you want to be treated.

O - Outstanding: Set goals and work hard to achieve them.

B - Best Work: Always give 100% of your personal best.

C - Courageous: To be responsible for your own actions and work.

A - Attitude: Make it positive.

T - Trustworth: Show respect for yourself and others.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bell Manor Elementary school is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to, Spanish, Arabic, French, Tongan, Vietnamese, Hindi, etc. This cultural environment provides students with the ability to interact on a global level, in the comfort of a school setting. This prior experience will give them an added advantage in school and later when they begin their job experience.

Our student population is approximately, 590. The composition of our students is:

Hispanic or Latino	27%	At Risk	47%
American Indian/Alaskan Native	1%	Economically Disadvantaged	80%
Asian	5%	Homeless	4%
Black	31%	LEP (Limited English Proficient)	26%
Pacific Islander/Hawaiian Native	5%	Dyslexia	6%
White	21%	504	4%
Two or More Races	10%	SPED	25%
Rtl	6%	GT (Gifted & Talented)	7%
Mobility Rate	50%		

Demographics Strengths

Diversity of population, cultures and languages.

Student Learning

Student Learning Summary

Students are continuing to show growth since the pandemic, but the need for targeted interventions continues.

Student Learning Strengths

- Meets Grade Level:
 - Grade 4 Math
 - Grade 6 Math
 - Grade 6 Reading
- Masters Grade Level:
 - Grade 4 Math
 - Grade 6 Math
 - Grade 6 Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 23-24, the 2nd Grade EOY data showed that only 62% of the students met the EOY benchmark for BAS. **Root Cause:** Students are lacking oral communication skills to respond to comprehension prompts.

Problem Statement 2 (Prioritized): In 23-24, 4th Grade Reading STAAR data was an Academic Growth Score of 49. **Root Cause:** Students need more reinforcement on how to answer the prompt and support their thesis with text evidence.

Problem Statement 3 (Prioritized): In 23-24, 4th Grade Math STAAR data was an Academic Growth Score of 51. **Root Cause:** The refinement of LTEP practices in 23-24 led to more student sweeps and less data conversations during PLCs.

School Processes & Programs

School Processes & Programs Summary

- Our campus has a multitude of systems of processes and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, campus discipline management system PK-12; identification of SPED, 504, GT, RtI/MASS, campus communications to staff and parents
- Programs: Curriculum Previews, Advanced Placement, high quality professional development in technology and content areas, Counseling & Guidance
- A wide variety of extra-curricular clubs and organizations that promote school involvement, such as, House Teams, Leaders of Tomorrow (LOT) Club, Step Team (Girls' Club), Bobcat Ambassadors, Art Club, Beach Club, Head of House Leaders

School Processes & Programs Strengths

Processes:

- Continuous Improvement
- Campus Discipline Plan

Programs:

- GT/Advanced Academics
- Counseling & Guidance

Perceptions

Perceptions Summary

In November 2023, the district conducted three surveys to gather input from parents, students and staff. A snapshot summary of responses is listed below.

Staff Survey Results

- 90% are proud to work for HEB ISD.
- 97% understand how their job contributes to student achievement.
- 97% agreed that some of their teammates or co-workers are also their friends.
- 93% agreed that the campus administrators provides opportunities for them to develop their skills.

Parent Survey Results:

- 92% agree school leaders and staff are welcoming to families of all cultures.
- 84% agree that their child has shown exceptional academic growth during this school year.
- 87% agree there is at least one adult at school to whom their child can go to help with a personal or school problem.

Student Survey Results

- 82% think this is a good school.
- 87% feel safe in this school.
- 88% agree they are treated with respect by teachers.
- 95% agree they are treated with respect by administrators.
- 91% agree this school has a discipline management plan that supports a safe and orderly learning environment.

Perceptions Strengths

Staff Survey Results

- 90% are proud to work for HEB ISD.
- 97% understand how their job contributes to student achievement.
- 93% agreed that the campus administrators provides opportunities for them to develop their skills.

Parent Survey Results:

- 92% agree school leaders and staff are welcoming to families of all cultures.

Student Survey Results

- 87% feel safe in this school.
- 88% agree they are treated with respect by teachers.
- 95% agree they are treated with respect by administrators.
- 91% agree this school has a discipline management plan that supports a safe and orderly learning environment.

Priority Problem Statements

Problem Statement 1: In 23-24, the 2nd Grade EOY data showed that only 62% of the students met the EOY benchmark for BAS.

Root Cause 1: Students are lacking oral communication skills to respond to comprehension prompts.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In 23-24, 4th Grade Reading STAAR data was an Academic Growth Score of 49.

Root Cause 2: Students need more reinforcement on how to answer the prompt and support their thesis with text evidence.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In 23-24, 4th Grade Math STAAR data was an Academic Growth Score of 51.

Root Cause 3: The refinement of LTEP practices in 23-24 led to more student sweeps and less data conversations during PLCs.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Priorities

Priority 1: Student Success





Goal 1: Throughout the 2024-2025 school year, 4th and 5th grade staff will follow the district Math curriculum and utilize progress monitoring practices so that students in 4th and 5th grade math will demonstrate a growth cut score of 71 or higher on STAAR Math.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: STAAR Math, Math MAP

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Throughout the 2024-2025 school year, teachers and the Math IS will partner with the K-5 Math Curriculum Coordinator on fluency skills and independent-mathematical thinking as measured by campus-specific professional development each quarter.</p> <p>Action's Expected Result/Impact: Teachers will have the knowledge and skills to implement independent-mathematical thinking within their classrooms.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Math Instructional Specialist, Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 100% of G3-6 Math teachers will utilize a progress monitoring tool to track TEKS and create small groups based on missing skills.</p> <p>Action's Expected Result/Impact: Teachers will be able to close achievement gaps by targeting specific TEKS skills in small groups.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Math Instructional Specialist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: 100% of Math teachers will participate in Planning PLCs, Observation/Feedback, Instructional Planning Days, and Student Sweeps with the Math Instructional Specialist and Admin Team throughout the 24-25 school year.</p> <p>Action's Expected Result/Impact: Teachers will receive support on the instructional practices to monitor students' understanding of word problems using the campus problem-solving strategy.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Math Instructional Specialist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: By the end of October 2024, Bell Manor Elementary will host a math family engagement event for parents/families.</p> <p>Action's Expected Result/Impact: Parents/families will leave the family engagement event with activities to practice Math is FigureOutAble.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Math Instructional Specialist, Administrators, Parents</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 3: In 23-24, 4th Grade Math STAAR data was an Academic Growth Score of 51. Root Cause: The refinement of LTEP practices in 23-24 led to more student sweeps and less data conversations during PLCs.</p>

Priority 1: Student Success





Goal 2: Throughout the 2024-2025 school year, 4th and 5th grade staff will follow the district ELAR curriculum and utilize progress monitoring practices so that students in 4th and 5th grade reading will demonstrate a growth cut score of 71 or higher on STAAR RLA.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: STAAR RLA, Reading MAP

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of Reading teachers will participate in Planning PCs, Writing Data Meetings, Observation/Feedback, and Instructional Planning Days with the ELAR Instructional Specialist and Admin Team throughout the 24-25 school year.</p> <p>Action's Expected Result/Impact: Teachers will receive support on the instructional practices to monitor students' understanding of best practices for writing ECRs.</p> <p>Staff Responsible for Monitoring: Classroom teachers, ELAR Instructional Specialist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 100% of G3-6 ELAR teachers will explore AI tools to assist with feedback and grading of SCRs and ECRs.</p> <p>Action's Expected Result/Impact: Teachers will utilize the AI tools to assist with grading SCRs and ECRs, and provide necessary feedback to students for growth.</p> <p>Staff Responsible for Monitoring: Classroom teachers, ELAR Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: All students in G3-6 will be able to continue to build schema through access of Exploratory in Library.</p> <p>Action's Expected Result/Impact: Students will gain exposure and experiences to non-fiction texts and skills through hands-on learning.</p> <p>Staff Responsible for Monitoring: Exploratory Committee, Librarian, Instructional Specialists, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: By the end of March 2025, Bell Manor Elementary will host a reading family engagement event for parents/families.</p> <p>Action's Expected Result/Impact: Parents/families will leave the family engagement event with strategies for interacting with a variety of texts to support their child(ren) at home.</p> <p>Staff Responsible for Monitoring: Classroom teachers, ELAR Instructional Specialist, Literacy Committee, Administrators, Parents/Families</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 2: In 23-24, 4th Grade Reading STAAR data was an Academic Growth Score of 49. Root Cause: Students need more reinforcement on how to answer the prompt and support their thesis with text evidence.</p>

Priority 1: Student Success





Goal 3: Throughout the 2024-2025 school year, 2nd grade students will receive explicit instruction and practice in listening and speaking skills to demonstrate comprehension of a text by all students showing growth from BOY to EOY Reading BAS.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: BAS BOY, BAS MOY, BAS EOY, Progress Monitoring in Amplify

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of K-2 teachers will participate in professional development during PLCs and vertical teaming with the K-2 ELAR Instructional Specialist to review oral response prompts by October 2024.</p> <p>Action's Expected Result/Impact: Teachers will have the strategies to implement oral response prompts in intervention groups.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Administrators, Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 100% of teacher and intervention lesson plans will include oral response prompts for large group and small group settings as monitored at the end of the 1st Six Weeks, 3rd Six Weeks and 5th Six Weeks.</p> <p>Action's Expected Result/Impact: Student oral responses from BOY to EOY will increase as measured by BAS.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Interventionists, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: 100% K-2 ELAR Teachers will implement SeeSaw, Canva, and/or the Bobcat Voice to provide opportunities for students to orate their authentic writing a minimum of three times per six weeks from the 1st-5th Six Weeks.</p> <p>Action's Expected Result/Impact: Students will be able to better orate their responses to prompts.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: By the end of March 2025, Bell Manor Elementary will host a reading family engagement event for parents/families.</p> <p>Action's Expected Result/Impact: Parents/families will leave the family engagement event with early literacy strategies to support their child(ren) at home.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Administrators, Parents/Families, Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: By the end of May 2025, Bell Manor Elementary will host a PreK Celebration of Learning to provide parents/families support in early literacy readiness with instructional supports.</p> <p>Action's Expected Result/Impact: Parents/families will leave the family engagement event with early literacy strategies to support their child(ren) at home.</p> <p>Staff Responsible for Monitoring: PreK Teacher, Instructional Specialist, Parents/Families</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	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 3 Problem Statements:

Student Learning

Problem Statement 1: In 23-24, the 2nd Grade EOY data showed that only 62% of the students met the EOY benchmark for BAS. **Root Cause:** Students are lacking oral communication skills to respond to comprehension prompts.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Howey	Instructional Specialist		1.0
Toni Hylander	Instructional Specialist		1.0

HEB Independent School District
Bellaire Elementary
2024-2025 Campus Improvement Plan



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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bellaire Elementary school is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to, Spanish, Arabic, French, Chinese, etc. This cultural environment provides students with the ability to interact on a global level, in the comfort of a school setting. This prior experience will give them an added advantage in school and later when they begin their job experience.

Our student population is approximately, 673. The composition of our students is:

Hispanic or Latino	72%	At Risk	65%
American Indian/Alaskan Native	0%	Economically Disadvantaged	90%
Asian	2%	Homeless	2%
Black	15%	LEP (Limited English Proficient)	63%
Pacific Islander/Hawaiian Native	1%	Dyslexia	4%
White	7%	504	3%
Two or More Races	2%	SPED	15%
Rtl	19%	GT (Gifted & Talented)	5%
Mobility Rate	13%		

Demographics Strengths

- Bellaire’s demographic strengths are diversity of population, cultures and languages.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 29% of African Americans and 33% of Hispanic students in Kindergarten are reading at or above grade level expectations as evidenced by BAS EOY scores. **Root Cause:** Small group instruction in the monolingual classrooms were not executed with fidelity. Long term substitute in kindergarten 23-24.

Problem Statement 2 (Prioritized): 54% of Dual Language Hispanics in Kindergarten are reading at or above grade level expectations as evidenced by SEL EOY scores **Root Cause:** Dual Language teachers were only able to meet with one group per day, allowing for just one 20-minute small group instruction session. This limited the ability to effectively meet the needs of all students.

Problem Statement 3 (Prioritized): 37% of African Americans and 50% of Dual Language Hispanics in First Grade are reading at or above grade level expectations as evidenced by BAS EOY scores. **Root Cause:** Teachers failed to progress monitor and implement targeted small group instruction with fidelity.

Problem Statement 4 (Prioritized): 63% of African Americans and 48% of Hispanic students in Second Grade scored far below grade level expectations in reading as evidenced by BAS SEL scores. **Root Cause:** Teachers failed to progress monitor and implement targeted small group instruction with fidelity.

Problem Statement 5 (Prioritized): 15% of African Americans and 16% of Hispanics obtained Meets on 3rd Reading STAAR. **Root Cause:** Teachers struggled to provide challenging and engaging learning experiences in the classroom due to new curriculum changes.

Problem Statement 6 (Prioritized): 8% of African Americans and 16% Hispanics obtained Meets on 4th Reading STAAR. **Root Cause:** Teachers struggled to provide challenging and engaging learning experiences in the classroom due to new curriculum changes.

Problem Statement 7 (Prioritized): 29% of both African Americans and Hispanics obtained Meets on 5th Reading STAAR. **Root Cause:** Teachers struggled to provide challenging and engaging learning experiences in the classroom due to new curriculum changes.

Problem Statement 8 (Prioritized): 50% of African Americans and 31% of Hispanics obtained Meets on 6th Reading STAAR. **Root Cause:** Teachers struggled to provide challenging and engaging learning experiences in the classroom due to new curriculum changes.

Problem Statement 9 (Prioritized): 11% of African American and 26% Hispanic obtained Meets on the 3rd Math STAAR **Root Cause:** Third grade did not spend sufficient time on multiplication and division of two step problems. Students stop after the first step.

Problem Statement 10 (Prioritized): 8% of African American, 30% Hispanic, and 7% Special Education students obtained Meets on the 4th Math STAAR **Root Cause:** Teachers will spend more time having students practice with manipulatives and implementing strategies.

Problem Statement 11 (Prioritized): 21% of African American, 25% Hispanic, and 0% Special Education students obtained Meets on the 5th Science STAAR **Root Cause:** There are not enough STAAR-like questions available in the curriculum and the strategies used to solve the questions are not aligned with other grade level teachers.

Problem Statement 12 (Prioritized): The percentage of Special Education students in grades 3-6 who achieved the "Meets" category on the STAAR assessment was 12% in Reading and 10% in Math. **Root Cause:** Special education teachers are experiencing difficulty meeting the Lexia Core5 time requirements that address specific reading needs due to time constraints in the resource classroom, inclusion setting, and general education classrooms.

Student Learning

Student Learning Summary

- The following addendums are attached in the Educational Operations Improvement Plans:
 - District with Campuses STAAR and STAAR EOC Reports
 - District TAPR Report
 - District Performance Objectives Report for this school year

Student Learning Strengths

Bellaire Elementary Accountability TEA Rating: Is not available at this time.

School Processes & Programs

School Processes & Programs Summary

- Our campus has a multitude of systems of processes and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, campus discipline management system PK-6; identification of SPED, 504, GT, RtI/MTSS, campus communications to staff and parents.
- Programs: Elementary Instructional Planning Sessions, Schools of Choice, Suzuki Strings, high quality professional development in technology and content areas, Counseling & Guidance, Social Worker-Community In Schools.
- A wide variety of extra-curricular clubs and organizations that promote school involvement, such as, Multicultural Night, Maker Space, Lego Club, STEM Club, All Pros Dad, Choir Club, Art Club, Student Council, Science Club, Math/Reading/Science Night, and after school clubs.

School Processes & Programs Strengths

School Processes and Program Strengths

Processes:

- Continuous Improvement
- Campus Discipline Plan
- Leading Through Exemplary Practice- LTEP

Programs:

- School of Choice
- Counseling & Guidance

Perceptions

Perceptions Summary

Staff Survey Results

- 97% agree they are proud to work for HEB ISD.
- 90% would feel comfortable referring a good friend to work for HEB ISD.
- 94% feel comfortable encouraging others to enroll their children in HEB ISD.
- 96% agree HEB ISD has a positive reputation.
- 87% feel that HEB ISD values the diversity of its employees.
- 83% feel the performance evaluation feedback I receive is useful.
- 67% agree campus administrator or immediate supervisor leads by example.
- 75% agree campus administrator or immediate supervisor provides opportunities for me to develop my skills.
- 87% agree they have the necessary technology and technology training to do their job effectively.

Parent Survey Results:

- 77% Rating of an A or B for overall quality of an HEB ISD education.
- 86% agreed the HEB ISD serves the needs of cultural groups in our community.
- 86% agreed administrators respond to parents courteously, and in a timely and professional manner.
- 89% agreed teachers provided timely communication about my child's academic progress and behavior.
- 88% agreed their child had received exceptional academic growth during this school year.
- 86% agreed students feel safe in their school.
- 90% would recommend that a family member or friend send their child to your child's school.
- 89% agree teachers and staff see me as a partner in my child's education.
- 89% agree the school's teachers and staff as partners in my child's education.
- 81% agree I am aware of how my child and school utilize continuous improvement.

Student Survey Results

- 83% of students rate their overall physical well being is excellent.
- 84% students think this is a good school.
- 92% of students are treated with respect by teachers.
- 88% of students say they are doing their best in school.
- 71% of students say they are responsible for monitoring data folders to track my progress.
- 84% of students set daily learning objectives.

Perceptions Strengths

Staff Survey Results

- 96% agree HEB ISD has a positive reputation.
- 87% feel that HEB ISD values the diversity of its employees.
- 83% feel the performance evaluation feedback I receive is useful.

Parent Survey Results:

- 88% agreed their child had received exceptional academic growth during this school year.
- 86% agreed students feel safe in their school.
- 90% would recommend that a family member or friend send their child to your child's school.

Student Survey Results

- 83% of students rate their overall physical well being is excellent.
- 84% students think this is a good school.
- 92% of students are treated with respect by teachers.

Priority Problem Statements

Problem Statement 1: 29% of African Americans and 33% of Hispanic students in Kindergarten are reading at or above grade level expectations as evidenced by BAS EOY scores.

Root Cause 1: Small group instruction in the monolingual classrooms were not executed with fidelity. Long term substitute in kindergarten 23-24.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 54% of Dual Language Hispanics in Kindergarten are reading at or above grade level expectations as evidenced by SEL EOY scores

Root Cause 2: Dual Language teachers were only able to meet with one group per day, allowing for just one 20-minute small group instruction session. This limited the ability to effectively meet the needs of all students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 37% of African Americans and 50% of Dual Language Hispanics in First Grade are reading at or above grade level expectations as evidenced by BAS EOY scores.

Root Cause 3: Teachers failed to progress monitor and implement targeted small group instruction with fidelity.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 63% of African Americans and 48% of Hispanic students in Second Grade scored far below grade level expectations in reading as evidenced by BAS SEL scores.

Root Cause 4: Teachers failed to progress monitor and implement targeted small group instruction with fidelity.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 15% of African Americans and 16% of Hispanics obtained Meets on 3rd Reading STAAR.

Root Cause 5: Teachers struggled to provide challenging and engaging learning experiences in the classroom due to new curriculum changes.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 8% of African Americans and 16% Hispanics obtained Meets on 4th Reading STAAR.

Root Cause 6: Teachers struggled to provide challenging and engaging learning experiences in the classroom due to new curriculum changes.

Problem Statement 6 Areas: Demographics

Problem Statement 7: 29% of both African Americans and Hispanics obtained Meets on 5th Reading STAAR.

Root Cause 7: Teachers struggled to provide challenging and engaging learning experiences in the classroom due to new curriculum changes.

Problem Statement 7 Areas: Demographics

Problem Statement 8: 50% of African Americans and 31% of Hispanics obtained Meets on 6th Reading STAAR.

Root Cause 8: Teachers struggled to provide challenging and engaging learning experiences in the classroom due to new curriculum changes.

Problem Statement 8 Areas: Demographics

Problem Statement 9: 11% of African American and 26% Hispanic obtained Meets on the 3rd Math STAAR

Root Cause 9: Third grade did not spend sufficient time on multiplication and division of two step problems. Students stop after the first step.

Problem Statement 9 Areas: Demographics

Problem Statement 10: 8% of African American, 30% Hispanic, and 7% Special Education students obtained Meets on the 4th Math STAAR

Root Cause 10: Teachers will spend more time having students practice with manipulatives and implementing strategies.

Problem Statement 10 Areas: Demographics

Problem Statement 11: 21% of African American, 25% Hispanic, and 0% Special Education students obtained Meets on the 5th Science STAAR

Root Cause 11: There are not enough STAAR-like questions available in the curriculum and the strategies used to solve the questions are not aligned with other grade level teachers.

Problem Statement 11 Areas: Demographics

Problem Statement 12: The percentage of Special Education students in grades 3-6 who achieved the "Meets" category on the STAAR assessment was 12% in Reading and 10% in Math.

Root Cause 12: Special education teachers are experiencing difficulty meeting the Lexia Core5 time requirements that address specific reading needs due to time constraints in the resource classroom, inclusion setting, and general education classrooms.

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Priorities

Priority 1: Student Success





Goal 1: By the end of the 2024-2025 school year, all teachers will incorporate accommodations with fidelity to increase special education performance targets as outlined in the TAPR report.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: Attendance Sheets, Accommodations Tracker, Lesson Plans, Walkthroughs, TAPR , Interims

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Special Education teachers will provide two trainings by the end January 2025 to general education teachers on the use and effectiveness of Lexia Core 5 and Touch Math.</p> <p>Action's Expected Result/Impact: Build teacher capacity in Lexia Core 5 and Touch Math</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, Special Education Teachers, 3-6 General Education Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 12</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Throughout the 2024-2025 school year, Special Education teachers will conduct monthly consultations with general education teachers to discuss student data from Lexia Core 5 and identify strategies for integrating those skills into classroom instruction, ensuring students show progress in targeted areas.</p> <p>Action's Expected Result/Impact: Build teacher capacity with accommodation strategies</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, Special Education Teachers</p> <p>Problem Statements: Demographics 12</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: By the end of each grading period, Special Education teachers will review and adjust student schedules as needed to better meet their individualized learning goals, ensuring students receive the appropriate level of support based on progress monitoring data.</p> <p>Action's Expected Result/Impact: Increase special education teacher's knowledge of student STAAR growth goals</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, Special Education Teachers, General Education Teachers</p> <p>Problem Statements: Demographics 12</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: By November 2024, Special Education teachers will collaborate with instructional specialists to provide at least one targeted training session to all teachers on how to support special education students in using STAAR testing tools, ensuring 100% of teachers are equipped to help students utilize these tools effectively.</p> <p>Action's Expected Result/Impact: Teachers effectively model on line tools for their students.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, Special Education Teachers, General Education Teachers</p> <p>Problem Statements: Demographics 12</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 12: The percentage of Special Education students in grades 3-6 who achieved the "Meets" category on the STAAR assessment was 12% in Reading and 10% in Math. Root Cause: Special education teachers are experiencing difficulty meeting the Lexia Core5 time requirements that address specific reading needs due to time constraints in the resource classroom, inclusion setting, and general education classrooms.</p>

Priority 1: Student Success





Goal 2: By the end of the 2024-2025 school year, Kindergarten through 2nd grade teachers will implement early reading strategies from the ELAR curriculum to improve comprehension instruction. Success will be measured by an increase in BAS/SEL scores from the Beginning of Year (BOY) to the End of Year (EOY) assessments.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: Walkthroughs, Lesson Plans, Progress Monitoring Data, Attendance Sheets- LTEP, BAS/SEL

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Kindergarten through 2nd grade teachers will participate in Leading Through Exemplary Practices (LTEP) and Observation/Feedback with the ELAR Instructional Specialist and Administration Team throughout the 24-25 school year.</p> <p>Action's Expected Result/Impact: Increase teacher capacity in Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, K-2 Teachers</p> <p>Problem Statements: Demographics 1, 2, 3, 4</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Kindergarten through 2nd grade teachers will use higher level questioning stems four days a week during read aloud and guided reading.</p> <p>Action's Expected Result/Impact: Increase student comprehension</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, K-2 Teachers</p> <p>Problem Statements: Demographics 1, 2, 3, 4</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Administration will monitor the implementation and fidelity of small group instruction by conducting walkthroughs weekly.</p> <p>Action's Expected Result/Impact: Implementation on small group fidelity</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist</p> <p>Problem Statements: Demographics 1, 2, 3, 4</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Data meetings will be conducted once a month after school to monitor and assess student progress.</p> <p>Action's Expected Result/Impact: Teachers are more aware of students' meeting target goal.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, K-2 Teachers</p> <p>Problem Statements: Demographics 1, 2, 3, 4</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: Bellaire Elementary will host a monthly All Pro Dads chapter to foster bonding and provide educational resources, helping fathers and father figures learn strategies to support their children at home.</p> <p>Action's Expected Result/Impact: Provide fathers and father figures with tools to support their student's academic and non-academic needs at home.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor</p> <p>Problem Statements: Demographics 1, 2, 3, 4</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2 Problem Statements:

Demographics
<p>Problem Statement 1: 29% of African Americans and 33% of Hispanic students in Kindergarten are reading at or above grade level expectations as evidenced by BAS EOY scores. Root Cause: Small group instruction in the monolingual classrooms were not executed with fidelity. Long term substitute in kindergarten 23-24.</p> <p>Problem Statement 2: 54% of Dual Language Hispanics in Kindergarten are reading at or above grade level expectations as evidenced by SEL EOY scores Root Cause: Dual Language teachers were only able to meet with one group per day, allowing for just one 20-minute small group instruction session. This limited the ability to effectively meet the needs of all students.</p> <p>Problem Statement 3: 37% of African Americans and 50% of Dual Language Hispanics in First Grade are reading at or above grade level expectations as evidenced by BAS EOY scores. Root Cause: Teachers failed to progress monitor and implement targeted small group instruction with fidelity.</p> <p>Problem Statement 4: 63% of African Americans and 48% of Hispanic students in Second Grade scored far below grade level expectations in reading as evidenced by BAS SEL scores. Root Cause: Teachers failed to progress monitor and implement targeted small group instruction with fidelity.</p>

Priority 1: Student Success





Goal 3: Every three weeks, 5th grade ELAR/SLAR teachers will provide guided practice using a graphic organizer to help students answer short constructed response prompts. Progress will be measured using the 5th Grade STAAR rubric.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: Walkthroughs, Lesson Plans, 5th Grade SCR Rubric, Short Cycle Assessments

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 5th grade teachers will participate in Leading Through Exemplary Practices (LTEP), Vertical Planning Days, and Observation/Feedback with the ELAR Instructional Specialist and Administration Team throughout the 24-25 school year.</p> <p>Action's Expected Result/Impact: Increase teacher capacity in Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, 5th grade Teachers</p> <p>Problem Statements: Demographics 7</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 5th Grade teachers will attend three out of four Instructional Planning sessions offered by the Coordinator of Language Arts.</p> <p>Action's Expected Result/Impact: Increase teacher capacity in Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, 5th grade Teachers</p> <p>Problem Statements: Demographics 7</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: By the end of the 2024-2025 school year, 5th grade ELAR/SLAR teachers will create and implement targeted lesson plans aligned to the curriculum that involve the use of graphic organizers every three weeks.</p> <p>Action's Expected Result/Impact: Increase in student mastery of constructed responses</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, 5th grade Teachers</p> <p>Problem Statements: Demographics 7</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Data meetings will be conducted once a month after school to monitor and assess student progress.</p> <p>Action's Expected Result/Impact: Teachers are more aware of students' meeting target goal.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, 5th Grade Teachers</p> <p>Problem Statements: Demographics 7</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: Bellaire Elementary Literacy Committee will host a family Literacy Night in October 2024 to provide parents/families with strategies and activities with a variety of texts.</p> <p>Action's Expected Result/Impact: Build parent capacity in reading strategies</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, Literacy Committee</p> <p>Problem Statements: Demographics 7</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3 Problem Statements:

Demographics
<p>Problem Statement 7: 29% of both African Americans and Hispanics obtained Meets on 5th Reading STAAR. Root Cause: Teachers struggled to provide challenging and engaging learning experiences in the classroom due to new curriculum changes.</p>





Priority 1: Student Success

Goal 4: By the end of the 2024-2025 school year, teachers will allocate additional instructional time to comparing fractions using benchmarks and equivalency strategies during math lessons and workshops.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: Lesson Plans, Interims, Walkthroughs, TAPR, Short Cycle Assessment, Common Formative Assessments

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers will use manipulatives and benchmarks weekly to compare fractions during workshop time beginning the third six weeks.</p> <p>Action's Expected Result/Impact: Increase teacher capacity in Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, Fourth Grade Teachers</p> <p>Problem Statements: Demographics 10</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 4th grade teachers will participate in Leading Through Exemplary Practices (LTEP) and Observation/Feedback with the Math Instructional Specialist and Administration Team throughout the 24-25 school year.</p> <p>Action's Expected Result/Impact: Increase teacher capacity in Tier 1 Instruction</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, 4th grade Teachers</p> <p>Problem Statements: Demographics 10</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Bellaire Elementary Math Committee will host a family Math Night in November 2024 to provide parents/families with strategies and activities to increase number fluency.</p> <p>Action's Expected Result/Impact: Build parent capacity in number fluency</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, Math Committee</p> <p>Problem Statements: Demographics 10</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4 Problem Statements:

Demographics

Problem Statement 10: 8% of African American, 30% Hispanic, and 7% Special Education students obtained Meets on the 4th Math STAAR **Root Cause:** Teachers will spend more time having students practice with manipulatives and implementing strategies.

Priority 1: Student Success

Goal 5: By the end of the 2024-2025 school year, 100% of third through sixth grade science teachers will implement aligned instructional strategies utilized on science assessments, as demonstrated through participation in vertical alignment meetings at least once per semester.

Quality Indicator: Student Success: Academic Rating of the District


District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Vertical Alignment Professional Development Attendance Sheet, Common Formative Assessments, Six Weeks District Assessments

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Conduct a vertical alignment meeting with third through sixth grade teachers each semester focusing on two strategies: (1) Preview; Questions, What do you know?, Evidence (PQWE) and (2) Claim, Evidence, Reasoning (CER). Science teachers will review two targeted strategies demonstrated by students on Common Formative Assessments during vertical alignment meetings once per semester.</p> <p>Action's Expected Result/Impact: Alignment of science strategies, Increase Meets progress on Science STAAR Performance</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, 3-6 science teachers</p> <p>Problem Statements: Demographics 11</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Incorporate online practice sessions three days a week for all fifth-grade students using the Summit K-12 platform where students will practice the PQWE and CER strategies to improve science performance on short cycle assessments. Teachers will monitor student progress of their individual plan through SummitK-12 reports and adjust instruction based on data.</p> <p>Action's Expected Result/Impact: Alignment of Strategies, Utilizing the strategies with fidelity</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, 5th Grade Science Teachers</p> <p>Problem Statements: Demographics 11</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Bellaire Elementary Science Committee will host a family Science Night in February 2025 to provide hands-on experiment opportunities for families.</p> <p>Action's Expected Result/Impact: Enhance science background knowledge and provide hands-on experiment opportunities for families.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, Science Committee</p> <p>Problem Statements: Demographics 11</p>	Formative		
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 5 Problem Statements:

Demographics

Problem Statement 11: 21% of African American, 25% Hispanic, and 0% Special Education students obtained Meets on the 5th Science STAAR **Root Cause:** There are not enough STAAR-like questions available in the curriculum and the strategies used to solve the questions are not aligned with other grade level teachers.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Frierson, Toya	Instructional Specialist	Reading	1
Purpura, Lissa	Math	Instructional Specialist	1

HEB Independent School District
Donna Park Elementary
2024-2025 Campus Improvement Plan

Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Values

- Intentional: HEB ISD makes purposeful and strategic decisions.
- Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Goals

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Donna Park Elementary school is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to, Spanish, Arabic, French, Tongan, Farsi, Chinese, Japanese, Hindi, etc. This cultural environment provides students with the ability to interact on a global level, in the comfort of a school setting. This prior experience will give them an added advantage in school and later when they begin their job experience.

Our student population is approximately 450 students The composition of our students is:

Hispanic or Latino	28%	At Risk	52%
American Indian/Alaskan Native	0%	Economically Disadvantaged	75%
Asian	1%	Homeless	2.4%
Black	37%	LEP (Limited English Proficient)	29%
Pacific Islander/Hawaiian Native	0%	Dyslexia	9%
White	27%	504	6.7%
Two or More Races	6%	SPED	21%
RtI	3.7%	GT (Gifted & Talented)	5.4%
Mobility Rate	42%		

Demographics Strengths

There has been an increase in staff demographics that is more in line with our student demographics. We currently have 2 teachers on campus who are bilingual (Spanish) and are able to assist with Spanish translations for some of our families. Donna Park reaches out to support our families in specific times of need through outreach in the community and partnerships with a church for weekend food donations for families if needed. Last year, Donna Park Elementary also received a grant from the HEB ISD Education Foundation to support community/parent relations by hosting events at the apartment clubhouse 4 times per year and for the 2024-2025 school year we have partnered with another elementary to continue the community outreach. We have approximately 450 students on our campus ranging from 3 year old ECSE students to sixth grade students. We have PACES program on our campus for students who need self contained support for emotional dysregulation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At the end of the 2023-2024 school year, Donna Park's mobility rate was 35%. While this was lower than the previous year, it was still above the district average of 30% **Root Cause:** Home and family situations out of our control impact our mobility rate.

Student Learning

Student Learning Summary

Campus letter rating for Donna Park for the 2021-2022 school year was a B (89). The campus improved 13 points from a 76 when campus grades were last given in 2019-2020. Donna Park went from receiving no distinctions in 2019-2020 to receiving 4 distinctions--ELA/Reading, Mathematics, Post Secondary Readiness and Comparative Closing the Gap. The ratings for the 2023-2024 school year are currently on hold. Based on the ERG ratings from the 2023-2024 school year, Donna Park scored in the 1-1 box for student growth. Grades 4-6 students did well on performance comparing to other district campuses in the area of approaches and were tended to fall lower when looking at meets for grade levels and subjects. Third grade struggled with reading and math performance.

In the area of reading, in comparison to district averages, 3rd grade -10/-24/-17, 4th grade -7/+1/-1, 5th grade -4/-4/=, 6th grade -1/+10/+16. In the area of math in comparison to district averages, 3rd grade -13/-18/-10, 4th grade +7/=/+6, 5th grade -7/-11/-7, 6th grade +2/+1/+2. In the area of science in comparison to district average, 5th grade -3/+12/+10. In the area of BAS for reading 3D in comparison to district averages, K (+15), 1st (+11) and 2nd (+13). In the area of Dibels for reading 3D in comparison to district averages, K (-7) 1st (-17) and 2nd (-10). s.

- The following attached addendums in the Educational Operations Improvement Plans:
 - District with Campuses STAAR
 - District TAPR Report
 - District Performance Objectives Report for this school year

- The priority focus this year will be on:
 - STAAR ELAR Grade 3
 - STAAR MATH Grade 3
 - Early literacy for K-2 in the area of dibels

Student Learning Strengths

Student scores and growth from the 2022-2023 STAAR assessment earned Donna Park a rating that fell in the 1-1 quartile box from the ERG. The focus of the ECR for students in 4th and 6th grade increased and the campus met the improvement goal. Student scores on Reading 3 D also improved and the gap between the scores for Donna Park and the district average decreased. Teachers are working more with small group instruction in the areas of reading and math. We have had consistent interventionists for the past 3 years. Growth scores for 4th-6th in all subjects ranged from 53 to 90.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Third grade students were in the lowest quartile in the district as well as at the bottom for our comparison group in Reading for approaches,

meets and masters. **Root Cause:** PLC meetings were not regularly scheduled and student data and teacher instruction were not a focus for the campus.

Problem Statement 2 (Prioritized): Third grade students were in the lowest quartile in the district as well as at the bottom for our comparison group in Math for approaches, meets and masters. **Root Cause:** PLC meetings were not regularly scheduled and student data and teacher instruction were not a focus for the campus.

Problem Statement 3 (Prioritized): 1st and 2nd grade dibels all scores are below district average. **Root Cause:** Students struggle with the time element in completing the assessment components.

School Processes & Programs

School Processes & Programs Summary

Donna Park is participating in the next phase of LTEP training focusing on PLC meetings and coaching of teachers. Meetings are held on a regular basis with the DPE leadership team and the trainer from LTEP. PLC meetings have been scheduled in both reading and ELAR on a biweekly schedule. Science PLC meetings are held every three weeks and are held after school to focus on vertical alignment. Teachers understand the concept of student growth and the scoring system of the STAAR therefore, our focus has moved to increase performance of students--especially in 3rd grade for both reading and math. Currently, we have written processes for the beginning of school in regards to duty schedules and expectations for the first few weeks of school. Donna Park has created a better process for teachers needing to refer students to the Instructional Support Team and has refined the RTI process. We pair with Academy 4--a non-profit organization that has a mentoring program for our fourth graders and added a leadership program for fifth graders as well as an evening program for parents to focus on parenting skills.

- Our campus has a multitude of systems of processes and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, campus discipline management system PK-6; identification of SPED, 504, GT, RtI, campus communications to staff and parents
- Programs: Curriculum Previews, Pre Advanced Placement, high quality professional development in technology and content areas, Counseling & Guidance, Social Workers, etc.

School Processes & Programs Strengths

We have expanded LTEP concepts of improvement to include ELAR, Math and Science.

We have a full time counselor and a full time nurse on staff to support families and students in crisis. Donna Park staff has also had additional Abuse Prevention trainings provided by the campus to empower our campus adults to protect and support Donna Park students.

Communication on campus at all times can be supported by teacher needs with administration through the campus specific programmed walkie talkie system. This process is part of the BOY training with the SRP and EOP at the beginning of the year, and followed up after PDSA data from team concerns.

Professional development plans for individual subjects and content areas have been specifically developed to target the greatest area of need. Instructional specialists disaggregate data and work to assist teachers with materials and with instructional strategies to meet each individual students' needs.

Processes:

- Continuous Improvement
- Campus Discipline Plan

Programs:

- School Choir

- Drama Club
- Counseling & Guidance
- Academy 4

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Scores have declined in 3rd grade math for the past two years in all areas. **Root Cause:** PLC meetings did not meet regularly for the 2023-2024 school year to discuss student progress, instruction and data.

Problem Statement 2: Scores have declined or are stagnant in 3rd grade reading for the past two years in all areas. **Root Cause:** PLC meetings did not meet regularly for the 2023-2024 school year to discuss student progress, instruction and data.

Perceptions

Perceptions Summary

With our varied cultures and economic status families, Donna Park focuses on a family atmosphere. Students are greeted each morning as they enter the building in addition to each classroom. We have Community nights, Family Engagement Nights, Pep Rallies, PTA Events, End of Year Bash and many other campus family and community events to continue to build a positive culture and climate. Donna Park has worked to build relationships with community partners such as local churches to support our campus and help meet the needs of the whole child and of our families.

There is a low turnover rate with staff. For the past 2 years we have only had to replace 4 staff members.

Attendance is evaluated daily by the registrar and administration updates RaaWee weekly contacting and meeting with parents to create individual plans of success. Conscious Discipline absence rituals are practiced in all grades K-6.

The campus behavior plan is shared with all parents at Curriculum Night as a part of parent training of the SRP. As the year progresses, the behavior specialist, CHAMPS and Conscious Discipline trainers, administration and counselor work as a team to support concerns with the current staff, parents, and students. This includes additional interventions as prescribed by HB 1416, communication with parents and students, social skills lessons, targeted interventions per student needs and any other actions needed.

The district procedure for documenting and investigating bullying is followed with fidelity. Parents needs are addressed on individual concerns. In addition, the school counselor does class lessons each year.

Parent participation in learning is encouraged by individual grade level training nights that target Literacy, Math, and Science skills.

Campus communication is shared with the community and parents from the administration through the school messenger, facebook, marquee and campus website. In addition, the grade levels are communicating through the MOOSE, newsletters, smart phone apps, email and Thursday folders.

Donna Park has a PTA for the 2024-2025 school year and we are working together (school and pta) to strengthen the relationship and have more parents as active participants in our PTA. This year DPE was awarded 2 grants from the HEB ISD Education foundation--1 for a schoolwide science night and 1 for translator devices that teachers can use for conferences or working with students who speak a second language.

Perceptions Strengths

Staff Survey Results

- 100% are proud of the quality of services of my campus or department
- 100% respect the relationships they have with their campus administrative team

- 100% feel that HEB ISD values the diversity of its employees
- 100% say the administrative team values all employees regardless of their gender, age, ethnicity, physical abilities or nationality
- 100% agree that the campus administrators or immediate supervisors provide opportunities to develop individual skills
- 100% clearly understand what is expected of them in their job
- 100% feel the campus administrators address their concerns in a timely manner
- 100% feel the campus administrators lead by example
- 100% feel campus administrators accept responsibility for her decisions
- 100% feel administrators utilize a systems approach to continuous improvement

Parent Survey Results--25 responses (decrease from 67 responses the previous year)

- 88% feel their child has shown academic growth over the year
- 96% feel the teachers provide suggests of how I can help my child with his/her learning at home
- 96% feel there is at least one adult at school to whom their child can go to for help at school or home
- 92% feel students at this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities
- 96% feel administrators respond to parents courteously, and in a timely and professional manner.
- 92% feel school staff maintain an open line of communication with parents
- 92% feel their child is safe at school
- 96% are satisfied with the communications from the school
- 93% say their family feels welcome at the school

Student Survey Results

- 88% agree they attend a good school
- 88% agree they are treated with respect by the teachers
- 84% agree they feel safe in school
- 82% agree the school has a discipline management system plan that supports a safe and orderly learning environment
- 96% feel they learn best when they listen to the teacher talk
- 90% agree they are doing their best in school
- 88% agree they are the ones most responsible for what they learn

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent participation in the school survey has declined from 60 responses to 25 responses. **Root Cause:** Lack of campus communication or incentives to complete the survey. Parents report survey is too lengthy. Survey is given in the fall before many parents/students/staff have had the opportunity to see processes in place.

Problem Statement 2: Blackboard and Thursday folders were used to communicate with families but there has not been a consistent newsletter from the school in place. **Root Cause:** Administration reliance on blackboard, Thursday folders and Facebook instead of reaching out in newsletter form as well.

Priority Problem Statements

Problem Statement 1: 1st and 2nd grade dibels all scores are below district average.

Root Cause 1: Students struggle with the time element in completing the assessment components.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Third grade students were in the lowest quartile in the district as well as at the bottom for our comparison group in Reading for approaches, meets and masters.

Root Cause 2: PLC meetings were not regularly scheduled and student data and teacher instruction were not a focus for the campus.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Third grade students were in the lowest quartile in the district as well as at the bottom for our comparison group in Math for approaches, meets and masters.

Root Cause 3: PLC meetings were not regularly scheduled and student data and teacher instruction were not a focus for the campus.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Priorities

Priority 1: Student Success

Goal 1: By the end of the 24-25 school year, third grade math teachers will demonstrate an increase in student performance by establishing a systematic approach to monitor curriculum pacing and analyze student performance through bi-weekly PLC meetings as measured by a 7% point increase on 2025 STAAR assessment in approaches, meets and masters.

Quality Indicator: Student Success: Academic Rating of the District





District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: ECR scoring
Interim Assessments
STAAR reading scores

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Plan, schedule and carryout bi-weekly PLC meetings in Math. 100% of PLC meetings will be attended by teacher and at least one administrator with the IS.</p> <p>Action's Expected Result/Impact: Achieve 100% attendance at bi-weekly PLC meetings in Math, with each meeting involving all teachers and at least one administrator, ensuring active participation and collaboration to enhance instructional strategies and student outcomes.</p> <p>Staff Responsible for Monitoring: Math Instructional specialist, Administration, Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Title 1 staff - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By April of 2025, Math teachers will participate in and encourage families to attend a family Math night which includes at home strategies to improve math strategies.</p> <p>Action's Expected Result/Impact: By April 2025, organize a Family Math Night where at least 75% of Math teachers actively participate and engage families. The event will include hands-on activities and strategies for parents to support their children's math learning at home. Success will be measured by attendance rates, with a target of at least 100 families participating.</p> <p>Staff Responsible for Monitoring: Math teachers, Math Instructional Specialist</p> <p>Title I: 4.2</p> <p>Funding Sources: Title 1 Staff - 211 - Title I, Part A, FE Materials and supplies - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Utilize LTEP outline to implement feedback given in regards to meetings (student data, hot spots, know shows, etc.). 100% of meetings will be documented with current discussions and expectations.</p> <p>Action's Expected Result/Impact: Implement the LTEP outline to ensure that 100% of meetings are documented, capturing discussions on student data, identified hot spots, and know/show charts.</p> <p>Staff Responsible for Monitoring: Math Instructional specialist, Administration, Teacher</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Title 1 staff - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Utilize data such as classwork, CFAs, Progress Learning, observations, individual student goals, etc. during PLC meetings to monitor student progress and growth as evidenced by agenda discussions and follow ups. Identify students in need of intervention.</p> <p>Action's Expected Result/Impact: During PLC meetings, utilize data from classwork, CFAs, Progress Learning, observations, and individual student goals to monitor student progress and growth. Document agenda discussions and follow-ups for 100% of meetings, with specific focus on identifying students in need of intervention.</p> <p>Staff Responsible for Monitoring: Math Instructional specialist, Administration, Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Title 1 Staff - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: Utilize student MAP Scores from BOY, MOY to chart progress and create student intervention groups. 100% of grade levels will be able to interpret MAP scores as they relate to student growth.</p> <p>Action's Expected Result/Impact: By the end of the academic year, 100% of math teachers will be proficient in interpreting MAP scores from the Beginning of Year (BOY) and Middle of Year (MOY) assessments to chart student progress. Each grade level will create targeted intervention groups based on this data, with documented plans for instruction tailored to meet the needs of these groups.</p> <p>Staff Responsible for Monitoring: Math Instructional specialist, Administration, Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Third grade students were in the lowest quartile in the district as well as at the bottom for our comparison group in Math for approaches, meets and masters.</p> <p>Root Cause: PLC meetings were not regularly scheduled and student data and teacher instruction were not a focus for the campus.</p>

Priority 1: Student Success

Goal 2: By the end of the 24-25 school year, third grade reading teachers will demonstrate an increase in student performance by establishing a systematic approach to monitor curriculum pacing and analyze student performance through bi-weekly PLC meetings as measured by a 7% point increase on 2025 STAAR assessment in approaches, meets and masters.

Quality Indicator: Student Success: Academic Rating of the District





District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: ECR scoring
Interim Assessments
STAAR ELAR

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Plan, schedule and carryout bi-weekly PLC meetings in ELAR. 100% of PLC meetings will be attended by teacher and at least one administrator with the IS.</p> <p>Action's Expected Result/Impact: Achieve 100% attendance at bi-weekly PLC meetings in ELAR, with each meeting involving all teachers and at least one administrator, ensuring active participation and collaboration to enhance instructional strategies and student outcomes.</p> <p>Staff Responsible for Monitoring: ELAR teacher, ELAR Instructional Specialist, Administration</p> <p>Title I: 4.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Title 1 staff - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By April of 2025, Reading teachers will participate in and encourage families to attend a family ELAR night which includes at home strategies to improve math strategies.</p> <p>Action's Expected Result/Impact: By April 2025, organize a Family Math Night where at least 75% of ELAR teachers actively participate and engage families. The event will include hands-on activities and strategies for parents to support their children's reading/writing learning at home. Success will be measured by attendance rates, with a target of at least 100 families participating.</p> <p>Staff Responsible for Monitoring: ELAR teachers, ELAR Instructional Specialist, Administration</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Title 1 Staff - 211 - Title I, Part A - \$11,201</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Utilize LTEP outline to implement feedback given in regards to meetings. (student data, hot spots, know shows, etc.) 100% of meetings will be documented with current discussions and expectations.</p> <p>Action's Expected Result/Impact: Implement the LTEP outline to ensure that 100% of meetings are documented, capturing discussions on student data, identified hot spots, and know/show charts.</p> <p>Staff Responsible for Monitoring: ELAR teacher, ELAR Instructional Specialist, Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Title 1 Staff - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Utilize data such as classwork, CFAs, article of the day, observations, individual student goals, etc. during PLC meetings to monitor student progress and growth as evidenced by agenda discussions and follow ups. Identify students in need of intervention from reading interventionists.</p> <p>Action's Expected Result/Impact: During PLC meetings, utilize data from classwork, CFAs, Progress Learning, observations, and individual student goals to monitor student progress and growth. Document agenda discussions and follow-ups for 100% of meetings, with specific focus on identifying students in need of intervention.</p> <p>Staff Responsible for Monitoring: ELAR teacher, ELAR Instructional Specialist, Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: Utilize student MAP Scores from BOY, MOY to chart progress and create student intervention groups. 100% of grade levels will be able to interpret MAP scores as they relate to student growth.</p> <p>Action's Expected Result/Impact: By the end of the academic year, 100% of elar teachers will be proficient in interpreting MAP scores from the Beginning of Year (BOY) and Middle of Year (MOY) assessments to chart student progress. Each grade level will create targeted intervention groups based on this data, with documented plans for instruction tailored to meet the needs of these groups.</p> <p>Staff Responsible for Monitoring: ELAR teacher, ELAR Instructional Specialist, Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2 Problem Statements:

Student Learning

Problem Statement 1: Third grade students were in the lowest quartile in the district as well as at the bottom for our comparison group in Reading for approaches, meets and masters. **Root Cause:** PLC meetings were not regularly scheduled and student data and teacher instruction were not a focus for the campus.

Priority 1: Student Success

Goal 3: By May 2024, 75% students in 1st and 2nd grade will meet the EOY Dibels score as set forth by the district.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All Kindergarten, 1st and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.





Evaluation Data Sources: Progress monitoring

BOY

MOY

EOY

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Primary teachers will effectively monitor students during progress monitoring times to create an individual plan for improvement for students when seen in small groups.</p> <p>Action's Expected Result/Impact: By the end of the school year, primary teachers will consistently monitor students during progress monitoring sessions, ensuring that 100% of students in small groups receive individualized improvement plans based on their specific needs. Each plan will include targeted strategies and measurable goals, with progress reviewed each meeting.</p> <p>Staff Responsible for Monitoring: Primary teachers, ELAR Instructional Specialist, Interventionists</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: PT ELAR staff - 211 - Title I, Part A, Title 1 staff - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Interventionists and teachers will work with students 4 days a week during STRIPE time utilizing Heggarty word work strategies to improve fluency.</p> <p>Action's Expected Result/Impact: Student scores for dibels will increase from BOY to MOY and MOY to EOY.</p> <p>Staff Responsible for Monitoring: Primary teachers, interventionists, ELAR Instructional Specialist</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: FT ESSR staff - 282 - ARP ESSER III, PT ELAR staff - 211 - Title I, Part A, Title 1 staff - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: By April of 2025, ELAR teachers will participate in and encourage families to attend a family ELAR night which includes at home strategies to improve reading/phonics content.</p> <p>Action's Expected Result/Impact: By April 2025, organize a Family ELAR Night where at least 75% of ELAR teachers actively participate and engage families. The event will include hands-on activities and strategies for parents to support their children's reading/writing learning at home. Success will be measured by attendance rates, with a target of at least 100 families participating.</p> <p>Staff Responsible for Monitoring: K-2 teachers, ELAR Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: FE Materials - 211 - Title I, Part A, Title 1 staff - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	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 3 Problem Statements:

Student Learning
<p>Problem Statement 3: 1st and 2nd grade dibels all scores are below district average. Root Cause: Students struggle with the time element in completing the assessment components.</p>

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pruitt, Karyn	Instructional Specialist	Reading	1

Campus Funding Summary

211 - Title I, Part A					
Priority	Goal	Key Action	Resources Needed	Account Code	Amount
1	1	1	Title 1 staff		\$0.00
1	1	2	FE Materials and supplies		\$0.00
1	1	2	Title 1 Staff		\$0.00
1	1	3	Title 1 staff		\$0.00
1	1	4	Title 1 Staff		\$0.00
1	2	1	Title 1 staff		\$0.00
1	2	2	Title 1 Staff		\$11,201.00
1	2	3	Title 1 Staff		\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	1	PT ELAR staff		\$0.00
1	3	1	Title 1 staff		\$0.00
1	3	2	PT ELAR staff		\$0.00
1	3	2	Title 1 staff		\$0.00
1	3	3	FE Materials		\$0.00
1	3	3	Title 1 staff		\$0.00
Sub-Total					\$11,201.00
Budgeted Fund Source Amount					\$156,570.00
+/- Difference					\$145,369.00
282 - ARP ESSER III					
Priority	Goal	Key Action	Resources Needed	Account Code	Amount
1	3	2	FT ESSR staff		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$115,891.00
+/- Difference					\$115,891.00
Grand Total Budgeted					\$272,461.00

282 - ARP ESSER III					
Priority	Goal	Key Action	Resources Needed	Account Code	Amount
				Grand Total Spent	\$11,201.00
				+/- Difference	\$261,260.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Assistant Principal Campus Counselor	Student Code of Conduct Bullying Investigation Document in HR Shared Folder
2. Coordinated Health Program <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Athletic Director PIEMS Director	Fitness Gram TAPR Master Schedule PE lesson plans
3. DAEP Requirements <ul style="list-style-type: none"> ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Coordinator(s) of DAEP	TAPR DAEP and Truancy Report

<ul style="list-style-type: none"> • Graduation rates • Recidivism rates 			
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Deputy Superintendent	DLIC
5. Dropout Prevention	TEC 11.252	Principal of KEYS	TAPR
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Director of Special Education and Dyslexia	Dyslexia Handbook, Self-Assessment
7. Title I, Part C: Migrant <ul style="list-style-type: none"> • An identification and recruitment plan • A priority services action plan 	P.L. 107-110, Section 1415(b)	Coordinator of Federal Programs	NOGA
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Director of Special Education and Dyslexia & Coordinator of Health Services	Special Education Operational Guidelines
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid 	TEC 11.252(4) TEC 11.252(3)(G)	Director of CTE Coordinator of Counseling	Camp Connect Industry Certification 8th Grade Meetings FAFSA College Night TSI Exempt School-wide SAT

<ul style="list-style-type: none"> • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Assistant of Human Resources Campus Principals	Human Resource Recruitment Salary Schedule Quality Learning Teacher Retention Documentation
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Coordinator of Counseling and Coordinator of HR	Participation in required training
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Crisis Intervention Lead & General Education LSSP Coordinator of Counseling & Guidance	Required trainings Suicide Assessment Tool
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B)	Coordinator of HR	

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	<p>Crisis Intervention Lead & General Education LSSP</p> <p>Coordinator of Counseling & Guidance</p> <p>Coordinator of DAEP</p>	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 		<p>Director of Special Education and Dyslexia</p>	<p>Required training in restraint and de-escalation</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Director of Technology</p>	<p>Required trainings as outlined in the Technology Training Plan</p>

HEB Independent School District
Harrison Lane Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Values and District Priorities

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Harrison Lane Elementary school is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to, Spanish, Arabic, French, etc. This cultural environment provides students with the ability to interact on a global level, in the comfort of a school setting. This prior experience will give them an added advantage in school and later when they begin their job experience.

Our student population is approximately, 520 students. The composition of our students is:

Hispanic or Latino	39%	At Risk	38.2%
American Indian/Alaskan Native	0%	Economically Disadvantaged	81.9%
Asian	2%	Homeless	4.0%
Black	23%	LEP (Limited English Proficient)	17.7%
Pacific Islander/Hawaiian Native	5%	Dyslexia	7.3%
White	24%	504	4%
Two or More Races	7%	SPED	27.4%
RtI	17.5%	GT (Gifted & Talented)	5.2%
Mobility Rate	12%		

Demographics Strengths

There has been an increase in staff demographics that is more in line with our student demographics. Our Hispanic student population is now 38%.

We have 9 staff members on campus who are bilingual and are able to assist with Spanish translations for some of our families. We also have a teacher assistant and teacher who speak Arabic. Harrison Lane supports our families in specific times of need through outreach in the community and partnerships with a church for weekend food donations for families if needed. We also partner with Communities in Schools and have a full time social worker on our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 40% of 4th grade African American students achieved Meets on RLA STAAR **Root Cause:** Planned and intentional thinking and questioning

Problem Statement 2: 23% of 4th grade Hispanic students achieved Meets on Math STAAR **Root Cause:** Basic computation and vocabulary

Problem Statement 3: 25% of 5th grade African American achieved Meets on Math STAAR. **Root Cause:** Basic computation and vocabulary

Problem Statement 4: 14% of 5th grade Hispanic students achieved Meets on Science STAAR. **Root Cause:** Moving from abstract into explicit concepts

Student Learning

Student Learning Summary

- 2023-2024 continued to present challenges as schools adapted to new expectations, standards, etc.
- The following attached addendums in the Educational Operations Improvement Plans:
 - District with Campuses STAAR scores
 - District TAPR Report
- The priority focus this year will be on:
 - PK-2 Early Literacy & Numeracy
 - Grade 3 Reading, Math
 - Grade 4 Reading, Math
 - Grade 5 Reading, Math, and Science
 - Grade 6 Reading, Math

Student Learning Strengths

- * 3rd grade Reading was at 85% Approaches, which was 2nd within our comparable groups
- 71% of Kindergarten/2nd grade students met their goal in BAS which was above the district
- * 74% of EB students met the 2033 long term goal for the EB progress rate

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 42% of students in 4th grade showed growth from 2023 to 2024 Math STAAR. **Root Cause:** Short cycle assessments were not being utilized and tracked consistently.

Problem Statement 2 (Prioritized): 38% of students in 1st grade were proficient in blending words as measured by whole words read in nonsense word fluency. **Root Cause:** Students needs explicit small group instruction with blending sounds.

Problem Statement 3 (Prioritized): 57% of Kindergarten students met grade level or above in DIBELS and the incremental goal is 60%. **Root Cause:** Students participate in whole group Heggerty. During whole group instruction, the more confident readers are participating which gave a false sense of phonemic mastery.

Problem Statement 4: Less than 100% of PK students are unable to retell a story including the beginning, middle and end. **Root Cause:** Teachers have asked surface level questions.

Problem Statement 5: 30% of 4th grade students achieved Meets on Math STAAR and the incremental goal is 40%. **Root Cause:** Basic computation, Vocabulary, Multi-step word problems

School Processes & Programs

School Processes & Programs Summary

- Our campus has a multitude of systems of processes and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, Campus Discipline Management System and the use of CHAMPS and Conscious Discipline; identification of SPED, 504, GT, RtI/MTSS, campus communications to staff and parents
- Programs: Curriculum Previews, Advanced Placement, high quality professional development in technology and content areas, Counseling & Guidance
- A wide variety of extra-curricular clubs and organizations that promote school involvement, such as Bulldog Ambassadors, Engineering Club, Art Club, Computer Science, and the Harrison Lane Choir

School Processes & Programs Strengths

Processes:

- Continuous Improvement
- Campus Discipline Plan

Programs:

- School of Choice - Computer Science
- Counseling & Guidance

Perceptions

Perceptions Summary

During the 2023 - 2024 school year, the district conducted three surveys to gather input from parents, students and staff. A snapshot summary of responses is listed below.

Staff Survey Results

- 100% of the Harrison Lane staff are proud to work for HEB ISD
- 98% of staff feel satisfied with their job
- 100% of staff feel their work is engaging
- 100% of staff use a systems approach to continuous improvement
- 100% know the mission, vision, and goals of Harrison Lane

Parent Survey Results:

- 96% of families reported their students showed growth
- 92% feel that school administrators respond to parents courteously, and in a timely and professional manner
- 92% of families are satisfied with the timely communication from their teacher about their child's academic progress and behavior
- 90% believe their child receives some form of intervention support

Student Survey Results

- 92% feel respected by administration
- 94% feel the school has a discipline management plan that supports a safe and orderly school
- 98% feel they are doing their best in school

Perceptions Strengths

Staff Survey Results

- 100% of the Harrison Lane staff are proud to work for HEB ISD
- 98% of staff feel satisfied with their job
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Student Survey Results

- 92% feel respected by administration
- 94% feel the school has a discipline management plan that supports a safe and orderly school
- 98% feel they are doing their best in school

Priority Problem Statements

Problem Statement 1: 42% of students in 4th grade showed growth from 2023 to 2024 Math STAAR.

Root Cause 1: Short cycle assessments were not being utilized and tracked consistently.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 38% of students in 1st grade were proficient in blending words as measured by whole words read in nonsense word fluency.

Root Cause 2: Students needs explicit small group instruction with blending sounds.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 57% of Kindergarten students met grade level or above in DIBELS and the incremental goal is 60%.

Root Cause 3: Students participate in whole group Heggerty. During whole group instruction, the more confident readers are participating which gave a false sense of phonemic mastery.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices

Priorities

Priority 1: Student Success

Goal 1: 100% of 4th grade math teachers will implement a data tracking system to monitor each student's performance in 4th grade Math TEKS to identify areas of strength and weakness to tailor instructional strategies to address these needs. By the end of the 2024-2025 school year, at least 55% growth will be achieved as measured by BOY to EOY MAP scores.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Mathematics as reported on the Texas Academic Performance Report.





Evaluation Data Sources: Progress Monitoring

Data Tracking System

MAP Scores

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of teachers will utilize a data tracking system to monitor student progress on a weekly basis minimum. This will be monitored by the Principal and Assistant Principal as well as being discussed in bi-weekly PLC meetings.</p> <p>Action's Expected Result/Impact: Increase in growth and student achievement scores on Math STAAR</p> <p>Staff Responsible for Monitoring: Campus Administration Math Instructional Specialist 4th grade teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 100% of teachers will participate in bi-weekly PLC meetings.</p> <p>Action's Expected Result/Impact: Increase in growth and student achievement scores on Math STAAR</p> <p>Staff Responsible for Monitoring: 4th grade teachers Campus Administration Math Instructional Specialist</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</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> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Third through sixth grade teachers will host a Family Academic Night in January 2025 to share math strategies and activities that families can use at home with their students.</p> <p>Action's Expected Result/Impact: Increase in growth and student achievement scores on Math STAAR</p> <p>Staff Responsible for Monitoring: Grade level teachers Instructional Specialists Campus Administration Language Acquisition Coach</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: 42% of students in 4th grade showed growth from 2023 to 2024 Math STAAR. **Root Cause:** Short cycle assessments were not being utilized and tracked consistently.

Priority 1: Student Success

Goal 2: 100% of first grade students will receive explicit small group instruction with blending words in order to increase phonemic awareness as measured by 41% or more students scoring proficient on nonsense word fluency (whole words read) on DIBELS.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.





Evaluation Data Sources: DIBELS Whole Words Read
Progress Monitoring
Formative Feedback

High Priority

HB3 Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of first grade teachers will conduct daily small group reading instruction with a focus on blending words based on needs targeted from progress monitoring, BOY and MOY data.</p> <p>Action's Expected Result/Impact: Increase of nonsense words (whole words read) on DIBELS</p> <p>Staff Responsible for Monitoring: 1st Grade Teachers Campus Administration Reading Instructional Specialist Language Acquisition Coach</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</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 100% of daily small group phonics instruction will be explicitly taught during STRIPE time on a daily basis.</p> <p>Action's Expected Result/Impact: Increase of nonsense words (whole words read) on DIBELS</p> <p>Staff Responsible for Monitoring: 1st Grade Teachers Reading Instructional Specialist Campus Administration Language Acquisition Coach</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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: 100% of 1st grade teachers will participate in bi-weekly PLC meetings.</p> <p>Action's Expected Result/Impact: Increase of nonsense words (whole words read) on DIBELS</p> <p>Staff Responsible for Monitoring: 1st Grade Teachers Instructional Specialists Language Acquisition Coach Campus Administration</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</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> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Pre-Kindergarten through second grade teachers will host a PK-2 Academic Night in October 2024 to share phonetic practice that families can use at home with their students.</p> <p>Action's Expected Result/Impact: Increase of nonsense words (whole words read) on DIBELS</p> <p>Staff Responsible for Monitoring: 1st Grade Teachers Instructional Specialists Language Acquisition Coach Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	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 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 38% of students in 1st grade were proficient in blending words as measured by whole words read in nonsense word fluency. Root Cause: Students needs explicit small group instruction with blending sounds.</p>

Priority 1: Student Success

Goal 3: 100% of Kindergarten students will receive explicit small group instruction with blending and segmenting words in order to increase phonemic awareness as measured by 60% or more students scoring proficient on DIBELS.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: DIBELS

Progress Monitoring
Formative Feedback

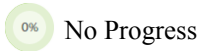
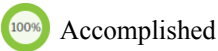
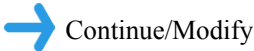

High Priority

HB3 Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of Kindergarten teachers will conduct daily small group reading instruction with a focus on blending sounds to create words based on needs targeted from progress monitoring, BOY and MOY data.</p> <p>Action's Expected Result/Impact: Overall increase of DIBELS scores</p> <p>Staff Responsible for Monitoring: Kindergarten Teachers Campus Administration Instructional Specialists Language Acquisition Coach</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</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> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Pre-Kindergarten through second grade teachers will host a PK-2 Academic Night in October 2024 to share phonetic practice that families can use at home with their students.</p> <p>Action's Expected Result/Impact: Overall increase of DIBELS scores</p> <p>Staff Responsible for Monitoring: Kindergarten Teachers Campus Administration Instructional Specialists Language Acquisition Coach</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: 100% of daily small group phonics instruction will be explicitly taught during STRIPE time on a daily basis.</p> <p>Action's Expected Result/Impact: Overall increase of DIBELS scores</p> <p>Staff Responsible for Monitoring: Kindergarten Teachers Campus Administration Instructional Specialists Language Acquisition Coach</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</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> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: 100% of Kindergarten teachers will participate in bi-weekly PLC meetings.</p> <p>Action's Expected Result/Impact: Overall increase of DIBELS scores</p> <p>Staff Responsible for Monitoring: Kindergarten Teachers Campus Administration Instructional Specialists Language Acquisition Coach</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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 3: 57% of Kindergarten students met grade level or above in DIBELS and the incremental goal is 60%. Root Cause: Students participate in whole group Heggerty. During whole group instruction, the more confident readers are participating which gave a false sense of phonemic mastery.</p>

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Campbell	Reading Instructional Specialist		1.00
Elizabeth Bush	Math Instructional Specialist		1.00

HEB Independent School District
Hurst Hills Elementary
2024-2025 Campus Improvement Plan





Mission Statement

The mission of the Hurst-Eules-Bedford Independent School District is to provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

HEB - Empowering Today to Excel Tomorrow

Core Values

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.

- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

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Student Success

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Safety and Wellbeing

Effectiveness and Efficiency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hurst Hills Elementary school is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to, Spanish, Arabic, French, Tongan, French and Vietnamese. This cultural environment provides students with the ability to interact on a global level, in the comfort of a school setting. This prior experience will give them an added advantage in school and later when they begin their job experience.

Our student population is approximately, 485. The composition of our students is:

Hispanic or Latino	30%	At Risk	34%
American Indian/Alaskan Native	0%	Economically Disadvantaged	60%
Asian	8%	Homeless	2%
Black	14%	LEP (Limited English Proficient)	21%
Pacific Islander/Hawaiian Native	2%	Dyslexia	10%
White	40%	504	6%
Two or More Races	5%	SPED	26%
Rtl	5%	GT (Gifted & Talented)	5%
Mobility Rate	4%		

Demographics Strengths

- Campus received an 89.2 score for the 2023-2024 school year
- Diversity of population, cultures, and languages.
- Economically disadvantaged student groups met performance objective goals in grades 1 and 2 for reading with DIBELS and TRC
- 80% of Economically disadvantaged student groups maintained growth on math and reading STAAR
- Low mobility rate
- 84% of Asian population demonstrated growth on math and reading STAAR following a 2 year decrease

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall math growth points demonstrated a 5 point decrease from 84 to 79 between the 2023 to 2024 school year in grades 4, 5, and 6 with emphasis on AA students earning 65 growth points and Hispanic students earning 76 growth points. **Root Cause:** Due to the transition from DBA assessments to Cambium Interim assessments, teachers in grade 4 and 5 struggled to provide the necessary targeted, explicit intervention required for small group instruction due to inflated scores from Cambium and the struggle to adapt and understand how to target TEKS using the color band system.

Student Learning

Student Learning Summary

The following addendums are attached in the Educational Operations Improvement Plans:

- District with Campuses STAAR and STAAR EOC Reports
- District TAPR Report
- District Performance Objectives Report for this school year

Student Learning Strengths

81% of students in grade 4-6 demonstrated growth for 2023 STAAR in reading and math.

Meets Grade Level or Above:

- 1st Grade BAS (74%)
- PK, Kindergarten, 1st Grade, and 2nd Grade Math
- 4th Grade Math and Reading
- 5th Grade Reading, Math, and Science
- 6th Grade Reading and Math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall math growth points demonstrated a 5 point decrease from 84 to 79 between the 2023 to 2024 school year in grades 4, 5, and 6 with emphasis on AA students earning 65 growth points and Hispanic students earning 76 growth points. **Root Cause:** Due to the transition from DBA assessments to Cambium Interim assessments, teachers in grade 4 and 5 struggled to provide the necessary targeted, explicit intervention required for small group instruction due to inflated scores from Cambium and the struggle to adapt and understand how to target TEKS using the color band system.

Problem Statement 2 (Prioritized): 35% of third grade students did not reach "Approaches" standard on the 2024 RLA STAAR Assessment. **Root Cause:** The teacher relies heavily on whole group or independent technology applications in the classroom with limited tangible access to class created anchor charts and limited opportunities with concrete, hand on experiences using text annotations and peer to peer discussions.

Problem Statement 3 (Prioritized): 1st grade DIBELS did not demonstrate benchmark growth in Nonsense Word Fluency for the 2024 school year with scores ranging from BOY = 70% to MOY = 37% and EOY = 67%. **Root Cause:** Due to the lack of explicit, targeted instruction and daily practice from a new teacher and lack of consistency from the 1st grade team focusing on targeted skills during small group, students demonstrated regression throughout the year on nonsense word fluency.

School Processes & Programs

School Processes & Programs Summary

- Our campus has a multitude of systems of processes and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, campus discipline management system PK-12; identification of SPED, 504, Advanced Academics, ELL, RtI/MTSS, campus communications to staff and parents
- Programs: Curriculum Previews, Advanced Placement, Advanced Academic courses in 6th grade for Math and Reading, Schools of Choice with Suzuki Strings, GT Enrichment for identified students in grades K-5, high quality professional development in technology and content areas, Counseling & Guidance, Social Workers, etc.
- A wide variety of extra-curricular clubs and organizations that promote school involvement, such as, jogging club, Maker Space experiences, Choir, Art Club, Community House Activities, etc.

School Processes & Programs Strengths

Processes:

- Continuous Improvement
- Campus Discipline Plan
- Campus Reward/Incentive Plan
- Grade Level Teams
- PLC Teams
- Community House Teams

Programs:

- Suzuki Strings
- Counseling and Guidance Lessons
- Character Development Activities
- Choir Club, Art Club, Running Club

Perceptions

Perceptions Summary

Based on the 2023-2024 Staff, Parent, and Student Surveys:

Staff Survey Results

- 98% rate the overall quality of the education services as good or excellent.
- 100% agree they are proud to work for HEB ISD.
- 97% would feel comfortable referring a good friend to work for HEB ISD.
- 97% feel comfortable encouraging others to enroll their children in HEB ISD.
- 100% feel that HEB has a positive reputation.
- 97% feel that HEB ISD values the diversity of its employees.
- 100% agree they work in a positive and caring environment.
- 97% agree their administration/supervisor leads by example.

Parent Survey Results:

- 94% Rating of an A or B for overall quality of an HEB ISD education
- 90% agreed the HEB ISD serves the needs of cultural groups in our community.
- 92% agreed their child's grades were kept current in the system (Grade 2 and above)
- 80% agreed their child had received exceptional academic growth during this school year.
- 81% agreed that their child received some type of intervention when there was an academic concern
- 92% agreed that staff members maintain open communication with parents
- 90% agreed students feel safe in their school.
- 94% of parents feel welcome at the school
- 96% would recommend that a family member or friend send their child to your child's school.

Student Survey Results

- 95% agree they attend a good school.
- 81% agree they feel safe in school.
- 86% agree the school has a discipline management system plan that supports a safe and orderly learning environment.
- 93% learn well when the teacher is leading a discussion with the whole class.
- 71% of students say their schoolwork /homework is challenging.
- 93% of students say they are responsible for their own learning.
- 95% of students say their teacher expects all students to do their best.
- 70% of the teachers are excited about what they teach.
- 90% of the teachers challenge me to do better.
- 88% agree HEB ISD serves the educational needs of cultural groups in our community.

Perceptions Strengths

Staff Survey Results

- 97% rate the overall quality of the education services as good or excellent.
- 100% agree they are proud to work for HEB ISD
- 97% feel comfortable encouraging others to enroll their children in HEB ISD.
- 100% feel that HEB has a positive reputation.
- 97% agree they have the necessary technology and technology training to do their job effectively.

Parent Survey Results

- 82% agreed their child's grades were kept current in the system (Grade 2 and above)
- 76% agreed their child had received exceptional academic growth during this school year.
- 88% agreed their child receives additional academic help when needed.
- 95% agreed students feel safe in their school.

Student Survey Results:

- 88% agree they attend a good school.
- 81% agree they feel safe in school.
- 83% agree the school has a discipline management system plan that supports a safe and orderly learning environment.

- 92% learn well when the teacher is leading a discussion with the whole class.
- 92% of students say they are responsible for their own learning.
- 90% of students say their teacher expects all students to do their best.
- 83% of the teachers are excited about what they teach.
- 92% of the teachers challenge me to do better.
- 85% agree HEB ISD serves the educational needs of cultural groups in our community.

Priority Problem Statements

Problem Statement 1: Overall math growth points demonstrated a 5 point decrease from 84 to 79 between the 2023 to 2024 school year in grades 4, 5, and 6 with emphasis on AA students earning 65 growth points and Hispanic students earning 76 growth points.

Root Cause 1: Due to the transition from DBA assessments to Cambium Interim assessments, teachers in grade 4 and 5 struggled to provide the necessary targeted, explicit intervention required for small group instruction due to inflated scores from Cambium and the struggle to adapt and understand how to target TEKS using the color band system.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: 35% of third grade students did not reach "Approaches" standard on the 2024 RLA STAAR Assessment.

Root Cause 2: The teacher relies heavily on whole group or independent technology applications in the classroom with limited tangible access to class created anchor charts and limited opportunities with concrete, hand on experiences using text annotations and peer to peer discussions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 1st grade DIBELS did not demonstrate benchmark growth in Nonsense Word Fluency for the 2024 school year with scores ranging from BOY = 70% to MOY = 37% and EOY =67%.

Root Cause 3: Due to the lack of explicit, targeted instruction and daily practice from a new teacher and lack of consistency from the 1st grade team focusing on targeted skills during small group, students demonstrated regression throughout the year on nonsense word fluency.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Priorities

Priority 1: Student Success

Goal 1: By the end of the 2024-2025 school year, 4th grade-6th grade math teachers will apply explicit, targeted interventions needed for students to demonstrate growth based on targeted TEKS data taken from curriculum assessments as measured by a 6 point growth increase on the 2025 Math STAAR Assessment.


Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: Biweekly check ins through LTEP meetings, Formative Feedback Data Collection, Curriculum Assessment Data, STAAR Data

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Math teachers in grades 4-6 will participate in biweekly LTEP planning sessions refining strategies to support students who are struggling to demonstrate growth with emphasis on exit tickets to gather targeted data for small group interventions.</p> <p>Action's Expected Result/Impact: Data will demonstrate that students are successful on targeted TEKS.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists, Math Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Math teachers in grades 4-6 will complete Formative Feedback training, then apply skills learned to provide explicit, targeted feedback to every student starting on a weekly basis and leading up to daily feedback.</p> <p>Action's Expected Result/Impact: Increase in curriculum assessment scores</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists, Math Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Math teachers in grades 4-6 will track and monitor individual student progress based on the timeline within the curriculum/district assessment in order to identify targeted areas for interventions. Teachers will share progress updates at biweekly LTEP meetings.</p> <p>Action's Expected Result/Impact: Increased growth for individual students on district assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists, Math Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Hurst Hills Elementary will host a family engagement event on March 4, 2025 to provide ideas and resources for families to work with students at home to support math skills.</p> <p>Action's Expected Result/Impact: Families to feel more comfortable working on math in the home environment.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists, Title I Facilitator, Campus Secretary, Math Teachers</p>	Formative		
	Nov	Feb	June
			

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Overall math growth points demonstrated a 5 point decrease from 84 to 79 between the 2023 to 2024 school year in grades 4, 5, and 6 with emphasis on AA students earning 65 growth points and Hispanic students earning 76 growth points. Root Cause: Due to the transition from DBA assessments to Cambium Interim assessments, teachers in grade 4 and 5 struggled to provide the necessary targeted, explicit intervention required for small group instruction due to inflated scores from Cambium and the struggle to adapt and understand how to target TEKS using the color band system.</p>
Student Learning
<p>Problem Statement 1: Overall math growth points demonstrated a 5 point decrease from 84 to 79 between the 2023 to 2024 school year in grades 4, 5, and 6 with emphasis on AA students earning 65 growth points and Hispanic students earning 76 growth points. Root Cause: Due to the transition from DBA assessments to Cambium Interim assessments, teachers in grade 4 and 5 struggled to provide the necessary targeted, explicit intervention required for small group instruction due to inflated scores from Cambium and the struggle to adapt and understand how to target TEKS using the color band system.</p>

Priority 1: Student Success





Goal 2: By the end of the 2024-2025 academic year, 70% of third grade students will demonstrate growth with revising skills through weekly explicit lessons targeting organization, focusing on topic sentences and central idea as measured by weekly short cycle assessments and student writing samples.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: ECR and SCR Data, MAP Data, STAAR Data

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The teacher will attend biweekly LTEP planning sessions to collaborate and refine lessons and strategies to meet the needs of students by preplanning anchor charts, creating exemplars, and identifying key understandings to monitor and ensure student mastery.</p> <p>Action's Expected Result/Impact: Hi impact lessons the will demonstrate an increase in student mastery on exit tickets and written work.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists, and 3rd grade teacher.</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: The third grade RLA teacher will complete Formative Feedback training, then apply skills learned to provide explicit, targeted feedback with emphasis on revising and editing topic sentences and identifying central idea with every student 1 to 2 days per week.</p> <p>Action's Expected Result/Impact: Increased achievement with identifying, revising and writing topic sentences and central idea.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists, and 3rd Grade RLA Teacher.</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: The third grade language arts teacher will provide small group targeted interventions a minimum of 4 days per week to support students who are not demonstrating mastery with key understandings.</p> <p>Action's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, 3rd Grade RLA Teacher</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Hurst Hills Elementary will host a family engagement event on October 29, 2024 to provide activities and resources for families to use to enrich reading at home.</p> <p>Action's Expected Result/Impact: Increase in reading proficiency and to support partnership between families and the school environment.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists, RLA Teachers, Title I Facilitator, and Secretary</p> <p>Title I: 4.2</p>	Formative		
	Nov	Feb	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 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 35% of third grade students did not reach "Approaches" standard on the 2024 RLA STAAR Assessment. Root Cause: The teacher relies heavily on whole group or independent technology applications in the classroom with limited tangible access to class created anchor charts and limited opportunities with concrete, hand on experiences using text annotations and peer to peer discussions.</p>

Priority 1: Student Success

Goal 3: By the end of the 24-25 school year, a minimum of 70 % of 1st grade students will demonstrate proficiency in NWF (CLS) by meeting benchmark goals on the EOY DIBELS assessment.

Quality Indicator: Student Success: Early Literacy and Numeracy


District Goal Alignment: All kindergarten, 1st grade, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: DIBELS Assessment

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: First grade teachers will attend biweekly LTEP planning sessions to collaborate and refine lessons and strategies to enhance connections with letters, sounds, and blends through daily practice with small group and station work.</p> <p>Action's Expected Result/Impact: Increased fluency with nonsense words.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists, 1st Grade Teachers, LAC</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: First grade teachers will follow the progress monitoring schedule to identify intervention needs in order to provide small group support a minimum of 4 days per week.</p> <p>Action's Expected Result/Impact: Increased fluency with nonsense words.</p> <p>Staff Responsible for Monitoring: 1st Grade Teachers and Instructional Specialists</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Hurst Hills Elementary will host a family engagement event on October 29, 2024 to provide activities and resources for families to use to enrich reading at home.</p> <p>Action's Expected Result/Impact: Increase in reading proficiency and to support partnership between families and the school environment.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists, RLA Teachers, Title I Facilitator, and Secretary</p> <p>Title I: 4.2</p>	Formative		
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3 Problem Statements:

Student Learning

Problem Statement 3: 1st grade DIBELS did not demonstrate benchmark growth in Nonsense Word Fluency for the 2024 school year with scores ranging from BOY = 70% to MOY = 37% and EOY = 67%. **Root Cause:** Due to the lack of explicit, targeted instruction and daily practice from a new teacher and lack of consistency from the 1st grade team focusing on targeted skills during small group, students demonstrated regression throughout the year on nonsense word fluency.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Julie Miller	Instructional Specialist	Reading	1
Kelsey Montgomery	Instructional Specialist		0.50

HEB Independent School District
Lakewood Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

Core Values:

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency
Family and Community Partnership

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Priority Problem Statements

Problem Statement 1: First grade students under-performed the district by 15% in students reaching benchmark in math.

Root Cause 1: Teachers lacked a strong TEK aligned direct teach.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 15% of students reached the Masters level on the 5th grade Science STAAR.

Root Cause 2: There is a lack of support for previously taught/ currently tested standards which are 30-45% of the test and the mobility rate of students makes it difficult to rely on the 3rd and 4th grade TEK mastery if they are new to the district. (LWE has a 17% mobility)

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 35% of students in 3rd grade and 45% in 4th grade reached the Meetd level on the Math STAAR.

Root Cause 3: Students lacked consistent instruction with number sense, problem solving strategy application and feedback in the moment.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The overall average for the student STAAR writing was a 3.5.

Root Cause 4: Students lacked an understanding of the ECR structure, the why behind the writing and lacked authentic writing experiences.

Problem Statement 4 Areas: Student Learning

Priorities

Priority 1: Student Success





Goal 1: Throughout the 2024-2025 school year, 5th grade Science students will have explicit direct teach of the TEKS previously taught in the 3rd and 4th grade curriculum. Utilizing progress monitoring students overall mastery will be 25%.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Exit Tickets, Interims, STAAR

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Throughout the 2024-2025 school year, the Science goal team will meet at least once per 6-weeks to align best practices for first teach and spiraling of 3rd and 4th grade TEKS tested on 5th grade STAAR resulting in 25% mastery on Science STAAR performance.</p> <p>Action's Expected Result/Impact: Increase student mastery to 25%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 3rd, 4th and 5th grade Science teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By the first day of each 6-weeks, a completed 6-weeks at a glance will reflect spiralled 3rd and 4th grade TEKS to be monitored through ongoing progress monitoring.</p> <p>Action's Expected Result/Impact: Increase student mastery to 25%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 3rd, 4th and 5th grade Science teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: The 3-5th grade teachers will create braindumps for 100% 3rd and 4th grade TEKS tested on 5th grade STAAR.</p> <p>Action's Expected Result/Impact: Increase student mastery to 25%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 3rd, 4th and 5th grade Science teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: At each Science PLC, the team will analyze the exit tickets and quick checks to identify and create interventions. At the end of 100% of PLCs, next steps will be identified for interventions based on the data of previously taught TEKS in the 3rd and 4th grade curriculum.</p> <p>Action's Expected Result/Impact: Increase student mastery to 30%</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, 3rd, 4th and 5th grade Science teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 15% of students reached the Masters level on the 5th grade Science STAAR. Root Cause: There is a lack of support for previously taught/ currently tested standards which are 30-45% of the test and the mobility rate of students makes it difficult to rely on the 3rd and 4th grade TEK mastery if they are new to the district. (LWE has a 17% mobility)</p>

Priority 1: Student Success

Goal 2: Throughout the 2024-2025 school year, 100% of instruction in first grade math classrooms will align with readiness TEKS.


Quality Indicator: Student Success: Early Literacy and Numeracy


District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: MAP Data, Progress Monitoring

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: By October, 100% of Lakewood Elementary students and families will be invited to math family engagement night to involve parents in strategies to engage their child with readiness standards.</p> <p>Action's Expected Result/Impact: 80% of students will show growth from BOY to MOY and MPY to EOY on Math MAP</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Pk-6 math teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Throughout the 2024-2025 school year, the Math goal team will meet at least once per 6-weeks to build a pacing calendar, independent practice, stations and exit tickets for 100% of readiness TEKS.</p> <p>Action's Expected Result/Impact: 80% of students will show growth from BOY to MOY and MPY to EOY on Math MAP</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, first grade teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: 100% of readiness TEKS will be progressed monitored. Beginning in the second 6-weeks, 100% of readiness TEKS will be entered into the grade level tracker.</p> <p>Action's Expected Result/Impact: 80% of students will show growth from BOY to MOY and MPY to EOY on Math MAP</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, first grade teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2 Problem Statements:

Student Learning

Problem Statement 1: First grade students under-performed the district by 15% in students reaching benchmark in math. **Root Cause:** Teachers lacked a strong TEK aligned direct teach.

Priority 1: Student Success





Goal 3: Throughout the 2024-2025 school year, students in grades 3 and 4 will utilize a specific problem solving model that will have students choosing mathematical strategies and using justification statements to allow for an overall grade level performance of 55% Meets on Math STAAR.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Exit Tickets, Interims, STAAR

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Throughout the 2024-2025 school year, the teachers will enter 100% of unit tests into a goal tracker to identify out of placement students.</p> <p>Action's Expected Result/Impact: Improve Meets to 55%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3rd and 4th grade math teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By October, 100% of Lakewood students and families will be invited to a parent engagement event to provide families with strategies to assist students with their math problem solving strategies.</p> <p>Action's Expected Result/Impact: Improve Meets to 55%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3rd and 4th grade math teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: During 100% of PLCs, the team will analyze work samples of the problem solving model from daily work and from unit tests to identify out of placement students and misconceptions to create interventions and improve overall proficiency to 55% Meets.</p> <p>Action's Expected Result/Impact: Improve Meets to 55%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3rd and 4th grade math teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Throughout the 2024-2025 school year, the 3-6 Math goal team will meet at least once per 6-weeks to build align the school-wide problem solving model to create alignment for 100% of readiness TEKS.</p> <p>Action's Expected Result/Impact: Improve Meets to 55%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3rd and 4th grade math teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: During the 2024-2025 school year, SPED consult will focus on misconceptions from the problem solving model to create interventions for special education students who are out of placement with a meets or masters goal.</p> <p>Action's Expected Result/Impact: A state accountability rating of 3 for Domain 3 SPED Math Growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3rd and 4th grade math teachers, IR Math teacher</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 3: 35% of students in 3rd grade and 45% in 4th grade reached the Meets level on the Math STAAR. Root Cause: Students lacked consistent instruction with number sense, problem solving strategy application and feedback in the moment.</p>

Priority 1: Student Success


Goal 4: Throughout the 2024-2025 school year, the 3rd-6th grade ELAR teachers will have students produce at least one SCR or ECR bi-weekly (beginning in the 2nd-6 weeks) showing alignment of text evidence to reading TEKS.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: ECR writing in PLC, Interim, STAAR

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of Lakewood students will be invited to a parent engagement event to provide families with strategies to assist students with finding appropriate text evidence</p> <p>Action's Expected Result/Impact: The overall ECR score will improve to an average of 5 for grades 3-6</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3rd-6th Reading teachers</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Throughout the 2024-2025 school year, the 3rd-6th grade ELAR teachers will analyze student writing (SCRs or ECRs) in PLC to isolate key misconceptions and interventions to be implemented and monitored through aggressive monitoring and the student tracker.</p> <p>Action's Expected Result/Impact: The overall ECR score will improve to an average of 5 for grades 3-6</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3-6th grade ELAR teachers</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: During the 2024-2025 school year, SPED consult will focus on misconceptions for finding appropriate text evidence in an ECR for special education students who are out of placement with a meets or masters goal.</p> <p>Action's Expected Result/Impact: A state accountability rating of 3 for Domain 3 SPED ELA Growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3-6th grade ELAR teachers, IR Teacher</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: 100% of students will be provided individualized next steps and feedback on their SCR or ECR bi-weekly.</p> <p>Action's Expected Result/Impact: The overall ECR score will improve to an average of 5 for grades 3-6</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3-6th grade ELAR teachers,</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: Throughout the 2024-2025 school year, the 3-6 Reading goal team will meet at least once per 6-weeks to analyze student ECRs and SCRS to identify misconceptions and next steps for feedback and explicit instruction.</p> <p>Action's Expected Result/Impact: The overall ECR score will improve to an average of 5 for grades 3-6</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, 3-6th grade ELAR teachers,</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			

Goal 4 Problem Statements:

Student Learning
<p>Problem Statement 4: The overall average for the student STAAR writing was a 3.5. Root Cause: Students lacked an understanding of the ECR structure, the why behind the writing and lacked authentic writing experiences.</p>

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beth Gilley	Instructional Specialist		1.0
Vy Nguyen	Instructional Assistant		1.0

HEB Independent School District
Meadow Creek Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Values

Core Values

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
 - ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success
Employee Success
Safety and Wellbeing
Effectiveness and Efficiency
Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:

The Meadow Creek Elementary's mission is to promote learning by challenging all to reach their potential in a safe, nurturing environment by communicating, collaborating, and congratulating! This environment is diverse with many home languages, cultures, and populations. Our student population is 650 students. The composition of our students is as follows:

Hispanic or Latino	30%	At Risk	25.5%
American Indian	0%	Economically Disadvantaged	36.9%
Asian	6%	Homeless	.9%
Black	15%	Limited English Proficiency	11.1%
Pacific Islander	2%	Dyslexia	6.5%
White	41%	504	5.8%
Two or More Races	7%	SPED	20%
Mobility Rate	2.19%	Rtl	0%

Demographics Strengths

The diversity of our school environment allows students to interact on a global level. This experience will give them an added advantage in school and as they begin their job experiences.

Student Learning

Student Learning Summary

Student Learning Summary & Student Strengths:

During the 2023-2024 school year, Meadow Creek Elementary continued to promote learning in a safe, nurturing environment while experiencing the aftermath of the COVID-19 pandemic.

- The following attached addendums in the Educational Operations Improvement Plans:
 - District with Campuses STAAR and STAAR EOC Reports
 - District TAPR Report
 - District Performance Objectives Report for this school year
- The priority focus this year will be on:
 - Grade 3 Math
 - Grade 4 Math
 - Grade 5 Math

Student Learning Strengths

Meadow Creek Elementary has been recognized as a top-performing school in Texas for the 2022-2023 academic year, achieving "one to one" status from the Educational Resource Group based on our STAAR scores. Additionally, we are proud to have made the Educational Results Partnership's "Honor Roll." We demonstrated growth in Kindergarten, as well as in Grades 3-6 Reading. These actions and processes will remain deployed throughout the 24-25 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Meadow Creek Elementary's School Progress Part A score decreased from 89% in 2023 to 80% in 2024. **Root Cause:** According to the Lead4Ward Accountability Connect document, 122 students out of 436 tests given received no annual growth points on the 2024 Math and Reading STAAR test.

Problem Statement 2 (Prioritized): 79 out of the 122 students dropped from Masters to Meets, Meets to High Approaches, and Masters to High Approaches. **Root Cause:** Throughout the PLC improvement cycle, Meadow Creek Elementary focused on analyzing independent practice and assessments to determine opportunities for targeted reteach/small group instruction for students with 2023 performance levels of Does Not Meet and Approaches.

Problem Statement 3 (Prioritized): Meadow Creek Elementary's Closing the Gaps score decreased from 92% in 2023 to 79% in 2024. **Root Cause:** Only 4 out of 8 Accountability groups met the 2024 Math and Reading STAAR targets.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs:

Meadow Creek Elementary has several systems and processes in place to enhance the student-learning environment through communication, collaboration, and celebration. These systems include LTEP, Continuous Improvement, campus discipline management, identification of SPED, 504, GT, RtI/MTSS, and weekly communication to staff, students, and stakeholders.

School Processes & Programs Strengths

The following programs contribute to the improvement of the Creek community: Spanish Immersion, CKPK, FACI STEM, Counseling & Guidance, as well as high-quality campus and district professional development opportunities. LTEP has also had a positive impact on the Meadow Creek campus. Reading Professional Learning Communities (PLC) for Grades 3-6 began in 2022-2023. Math PLCs started for Grades 2-6 in 2023-2024. This year, Meadow Creek will facilitate professional learning communities for Grades 2-6 in Reading, Math, and Science.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): After the August 29 evacuation and reunification, 75 families reported not receiving text messages through Finals site/Blackboard. **Root Cause:** 40 parents had previously blocked text messages from Finals site/Blackboard.

Perceptions

Perceptions Summary

Staff, students, and stakeholders had the opportunity to take the K12 Insight survey last fall. These surveys shared both campus strengths and opportunities for improvement.

Perceptions Strengths

Perception Strengths:

Staff Survey Results

- 97% are proud of the quality of the services of their campus.
- 97% believe that the campus administrative team value all employees, regardless of their gender, age, ethnicity, physical abilities or nationality
- 100% agree that they work in a positive and caring environment.
- 100% state that the performance evaluation feedback I receive is useful.
- 100% agree that their campus administrator or immediate supervisor helps employees implement district initiatives.
- 96% feel comfortable expressing my thoughts and giving feedback to their campus administrator.
- 100% agree that the campus implements a discipline management plan that supports a safe and orderly learning environment

Parent Survey Results

- 89% provided a rating of an A or B for overall quality of Meadow Creek.
- 83% there is at least one adult at school to whom my child can go to for help with a personal or school problem.
- 87% agree that students at this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.
- 89% agree that school administrators respond to parents courteously, and in a timely and professional manner.
- 90% agree that school staff members maintain open communication with parents.
- 87% agree that the school building and grounds are clean and well maintained.

Priority Problem Statements

Problem Statement 1: Meadow Creek Elementary's School Progress Part A score decreased from 89% in 2023 to 80% in 2024.

Root Cause 1: According to the Lead4Ward Accountability Connect document, 122 students out of 436 tests given received no annual growth points on the 2024 Math and Reading STAAR test.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 79 out of the 122 students dropped from Masters to Meets, Meets to High Approaches, and Masters to High Approaches.

Root Cause 2: Throughout the PLC improvement cycle, Meadow Creek Elementary focused on analyzing independent practice and assessments to determine opportunities for targeted reteach/small group instruction for students with 2023 performance levels of Does Not Meet and Approaches.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Meadow Creek Elementary's Closing the Gaps score decreased from 92% in 2023 to 79% in 2024.

Root Cause 3: Only 4 out of 8 Accountability groups met the 2024 Math and Reading STAAR targets.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: After the August 29 evacuation and reunification, 75 families reported not receiving text messages through Finals site/Blackboard.

Root Cause 4: 40 parents had previously blocked text messages from Finals site/Blackboard.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Priorities

Priority 1: Student Success

Goal 1: Through the deployment of professional learning communities, identification, and systematic monitoring of individual student growth goals, Meadow Creek Elementary will improve the Domain 2 STAAR progress A score to 83% by the end of the 24-25 school year.





Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: Short-cycle assessments, MAP, Interim, and STAAR assessments

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers in grades 2-6 will utilize MAP and previous STAAR test data to identify individual student growth goals by October 2024.</p> <p>Action's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By January 2025, Teachers in grades 2-6 will systematically use the campus data dashboard to monitor development toward individual student growth goals.</p> <p>Action's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Teachers and students in Grades 2-6 will establish and track progress towards their individual growth goals during goal-setting conferences by the end of October 2024.</p> <p>Action's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: By December 2024, teachers and students in Grades 2-6 will follow up on progress toward individual growth goals by analyzing independent work and short-cycle assessment data.</p> <p>Action's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June

Key Action 5 Details	Formative Reviews		
<p>Key Action 5: Professional learning communities will examine student data, identify out-of-placement students [O.O.P.S], determine opportunities for targeted reteach and small group instruction, and TEKS for sustained learning over time [S.L.O.T] by October 2024.</p> <p>Action's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
Key Action 6 Details	Formative Reviews		
<p>Key Action 6: By December 2024, Grades 2-6 students who meet or beat their individual growth goals will be recognized at the campus and grade level.</p> <p>Action's Expected Result/Impact: Increased Student Growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers, Teacher Instructional Coach, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Meadow Creek Elementary's School Progress Part A score decreased from 89% in 2023 to 80% in 2024. Root Cause: According to the Lead4Ward Accountability Connect document, 122 students out of 436 tests given received no annual growth points on the 2024 Math and Reading STAAR test.</p> <p>Problem Statement 2: 79 out of the 122 students dropped from Masters to Meets, Meets to High Approaches, and Masters to High Approaches. Root Cause: Throughout the PLC improvement cycle, Meadow Creek Elementary focused on analyzing independent practice and assessments to determine opportunities for targeted reteach/small group instruction for students with 2023 performance levels of Does Not Meet and Approaches.</p>

Priority 1: Student Success

Goal 2: By the end of the 2024-2025 school year, Meadow Creek Elementary aims to increase the Domain 3 STAAR "Closing the Gaps" score to 82% by identifying and systematically monitoring high-focus students' individual growth goals.





Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: Short-cycle assessments, MAP, Interim, and STAAR assessments

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers in grades 2-6 will utilize MAP and previous STAAR test data to identify high-focus students' individual growth goals by October 2024.</p> <p>Action's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By January 2025, teachers in grades 2-6 will use the campus data dashboard to monitor the development of high-focus students' growth toward individual goals.</p> <p>Action's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Teachers and high-focus students in Grades 2-6 will establish and track progress towards their individual growth goals during goal-setting conferences by the end of October 2024.</p> <p>Action's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: By December 2024, teachers and high-focus students in Grades 2-6 will follow up on progress toward individual growth goals by analyzing independent work and short-cycle assessment data.</p> <p>Action's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: Professional learning communities will examine student data, identify out-of-placement students [O.O.P.S], determine opportunities for targeted reteach and small group instruction, and TEKS for sustained learning over time [S.L.O.T] by October 2024.</p> <p>Action's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers, Language Acquisition Coach, Teacher Instructional Coach, Assistant Principal, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 6 Details	Formative Reviews		
<p>Key Action 6: By December 2025, high focus students in Grades 2-6 who meet or beat their individual growth goals will be recognized at the campus and grade level.</p> <p>Action's Expected Result/Impact: Increased Student Growth</p> <p>Staff Responsible for Monitoring: Grades 2-6 teachers, Teacher Instructional Coach, and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Meadow Creek Elementary's Closing the Gaps score decreased from 92% in 2023 to 79% in 2024. Root Cause: Only 4 out of 8 Accountability groups met the 2024 Math and Reading STAAR targets.</p>

Priority 2: Safety and Wellbeing

Priority 3: Effectiveness and Efficiency

Goal 1: Through the use of Continuous Improvement and collaboration, Meadow Creek Elementary will improve Finalsite/Blackboard text communication by the end of the 24-25 school year.


Quality Indicator: Effectiveness and Efficiency: Continuous Improvement Approach to Performance Excellence

District Goal Alignment: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.


Evaluation Data Sources: Parent Communication Survey, Finalsite/Blackboard and ESchool data, Post Text Message Parent Communication Survey

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Campus administration will create and utilize a Google form to identify how many families did not receive text messages through Finlasite/Blackboard on August 29, 2024.</p> <p>Action's Expected Result/Impact: Improve text communication with stakeholders.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Campus administration will collaborate with the Public Relations and Marketing department to determine why families did not receive text messages on August 29, 2024.</p> <p>Action's Expected Result/Impact: Increased text communication with stakeholders.</p> <p>Staff Responsible for Monitoring: Principal and Content Marketing Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: By September 9, 2024, the campus registrar and the PR & Marketing Content Specialist Manager will address the specific reasons for not receiving text messages for each family.</p> <p>Action's Expected Result/Impact: Increased text communication with stakeholders</p> <p>Staff Responsible for Monitoring: The campus registrar and PR & Marketing Content Specialist Manager</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Campus Principal will communicate the results of the text communication investigation and share campus next steps through a Finalsite/Blackbaud email and at a PTA meeting by September 12, 2024.</p> <p>Action's Expected Result/Impact: Increased text communication with stakeholders</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: By September 12, 2024, campus administration will create a second Google Form to identify how many families did not receive the test text messages through Finlasite/Blackboard.</p> <p>Action's Expected Result/Impact: Increased text communication with stakeholders</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Key Action 6 Details	Formative Reviews		
<p>Key Action 6: Campus administration will communicate with the Public Relations and Marketing department results and findings from the test text message on September 12, 2024.</p> <p>Action's Expected Result/Impact: Increased text communication with stakeholders</p> <p>Staff Responsible for Monitoring: Principal and Content Marketing Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1 Problem Statements:

School Processes & Programs

Problem Statement 1: After the August 29 evacuation and reunification, 75 families reported not receiving text messages through Finals site/Blackboard. **Root Cause:** 40 parents had previously blocked text messages from Finals site/Blackboard.

Priority 4: Family and Community Partnerships

HEB Independent School District
Midway Park Elementary
2024-2025 Campus Improvement Plan



Mission Statement

DISTRICT MISSION STATEMENT

The mission of the Hurst-Euless-Beford Independent School District is to provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

CAMPUS MISSION STATEMENT

The mission of Midway Park Elementary is to foster excellence by providing quality instruction, a safe environment, and a caring community, so that all students can be empowered today to excel tomorrow.

Vision

Vision Statement

Parrots show respect, integrity and dedication everyday and in every way! Parrot Pride!

Core Values

- Intentional: HEB ISD makes purposeful and strategic decisions.
- Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Midway Park is one of the most diverse schools in HEB ISD. We have over 30 countries represented among our 600+ students and staff. Home languages include, but are not limited to: Spanish, Arabic, French, Tongan, Vietnamese, Tag, Hindi, Swahili, etc. Our school environment celebrates this rich diversity through practices designed to create understanding and appreciation for one another. Futures planning for all students is an important part of what we do. Creating understanding and meaning regarding the lessons of today and how they will help develop our learners tomorrow and beyond.

The composition of students is the following:

*Hispanic/Latino - 21%

*American Indian/Alaskan Native

*Asian - 14%

*Black - 29%

*Pacific Islander/Hawaiian Native - 8%

*White - 20%

*Two or More Races - 7%

*RtI- 29.8%

*At Risk - 58.2%%

*Economically Disadvantaged - 83.8%

*Homeless - 5%

*Emergent Bilingual - 38.41%

*Dyslexia - 5.1%

*504 - 3.5%

*SpEd - 22.8%

*Advanced Academics - 3.1%

Demographics Strengths

*Midway Park is a diverse campus. We celebrate the many families and cultures we serve. This year we hosted a school-wide cultural event where each grade level classroom studied a country and posted their artwork, research, etc. It was well received by the school community. We also make sure to acknowledge the diverse celebrations of our students and families in culturally sensitive ways.

Student Learning

Student Learning Summary

Students are continuing to show growth and make gains following the pandemic, however the need for targeted intervention and assistance continues. Through our MTSS process, more students have qualified for special programs.

Student Learning Strengths

Data from the Spring 2024 STAAR Assessment indicates the following:

*Strong scores (Approaches, Meets and Masters) in Grade 5 (Reading/Math) and in Grade 6 (Math).

Data from the Spring 2024 EOY R3D Assessment indicates the following:

*BAS Scores for 2nd grade students were some of the highest in the district.

*DIBELS Scores for K students were some of the highest we have seen from a campus perspective.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 59% of 2nd grade students met or exceeded end-of-year R3D targets for the DIBELS sub-set of whole word reading and the goal is 90% or higher. **Root Cause:** Students did not receive enough explicit instruction on whole word reading skills.

Problem Statement 2 (Prioritized): Only 43% of 3rd grade students demonstrated mastery on using text evidence to support an appropriate written response and the goal is 90% or higher. **Root Cause:** Students were not given enough time to delve deeply into using text evidence to support a short written (constructed) response.

Problem Statement 3 (Prioritized): Only 37% of 4th grade students were successful with solving problems related to finding the area and perimeter of rectangles. **Root Cause:** Students did not receive enough explicit instruction in understanding the algebraic letters found in the formulas.

Problem Statement 4 (Prioritized): Only 68% of the Asian student population at Midway Park achieved approaches, meets or masters on the STAAR Math assessment and the goal is 90% or higher. **Root Cause:** Over the past 2 years, the Asian student population at Midway Park has not received adequate intervention needed to achieve approaches, meets or masters on Math STAAR.

School Processes & Programs

School Processes & Programs Summary

*Our campus has a multitude of systems designed to support the learning environment such as the following: Campus Newsletters/Communication, MTSS Process for Tier II Students, Services for students in SpEd, 504, ESL, Advanced Academics, etc. We also support a strong campus discipline management system through the use of CHAMPS and Conscious Discipline.

*Programs for students include Flag Patrol, Running Club, School Musical, Choir, MPE House System, Student Ambassadors, etc.

School Processes & Programs Strengths

Processes:

*Campus Discipline Management Plan - School-Wide Expectations

*Use of Continuous Improvement to drive change

*Onboarding for new staff

*Regular MTSS/IST meetings to identify students in need of additional services

*Teacher Instructional Planning Meetings to help teachers analyze data, delve deeper into curriculum and lesson plan.

Programs:

*MPE House System

*Service Providers (ESL, IR, Advanced, Academics, etc.)

Perceptions

Perceptions Summary

In January 2024, HEB ISD conducted three surveys to gather input from parents, students and staff. The following represent some of the responses received:

Staff Survey Results

*100% of staff strongly agree or agree with the statement, "I understand how my job contributes to student achievement."

*100% of staff find their job engaging

*96% of staff strongly agree or agree with the statement, "My campus administrative team or department supervisor values all employees, regardless of their gender, age, ethnicity, physical abilities or nationality."

Parent Survey Results

*95% of parents give the overall quality of HEB ISD education a B or higher.

*98% of parents strongly agree or agree with the statement, "School leaders and staff are welcoming to families of all cultures."

*94% of parents strongly agree or agree with the statement, "Teachers provide timely communication about my child's academic progress and behavior."

Student Survey Results

*90% of students rate the overall quality of the education services provided by HEB ISD as good or excellent.

*91% of students strongly agree or agree with the statement, "I like this school."

*95% of students strongly agree or agree with the statement, "I am treated with respect by teachers."

Perceptions Strengths

Staff Survey Results

*100% of staff strongly agree or agree with the statement, "I understand how my job contributes to student achievement."

*100% of staff find their job engaging

*96% of staff strongly agree or agree with the statement, "My campus administrative team or department supervisor values all employees, regardless of their gender, age, ethnicity, physical abilities or nationality."

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Student Survey Results

*90% of students rate the overall quality of the education services provided by HEB ISD as good or excellent.

*91% of students strongly agree or agree with the statement, "I like this school."

*95% of students strongly agree or agree with the statement, "I am treated with respect by teachers."

Priority Problem Statements

Problem Statement 1: Only 59% of 2nd grade students met or exceeded end-of-year R3D targets for the DIBELS sub-set of whole word reading and the goal is 90% or higher.

Root Cause 1: Students did not receive enough explicit instruction on whole word reading skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 43% of 3rd grade students demonstrated mastery on using text evidence to support an appropriate written response and the goal is 90% or higher.

Root Cause 2: Students were not given enough time to delve deeply into using text evidence to support a short written (constructed) response.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 37% of 4th grade students were successful with solving problems related to finding the area and perimeter of rectangles.

Root Cause 3: Students did not receive enough explicit instruction in understanding the algebraic letters found in the formulas.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 68% of the Asian student population at Midway Park achieved approaches, meets or masters on the STAAR Math assessment and the goal is 90% or higher.

Root Cause 4: Over the past 2 years, the Asian student population at Midway Park has not received adequate intervention needed to achieve approaches, meets or masters on Math STAAR.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

- Other additional data

Priorities

Priority 1: Student Success

Goal 1: Throughout the 2024-2025 school year, 2nd grade teachers will deliver targeted instruction on whole word reading at least 4 times a week using resources such as Dolch Sight Words, Heggerty, SIPPS or Heggerty's Bridge the Gap.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.





Evaluation Data Sources: R3D - DIBELS WWR
 Progress Monitoring
 Informal teacher observations

High Priority

HB3 Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 2nd grade teachers will progress monitor students on whole word reading 6 times throughout the 2024-2025 school year or more to track student progress towards their ability to read words appropriately.</p> <p>Action's Expected Result/Impact: Increase in overall scores for Whole Word Reading on DIBELS.</p> <p>Staff Responsible for Monitoring: 2nd Grade ELAR Teachers Reading Instructional Specialist Language Acquisition Coach Campus Administration</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> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Teachers will plan with the Instructional Specialist in bi-weekly meetings throughout the 2024-2025 school year to ensure the alignment of grade level TEKS, resources and assessments.</p> <p>Action's Expected Result/Impact: Increase in overall scores for Whole Word Reading on DIBELS.</p> <p>Staff Responsible for Monitoring: 2nd Grade ELAR Teachers Reading Instructional Specialist Language Acquisition Coach Campus Administration</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 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Second grade teachers will plan and present at least 1 family engagement event in the Fall semester of 2024 to teach parents how to support and build reading strategies at home with their 2nd grade students.</p> <p>Action's Expected Result/Impact: Increase in overall scores for Whole Word Reading on DIBELS.</p> <p>Staff Responsible for Monitoring: 2nd Grade ELAR Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Students will receive targeted intervention during STRIPE and guided reading at least 3 times a week throughout the 2024-2025 school year to explicitly teach how to read/decode whole words.</p> <p>Action's Expected Result/Impact: Increase in overall scores for Whole Word Reading on DIBELS.</p> <p>Staff Responsible for Monitoring: 2nd Grade ELAR Teachers Campus Interventionists Reading Instructional Specialist Language Acquisition Coach Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</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> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: Second grade teachers and campus administration will meet monthly beginning in October 2024 through May 2025 to analyze progress monitoring data and monitor student progress.</p> <p>Action's Expected Result/Impact: Increase in overall scores for Whole Word Reading on DIBELS.</p> <p>Staff Responsible for Monitoring: 2nd Grade ELAR Teachers Campus Administration</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</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: Only 59% of 2nd grade students met or exceeded end-of-year R3D targets for the DIBELS sub-set of whole word reading and the goal is 90% or higher.

Root Cause: Students did not receive enough explicit instruction on whole word reading skills.

Priority 1: Student Success

Goal 2: Throughout the 2024-2025 school year, 3rd grade students will receive explicit, targeted instruction on using text evidence to support a short written (constructed) response.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: 3rd Grade ELAR STAAR

3rd Grade ELAR Interim Assessment

Formative Classroom Assessments





Informal Teacher Observations

High Priority

HB3 Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The 3rd grade ELAR teacher will plan with the Instructional Specialist in bi-weekly meetings throughout the 2024-2025 school year to ensure the alignment of grade level TEKS, resources and assessments.</p> <p>Action's Expected Result/Impact: Increase in 3rd grade STAAR ELAR scores.</p> <p>Staff Responsible for Monitoring: 3rd grade ELAR teacher Reading Instructional Specialist Language Acquisition Coach Campus Administration</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> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Third grade teachers will plan and present at least 1 family engagement event during the Fall semester of 2024 to teach parents how to help students use text evidence to support a constructed written response.</p> <p>Action's Expected Result/Impact: Increase in 3rd grade STAAR ELAR scores.</p> <p>Staff Responsible for Monitoring: 3rd grade teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Students will receive targeted intervention during SAFARI and small group time at least 3 times a week during the 2024-2025 school year on using text evidence to support a constructed written response.</p> <p>Action's Expected Result/Impact: Increase in 3rd grade STAAR ELAR scores.</p> <p>Staff Responsible for Monitoring: 3rd grade ELAR teacher Reading Instructional Specialist Language Acquisition Coach Campus Administration Campus Interventionists</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: The 3rd grade ELAR teacher and campus administration will meet monthly beginning in October 2024 through May 2025 to analyze student responses to identify additional gaps in student learning.</p> <p>Action's Expected Result/Impact: Increase in 3rd grade STAAR ELAR scores</p> <p>Staff Responsible for Monitoring: 3rd grade ELAR teacher Campus Administration</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> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Only 43% of 3rd grade students demonstrated mastery on using text evidence to support an appropriate written response and the goal is 90% or higher.</p> <p>Root Cause: Students were not given enough time to delve deeply into using text evidence to support a short written (constructed) response.</p>

Priority 1: Student Success

Goal 3: By the end of the 2024-2025 school year 4th grade Math students will correctly identify, use and solve for the given formulas of area and perimeter on classroom formative assessments and Math STAAR.





Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: 4th Grade Math STAAR
 4th Grade Math Interim Assessment
 4th Grade Common Formative Assessments

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The Math teacher will plan with the Instructional Specialist in bi-weekly meetings throughout the 2024-2025 school year to ensure the alignment of grade level TEKS, resources and assessments.</p> <p>Action's Expected Result/Impact: Increase in 4th Grade STAAR Math scores</p> <p>Staff Responsible for Monitoring: 4th Grade Math Teacher Math Instructional Specialist Language Acquisition Coach Campus Administration</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> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Fourth grade teachers will plan and present at least 1 family engagement event during the Spring semester of 2025 to teach parents how to help students use the appropriate formulas for area and perimeter to solve problems.</p> <p>Action's Expected Result/Impact: Increased scores on Math STAAR</p> <p>Staff Responsible for Monitoring: 4th Grade Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Students will receive targeted intervention during math workshop at least 3 times a week throughout the 2024-2025 school year on using the formulas for area and perimeter to solve given problems.</p> <p>Action's Expected Result/Impact: Increased scores on Math STAAR</p> <p>Staff Responsible for Monitoring: 4th Grade Math Teacher Campus Interventionists Math Instructional Specialist Language Acquisition Coach Campus Administration</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: The fourth grade math teacher and campus administration will meet monthly beginning in October 2024 through May 2025 to analyze student progress and understanding.</p> <p>Action's Expected Result/Impact: Increased scores on Math STAAR</p> <p>Staff Responsible for Monitoring: 4th Grade Math Teacher Campus Administration</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 3: Only 37% of 4th grade students were successful with solving problems related to finding the area and perimeter of rectangles. Root Cause: Students did not receive enough explicit instruction in understanding the algebraic letters found in the formulas.</p>

Priority 1: Student Success

Goal 4: By the end of the 2024-2025 school year the Asian student population at Midway Park will demonstrate appropriate growth in approaches, meets and masters on Math STAAR within the Student Success Measure (Student Achievement Domain Score) from 68% to 72% or higher.





Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: Reading, Math & Science STAAR Scores
 Reading, Math & Science Interim Assessments
 Common Formative Assessments

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Midway Park Math teachers will plan with the Math Instructional Specialist in bi-weekly meetings throughout the 2024-2025 school year to ensure the alignment of grade level TEKS, resources and assessments and will analyze and monitor the progress of students specifically in the Asian Student Population</p> <p>Action's Expected Result/Impact: Increase in Math STAAR scores for the Asian student population</p> <p>Staff Responsible for Monitoring: MPE Math Teachers (G3-G6) Math Instructional Specialist Language Acquisition Coach Campus Administration</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Key Action</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Students will receive targeted intervention during math workshop at least 3 times a week throughout the 2024-2025 school year to ensure student gaps in understanding are addressed.</p> <p>Action's Expected Result/Impact: Increase in Math STAAR scores for the Asian student population.</p> <p>Staff Responsible for Monitoring: MPE Math Teachers (G3-G6) Campus Interventionists Math Instructional Specialist Language Acquisition Coach Campus Administration</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Key Action</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: The math instructional specialist and campus administration will meet weekly in administrative leadership meetings once a week throughout the 2024-2025 school year to review student progress of the Asian student population on formative and summative assessments.</p> <p>Action's Expected Result/Impact: Increase in Math STAAR scores for the Asian student population</p> <p>Staff Responsible for Monitoring: Math Instructional Specialist Campus Administration</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> <p>- Targeted Support Key Action</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4 Problem Statements:

Student Learning

Problem Statement 4: Only 68% of the Asian student population at Midway Park achieved approaches, meets or masters on the STAAR Math assessment and the goal is 90% or higher. **Root Cause:** Over the past 2 years, the Asian student population at Midway Park has not received adequate intervention needed to achieve approaches, meets or masters on Math STAAR.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Donna Owens	Instructional Assistant		.50
Kiran Lakhani	Instructional Specialist		1.0
Rachel Jeantet	Instructional Specialist		1.0

HEB Independent School District
North Eules Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Values

Intentional: HEB ISD makes purposeful and strategic decisions.

Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Eules Elementary school is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to, Spanish, Arabic, Nepali, French, Bengali and Hindi. This cultural environment provides students with the ability to interact on a global level, in the comfort of a school setting. This prior experience will give them an added advantage in school and later when they begin their job experience.

Our student population is approximately 560 students. The composition of our students is:

Hispanic or Latino	33%	At Risk	51%
American Indian/ Alaskan Native	1%	Economically Disadvantaged	73%
Asian	6%	Homeless	4%
Black	34%	LEP (Limited English Proficient)	31%
Pacific Islander/ Hawaiian Native	5%	Dyslexia	4.3%
White	13%	504	5%
Two or More Races	6%	SPED	15.3%
Rtl	7.5%	GT (Gifted & Talented)	5%
Mobility Rate	70%		

Demographics Strengths

Our mission at North Eules Elementary is to prepare our students to study, live, and work in a diverse world by promoting high academic standards, providing a safe and nurturing environment, ensuring parent and community involvement, and creating a lifelong pursuit of learning. Our enrollment is approximately 560 students with a student population representative of approximately 15 countries and 24 different languages. Our students are fortunate to learn alongside peers from around the world. We strategically plan as a team to continue to reach our goals using Continuous Improvement strategies, implementation of educational best practices, student engagement activities and the common belief to do what is best for each child. There is an academic focus at North Eules for ALL students to set and reach their personal goals for all areas tested. Student growth is a targeted focus as we continue to analyze data and use that data to inform instruction. We work daily to differentiate instruction and provide targeted intervention based on progress monitoring data. Our commitment to daily differentiated instruction is evident in our classrooms and our results. We strive to work collaboratively with all stakeholders to create a positive learning

environment conducive to academic achievement for all students in order to, "Grow Lifelong Learners through Educational Excellence".

Problem Statements Identifying Demographics Needs

Problem Statement 1: 62% of our Hispanic first students Meets Grade Level or Above on BAS **Root Cause:** Phonemic Awareness and Text Comprehension

Problem Statement 2: 52% of our African American second grade students Meets Grade level or above on BAS **Root Cause:** Accuracy and Text Comprehension

Problem Statement 3: 52% of our Hispanic 3rd grade students Meets Grade Level or Above on STAAR Reading **Root Cause:** Inferencing, Text Evidence, Reading on Level

Problem Statement 4: 26% of our Hispanic 5th grade students Meets Grade level or Above on STAAR Math **Root Cause:** Multiplication and division proficiency, Multi-step word problems, Independent problem solving

Problem Statement 5: 19% of our Emergent Bilingual 5th grade students Meets Grade level or Above on STAAR Math **Root Cause:** Multi- step word problems, Multiplication and division proficiency, Independent problem solving

Student Learning

Student Learning Summary

We continue to focus on growth and the implementation of best practices. The effective use of the HEB Teaching and Learning Cycle is our focus with importance placed on lesson closure and use of exit tickets. Teachers pull small groups daily to differentiate instruction. Students engage in higher level questioning strategies as they participate in cooperative learning groups, stations, and hands on labs and investigations. School wide we offer after school tutorials one day a week in the Fall and two days a week in the Spring. Teachers elect to offer clubs after school on Fridays. We are focused to meet the social/ emotional needs of our students as well as address the significant gaps in learning.

The following are attached addendums in the Educational Operations Improvement Plans:

- District with Campuses STAAR and STAAR EOC Reports
- District TAPR Report
- District Performance Objectives Report for this school year

The priority focus this year will be on:

- Second Grade Reading
- Grade 3 Reading
- Grade 6 Math

Student Learning Strengths

Meets Grade Level or Above:

- Grade 3 Reading
 - Grade 4 Reading
 - Grade 5 Reading
 - Grade 6 Reading
- Grade 6 Math

Meets District Average or Above

- Kindergarten DIBELS
 - First Grade DIBELS
 - Second Grade DIBELS
- First Grade BAS

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 55% of 3rd grade students met the 2nd grade reading level of N as measured by BAS. **Root Cause:** Accuracy and Comprehension needs, strategic plans need to be developed and implemented to address accelerated instruction with a focus on growth in response to the data

Problem Statement 2 (Prioritized): 29% of 6th grade students scored Meets on 5th grade STAAR, 5% scored Masters. **Root Cause:** Students struggled with multiplication and division proficiency as well as independently solving multi-step problems.

Problem Statement 3 (Prioritized): 71% of 2nd grade students met the 1st grade reading level of J as measured by BAS. **Root Cause:** Students struggled with comprehension and reading accuracy.

School Processes & Programs

School Processes & Programs Summary

Our campus has a multitude of systems of processes and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, a campus discipline management system PK-6 to include CHAMPS and Conscious Discipline; identification of SPED, 504, GT, RtI/MASS, campus communications to staff and parents.

Programs: Curriculum Previews, Advanced Placement, Schools of Choice to include Suzuki Strings, high quality professional development in technology and content areas, Counseling & Guidance, Community In Schools, district partnerships such as 6 Stones.

School Processes & Programs Strengths

Processes:

- Continuous Improvement
- Campus Discipline Plan

Programs:

- Advanced Academics
- School of Choice
- Counseling & Guidance

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: EOY district report reflected 70.32% mobility for NEE, 211 entries and 123 withdrawals, 46 students were N/A for STAAR growth out of 201 students **Root**

Cause: NEE did not meet grade level projections and served as the overflow campus for other elementary schools

Perceptions

Perceptions Summary

The district conducted three surveys to gather input from parents, students and staff. A snapshot summary of responses is listed below.

Staff Survey Results

- 100% understand how my job contributes to student achievement
- 84% feel safe in the workplace
- 97% share vision, mission, core messages and goals
- 100% agree work is engaging
- 100% understand how my job impacts my campus or department
- 91% proud of the quality of services of my campus
- 97% feel campus administrator addressed concerns in a timely manner
- 91% feel welcomed
- 97% feel resources are provided to meet the requirements of job
- 100% feel school's mission and goals are clear
- 95% feel school has an action plan in place to help us accomplish our mission and goals
- 94% feel campus admin. team values all employees
- 84% of staff feel safe in their workplace
- 90% feel campus admin. models the use of a systems approach to Continuous Improvement

Parent Survey Results:

- 89% feel school leaders and staff are welcoming to families of all cultures
- 83% feel teachers provide timely communication about child's academic progress and behavior
- 91% feel school administrators respond to parents courteously, and in a timely and professional manner
- 87% feel school staff maintain open communication with parents
- 81% feel students are safe in this school
- 87% reported satisfaction with the communication from the school
- 89% reported family feels welcome in this school
- 87% feel teachers and staff see parent as a partner in their child's education
- 65% reported school has a discipline management plan that supported a safe and orderly environment
- 84% reported my child has shown exceptional academic growth during the school year

Student Survey Results

- 86% feel teachers expect all students to do their best
- 71% reported teachers set daily learning objectives
- 63% agree they feel safe in school
- 71% agree they are treated with respect by administrators
- 76% agree they are treated with respect by teachers

- 78% reported they are doing their best in school
- 78% reported school leaders and staff are welcoming to families of all cultures
- 73% agree the school has a discipline management system plan that supports a safe and orderly learning environment
- 95% report they are using technology to learn
- 96% understand the Code of Conduct guides discipline actions

Perceptions Strengths

Staff Survey Results

- 95% share vision, mission, core messages and goals
- 100% understand how my job impacts my campus or department
- 100% feel school's mission and goals are clear
- 95% feel school has an action plan in place to help us accomplish our mission and goals
- 100% reported they know the campus expectations for parent communication
- 100% feel work is engaging
- 97% reported they understand what is expected of them at their job

Parent Survey Results:

- 89% feel school leaders and staff are welcoming to families of all cultures
- 83% feel teachers provide timely communication about child's academic progress and behavior
- 91% feel school administrators respond to parents courteously, and in a timely and professional manner
- 87% feel school staff maintain open communication with parents
- 87% reported satisfaction with the communication from the school
- 89% reported family feels welcome in this school
- 87% feel teachers and staff see parent as a partner in their child's education

Student Survey Results

- 86% feel teachers expect all students to do their best
- 82% learn best when listening to the teacher talk
- 82% feel data folders inform me of my progress
- 95% report they are using technology to learn
- 81% feel tracking their own data informs them about their progress
- 86% feel teachers expect all students to do their best
- 81% learn best when working by myself

Priority Problem Statements

Problem Statement 1: 55% of 3rd grade students met the 2nd grade reading level of N as measured by BAS.

Root Cause 1: Accuracy and Comprehension needs, strategic plans need to be developed and implemented to address accelerated instruction with a focus on growth in response to the data

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 29% of 6th grade students scored Meets on 5th grade STAAR, 5% scored Masters.

Root Cause 2: Students struggled with multiplication and division proficiency as well as independently solving multi-step problems.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 71% of 2nd grade students met the 1st grade reading level of J as measured by BAS.

Root Cause 3: Students struggled with comprehension and reading accuracy.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Priorities

Priority 1: Student Success

Goal 1: All third grade reading teachers will utilize F& P Benchmark Assessment System to progress monitor reading levels and implement small group instruction targeting accuracy and comprehension as measured by 80% or more students reading Level by EOY.

Quality Indicator: Student Success: Academic Rating of the District





District Goal Alignment: All students will achieve Meets Grade Level or higher on STAAR.

Evaluation Data Sources: Progress monitoring data, teacher data trackers

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of third grade reading teachers will utilize F& P Benchmark Assessment System to progress monitor reading levels at BOY/ MOY/ EOY.</p> <p>Action's Expected Result/Impact: Students achieve Meets grade level on STAAR.</p> <p>Staff Responsible for Monitoring: 3rd Grade Teachers, Instructional Specialists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 100% of third grade teachers will implement a tiered approach to reading instruction to include differentiated small groups daily and after school tutorials weekly in the Fall semester and twice a week in the Spring semester.</p> <p>Action's Expected Result/Impact: Students achieve Meets grade level on STAAR.</p> <p>Staff Responsible for Monitoring: 3rd grade teachers, Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: 100% of third grade ELA teachers will participate in bi-weekly LTEP planning sessions to discuss strategies to increase reading accuracy and comprehension as well as analyze exit ticket data.</p> <p>Action's Expected Result/Impact: Students achieve Meets grade level on STAAR.</p> <p>Staff Responsible for Monitoring: ELA teachers, Instructional Specialists, Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Reading PLC will host a Reading Family Night in the Spring Semester to provide families with activities to support comprehension and strategies at home as well as provide strategies and text resources to families for summer reading support in May.</p> <p>Action's Expected Result/Impact: Students achieve Meets grade level on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Administrators</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	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 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 55% of 3rd grade students met the 2nd grade reading level of N as measured by BAS. Root Cause: Accuracy and Comprehension needs, strategic plans need to be developed and implemented to address accelerated instruction with a focus on growth in response to the data</p>

Priority 1: Student Success

Goal 2: 80% or more of 6th grade students will correctly solve multi-step math problems with a focus on generating equivalent forms of fractions and decimals as measured by Common Formative Assessments.





Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on STAAR.

Evaluation Data Sources: teacher data tracker, MAP data, CFA data

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of math teachers will plan collaboratively weekly with the Instructional Specialist to analyze campus and district data to determine strengths/gaps and differentiate instruction effectively to meet the needs of each student.</p> <p>Action's Expected Result/Impact: Students achieve Meets on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 100% of teachers will plan strategically weekly for differentiated accelerated instruction to respond to the data with a focus on growth as measured by Common Formative Assessments aligned to SLO goals.</p> <p>Action's Expected Result/Impact: Students achieve Meets on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: 100% of math teachers will implement a tiered approach to math instruction to include differentiated small groups daily and after school tutorials one day a week in the Fall Semester and two days a week during the Spring Semester.</p> <p>Action's Expected Result/Impact: Students achieve Meets on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Math PLC will plan and implement a family Math Night to provide families with activities to support fact fluency/ math skills at home during the Fall semester.</p> <p>Action's Expected Result/Impact: Students achieve Meets on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Instructional Specialists, Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 29% of 6th grade students scored Meets on 5th grade STAAR, 5% scored Masters. Root Cause: Students struggled with multiplication and division proficiency as well as independently solving multi-step problems.</p>

Priority 1: Student Success

Goal 3: All second grade reading teachers will utilize Fountas and Pinnell BAS to progress monitor reading levels and implement small group instruction targeting accuracy and comprehension as measured by 85% or more students reading Level N by EOY.





Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments.

Evaluation Data Sources: Progress monitoring data, BAS

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of second grade teachers will utilize F&P Benchmark Assessment System to progress monitor reading levels at BOY/ MOY/ EOY.</p> <p>Action's Expected Result/Impact: Students will meet end-of-year targets as defined by early reading assessment instruments.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 100% of second grade teachers will implement a tiered approach to reading instruction to include differentiated small groups daily and after school tutorials one day a week in the Fall Semester and two days a week in the Spring Semester.</p> <p>Action's Expected Result/Impact: Students will meet end-of-year targets as defined by early reading assessment instruments.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Administrators</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</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: 100% of second grade teachers will participate in bi-weekly LTEP planning sessions to discuss strategies to increase reading accuracy and comprehension as well as analyze exit ticket data.</p> <p>Action's Expected Result/Impact: Students will meet end-of-year targets as defined by early reading assessment instruments.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Administrators</p> <p>Title I: 2.4, 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> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	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 3 Problem Statements:

Student Learning
<p>Problem Statement 3: 71% of 2nd grade students met the 1st grade reading level of J as measured by BAS. Root Cause: Students struggled with comprehension and reading accuracy.</p>

Priority 2: Employee Success

Priority 3: Safety and Well-being

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Clarene Hight	Instructional Specialist		1.0
Elizabeth Leggett	Instructional Specialist		1.0

HEB Independent School District
Oakwood Terrace Elementary
2024-2025 Campus Improvement Plan



Mission Statement

The mission of the HEBISD is to provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Oakwood Terrace Mission: Building strong relationships that empower our community to engage, motivate and grow all students.

Vision

Empowering Today to Excel Tomorrow

Core Beliefs

Core Values:

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success
Safety and Wellbeing
Effectiveness and Efficiency
Family and Community Partnership

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Priority Problem Statements

Problem Statement 1: In comparison to the 23-24 school year all of our percentages of Approaching and meets scores went down in every grade level

Root Cause 1: Our students are missing social emotional skills and our teachers do not have the time or tools to teach them.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Less than 50% of our 3rd-6th graders met grade-level standards on math STAAR, and OTE did not receive any points for growth in Math for our accountability.

Root Cause 2: Lack of hands-on exposure to manipulatives and real-world connections to mathematical concepts daily

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 19% of 5th graders met grade level standards on science STAAR

Root Cause 3: Students are not given enough opportunity for inquiry based learning and self-generating questions.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Less than 68% of students in 3rd-6th grade met grade level standards on reading STAAR

Root Cause 4: Students are not consistently generating their own answers and given feedback

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 69% of Kindergarten, 30% of 1st grade and 43% of second grade students ended the year below grade level in DIBELS Phonemic awareness and decoding

Root Cause 5: Systematic phonics instruction is not being implemented with fidelity daily in every classroom

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Across the board, our students are low in speaking and writing in TELPAS.

Root Cause 6: Lack of opportunity for structured conversations and writing in the classroom with consistency

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Priorities

Priority 1: Student Success





Goal 1: Math teachers in grades 3-6 will plan for and provide exposure to hands-on manipulatives and real-world connections to mathematical concepts daily, as measured by walkthroughs and daily exit tickets.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Data Source(s):

Evaluation Data Sources: STAAR and Texas Academic Performance Report

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers will use manipulatives and spiral real-world applications in each math unit, resulting in performance hoppers as measured by interim tests.</p> <p>Action's Expected Result/Impact: Students will get the hand-on practice to understand the skill</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Teachers will consistently implement Formative Feedback daily in math classrooms.</p> <p>Action's Expected Result/Impact: Immediate feedback will allow teachers and students to clear misconceptions before moving on to the next lesson.</p> <p>Staff Responsible for Monitoring: Instructional leadership team</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Oakwood Terrace will host math curriculum night October 30th, 2024, where parents and students will participate in math games and leave with manipulatives and real-world math activities to practice at home, in their native language.</p> <p>Action's Expected Result/Impact: Parents will have tools to support student academic achievement at home</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Problem Statements: Student Learning 2, 3, 4</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: During the 24-25 school year, all grade level teachers will participate in LTEP PLCs bi-weekly to focus on and plan for high-leverage TEKS taught the math units.</p> <p>Action's Expected Result/Impact: Dive deep into instruction, focus on commonly missed questions on the STAAR test, and use data to inform instruction. Teachers will leave PLCs with planned lessons that include I do, we do, you do, and academic vocabulary, formative feedback exemplar</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	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 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Less than 50% of our 3rd-6th graders met grade-level standards on math STAAR, and OTE did not receive any points for growth in Math for our accountability. Root Cause: Lack of hands-on exposure to manipulatives and real-world connections to mathematical concepts daily</p> <p>Problem Statement 3: Only 19% of 5th graders met grade level standards on science STAAR Root Cause: Students are not given enough opportunity for inquiry based learning and self-generating questions.</p> <p>Problem Statement 4: Less than 68% of students in 3rd-6th grade met grade level standards on reading STAAR Root Cause: Students are not consistently generating their own answers and given feedback</p>

Priority 1: Student Success





Goal 2: Throughout the 2024-2025 school year K-2nd grade teachers will deliver systematic phonics instruction daily to improve decoding skills as measured by DIBLES and Lectura.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: 100% of Kindergarten, First, and Second Grade students will meet end-of-year targets as defined by early reading assessment instruments in English or Spanish.

Evaluation Data Sources: DIBELS and lectura

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: By the end of the first six weeks, instructional specialists will deliver targeted professional development to PK-2 teachers, equipping them to effectively integrate phonics interventions into their daily instruction and small group activities.</p> <p>Action's Expected Result/Impact: Teachers will get the tools to teach phonics daily, as well as collaborate with each other and the instructional specialist</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Oakwood Terrace will support reading at home by holding a family night on October 10th where parents will be taught strategies to help their children with reading at home, in their native language.</p> <p>Action's Expected Result/Impact: Parents will have tools to support student academic achievement at home</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: During the 2024-2025 school year, interventionists will provide phonics instruction during STRIPE time daily, from September through April, using district-aligned resources.</p> <p>Action's Expected Result/Impact: Teachers and students will have extra support for academic achievement in the classroom</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Problem Statements: Student Learning 7</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: During the 24-25 school year, all K-2 teachers will participate in LTEP PLCs bi-weekly to focus on and plan for phonics instruction and intervention.</p> <p>Action's Expected Result/Impact: Teachers will get the tools to teach phonics daily, as well as collaborate with each other and the instructional specialist</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 5: 69% of Kindergarten, 30% of 1st grade and 43% of second grade students ended the year below grade level in DIBELS Phonemic awareness and decoding Root Cause: Systematic phonics instruction is not being implemented with fidelity daily in every classroom</p> <p>Problem Statement 7: Across the board, our students are low in speaking and writing in TELPAS. Root Cause: Lack of opportunity for structured conversations and writing in the classroom with consistency</p>

Priority 1: Student Success

Goal 3: Throughout the 2024-2025 school year, 2nd-6th grade students will engage in meaningful opportunities to practice every domain of TELPAS and increase their proficiency in every domain as measured by TELPAS.

District Goal Alignment: Quality Indicator 1.4B: 90% or more of Bilingual/English as a Second Language (ESL) RDA indicators will receive a rating no greater than 1.

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Purchase "Continental" online program and implement use of it by all 2nd-6th grade EB students weekly to increase both exposure and growth in all 4 domains as measured by TELPAS.</p> <p>Action's Expected Result/Impact: Students will increase language acquisition in all domains and have access to the assessment</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team and Teachers</p> <p>Problem Statements: Student Learning 7</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Grade level teachers, along with the instructional leadership team, will engage in intentional planning of structured conversation using academic vocabulary as measured by the LTEP planning template during the 24-25 school year.</p> <p>Action's Expected Result/Impact: Teachers will plan intentional structure opportunities for students to engage in conversation in the classroom using academic vocabulary</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Problem Statements: Student Learning 7</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Teachers and the Instructional Leadership Team will plan for "Write-a-Little-a-Lot" and structured conversations, in all classrooms, during LTEP weekly planning sessions.</p> <p>Action's Expected Result/Impact: Students will increase language acquisition in speaking and writing as measured by TELPAS</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Problem Statements: Student Learning 7</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3 Problem Statements:

Student Learning

Problem Statement 7: Across the board, our students are low in speaking and writing in TELPAS. **Root Cause:** Lack of opportunity for structured conversations and writing in the classroom with consistency

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Melgar	Instructional Assistant		.50
Deanie Christy	Instructional Specialist		1.0
Enrique Arellano	Instructional Specialist		1.0

HEB Independent School District
River Trails Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Federal Programs: Partnering for Educational Excellence

Core Beliefs

- Intentional: HEB ISD makes purposeful and strategic decisions.
- Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- Learner-centered: HEB ISD prioritizes learning for students, employees and families.
- Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnerships

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Priority 3: Safety and Wellbeing Description: The District will continuously monitor, update, and adjust all aspects of campus and District safety to support the mental, physical, and emotional wellbeing of students and staff.	23
Priority 4: Effectiveness and Efficiency Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.	24
Priority 5: Family and Community Partnerships Description: The District will grow and maintain family and community connections to support student and employee success.	25
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Comprehensive Needs Assessment

Demographics

Demographics Summary

River Trails Elementary school is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to Arabic, Spanish, Vietnamese, Mandarin, Urdu, etc. This cultural environment provides students with the ability to interact on a global level, in the comfort of the school setting. This prior experience will give them an added advantage in school and later when they begin their job experience. Our student population is approximately 652. The composition of our students is:

Hispanic or Latino	20%	At Risk	41%
American Indian/Alaskan Native	0%	Economically Disadvantaged	58%
Asian	11%	Homeless	2.4%
Black	16%	LEP (Limited English Proficient)	27.9%
Pacific Islander/Hawaiian Native	1%	Dyslexia	6.7%
White	45%	504	4.6%
Two or More Races	6%	SPED	14.5%
Rtl	7.3%	GT	8.2%
Mobility Rate	5.44%		

Demographics Strengths

- Diversity of population, cultures and languages

Problem Statements Identifying Demographics Needs

Problem Statement 1: 33% of Emerging Bilingual fourth grade students did not meet standard on STAAR math. **Root Cause:** The curriculum has minimal supports for Emergent Bilingual students, and our teachers are growing their skills related to accommodating instruction for EBs.

Problem Statement 2: 12% of Economically Disadvantaged third grade students scored Masters on STAAR math. **Root Cause:** Curriculum did not include extensions for higher achieving students.

Problem Statement 3: 19% of Emerging Bilingual students scored advanced high on TELPAS speaking component. **Root Cause:** Within classroom instruction, students are not regularly exposed to academic speaking tasks to the rigor of TELPAS.

Problem Statement 4: 21% of At Risk 6th grade students scored Masters on STAAR reading. **Root Cause:** Text selection does not seem to be intentional and does not engage student interest. Length and a lack of relevancy create a barrier for some at risk students to be able to interact with the text

Problem Statement 5: 59% of second grade students scored at or above benchmark on Dibels end of year testing. **Root Cause:** Fluency is keeping students from reading at the level expected in second grade.

Problem Statement 6: 61% of kindergarten students scored at or above benchmark on BAS end of year testing. **Root Cause:** PSF is low and students are having difficulty blending sounds to make words.

Problem Statement 7: 50% of fifth grade students identified as two or more races did not meet benchmark on STAAR math. **Root Cause:** Intervention lacked intentionality to ensure we are closing gaps on highest leverage TEKS.

Student Learning

Student Learning Summary

Student Learning Summary-

- The following attached addendums in the Educational Operations Improvement Plans:
 - District with Campuses STAAR Reports
 - District TAPR Report
 - District Performance Objectives Report for this school year
- The priority focus for this year will be on:
 - K-2 Early Literacy
 - 3-6 ELAR
 - 3-6 Math

Student Learning Strengths

- 44% of 6th grade students scored Masters on STAAR Reading.
- 70% of 4th grade students scored Meets on STAAR Reading.
- 100% of Gifted/Talented students in grades 3-6 scored Meets on STAAR Math.
- 70% of 1st grade students scored proficient or above on EOY BAS testing.
- 81% of 1st grade students scored proficient or above on EOY Dibels testing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 19% of RTE students K-6 scored advanced high on TELPAS speaking in 2024. **Root Cause:** Students lack classroom opportunities to engage regularly in academic speaking that aligns with the rigor of the TELPAS test.

Problem Statement 2 (Prioritized): 51% of 2nd grade students scored at or above benchmark on end of year Dibels testing for word count of the ORF passage. 68% of 2nd grade students were at or above benchmark for accuracy of the ORF passage. **Root Cause:** Students are slow to blend sounds impacting their fluency.

Problem Statement 3 (Prioritized): 54% of 5th grade students scored Meets or higher on STAAR Math testing. **Root Cause:** Differentiation and small group instruction are not intentional and targeted to meet the needs of our student population.

Problem Statement 4 (Prioritized): On the 2024 Reading STAAR test, the RTE Asian student population had an academic growth scored of 68% and the long term target is 95%. **Root Cause:** The Asian student population at RTE has not received adequate intervention to show academic growth on the Reading STAAR test.

School Processes & Programs

School Processes & Programs Summary

ELA/Reading: Balanced Literacy Framework, Stripe/SAFARI Intervention, Patterns of Power, Heggerty

Math: Computation/Algebraic Reasoning and Problem-Solving Strategies, Intervention, Math Workshop

Science: Earth and Space Science, Word Walls, 5E Model

Classroom Management: CHAMPS, Conscious Discipline, River Trails Discipline Plan

Safety: Safer Plan, Drills, Standard Response Protocol

School Processes & Programs Strengths

- Outstanding Student Attendance
- Outstanding Teacher Attendance
- Campus Discipline Plan and Classroom Management
- Parent, Student and Staff Survey

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 85% of parents report that teachers provide suggestions for how parent can help their child with their learning at home. **Root Cause:** RTE has approximately 1/3 of our population that speaks another language in the home. Not all documents are translated to make use at home easier for parents.

Problem Statement 2: 58% of RTE staff report that they feel comfortable expressing their thoughts and giving feedback to campus admin or immediate supervisor. **Root Cause:** Administration did not provide ample opportunities for staff to share and give feedback.

Perceptions

Perceptions Summary

In 2023, the district conducted three surveys to gather input from parents, students and staff. A snapshot of responses is listed below.

Staff Survey:

- 100% are proud to work for HEB.
- 100% shared that their job gives them opportunities to share new ideas.
- 97% are proud of the quality of services our campus provides.
- 94% believe that campus administration provides opportunities for them to develop their skills.

Parent Survey:

- 91% believe that students at RTE are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities.
- 96% believe that school staff members maintain open communication with parents.
- 99% feel that their family is welcome in the school
- 92% reported that school administrators respond to parents courteously and in a timely and professional manner.

Student Survey:

- 81% of 6th grade students reported that they think RTE is a good school.
- 82% of 6th grade students reported that their teachers expect all students to do their best.
- 81% of 6th grade students reported that RTE school leaders and staff are welcoming to families of all cultures

Perceptions Strengths

Staff Survey:

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- 100% shared that their job gives them opportunities to share new ideas.
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- 92% reported that school administrators respond to parents courteously and in a timely and professional manner.

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- 81% of 6th grade students reported that they think RTE is a good school.
- 82% of 6th grade students reported that their teachers expect all students to do their best.
- 81% of 6th grade students reported that RTE school leaders and staff are welcoming to families of all cultures

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 58% of RTE staff report that they feel comfortable expressing their thoughts and giving feedback to campus admin or immediate supervisor. **Root Cause:** Administration did not provide ample opportunities for staff to share and give feedback.

Problem Statement 2: 85% of parents report that teachers provide suggestions for how parent can help their child with their learning at home. **Root Cause:** RTE has approximately 1/3 of our population that speaks another language in the home. Not all documents are translated to make use at home easier for parents.

Priority Problem Statements

Problem Statement 1: 19% of RTE students K-6 scored advanced high on TELPAS speaking in 2024.

Root Cause 1: Students lack classroom opportunities to engage regularly in academic speaking that aligns with the rigor of the TELPAS test.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 51% of 2nd grade students scored at or above benchmark on end of year Dibels testing for word count of the ORF passage. 68% of 2nd grade students were at or above benchmark for accuracy of the ORF passage.

Root Cause 2: Students are slow to blend sounds impacting their fluency.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 54% of 5th grade students scored Meets or higher on STAAR Math testing.

Root Cause 3: Differentiation and small group instruction are not intentional and targeted to meet the needs of our student population.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: On the 2024 Reading STAAR test, the RTE Asian student population had an academic growth scored of 68% and the long term target is 95%.

Root Cause 4: The Asian student population at RTE has not received adequate intervention to show academic growth on the Reading STAAR test.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Priorities

Priority 1: Student Success

Description: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.





Goal 1: River Trails teachers in grades K-6 will incorporate academic speaking opportunities utilizing high impact strategies for structured conversations weekly so that 25% of Emerging Bilingual students will achieve Advanced High on the speaking domain of TELPAS testing.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: 90% or more of Bilingual/English as a Second Language Results-Driven Accountability (RDA) indicators will receive a rating no greater than 1.

Evaluation Data Sources: TELPAS testing

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: In August, River Trails will implement a campus initiative to focus on academic talk which will be monitored and tracked by the leadership team through walk throughs.</p> <p>Action's Expected Result/Impact: Student comfort with speaking will increase through repetition.</p> <p>Staff Responsible for Monitoring: Campus administration, IS, LAC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Incorporate academic speaking activities and/or exit tickets into LTEP collaboration bi-weekly.</p> <p>Action's Expected Result/Impact: Track student growth on academic speaking opportunities.</p> <p>Staff Responsible for Monitoring: Campus administration, IS and LAC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Family Engagement Nights in October, January and February will each have an academic speaking component. Action's Expected Result/Impact: Educating parents on what is expected of their students during TELPAS testing. Staff Responsible for Monitoring: Campus administration, IS and LAC</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Teachers will intentionally plan weekly for academic speaking opportunities utilizing strategies shared by the LAC. Action's Expected Result/Impact: Teachers and students will be exposed to the rigor of testing and have ample opportunities to practice and prepare. Staff Responsible for Monitoring: Campus administration, IS and LAC</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 19% of RTE students K-6 scored advanced high on TELPAS speaking in 2024. Root Cause: Students lack classroom opportunities to engage regularly in academic speaking that aligns with the rigor of the TELPAS test.</p>

Priority 1: Student Success

Description: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.





Goal 2: Second grade teachers will progress monitor according to district Dibels calendar and adjust lesson plans to address weaknesses so that 70% of 2nd grade students will read 94wpm at 96% accuracy as measured by ORF-WRC in progress monitoring and EOY Dibels testing.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten 1st and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: Progress monitoring, Amplify and EOY testing.

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers will build progress monitoring into their weekly lesson plans and use this data to adjust guided reading groups.</p> <p>Action's Expected Result/Impact: Increase student achievement through targeted intervention.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administration, IS and interventionists.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Teachers will utilize Seesaw fluency activities daily to assess students' ORF progress based on incremental goals.</p> <p>Action's Expected Result/Impact: Teachers will have more frequent data to adjust instruction as needed.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administration, IS and interventionists.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Teachers will use Amplify Boost as a station to practice student fluency skills for 45 minutes per week.</p> <p>Action's Expected Result/Impact: Targeted Dibels activities weekly to increase fluency based on their individual needs.</p> <p>Staff Responsible for Monitoring: Teachers, campus administration and IS</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: A family engagement night will take place in October which will focus on grade level rigor and show strategies that can be utilized at home.</p> <p>Action's Expected Result/Impact: Families will be informed of best practices and strategies to increase fluency at home.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administration and IS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 51% of 2nd grade students scored at or above benchmark on end of year Dibels testing for word count of the ORF passage. 68% of 2nd grade students were at or above benchmark for accuracy of the ORF passage. Root Cause: Students are slow to blend sounds impacting their fluency.</p>

Priority 1: Student Success

Description: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.





Goal 3: The 5th grade math teacher will intentionally plan differentiated small group interventions based on student needs weekly so that 63% of 5th grade students will score Meets or higher on STAAR Math.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: STAAR results, MAP growth and classroom data

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: IS will plan with teacher bi-weekly (off LTEP weeks) to plan intentional and rigorous intervention.</p> <p>Action's Expected Result/Impact: Student growth in areas of focus.</p> <p>Staff Responsible for Monitoring: Teacher, IS and campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Bi-weekly LTEP collaboration will analyze TEKS and plan for differentiation within lessons.</p> <p>Action's Expected Result/Impact: Targeted and intentional plans to address student needs.</p> <p>Staff Responsible for Monitoring: Teacher, IS and campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Teachers will use SLOT to space out review of concepts that have been previously taught (using SLOT calendar to track fidelity) at least three times per week.</p> <p>Action's Expected Result/Impact: Student will be able to maintain skills and strategies long term.</p> <p>Staff Responsible for Monitoring: Teacher, IS and campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Family engagement night will be held in February with a focus on high leverage TEKS/skills and strategies that can be used at home.</p> <p>Action's Expected Result/Impact: Families will have math strategies to practice at home which will impact student achievement.</p> <p>Staff Responsible for Monitoring: Teacher, IS and campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 3: 54% of 5th grade students scored Meets or higher on STAAR Math testing. Root Cause: Differentiation and small group instruction are not intentional and targeted to meet the needs of our student population.</p>

Priority 1: Student Success

Description: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.





Goal 4: By the end of the 2024-2025 school year, the Asian student population at RTE will demonstrate growth on the Reading STAAR test within the Student Success Measure (Student Achievement Domain score) from 68% to 73% or higher.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will Meet or Exceed Expected Progress in Reading Language Arts and Mathematics as reported on the Texas Academic Performance Report (TAPR).

Evaluation Data Sources: Reading Interim Assessments
MAP Scores
STAAR Scores
Common Formative Assessments

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: RTE reading teachers in grades 4-6 will plan with the Instructional Specialists and LAC in bi-weekly meetings to ensure the alignment of grade level TEKS, resources and assessments and will analyze and monitor the progress of students specifically in the Asian Student Population.</p> <p>Action's Expected Result/Impact: Increase in Reading STAAR scores for the Asian student population.</p> <p>Staff Responsible for Monitoring: RTE reading teachers (G4-G6), Instructional Specialists, Language Acquisition Coach and Campus Administration</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> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Students will receive targeted intervention during reading workshops at least three times a week to ensure student gaps in understanding are addressed.</p> <p>Action's Expected Result/Impact: Increase in reading STAAR scores for the Asian student population.</p> <p>Staff Responsible for Monitoring: RTE Reading teachers (G4-G6), Campus Interventionists, Instructional Specialists, Language Acquisition Coach and Campus Administration</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> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: The instructional specialists, Language Acquisition Coach and campus administration will meet weekly in administrative leadership meetings to review student progress/growth of the Asian student population on formative and summative assessments.</p> <p>Action's Expected Result/Impact: Increase in Reading STAAR scores for the Asian student population</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Campus Administration, Language Acquisition Coach</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> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4 Problem Statements:

Student Learning
<p>Problem Statement 4: On the 2024 Reading STAAR test, the RTE Asian student population had an academic growth scored of 68% and the long term target is 95%. Root Cause: The Asian student population at RTE has not received adequate intervention to show academic growth on the Reading STAAR test.</p>

Priority 2: Employee Success

Description: The District will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Priority 3: Safety and Wellbeing

Description: The District will continuously monitor, update, and adjust all aspects of campus and District safety to support the mental, physical, and emotional wellbeing of students and staff.

Priority 4: Effectiveness and Efficiency

Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.

Priority 5: Family and Community Partnerships

Description: The District will grow and maintain family and community connections to support student and employee success.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cobble, Sherry	Instructional Specialist	Reading	1.0
Dioli, Angela	Instructional Assistant	Reading	1.0
Montgomery, Kelsey	Instructional Specialist		0.50

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Assistant Principal Campus Counselor	Student Code of Conduct Bullying Investigation Document in HR Shared Folder
2. Coordinated Health Program <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Athletic Director PIEMS Director	Fitness Gram TAPR Master Schedule PE lesson plans
3. DAEP Requirements <ul style="list-style-type: none"> ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Coordinator(s) of DAEP	TAPR DAEP and Truancy Report

<ul style="list-style-type: none"> • Graduation rates • Recidivism rates 			
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Deputy Superintendent	DLIC
5. Dropout Prevention	TEC 11.252	Principal of KEYS	TAPR
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Director of Special Education and Dyslexia	Dyslexia Handbook, Self-Assessment
7. Title I, Part C: Migrant <ul style="list-style-type: none"> • An identification and recruitment plan • A priority services action plan 	P.L. 107-110, Section 1415(b)	Coordinator of Federal Programs	NOGA
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Director of Special Education and Dyslexia & Coordinator of Health Services	Special Education Operational Guidelines
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid 	TEC 11.252(4) TEC 11.252(3)(G)	Director of CTE Coordinator of Counseling	Camp Connect Industry Certification 8th Grade Meetings FAFSA College Night TSI Exempt School-wide SAT

<ul style="list-style-type: none"> • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Assistant of Human Resources Campus Principals	Human Resource Recruitment Salary Schedule Quality Learning Teacher Retention Documentation
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Coordinator of Counseling and Coordinator of HR	Participation in required training
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Crisis Intervention Lead & General Education LSSP Coordinator of Counseling & Guidance	Required trainings Suicide Assessment Tool
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B)	Coordinator of HR	

<ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	<p>Crisis Intervention Lead & General Education LSSP</p> <p>Coordinator of Counseling & Guidance</p> <p>Coordinator of DAEP</p>	
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 		<p>Director of Special Education and Dyslexia</p>	<p>Required training in restraint and de-escalation</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Director of Technology</p>	<p>Required trainings as outlined in the Technology Training Plan</p>

HEB Independent School District
Shady Brook Elementary
2024-2025 Campus Improvement Plan





Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world

The mission of Shady Brook Elementary is to provide a safe environment to instill positive character traits and educate all students for success today and tomorrow.

Vision

Empowering Today to Excel Tomorrow

Knowledge Informs and Determines Success for Students

Core Values

Core Values:

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities:

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shady Brook Elementary is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to, Spanish, Arabic, French, Tongan, Farsi, Chinese, Hindi, etc. This cultural environment provides students with the ability to interact on a global level, in the comfort of a school setting. This prior experience will give them an added advantage in school and later when they begin their job experience.

Our student population is approximately 580 students. The composition of our students is:

Hispanic or Latino	26%	At Risk	39%
American Indian/Alaskan Native	0%	Economically Disadvantaged	66%
Asian	10%	Homeless	4%
Black	25%	LEP (Limited English Proficient)	21%
Pacific Islander/Hawaiian Native	2%	Dyslexia	6%
White	28%	504	4%
Two or More Races	9%	SPED	19%
RtI	15%	GT (Gifted & Talented)	4%
Mobility Rate	11%		

Demographics Strengths

Our strengths are diversity of population, cultures, and languages.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 0% of EB students met standard on the 5th grade science staar test **Root Cause:** Students struggled with academic vocabulary, analyzing charts, tables, and diagrams

Problem Statement 2 (Prioritized): 11% of African American students met standard on the 5th grade science staar **Root Cause:** Students struggled with academic vocabulary, analyzing charts, tables, and diagrams.

Problem Statement 3 (Prioritized): Only 7% of EB students in 4th grade met standard on the 23-24 Math STAAR Test. **Root Cause:** Academic vocabulary, sheltered instruction was not being used with fidelity in all classrooms

Student Learning

Student Learning Summary

The following attached addendums in the Educational Operations Improvement Plans:

- District with Campuses STAAR and STAAR EOC Reports
- District TAPR Report
- District Performance Objectives Report for this school year

The priority focuses this year will be:

- K -2 Reading, specifically Kindergarten DIBELS and BAS
- Grades 3 - 6 Math, specifically Grades 4 and 5
- Grades 3 - 6 Reading, specifically Grades 4 and 5
- Grade 5 Science
- Closing the Achievement Gap for African American and Asian learners.

Student Learning Strengths

- 81% of White students in Grade 3 achieved approaches on Math STAAR.
- 22% of 2 or more races students Grade 3 achieved Masters on Math STAAR
- 96% of White students in Grade 5 achieved Approaches on Reading STAAR.
- 86% of Hispanic students in Grade 6 achieved Approaches on Math STAAR
- 88% of White students in Grade 6 achieved Approaches on Math STAAR
- 91% of White students in Grade 6 achieved Approaches on Reading STAAR.
- 33% of Hispanic students in Grade 6 achieved Masters on Reading STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 32.6% of the Force, Motion, and Energy TEKS met standard on the 5th Grade Science STAAR Test. **Root Cause:** All of these TEKS required students to be able to analyze charts, tables, and diagrams. Students need more exposure to building and analyzing charts, tables, and diagrams.

Problem Statement 2 (Prioritized): 85% of the readiness standards on the 23-24 4th Grade Math STAAR Test were below 60% mastery. **Root Cause:** Teachers focused small group instruction on the current lesson, rather than revisiting previous TEKS where students have struggled.

Problem Statement 3 (Prioritized): Only 37% of the fraction and decimal relationships TEKS were mastered on the 4th Grade 2023-24 Math STAAR Test. **Root Cause:** Students need more concrete experiences before introducing abstract concepts.

Problem Statement 4 (Prioritized): Only 32% of students in 4th grade met the standard on TEK 4.7B(constructed response) on the 2024 Reading STAAR Test. **Root Cause:** There are inconsistent strategies being taught across grade levels.

Problem Statement 5 (Prioritized): Only 48% of students in 4th grade met standard on TEK 4.6E(make connections) on the 2024 Reading STAAR Test **Root Cause:** Lessons need to include strategies that build student schema and background knowledge.

Problem Statement 6 (Prioritized): Only 46% of students in 4th grade met standard on TEK 4.11C (revising drafts) on the 2024 Reading STAAR Test. **Root Cause:** Assessments and classroom routines did not adequately build student stamina to read the passage and go back and forth to revise drafts and answer comprehension questions.

Problem Statement 7 (Prioritized): 43% of kinder students were below benchmark in NWF-WRC **Root Cause:** 43% of SBE kinder students did not met proficiency on the 24-25 EOY Dibles because progress monitoring was either infrequent or inconsistent.

Problem Statement 8 (Prioritized): 31% of 2nd grade students were below benchmark for BAS proficiency. **Root Cause:** 31% of 2nd grade students were below benchmark for BAS proficiency because text evidence strategies were inconsistent in both guided reading and whole group instruction.

Perceptions

Perceptions Summary

Shady Brook Elementary is a supportive family with a diverse culture that devotes themselves to students, families and community. We strive together toward developing academically and emotionally successful students and a nurturing culture of achievement. We create and build life-long learners through positive relationships, community outreach, and a structured and loving environment. We are a close-knit, hardworking group of educators who are a supportive, loving, and caring family involved in the social-emotional and educational growth of our community.

Perceptions Strengths

- Student satisfaction has gone up throughout the course of 3 years.
- Teacher overall satisfaction and proud to work in HEB ISD is 100% over time.
- Community survey shows 96% of parents feel that teachers are available to discuss student learning and needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 83% of teachers understand how to use a systems approach to continuous improvement. This has been trending down for the past four years. **Root Cause:** Teachers have not received the full CI training since 2019.

Priority Problem Statements

Problem Statement 1: 0% of EB students met standard on the 5th grade science staar test

Root Cause 1: Students struggled with academic vocabulary, analyzing charts, tables, and diagrams

Problem Statement 1 Areas: Demographics

Problem Statement 2: 11% of African American students met standard on the 5th grade science staar

Root Cause 2: Students struggled with academic vocabulary, analyzing charts, tables, and diagrams.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Only 7% of EB students in 4th grade met standard on the 23-24 Math STAAR Test.

Root Cause 3: Academic vocabulary, sheltered instruction was not being used with fidelity in all classrooms

Problem Statement 3 Areas: Demographics

Problem Statement 4: Only 32.6% of the Force, Motion, and Energy TEKS met standard on the 5th Grade Science STAAR Test.

Root Cause 4: All of these TEKS required students to be able to analyze charts, tables, and diagrams. Students need more exposure to building and analyzing charts, tables, and diagrams.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 85% of the readiness standards on the 23-24 4th Grade Math STAAR Test were below 60% mastery.

Root Cause 5: Teachers focused small group instruction on the current lesson, rather than revisiting previous TEKS where students have struggled.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Only 37% of the fraction and decimal relationships TEKS were mastered on the 4th Grade 2023-24 Math STAAR Test.

Root Cause 6: Students need more concrete experiences before introducing abstract concepts.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Only 32% of students in 4th grade met the standard on TEK 4.7B(constructed response) on the 2024 Reading STAAR Test.

Root Cause 7: There are inconsistent strategies being taught across grade levels.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Only 48% of students in 4th grade met standard on TEK 4.6E(make connections) on the 2024 Reading STAAR Test

Root Cause 8: Lessons need to include strategies that build student schema and background knowledge.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Only 46% of students in 4th grade met standard on TEK 4.11C (revising drafts) on the 2024 Reading STAAR Test.

Root Cause 9: Assessments and classroom routines did not adequately build student stamina to read the passage and go back and forth to revise drafts and answer comprehension questions.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 31% of 2nd grade students were below benchmark for BAS proficiency.

Root Cause 10: 31% of 2nd grade students were below benchmark for BAS proficiency because text evidence strategies were inconsistent in both guided reading and whole group instruction.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: 43% of kinder students were below benchmark in NWF-WRC

Root Cause 11: 43% of SBE kinder students did not meet proficiency on the 24-25 EOY Dibles because progress monitoring was either infrequent or inconsistent.

Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Priorities


Priority 1: Student Success

Goal 1: By the end of the 2024-2025 school year, all 3rd-6th grade science teachers will implement daily sheltered instruction strategies and interactive word walls to analyze charts, tables, and diagrams.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: STAAR Interim Assessments, STAAR Test, District CFA's, District ECR's and SCR's

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: All 3rd-6th grade Science teachers will use interactive word walls for each unit to address academic vocabulary and different representations of science concepts. Teachers will assess students' progress each six weeks by intentionally incorporating items with various representations into their assessments.</p> <p>Action's Expected Result/Impact: A 3% or higher gain in the number of EB students meeting expectations</p> <p>Staff Responsible for Monitoring: All 3-6 Science Teachers, Instructional Specialists, Administrators</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: All 3rd-6th grade Science teachers will incorporate daily warm-ups that review previously learned concepts and include questions that require students to analyze charts, tables, and diagrams.</p> <p>Action's Expected Result/Impact: 15% or more AA/Black students will meet expectations on the 2024-25 STAAR Test.</p> <p>Staff Responsible for Monitoring: All 3-6 Science teachers, Instructional Specialists, Administrators</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Goal 1 Problem Statements:

Demographics

Problem Statement 1: 0% of EB students met standard on the 5th grade science staar test **Root Cause:** Students struggled with academic vocabulary, analyzing charts, tables, and diagrams

Problem Statement 2: 11% of African American students met standard on the 5th grade science staar **Root Cause:** Students struggled with academic vocabulary, analyzing charts, tables, and diagrams.

Student Learning

Problem Statement 1: Only 32.6% of the Force, Motion, and Energy TEKS met standard on the 5th Grade Science STAAR Test. **Root Cause:** All of these TEKS required students to be able to analyze charts, tables, and diagrams. Students need more exposure to building and analyzing charts, tables, and diagrams.


Priority 1: Student Success

Goal 2: By May 2025, all K-2 Reading Teachers will implement at least two additional weekly opportunities for students to practice direct fluency and decoding strategies, along with retelling and summarizing key elements of stories (characters, setting, and problem events). This will be measured by lesson plans, classroom observations, and student progress in reading comprehension as demonstrated through assessments and performance data.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: BAS, DIBELS Assessment, Progress Monitoring, District Report Card Data

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers will improve reading comprehension by using retelling strategies such as the five finger retelling to accurately summarize characters, setting, problem, events, and solution with purposefully selected stories.</p> <p>Action's Expected Result/Impact: 85% of students will meet or exceed proficiency for EOY BAS</p> <p>Staff Responsible for Monitoring: All K-2 Reading teachers, Interventionists, Instructional Specialists</p> <p>Problem Statements: Student Learning 8</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: By May 2025, all K-2 teachers will progress monitor "red" (not proficient) NWF students every 2 weeks and "yellow" (strategic) students every 3-4 weeks. WIN groups will be adjusted based on this data to ensure instructional fidelity, tracked through progress logs and lesson plans.</p> <p>Action's Expected Result/Impact: 85% of K-2 students will show a years worth of growth in NWF assessment.</p> <p>Staff Responsible for Monitoring: All K-2 Reading teachers, Interventionists, Instructional Specialists</p> <p>Problem Statements: Student Learning 7</p>	Formative		
	Nov	Feb	June
			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 7: 43% of kinder students were below benchmark in NWF-WRC Root Cause: 43% of SBE kinder students did not met proficiency on the 24-25 EOY Dibles because progress monitoring was either infrequent or inconsistent.</p>

Student Learning

Problem Statement 8: 31% of 2nd grade students were below benchmark for BAS proficiency. **Root Cause:** 31% of 2nd grade students were below benchmark for BAS proficiency because text evidence strategies were inconsistent in both guided reading and whole group instruction.

Priority 1: Student Success

Goal 3: By the end of the 2024-2025 school year, all 3rd-6th grade math teachers will implement daily Sheltered Instruction strategies and incorporate hands-on activities, such as when teaching fractions and decimals, as documented in their lesson plans.

Quality Indicator: Student Success: Academic Rating of the District





District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: STAAR Interim Assessments, STAAR Test, District CFA's, and Campus 6 Weeks Tests

High Priority

HB3 Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: All 3rd-6th grade Math teachers will pull small groups at least four times a week based on student data from MAP, STAAR Interim, exit tickets, and/or teacher informal observations.</p> <p>Action's Expected Result/Impact: Improve student understanding of mathematical concepts, enhance mastery of key skills, and lead to higher performance on assessments such as MAP and STAAR, ultimately resulting in increased student achievement in mathematics.</p> <p>Staff Responsible for Monitoring: All 3-6 Math teachers, Instructional specialists, Interventionists, Administrators</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: All 3rd-6th grade math teachers will use manipulatives when teaching fraction and decimal concepts. These will include fraction bars, fraction circles, base 10 blocks, place value disks, and place value charts.</p> <p>Action's Expected Result/Impact: Improve students' ability to visualize and manipulate mathematical ideas, leading to greater mastery of fractions and decimals, and ultimately resulting in higher performance on assessments related to these topics.</p> <p>Staff Responsible for Monitoring: All 3-6 Math teachers, Instructional specialists, Administrator</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: All 3rd-6th grade math teachers will utilize sheltered instruction strategies daily with all students. These strategies will be documented in the teachers' lesson plans, and teachers will use CFA data to determine the effectiveness of the strategies.</p> <p>Action's Expected Result/Impact: Students will enhance their mathematical vocabulary, leading to a better understanding of word problems.</p> <p>Staff Responsible for Monitoring: All 3-6 Math teachers, Instructional specialists, Administrators</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Nov	Feb	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 3 Problem Statements:

Demographics
<p>Problem Statement 3: Only 7% of EB students in 4th grade met standard on the 23-24 Math STAAR Test. Root Cause: Academic vocabulary, sheltered instruction was not being used with fidelity in all classrooms</p>
Student Learning
<p>Problem Statement 2: 85% of the readiness standards on the 23-24 4th Grade Math STAAR Test were below 60% mastery. Root Cause: Teachers focused small group instruction on the current lesson, rather than revisiting previous TEKS where students have struggled.</p> <p>Problem Statement 3: Only 37% of the fraction and decimal relationships TEKS were mastered on the 4th Grade 2023-24 Math STAAR Test. Root Cause: Students need more concrete experiences before introducing abstract concepts.</p>

Priority 1: Student Success

Goal 4: By the end of the 2024-2025 school year, all 3rd-6th grade ELAR teachers will implement a series of targeted activities and lessons to build students' schema across all subject areas, with a focus on enhancing comprehension in reading and writing.





Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: STAAR Interim Assessments, STAAR Test, District CFA's, District ECR's and SCR's

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: All 3rd-6th grade ELAR teachers will explicitly teach and use the RACE and RAE strategies with students. All 3rd-6th grade ELAR teachers will implement strategic small group instruction four times a week to address low TEKS with a targeted focus on writing.</p> <p>Action's Expected Result/Impact: Improve student performance on writing assessments, increase engagement in writing tasks, and lead to a deeper understanding of key literacy concepts, ultimately resulting in higher achievement in ELAR.</p> <p>Staff Responsible for Monitoring: All 3-6 Reading Teachers, Instructional Specialists, Administrators</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: All 3rd-6th grade ELAR teachers will implement daily warm-ups to address revising and editing TEKS using Discovery Education.</p> <p>Action's Expected Result/Impact: Improve students' ability to revise and edit their work effectively, leading to higher quality writing and increased performance on assessments related to these skills.</p> <p>Staff Responsible for Monitoring: All 3-6 Reading Teachers, Instructional Specialists, Administrators</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: By May 2025, all 3rd-6th grade ELAR teachers will implement targeted activities--such as pre-reading discussions, cross-curricular connections, and multimedia supports--to build students' schema and enhance comprehension in reading and writing. Progress will be tracked through lesson plans, observations, and student assessments.</p> <p>Action's Expected Result/Impact: Lead to greater student engagement, improved critical thinking skills, and higher performance on reading and writing assessments.</p> <p>Staff Responsible for Monitoring: All 3-6 Reading Teachers, Instructional Specialists, Administrators</p> <p>Problem Statements: Student Learning 6</p>	Formative		
	Nov	Feb	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 4 Problem Statements:

Student Learning
<p>Problem Statement 4: Only 32% of students in 4th grade met the standard on TEK 4.7B(constructed response) on the 2024 Reading STAAR Test. Root Cause: There are inconsistent strategies being taught across grade levels.</p> <p>Problem Statement 5: Only 48% of students in 4th grade met standard on TEK 4.6E(make connections) on the 2024 Reading STAAR Test Root Cause: Lessons need to include strategies that build student schema and background knowledge.</p> <p>Problem Statement 6: Only 46% of students in 4th grade met standard on TEK 4.11C (revising drafts) on the 2024 Reading STAAR Test. Root Cause: Assessments and classroom routines did not adequately build student stamina to read the passage and go back and forth to revise drafts and answer comprehension questions.</p>

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Andrade	Instructional Specialist		.50
Misty Matcham	Instructional Specialist		1.0

HEB Independent School District
Shady Oaks Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Values

Core Values:

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.

- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.

- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.

- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.

- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shady Oaks Elementary School is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to English, Spanish, Arabic, French, Tongan, Farsi, and Chinese. This cultural environment provides students with the ability to interact on a global level, in the comfort of a school setting. This prior experience will give them an added advantage in school and later when they begin their job experience.

Our student population is approximately 619. The composition of our students is:

Hispanic or Latino	69%	At Risk	69%
American Indian/Alaskan Native	0.5%	Economically Disadvantaged	73%
Asian	0.5%	Homeless	2%
Black	4%	LEP (Limited English Proficient)	60%
Pacific Islander/Hawaiian Native	1%	Dyslexia	9%
White	22%	504	6%
Two or More Races	3%	SPED	19%
Rtl	3%	GT (Gifted & Talented)	10%
Mobility Rate	16%		

Demographics Strengths

Our demographic strengths are the diversity of the population, cultures, and languages.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 48% of 3rd grade bilingual students did not score Approaches or higher on the STAAR Math test. **Root Cause:** Students were not provided ample opportunities to independently apply/practice strategies during independent work time. Planned activities did not always match the level of rigor necessary to prepare students for the STAAR test.

Problem Statement 2: 52% of 3rd grade bilingual students did not score Approaches or higher on the STAAR Reading test. **Root Cause:** Students were not provided ample opportunities to independently apply/practice strategies during independent work time. Planned activities did not always match the level of rigor necessary to prepare students for the STAAR test.

Student Learning

Student Learning Summary

Students are continuing to show growth since the pandemic, but the need for targeted interventions continues.

Student Learning Strengths

- Meets Grade Level or Above:
 - 1st grade TRC & DIBELS
 - 4th grade Math
 - 5th grade Math
 - 6th grade Reading
 - 6th grade Math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 48% of 3rd grade bilingual students did not score Approaches or higher on the STAAR Math test. **Root Cause:** Students were not provided ample opportunities to independently apply/practice strategies during independent work time. Planned activities did not always match the level of rigor necessary to prepare students for the STAAR test.

Problem Statement 2 (Prioritized): 52% of 3rd grade bilingual students did not score Approaches or higher on the STAAR Reading test. **Root Cause:** Students were not provided ample opportunities to independently apply/practice strategies during independent work time. Planned activities did not always match the level of rigor necessary to prepare students for the STAAR test.

Problem Statement 3 (Prioritized): The attendance rate of 96.1% for the 2023-2024 school year was below the district's goal of 97% for the school year. **Root Cause:** Rawee interventions were not used consistently and effectively during the 2023-2024 school year.

Problem Statement 4 (Prioritized): 48% of Kindergarten bilingual students did not meet the end of year reading comprehension goal on SEL assessments. **Root Cause:** Direct instruction was not provided in phonemic awareness skills and reading comprehension skills.

School Processes & Programs

School Processes & Programs Summary

Our campus has a multitude of systems of processes and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, campus discipline management system PK-6; identification of SPED, 504, GT, RtI/MTSS, campus communications to staff and parents

- Programs: Curriculum Previews, Quest, Bilingual Program.
- A wide variety of extracurricular clubs and organizations that promote school involvement, such as, running club, student council, safety patrol, news crew, school mascot team, flag team.

School Processes & Programs Strengths

Processes:

- Continuous Improvement
- Campus Discipline Plan

Programs:

- Bilingual
- Counseling & Guidance

Perceptions

Perceptions Summary

In November 2023, the district conducted three surveys to gather input from parents, students and staff. A snapshot summary of responses is listed below.

Staff Survey Results

- 93% rate the overall quality of the education services as good or excellent.
- 100% agree they are proud to work for HEB ISD.
- 95% would feel comfortable referring a good friend to work for HEB ISD.
- 98% feel comfortable encouraging others to enroll their children in HEB ISD.
- 90% feel that HEB ISD values the diversity of its employees.

Parent Survey Results:

- 84% Rating of an A or B for overall quality of an HEB ISD education
- 92% agreed the HEB ISD serves the needs of cultural groups in our community.
- 90% agreed their child's grades were kept current in the system (Grade 2 and above)
- 90% agreed their child had received exceptional academic growth during this school year.
- 98% agreed students feel safe in their school.

Student Survey Results

- 95% agree they attend a good school.
- 92% agree they feel safe in school.
- 92% agree the school has a discipline management system plan that supports a safe and orderly learning environment.
- 95% learn well when the teacher is leading a discussion with the whole class.
- 95% of students say their teacher expects all students to do their best.

Perceptions Strengths

Staff Survey Results

- 93% rate the overall quality of the education services as good or excellent.
- 100% agree they are proud to work for HEB ISD.
- 95% would feel comfortable referring a good friend to work for HEB ISD.
- 98% feel comfortable encouraging others to enroll their children in HEB ISD.

Parent Survey Results:

- 92% agreed the HEB ISD serves the needs of cultural groups in our community.
- 90% agreed their child had received exceptional academic growth during this school year.
- 98% agreed students feel safe in their school.

Student Survey Results

- 95% agree they attend a good school.
- 92% agree they feel safe in school.
- 95% of students say their teacher expects all students to do their best.

Priority Problem Statements

Problem Statement 1: 48% of 3rd grade bilingual students did not score Approaches or higher on the STAAR Math test.

Root Cause 1: Students were not provided ample opportunities to independently apply/practice strategies during independent work time. Planned activities did not always match the level of rigor necessary to prepare students for the STAAR test.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 52% of 3rd grade bilingual students did not score Approaches or higher on the STAAR Reading test.

Root Cause 2: Students were not provided ample opportunities to independently apply/practice strategies during independent work time. Planned activities did not always match the level of rigor necessary to prepare students for the STAAR test.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The attendance rate of 96.1% for the 2023-2024 school year was below the district's goal of 97% for the school year.

Root Cause 3: Rawee interventions were not used consistently and effectively during the 2023-2024 school year.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 48% of Kindergarten bilingual students did not meet the end of year reading comprehension goal on SEL assessments.

Root Cause 4: Direct instruction was not provided in phonemic awareness skills and reading comprehension skills.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Priorities

Priority 1: Student Success





Goal 1: During the current academic year, 100% of 3rd grade bilingual students will be given ample opportunities daily to independently practice skills at the rigor of STAAR questions as measured by submitted lesson plans, classroom observations, and student growth.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Lesson plans, Classroom observations, student growth on MOY and EOY MAP assessments, student growth on individual study plans.

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: All 3rd grade teachers will participate in bimonthly LTEP Phase 3 planning meetings to discuss and plan high yield independent practice activities and assignments.</p> <p>Action's Expected Result/Impact: Increased number of activities and assignments that match the level of rigor necessary to prepare students for the STAAR test.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Instructional Specialist, Math Instructional Specialist</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Teachers will meet with the Reading and Math Instructional Specialists monthly to discuss students' progress, areas of concern, and next steps.</p> <p>Action's Expected Result/Impact: Student progress will be discussed on a more frequent basis allowing for earlier intervention and increased middle and end of year MAP scores.</p> <p>Staff Responsible for Monitoring: Principal, Reading Instructional Specialist, Math Instructional Specialist</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Teachers will meet with Reading and Math PLC groups monthly to discuss best practices and share ideas/strategies.</p> <p>Action's Expected Result/Impact: Increased collaboration between staff members that will facilitate cooperative learning and successful strategies being implemented campus wide.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Instructional Specialist, Math Instructional Specialist</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Teachers will utilize Progress Learning's individual student study plans and reports to ensure all students are showing growth in identified areas of need in reading and math based on BOY MAP assessment results.</p> <p>Action's Expected Result/Impact: Teachers will be able to have data driven conversations and plan intervention activities according to students' identified needs rather than perceived needs.</p> <p>Staff Responsible for Monitoring: Principal, Reading Instructional Specialist, Math Instructional Specialist, Part Time Interventionist</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 48% of 3rd grade bilingual students did not score Approaches or higher on the STAAR Math test. Root Cause: Students were not provided ample opportunities to independently apply/practice strategies during independent work time. Planned activities did not always match the level of rigor necessary to prepare students for the STAAR test.</p> <p>Problem Statement 2: 52% of 3rd grade bilingual students did not score Approaches or higher on the STAAR Reading test. Root Cause: Students were not provided ample opportunities to independently apply/practice strategies during independent work time. Planned activities did not always match the level of rigor necessary to prepare students for the STAAR test.</p>





Priority 1: Student Success

Goal 2: During the current academic year, Rawee interventions will be used with fidelity to improve attendance for students who are chronically absent and overall campus attendance.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District and all campuses will achieve a 97% or more student attendance rate to support student academic growth.

Evaluation Data Sources: Rawee Action Boards

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: A strategic plan will be created and implemented to ensure that all proposed interventions are completed in the specified time frame.</p> <p>Action's Expected Result/Impact: A strategic plan with identified roles and processes will decrease the number of proposed interventions that are not completed in a timely manner.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: The assistant principal and registrar will meet weekly to discuss the Rawee action board and debrief on completed interventions and additional assistance that is needed.</p> <p>Action's Expected Result/Impact: Weekly meetings will increase the number of completed interventions and decrease the number of missed interventions.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 3: The attendance rate of 96.1% for the 2023-2024 school year was below the district's goal of 97% for the school year. Root Cause: Rawee interventions were not used consistently and effectively during the 2023-2024 school year.</p>

Priority 1: Student Success





Goal 3: During the current academic year, 100% of Kindergarten bilingual students will be provided direct instruction in phonemic awareness skills and text comprehension skills to build a strong foundation for early literacy.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Pre-Kindergarten (Pre-K) students will meet end-of-year targets as defined by PreK assessment instruments in English and/or Spanish.

Evaluation Data Sources: Classroom progress monitoring, Boost reports, classroom walkthroughs, SEL benchmark assessments, Lectura assessments

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers will meet with the Reading Instructional Specialists monthly to discuss students' progress, areas of concern, and next steps.</p> <p>Action's Expected Result/Impact: Student progress will be discussed on a more frequent basis allowing for earlier intervention and increased end of year SEL scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Instructional Specialist</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Students will complete independent practice activities in Boost for at least 45 minutes per week.</p> <p>Action's Expected Result/Impact: Students will have more practice time with phonemic awareness skills which will lead to increased fluency and increased end of year SEL scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Instructional Specialist</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Teachers will plan with the Reading Instructional Specialist twice a month to ensure guided reading lessons are targeted to the skills students need additional assistance with.</p> <p>Action's Expected Result/Impact: Intentional, data driven planning will result in targeted instruction and increased SEL scores at the end of the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Instructional Specialist</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: A Family Literacy Night will be planned on September 19, 2024 to explain the SEL test to parents and provide them with strategies to help their children with reading at home.</p> <p>Action's Expected Result/Impact: Parents will be more knowledgeable about the assessment instrument used and will be empowered to help their children improve literacy skills at home.</p> <p>Staff Responsible for Monitoring: Principal, Reading Instructional Specialist</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 4: 48% of Kindergarten bilingual students did not meet the end of year reading comprehension goal on SEL assessments. Root Cause: Direct instruction was not provided in phonemic awareness skills and reading comprehension skills.</p>

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Wehmeyer	Instructional Specialist		1.0
Rene Argueta	Instructional Specialist		1.0

HEB Independent School District
South Eules Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Values

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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The South Eules Elementary student body of approximately 630 students. We are approximately 21% Hispanic, 13% Asian, 25% Black, 5% Pacific Islander/Hawaiian Native, 29% White, and 8% two or more race. 71% of our students qualify for Free or Reduced rates for lunch, 45% are at-risk. Our yearly student mobility is approximately 17%. Approximately 38% of the students at South Eules Elementary are emergent bilingual students, 7% are Gifted and Talented, and 16% receive support from Special Education. Approximately 43 students of this 16% are supported in a self-contained classroom (Functional Academic and Communication Instruction).

Demographics Strengths

The strengths of South Eules comes from the diversity of our campus. We have a fairly equitable distribution of many different student groups. We have students who speak over 20 different languages and come to us from many different cultures from around the world on the campus. This leads to a rich exchange of ideas and opinions.

Priority Problem Statements

Problem Statement 1: South Euleess' White 5th grade student group and Native Hawaiian/Pacific Islander (NHPI) student group did not meet the Student Achievement Target on the 2024 STAAR Science test.

Root Cause 1: Teachers did not provide ample opportunities for hands-on learning

Problem Statement 1 Areas: Student Learning

Problem Statement 2: South Euleess' White 4th grade student group and Native Hawaiian/Pacific Islander (NHPI) student group did not meet the Student Achievement Target on the 2024 STAAR Math test.

Root Cause 2: Teachers did not implement effective math workshops to provide independent practice

Problem Statement 2 Areas: Student Learning

Problem Statement 3: South Euleess' White 5th grade student group and Native Hawaiian/Pacific Islander (NHPI) student group did not meet the Student Achievement on the 2024 STAAR Math test.

Root Cause 3: Struggle with completing all of the steps when completing long division problems.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: South Euleess' White 5th grade student group and Native Hawaiian/Pacific Islander (NHPI) student group did not meet the Student Achievement on the 2024 STAAR RLA test.

Root Cause 4: Students lack the ability to understand what the writing prompt is asking.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: South Euleess' White 4th grade student group and Native Hawaiian/Pacific Islander (NHPI) student group did not meet the Student Achievement on the 2024 STAAR RLA test.

Root Cause 5: Students lack the ability to understand what the writing prompt is asking.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Priorities

Priority 1: Student Success





Goal 1: Throughout the 2024-2025 school year, South Eules' 5th Grade Science Teacher will provide hands-on learning opportunities for each unit of study.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: CFAs, Interim assessments, STAAR

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 5th Grade Science Teacher will attend Bi-Weekly Science PLC meeting with Campus Administration in order to review TEKS specifics, lesson plan, and review data for our White and NHPI students for progress towards Federal compliance as evidenced by sign in sheets and agendas.</p> <p>Action's Expected Result/Impact: Teacher will be able to gain deeper understanding of the TEKS, design high-quality lesson plans, and gain modeling and practice delivering quality instruction</p> <p>Staff Responsible for Monitoring: 5th Grade Teacher, Campus Administration</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 5th Grade Science Teacher will conduct all experiments for each unit of study as specified in the district curriculum as evidenced by lesson plans and classroom observations.</p> <p>Action's Expected Result/Impact: Students will gain real-world experiences to help tether the learning of important science concepts leading to content mastery</p> <p>Staff Responsible for Monitoring: 5th Grade Teacher, Instructional Specialists, Campus Administration</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Student data will be tracked and students will be conferenced regarding growth and progress with the 5th Grade Science Teacher after every assessment, and with Campus Administration twice within the year as evidenced by student conference form signatures .</p> <p>Action's Expected Result/Impact: 5th Grade Science Teacher and students will both garner an understanding of each individual student's growth trajectory which will help inform decisions for further instruction</p> <p>Staff Responsible for Monitoring: 5th Grade Teacher, Instructional Specialists, Campus Administration</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: South Eules' White 5th grade student group and Native Hawaiian/Pacific Islander (NHPI) student group did not meet the Student Achievement Target on the 2024 STAAR Science test. Root Cause: Teachers did not provide ample opportunities for hands-on learning</p>

Priority 1: Student Success





Goal 2: Throughout the 2024-2025 school year, South Eules 4th Grade Math Teachers will provide their students with high-yield activities for our students to engage in the independent practice of math stations 4 days a week as evidenced by lesson plans and classroom observations.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: CFAs, Interim assessments, STAAR

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The 4th Grade Math Teachers will attend Bi-Weekly Math PLC meeting with Math Instructional Specialist and Campus Administration in order to review TEKS specifics, lesson plan, and review data for our White and NHPI students for progress towards Federal compliance as evidenced by sign in sheets and agendas.</p> <p>Action's Expected Result/Impact: Teachers will be able to gain deeper understanding of the TEKS, design high-quality lesson plans, and gain modeling and practice delivering quality instruction</p> <p>Staff Responsible for Monitoring: 4th Grade Teachers, Instructional Specialists, Campus Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: The 4th Grade Math Teachers will conduct math workshops daily designed to allow students to engage in independent practice for each unit of study as specified in the district curriculum as evidenced by classroom observations and walkthrough data.</p> <p>Action's Expected Result/Impact: Students will have the opportunity to engage in independent practice differentiated to meet their instructional needs</p> <p>Staff Responsible for Monitoring: 4th Grade Teachers, Instructional Specialists, Campus Administration</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: The 4th Grade Math Teachers will create small group intervention plans to provide targeted instruction to be delivered by teachers and part-time interventionists four days a week as evidenced by lesson plans and classroom observations.</p> <p>Action's Expected Result/Impact: Students will receive differentiated lessons in a small group enabling them to achieve content mastery</p> <p>Staff Responsible for Monitoring: 4th Grade Teachers, Instructional Specialists, Campus Administration</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	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 2 Problem Statements:

Student Learning
<p>Problem Statement 2: South Eules' White 4th grade student group and Native Hawaiian/Pacific Islander (NHPI) student group did not meet the Student Achievement Target on the 2024 STAAR Math test. Root Cause: Teachers did not implement effective math workshops to provide independent practice</p>

Priority 1: Student Success





Goal 3: Throughout the 2024-2025 school year, South Eules' 5th grade Math Teacher will provide their students with high-yield activities for our students to engage in the independent practice of math stations 4 days a week as evidenced by lesson plans and classroom observations.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Exit Tickets, CFAs, Interim assessments, STAAR

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The 5th Grade Math Teacher will attend Bi-Weekly Math PLC meeting with Math Instructional Specialist and Campus Administration in order to review TEKS specifics, lesson plan, and review data for our White and NHPI students for progress towards Federal compliance as evidenced by sign in sheets and agendas.</p> <p>Action's Expected Result/Impact: Teacher will be able to gain deeper understanding of the TEKS, design high-quality lesson plans, and gain modeling and practice delivering quality instruction</p> <p>Staff Responsible for Monitoring: 5th Grade Teacher, Instructional Specialists, Campus Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: The 5th Grade Math Teacher will conduct math workshops designed to allow students to engage in independent practice for each unit of study as specified in the district curriculum as evidenced by classroom observations and walkthrough data.</p> <p>Action's Expected Result/Impact: Students will have the opportunity to engage in independent practice differentiated to meet their instructional needs</p> <p>Staff Responsible for Monitoring: 5th Grade Teacher, Instructional Specialists, Campus Administration</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: The 5th Grade Math Teacher will create small group intervention plans to provide targeted instruction to be delivered by the teacher and part-time interventionists four days a week as evidenced by lesson plans, and classroom observations.</p> <p>Action's Expected Result/Impact: Students will receive differentiated lessons in a small group enabling them to achieve content mastery</p> <p>Staff Responsible for Monitoring: 5th Grade Teacher, Instructional Specialists, Campus Administration</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	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 3 Problem Statements:

Student Learning
<p>Problem Statement 3: South Eules' White 5th grade student group and Native Hawaiian/Pacific Islander (NHPI) student group did not meet the Student Achievement on the 2024 STAAR Math test. Root Cause: Struggle with completing all of the steps when completing long division problems.</p>

Priority 1: Student Success





Goal 4: Throughout the 2024-2025 school year, South Eules' 4th and 5th Grade Reading/Language Arts Teacher will explicitly teach students how to dissect the parts of a writing prompt to ensure the students better comprehend their writing assignment. Students will engage in this writing process weekly.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: SCAs, ECR, SCR, Interim assessments, STAAR

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The 4th and 5th Grade RLA Teacher will attend Bi-Weekly RLA PLC meeting with Reading Instructional Specialist and Campus Administration in order to review TEKS specifics, lesson plan, and review data for our White and NHPI students for progress towards Federal compliance as evidenced by sign in sheets and agendas.</p> <p>Action's Expected Result/Impact: Teachers will be able to gain deeper understanding of the TEKS, design high-quality lesson plans, and gain modeling and practice delivering quality instruction</p> <p>Staff Responsible for Monitoring: 4th and 5th Grade Teacher, Instructional Specialists, Campus Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: The 4th and 5th Grade RLA Teacher will conduct composition writing workshops designed to allow students to engage in the independent practice responding to a STAAR formatted prompt weekly.</p> <p>Action's Expected Result/Impact: Students will become proficient with interrupting and responding to writing prompts</p> <p>Staff Responsible for Monitoring: 4th and 5th Grade Teacher, Instructional Specialists, Campus Administration</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Student data will be tracked and students will be conferenced regarding growth and progress with the 4th and 5th Grade RLA Teacher after every assessment, and with Campus Administration twice within the year as evidenced by student conference form signatures .</p> <p>Action's Expected Result/Impact: Teacher and students will both garner an understanding of each individual student's growth trajectory which will help inform decisions for further instruction</p> <p>Staff Responsible for Monitoring: 4th and 5th Grade Teacher, Instructional Specialists, Campus Administration</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4 Problem Statements:

Student Learning
<p>Problem Statement 4: South Euless' White 5th grade student group and Native Hawaiian/Pacific Islander (NHPI) student group did not meet the Student Achievement on the 2024 STAAR RLA test. Root Cause: Students lack the ability to understand what the writing prompt is asking.</p> <p>Problem Statement 5: South Euless' White 4th grade student group and Native Hawaiian/Pacific Islander (NHPI) student group did not meet the Student Achievement on the 2024 STAAR RLA test. Root Cause: Students lack the ability to understand what the writing prompt is asking.</p>

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer McMillen	Instructional Specialist		1.0
Kristy Paiboon	Instructional Specialist		1.0

HEB Independent School District
Spring Garden Elementary
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Hurst-Euless-Bedford Independent School District is to provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Values

- Intentional: HEB ISD makes purposeful and strategic decisions.
- Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priority 2: Employee Success Description: The District will recruit and retain quality employees by providing a workplace culture that promotes their development and growth. 20.	20
Priority 3: Safety and Wellbeing Description: The District will continuously monitor, update, and adjust all aspects of campus and District safety to support the mental, physical, and emotional wellbeing of students and staff.	23
Priority 4: Effectiveness and Efficiency Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.	29
Priority 5: Family and Community Partnerships Description: The District will grow and maintain family and community connections to support student and employee success. 39.	39
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Garden Elementary is a Title 1 campus.

Demographics Strengths

The Spring Garden staff has low mobility. There are 3 new staff members this year to fill a new position, a retirement vacancy, and one fill for an opening.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The mobility of our campus is primarily in the economically disadvantaged group of students. **Root Cause:** The apartments in our community have continued to raise their rent prices.

Student Learning

Student Learning Summary

Spring Garden students showed growth in all academic areas last year.

Student Learning Strengths

The reading scores of Spring Garden students continue to show gains.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our masters levels have remained stagnant over the past 2 years in reading, math and writing. **Root Cause:** Students are not experiencing enough opportunities to show mastery thinking through their writing.

Problem Statement 2 (Prioritized): Data analysis shows growth in procedural understanding when working math problems but a continual struggle with computational difficulties. **Root Cause:** Students have gaps in their computational strategies and lack of mathematical fluency.

Problem Statement 3 (Prioritized): Data shows gaps in student comprehension of character changes when analyzing fictional texts. **Root Cause:** Students do not have enough authentic time reading fiction pieces that allow them to get to know the characters in the story.

School Processes & Programs

School Processes & Programs Summary

Spring Garden has an active PTA that supports our campus. There are clubs such as choir, running club, D&D club, and chess club that invite students to participate. The students of HEB ISD are 1 to 1 with technology. Spring Garden has a four house system that all members of the staff and students participate in.

School Processes & Programs Strengths

Spring Garden's greatest strength is the house system which provides a supportive unit for all students and staff. The recognition of positive contributions to our school are documented through our house points which are celebrated weekly. Students celebrate and are filled with intrinsic motivation to continue to work hard and support each other.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all students participate in extracurricular activities and evening events. **Root Cause:** Not all Spring Garden families participate in evening events for reasons such as lack of transportation, language barrier, or choosing not to come.

Perceptions

Perceptions Summary

The culture and climate at Spring Garden are at high levels when reviewing survey data. Staff, students, and families feel confidence in our school and its ability to support our community.

Perceptions Strengths

Students are happy and safe at Spring Garden.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Family and community members are filling out the survey at a lower percentage than we feel represents our population. **Root Cause:** Even with incentives for students that have a family complete the survey, families are still not completing the task.

Priority Problem Statements

Problem Statement 1: Our masters levels have remained stagnant over the past 2 years in reading, math and writing.

Root Cause 1: Students are not experiencing enough opportunities to show mastery thinking through their writing.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Not all students participate in extracurricular activities and evening events.

Root Cause 2: Not all Spring Garden families participate in evening events for reasons such as lack of transportation, language barrier, or choosing not to come.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Data analysis shows growth in procedural understanding when working math problems but a continual struggle with computational difficulties.

Root Cause 3: Students have gaps in their computational strategies and lack of mathematical fluency.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Data shows gaps in student comprehension of character changes when analyzing fictional texts.

Root Cause 4: Students do not have enough authentic time reading fiction pieces that allow them to get to know the characters in the story.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Priorities

Priority 1: Student Success





Goal 1: Throughout the 2024-2025 school year, all teachers and administrators will ensure that students engage in frequent, meaningful writing activities, 'a little a lot', to promote academic growth, encourage deeper thinking, and support the pursuit of mastery on the STAAR assessments by making their thought processes visible through writing.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Quality Indicator 1.1: Achieve Highest Academic Rating for the District

Evaluation Data Sources: STAAR Mastery Scores

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers will integrate short, frequent writing activities across all subjects to help students practice and refine their writing and thinking skills.</p> <p>Action's Expected Result/Impact: Daily writing will improve students ability to understand concepts at a mastery level.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Specialist</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Specialist - 211 - Title I, Part A - Instructional Specialist Salary - \$21,098</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Regular feedback will be given to teachers by administration, and students by teachers, encouraging self-reflection and revision, helping them deepen their understanding and to improve student writing.</p> <p>Action's Expected Result/Impact: Administration will coach teachers in processes that will enhance student learning opportunities and teachers will coach students as they become deep thinking writers.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: To engage families in cross-disciplinary writing, Spring Garden will host a family engagement night in September. During this event, all families will learn how writing tasks can be incorporated across different subject areas.</p> <p>Action's Expected Result/Impact: Family engagement opportunity that allows a transfer of writing processes from school to home.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Teachers</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Our masters levels have remained stagnant over the past 2 years in reading, math and writing. Root Cause: Students are not experiencing enough opportunities to show mastery thinking through their writing.</p>
School Processes & Programs
<p>Problem Statement 1: Not all students participate in extracurricular activities and evening events. Root Cause: Not all Spring Garden families participate in evening events for reasons such as lack of transportation, language barrier, or choosing not to come.</p>

Priority 1: Student Success

Goal 2: Throughout the 2024-2025 school year, 100% of 4th grade math students will focus on mathematical fluency skills multiple times a week to increase the percentage of computational problems solved correctly.





Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Quality Indicator 1.1: Achieve Highest Academic Rating for the District

Evaluation Data Sources: MAP Math Assessments, STAAR Assessment

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 2nd through 6th grade math teachers will meet to plan for alignment of mathematical fluency skills and practice used at Spring Garden.</p> <p>Action's Expected Result/Impact: Alignment of mathematical fluency in math instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional Specialist - 211 - Title I, Part A - Instructional Specialist Salary - \$21,098</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 2nd through 6th grade math interventionists will practice computations with a focus on mathematical fluency during small groups to develop math confidence in the students.</p> <p>Action's Expected Result/Impact: Math computation strength</p> <p>Staff Responsible for Monitoring: Math Teachers, Instructional Specialist, Math Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Part Time Interventionists - 211 - Title I, Part A - \$10,076</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: To engage families in math fluency practice, Spring Garden will host a family engagement night in October. During this event, all families will learn to have fun while incorporating math into games and activities that can be done at home.</p> <p>Action's Expected Result/Impact: Home/School connection with math fluency practice.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	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 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Data analysis shows growth in procedural understanding when working math problems but a continual struggle with computational difficulties. Root Cause: Students have gaps in their computational strategies and lack of mathematical fluency.</p>
School Processes & Programs
<p>Problem Statement 1: Not all students participate in extracurricular activities and evening events. Root Cause: Not all Spring Garden families participate in evening events for reasons such as lack of transportation, language barrier, or choosing not to come.</p>

Priority 1: Student Success

Goal 3: Throughout the 2024-2025 school year, 100% of fifth grade teachers will participate in a daily read aloud novel with a focus on how characters change over time.

Quality Indicator: Student Success: Academic Rating of the District

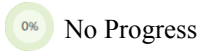
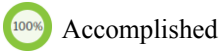
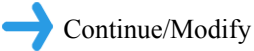

District Goal Alignment: Quality Indicator 1.1: Achieve Highest Academic Rating for the District

Evaluation Data Sources: Lesson Plans, Observation Walkthroughs, Student Survey,

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Second grade through sixth grade reading teachers will meet to discuss best practices and school alignment for read alouds used at Spring Garden.</p> <p>Action's Expected Result/Impact: Alignment of Read Aloud best practices.</p> <p>Staff Responsible for Monitoring: Reading Teachers, Instructional Specialist, Administration</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional Specialist - 211 - Title I, Part A - Instructional Specialist Salary - \$21,098</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 2nd through 6th grade reading interventionists will provide fluency support when reading with students during small groups to develop their comprehension skills.</p> <p>Action's Expected Result/Impact: Reading fluency and comprehension strength</p> <p>Staff Responsible for Monitoring: Reading Teachers, Instructional Specialist, Reading Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Part Time Interventionists - 211 - Title I, Part A - \$10,076.50</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: To engage families in at home reading alouds, Spring Garden will host a family engagement night in April called Play at the Park. During this event, all families will learn to add best practices when reading aloud to their child.</p> <p>Action's Expected Result/Impact: Strengthening read alouds at home to help the Home/School connection.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Administration, Teachers</p> <p>Title I: 2.4, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: Family Engagement - 211 - Title I, Part A - FE Allotment - \$2,200</p>	Formative		
	Nov	Feb	June

Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 3: Data shows gaps in student comprehension of character changes when analyzing fictional texts. Root Cause: Students do not have enough authentic time reading fiction pieces that allow them to get to know the characters in the story.</p>
School Processes & Programs
<p>Problem Statement 1: Not all students participate in extracurricular activities and evening events. Root Cause: Not all Spring Garden families participate in evening events for reasons such as lack of transportation, language barrier, or choosing not to come.</p>

Priority 1: Student Success

Goal 4: 100% of first grade teachers will use targeted instruction through whole group, small group, 1:1 and with interventionists for sound-letter relationships using Heggerty and focused phonemic awareness activities.

Quality Indicator: Student Success: Academic Rating of the District


District Goal Alignment: Quality Indicator 1.2B: 100% of K-2 students will meet EOY targets as defined by early reading assessment instruments.


Evaluation Data Sources: Lesson Plans, Observation Walkthroughs, PLC discussions

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Kindergarten through 2nd Grade reading teachers will participate in PLC meetings for the purpose of planning and instructional support.</p> <p>Action's Expected Result/Impact: Clarity of instructional planning</p> <p>Staff Responsible for Monitoring: Kinder, 1st, 2nd Grade Teachers, Instructional Specialist, Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Specialist - 211 - Title I, Part A - Instructional Specialist Salary - \$21,101</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Interventionists and classroom teachers will utilize phonemic awareness activities during centers, small group, and with interventionists to build foundational language skills.</p> <p>Action's Expected Result/Impact: Strength in foundation of literacy skills</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Specialist, Administration, Interventionist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Part Time Interventionists - 211 - Title I, Part A - \$10,076.50</p>	Formative		
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Priority 2: Employee Success

Description: The District will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Goal 1: The District will increase employee retention to meet or exceed the following percentages:

Teachers- 90%

Non-Teaching Professionals- 90%

Paraprofessionals- 80%

Auxiliary- 80%

Quality Indicator: Employee Success: Employee Engagement and Retention

Evaluation Data Sources: Retention Data

Priority 2: Employee Success

Description: The District will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Goal 2: The District will develop and implement a District Professional Development Plan to ensure ongoing and meaningful training and growth opportunities are consistently provided to 100% of employees.

Quality Indicator: Employee Success: Employee Engagement and Retention

Evaluation Data Sources: Professional Development (PD) Frameworks

Onboarding Documents

Training Agendas

PD Sign-in Sheets

PD Monitoring System

Priority 2: Employee Success

Description: The District will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Goal 3: The District will achieve and maintain a 95% quarterly average fill rate for all positions.

Quality Indicator: Employee Success: Employee Recruitment

Evaluation Data Sources: Quarterly Vacancy Reports (August, November, February, May)

Priority 3: Safety and Wellbeing

Description: The District will continuously monitor, update, and adjust all aspects of campus and District safety to support the mental, physical, and emotional wellbeing of students and staff.

Goal 1: All campuses will meet and maintain compliance with the TEA school safety standards.

Quality Indicator: Safety and Wellbeing: Texas School Safety Standards

Evaluation Data Sources: Texas School Safety Center Audits

Facility Safety Assessment

Facility Conditions Assessment

The District Emergency Operation Plan (EOP)

District Audit Reporting Tool

Priority 3: Safety and Wellbeing

Description: The District will continuously monitor, update, and adjust all aspects of campus and District safety to support the mental, physical, and emotional wellbeing of students and staff.

Goal 2: All campuses will conduct required safety drills as outlined in the Emergency Operations Plan (EOP).

Quality Indicator: Safety and Wellbeing: Texas School Safety Standards

Evaluation Data Sources: Texas School Safety Center Audits

The District Emergency Operation Plan (EOP)

District Audit Reporting Tool

Priority 3: Safety and Wellbeing

Description: The District will continuously monitor, update, and adjust all aspects of campus and District safety to support the mental, physical, and emotional wellbeing of students and staff.

Goal 3: All facility safety concerns will be documented and scheduled for repair within 72 hours.

Quality Indicator: Safety and Wellbeing: Texas School Safety Standards

Evaluation Data Sources: Maintenance and Operations Computerized Maintenance Management System (CMMS)

Facility Condition Assessment

Facility Safety Assessment

Priority 3: Safety and Wellbeing

Description: The District will continuously monitor, update, and adjust all aspects of campus and District safety to support the mental, physical, and emotional wellbeing of students and staff.

Goal 4: All students and staff will have access to ongoing preventative measures and interventions to support their physical, mental, and emotional wellbeing when necessary.

Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff

Evaluation Data Sources: Student/Employee Satisfaction Survey

Threat Assessment Team Data

Crisis Intervention Team Data

Number of "hits" on the District's Wellbeing website

Priority 3: Safety and Wellbeing

Description: The District will continuously monitor, update, and adjust all aspects of campus and District safety to support the mental, physical, and emotional wellbeing of students and staff.

Goal 5: All students will receive required health services as evidenced by state-mandated screenings, immunization compliance, and individualized healthcare plans for students with chronic health conditions within six weeks of enrollment.

Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff

Evaluation Data Sources: State Reports for annual screenings and immunizations
School clinic audits

Priority 3: Safety and Wellbeing

Description: The District will continuously monitor, update, and adjust all aspects of campus and District safety to support the mental, physical, and emotional wellbeing of students and staff.

Goal 6: The District will ensure that all employees experiencing physical or emotional health crises will have access to the necessary resources to support employee wellness within 48 hours of being reported.

Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff

Evaluation Data Sources: Number of "hits" on the District's Wellbeing website

Threat Assessment Team Data

Crisis Intervention Team Data

Priority 4: Effectiveness and Efficiency

Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.

Goal 1: 100% of campus and department leaders will systematically utilize a systems approach to continuous improvement.

Quality Indicator: Effectiveness and Efficiency: Continuous Improvement Approach to Performance Excellence

Evaluation Data Sources: Continuous Improvement Leadership Self-Assessment

Priority 4: Effectiveness and Efficiency

Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.

Goal 2: 100% of teachers will systematically utilize a systems approach to continuous improvement.

Quality Indicator: Effectiveness and Efficiency: Continuous Improvement Approach to Performance Excellence

Evaluation Data Sources: Continuous Improvement Teacher Self-Assessment

Priority 4: Effectiveness and Efficiency

Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.

Goal 3: 100% of support employees will systematically utilize a systems approach to continuous improvement.

Quality Indicator: Effectiveness and Efficiency: Continuous Improvement Approach to Performance Excellence

Evaluation Data Sources: Support Employee Self-Reflection Process

Priority 4: Effectiveness and Efficiency

Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.

Goal 4: Achieve the highest rating on the state financial accountability system.

Quality Indicator: Effectiveness and Efficiency: Efficient Use of District Resources

Evaluation Data Sources: Financial Integrity Rating System of Texas

Priority 4: Effectiveness and Efficiency

Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.

Goal 5: 100% of non-general operating funds are self-sustaining.

Quality Indicator: Effectiveness and Efficiency: Efficient Use of District Resources

Evaluation Data Sources: Annual Comprehensive Financial Report (Annual Audit)

Priority 4: Effectiveness and Efficiency

Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.

Goal 6: Maintain District-level student/teacher ratio greater than 16:1.

Evaluation Data Sources: Fall PEIMS submission

Priority 4: Effectiveness and Efficiency

Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.

Goal 7: Maintain a minimum of five months of operating expenditures in the general operating fund balance.

Quality Indicator: Effectiveness and Efficiency: Efficient Use of District Resources

Evaluation Data Sources: District financial data

Priority 4: Effectiveness and Efficiency

Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.

Goal 8: The Evaluation, Improvement, or Innovation Process will be completed and documented for 100% of projects and/or purchases according to process criteria.

Quality Indicator: Effectiveness and Efficiency: Evaluation, Improvement, and Innovation Processes

Evaluation Data Sources: Process Criteria: Evaluation of an Existing Program Process, Improvement of an Existing Program Process, or Innovation for New Programming
Documented Evaluation of an Existing Program Process, Improvement of an Existing Program Process, or Innovation for New Programming Process

Priority 4: Effectiveness and Efficiency

Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.

Goal 9: 100% of classroom teachers will demonstrate proficiency in using technology to design student-centered lessons.

Quality Indicator: Effectiveness and Efficiency: Efficient Use of Technology Resources

Evaluation Data Sources: Texas Teacher Evaluation and Support System (T-TESS) evaluation data from Domains 1.1 and 1.4

Mobile device management data, currently adopted Learning Management System (LMS), and Single Sign On (SSO) data.

T-TESS evaluation data from Domains 2.1, 2.2, and 2.4

LMS usage and interaction data

Priority 4: Effectiveness and Efficiency

Description: The District will establish and implement systemic (district-wide) and systematic (process-driven) procedures to align resources with its vision, mission, core values, priorities, and goals.

Goal 10: 100% of employees will complete annual security awareness training resulting in a 90% reduction in phishing simulation failures.

Quality Indicator: Effectiveness and Efficiency: Efficient Use of Technology Resources

Evaluation Data Sources: Security platform analytics

Priority 5: Family and Community Partnerships

Description: The District will grow and maintain family and community connections to support student and employee success.

Goal 1: 90% or more of survey respondents will assign the District a positive rating on the annual District Parent Survey.

Quality Indicator: Family and Community Partnerships: Stakeholder Satisfaction

Evaluation Data Sources: HEB ISD Parent Survey

Priority 5: Family and Community Partnerships

Description: The District will grow and maintain family and community connections to support student and employee success.

Goal 2: 90% or more of survey respondents will assign the District a positive rating on the annual District Staff Survey.

Quality Indicator: Family and Community Partnerships: Stakeholder Satisfaction

Evaluation Data Sources: HEB ISD Staff Survey

Priority 5: Family and Community Partnerships

Description: The District will grow and maintain family and community connections to support student and employee success.

Goal 3: 90% or more of survey respondents will assign the District a positive rating on the annual District Student Survey.

Quality Indicator: Family and Community Partnerships: Stakeholder Satisfaction

Evaluation Data Sources: HEB ISD Student Survey

Priority 5: Family and Community Partnerships

Description: The District will grow and maintain family and community connections to support student and employee success.

Goal 4: 90% or more of survey respondents will assign the District a positive rating on Community Partnership Surveys.

Quality Indicator: Family and Community Partnerships: Stakeholder Satisfaction

Evaluation Data Sources: HEB ISD Community Partnership Survey

Priority 5: Family and Community Partnerships

Description: The District will grow and maintain family and community connections to support student and employee success.

Goal 5: Maintain 8,000 or more active volunteers per year.

Quality Indicator: Family and Community Partnerships: Stakeholder Engagement

Evaluation Data Sources: Visitor Management System Volunteer Report

Priority 5: Family and Community Partnerships

Description: The District will grow and maintain family and community connections to support student and employee success.

Goal 6: Maintain 200 or more adopters per year.

Quality Indicator: Family and Community Partnerships: Stakeholder Engagement

Evaluation Data Sources: Adopter Report

Board-approved community donations report from the Business Operations Department

Priority 5: Family and Community Partnerships

Description: The District will grow and maintain family and community connections to support student and employee success.

Goal 7: 15% or more of campus student enrollment as of PEIMS Snapshot date will participate in the annual parent and community survey.

Quality Indicator: Family and Community Partnerships: Stakeholder Engagement

Evaluation Data Sources: Annual District survey using PEIMS Snapshot data

Priority 5: Family and Community Partnerships

Description: The District will grow and maintain family and community connections to support student and employee success.

Goal 8: Provide at least one District-wide family/community engagement event annually.

Quality Indicator: Family and Community Partnerships: Stakeholder Engagement

Evaluation Data Sources: Implementation plan and evaluation data for at least one District-wide event

Priority 5: Family and Community Partnerships

Description: The District will grow and maintain family and community connections to support student and employee success.

Goal 9: Maintain at least one "Campus Champion" adopter per school.

Quality Indicator: Family and Community Partnerships: Stakeholder Engagement

Evaluation Data Sources: Campus Champions Report

Priority 5: Family and Community Partnerships

Description: The District will grow and maintain family and community connections to support student and employee success.

Goal 10: Achieve annual social media footprint equivalent to 250 impressions per student snapshot enrollment.

Quality Indicator: Family and Community Partnerships: Stakeholder Engagement

Evaluation Data Sources: Social Media statistical data

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jaelyn Shaw	Instructional Specialist		1.0

Campus Funding Summary

211 - Title I, Part A					
Priority	Goal	Key Action	Resources Needed	Account Code	Amount
1	1	1	Instructional Specialist	Instructional Specialist Salary	\$21,098.00
1	2	1	Instructional Specialist	Instructional Specialist Salary	\$21,098.00
1	2	2	Part Time Interventionists		\$10,076.00
1	3	1	Instructional Specialist	Instructional Specialist Salary	\$21,098.00
1	3	2	Part Time Interventionists		\$10,076.50
1	3	3	Family Engagement	FE Allotment	\$2,200.00
1	4	1	Instructional Specialist	Instructional Specialist Salary	\$21,101.00
1	4	2	Part Time Interventionists		\$10,076.50
Sub-Total					\$116,824.00
Budgeted Fund Source Amount					\$116,824.00
+/- Difference					\$0.00
Grand Total Budgeted					\$116,824.00
Grand Total Spent					\$116,824.00
+/- Difference					\$0.00

HEB Independent School District
Stonegate Elementary
2024-2025 Campus Improvement Plan

Mission Statement

District Mission Statement:

Provide high-quality educational opportunities which promote *excellence* through innovative learning experiences to prepare students for success in an ever-changing world.

Stonegate Mission Statement:

We will create and promote a school environment that maintains high expectations in *Service, Character, Scholarship, Unity and Leadership*.

Vision

Empowering Today to Excel Tomorrow

Core Values

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success
Safety and Wellbeing
Effectiveness and Efficiency
Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stonegate Elementary is rich in diversity. We have a multitude of home languages and cultures. The home languages include, but are not limited to, Spanish, Arabic, French, Tongan, Farsi, Hindi, etc. This cultural environment provides students with the ability to interact on a global level, in the comfort of a school setting. This prior experience will give them an added advantage in school and later when they begin their job experience.

Our student population is approximately, ___490___. The composition of our students is:

Hispanic or Latino	37%	At Risk	27%
American Indian/Alaskan Native	0.4%	Economically Disadvantaged	69%
Asian	3%	Homeless	6%
Black	20%	LEP (Limited English Proficient)	13%
Pacific Islander/Hawaiian Native	3%	Dyslexia	5%
White	30%	504	5%
Two or More Races	7%	SPED	17%
Rtl	11%	GT (Gifted & Talented)	6%
Mobility Rate	48%		

Demographics Strengths

Our strengths are diversity of population, cultures, and languages. We earned 4 points in every TEA demographic group evaluated in RLA with the exception of Hispanic where we earned 3 points. (**This is data collected from the previous year's results*)

Student Learning

Student Learning Summary

The following addendums are attached in the Educational Operations Improvement Plans:

- District with Campuses STAAR and STAAR EOC Reports
- District TAPR Report
- District Performance Objectives Report for this school year

Student Learning Strengths

Strengths for Stonegate Elementary

- 5th Grade Science - highest in the district in Approaches/Meets/Masters
- 3rd - 6th Grade RLA STAAR Performance Results (All grade levels above 90% Approaches, 70% Meets, 35% Masters)
- 3rd - 6th Grade RLA STAAR Growth Results (All 80% or above)
- 3rd highest ranked elementary school in the district for STAAR performance

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The average ECR (Extended Constructed Response) score on STAAR performance for Grade 6 was a 5 with a total of 30 students scoring a 0 - 4. **Root Cause:** Instruction has primarily focused on comparing characters within a single story, limiting exposure to more complex analysis across multiple genres.

Problem Statement 2 (Prioritized): On average only 51% of Grade 5 students mastered fraction and decimal operations on benchmark and STAAR assessments. **Root Cause:** A deficit in the teacher's content knowledge affected the guided practice of fraction and decimal operations.

Problem Statement 3 (Prioritized): Students demonstrate significant gaps in solving multi-step problems in Grades 3 - 6, particularly those involving multiplication, division, and the interpretation of remainders on benchmark and STAAR assessments. **Root Cause:** Multiple opportunities to use the HEB problem solving strategies on multi-step problems were not provided.

School Processes & Programs

School Processes & Programs Summary

Stonegate Elementary has a multitude of systems of processes and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, campus discipline management system PK-6; identification of SPED, 504, GT, RtI/MTSS, campus communications to staff and parents

- Programs: Curriculum Previews, high quality professional development in technology and content areas, Counseling & Guidance, Mentoring, Culture and Climate, Social Clubs, Staff Wellness Program, etc.
- A wide variety of extra-curricular clubs and organizations that promote school involvement, such as, jogging club, chess club, student council, project green, safety patrol, and more

School Processes & Programs Strengths

Stallion Success (PLCs)

- Teachers meet with the Instructional Leadership Team in bi-weekly data meetings
- Observation and Feedback System to give teachers immediate feedback on instructional practices, student work sweeps, etc.

CHAMPS & Conscious Discipline

- school-wide behavior systems in place with visuals in all classrooms and common areas

Continuous Improvement

- Grows and Glows
- Pineapple Chart for teachers to visit and observe colleagues
- Newsletter exemplars with engagement strategies, videos, quick PD sessions

Buddy System

- mentors for new teachers and staff

- campus wide buddy

House System (5 Teams 1 Dream)

- promotes school community and relationship building

- focus on core values and point system to promote attendance, positive behavior and academic growth

Perceptions

Perceptions Summary

STE Staff Survey

- 100% I am proud of the quality of the services of my campus or department.
- 100% I understand how my job contributes to student achievement.
- 100% In my job, I use a systems approach to continuous improvement.
- 100% My campus principal or department supervisor provides effective leadership.
- 100% My campus administrative team or department supervisor values all employees, regardless of their gender, age, ethnicity, physical abilities or nationality.

Parent Survey Results

- 98% School leaders and staff are welcoming to families of all cultures.
- 94% There is at least one adult at school to whom my child can go to for help with a personal or school problem.
- 96% School staff members maintain open communication with parents.
- 87% The school has a discipline management plan that supports a safe and orderly environment.
- 96% Teachers and staff see me as a partner in my child's education.

Student Survey Results

- 62% I feel safe in this school.
- 82% I am treated with respect by administrators.
- 85% I am doing my best in school.
- 79% I am the person most responsible for what I learn.
- 78% Teachers challenge me to do better.

Perceptions Strengths

STE Staff Survey

- 100% I am proud of the quality of the services of my campus or department.
- 100% I understand how my job contributes to student achievement.
- 100% In my job, I use a systems approach to continuous improvement.
- 100% My campus principal or department supervisor provides effective leadership.

Parent Survey Results

- 98% School leaders and staff are welcoming to families of all cultures.

Priority Problem Statements

Problem Statement 1: The average ECR (Extended Constructed Response) score on STAAR performance for Grade 6 was a 5 with a total of 30 students scoring a 0 - 4.

Root Cause 1: Instruction has primarily focused on comparing characters within a single story, limiting exposure to more complex analysis across multiple genres.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: On average only 51% of Grade 5 students mastered fraction and decimal operations on benchmark and STAAR assessments.

Root Cause 2: A deficit in the teacher's content knowledge affected the guided practice of fraction and decimal operations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students demonstrate significant gaps in solving multi-step problems in Grades 3 - 6, particularly those involving multiplication, division, and the interpretation of remainders on benchmark and STAAR assessments.

Root Cause 3: Multiple opportunities to use the HEB problem solving strategies on multi-step problems were not provided.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Priorities

Priority 1: Student Success

Goal 1: By the end of the 2024-2025 school year, the 6th grade RLA teacher will increase the average extended constructed response (ECR) score to 6 or higher using data collected from bi-weekly scoring sessions with the campus instructional team on the 2025 STAAR Reading Assessment.

Quality Indicator: Student Success: Academic Rating of the District





District Goal Alignment: All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: RLA Interim Assessments
 Formative Classroom Assessments
 STAAR
 MAP

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers will include "Writing a little a lot" in lesson plans and include daily writing prompts to increase students' writing stamina a minimum of three days a week.</p> <p>Action's Expected Result/Impact: Students will have the stamina to write a detailed response to writing prompts</p> <p>Staff Responsible for Monitoring: 6th Grade Teacher Reading Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Teachers will bring an ECR sample for each student to bi-weekly PLCs to analyze and decide on instructional steps needed with the campus instructional team.</p> <p>Action's Expected Result/Impact: Exemplars will help increase percentage of students scores on their writing</p> <p>Staff Responsible for Monitoring: 6th Grade Teacher Reading Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Teachers will meet with students in writing conferences weekly to discuss student individual writing goals and to track progress in personal learning systems.</p> <p>Action's Expected Result/Impact: Teachers and the campus instructional team will meet with students on a bi-weekly schedule in writing conferences to discuss their individual writing goals and track progress in their personal learning systems.</p> <p>Staff Responsible for Monitoring: 6th Grade Teacher Reading Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Teachers will collaborate with the family engagement team during committee meetings to host Writing/Reading night on December 12.</p> <p>Action's Expected Result/Impact: Parent/Community partnership will support students overall results toward goal</p> <p>Staff Responsible for Monitoring: 6th Grade Teacher Reading Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The average ECR (Extended Constructed Response) score on STAAR performance for Grade 6 was a 5 with a total of 30 students scoring a 0 - 4. Root Cause: Instruction has primarily focused on comparing characters within a single story, limiting exposure to more complex analysis across multiple genres.</p>

Priority 1: Student Success

Goal 2: Our 5th grade math teacher will use the TEKS tracker to record formative and summative assessment results on fraction and decimal operations, and by the end of the 2024-2025 school year at least 60% of students will master this objective.





Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Math Interim Assessments
 Formative Classroom Assessments
 STAAR
 MAP

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Math teachers will use the TEKS Tracker to record formative assessments and unit tests weekly and share progress updates at bi-weekly PLC meetings. Data from the TEKS Tracker will be analyzed during PLCs to plan next steps for targeted intervention.</p> <p>Action's Expected Result/Impact: Students will perform well on mathematical operations, and growth and relative performance percentages will increase by at least 5% from previous STAAR results</p> <p>Staff Responsible for Monitoring: Grade 5 Math Teacher Math Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Math teachers will receive training from the math instructional specialist on strategies to teach fraction and decimal operations and will use Formative Feedback on a weekly basis.</p> <p>Action's Expected Result/Impact: Students will perform well on mathematical operations, and growth and relative performance percentages will increase by at least 5% from previous STAAR results</p> <p>Staff Responsible for Monitoring: Grade 5 Math Teacher Math Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Our campus instructional team will do work sweeps as a part of instructional rounds and to collect data on students' progress and help teachers with exemplars to use in their lessons each week.</p> <p>Action's Expected Result/Impact: Students will perform well on mathematical operations, and growth and relative performance percentages will increase by at least 5% from previous STAAR results</p> <p>Staff Responsible for Monitoring: Grade 5 Math Teacher Math Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Teachers will collaborate with the family engagement team during committee meetings to host Math night on October 23.</p> <p>Action's Expected Result/Impact: Building partnerships with parents will help students perform well on mathematical operations, and growth and relative performance percentages will increase by at least 5% from previous STAAR results</p> <p>Staff Responsible for Monitoring: Grade 5 Math Teacher Math Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 2: On average only 51% of Grade 5 students mastered fraction and decimal operations on benchmark and STAAR assessments. Root Cause: A deficit in the teacher's content knowledge affected the guided practice of fraction and decimal operations.</p>

Priority 1: Student Success





Goal 3: During the 24 - 25 school year, Grades 3 - 5 math teachers will use the problem solving strategies in the curriculum to vertically align strategies used on multi-step problems in their daily lessons.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Math Interim Assessments
 Formative Classroom Assessments
 STAAR
 MAP

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Grades 3- 5 teachers will meet in vertical teams at least twice a six weeks to review and plan aligned problem-solving strategies.</p> <p>Action's Expected Result/Impact: Students performance on TEKS solving multi-step problems will increase by 5% by EOY data</p> <p>Staff Responsible for Monitoring: Grades 3 - 5 Math Teachers Math Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Grades 3 - 5 teachers will use their TEKS tracker and have current data to report on TEKS with multi-step problems at bi-weekly Stallion Success PLCs.</p> <p>Action's Expected Result/Impact: Students performance on TEKS solving multi-step problems will increase by 5% by EOY data</p> <p>Staff Responsible for Monitoring: Grades 3 - 5 Math Teachers Math Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Grades 3 - 5 teachers will incorporate multi-step problems in their warm-ups, small group workshop or problem of the day at least twice a week.</p> <p>Action's Expected Result/Impact: Students performance on TEKS solving multi-step problems will increase by 5% by EOY data</p> <p>Staff Responsible for Monitoring: Grades 3 - 5 Math Teachers Math Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3 Problem Statements:

Student Learning

Problem Statement 3: Students demonstrate significant gaps in solving multi-step problems in Grades 3 - 6, particularly those involving multiplication, division, and the interpretation of remainders on benchmark and STAAR assessments. **Root Cause:** Multiple opportunities to use the HEB problem solving strategies on multi-step problems were not provided.

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandy Vermersch	Instructional Specialist		1.0
Christina Andrade	Instructional Specialist		.50

HEB Independent School District
Trinity Lakes at West Hurst
2024-2025 Campus Improvement Plan



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Values

Core Values:

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hispanic or Latino	24%
At Risk	36%
American Indian/Alaskan Native	0%
Economically Disadvantaged	64%
Asian	19%
Homeless	2%
Black	18%
LEP (Limited English Proficient)	23%
Pacific Islander/Hawaiian Native	1%
Dyslexia	7%
White	29%
504	3%
Two or More Races	9%
SPED	22%
Rtl	1%
GT (Gifted & Talented)	5%
Mobility Rate	7%

Student Learning

Student Learning Summary

Some students are growing, but the need for targeted intervention and intentional progress monitoring continues to show.

Student Learning Strengths

Meets

3rd Reading

4th Reading

4th Math

Masters

3rd Reading

4th Reading

5th Reading

Overall Growth

4th Reading

5th Reading

BAS

Kinder

DIBELS

Kinder

1st Grade

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 2023-2024, the 2nd Grade EOY data showed that only 60% of the students met the EOY benchmark for DIBELS. **Root Cause:** Students need more explicit instruction in manipulating phonemes because it directly effects fluent word recognition and reading.

Problem Statement 2 (Prioritized): In 2023-2024, 4th Grade Math STAAR data reflected a growth score of 55. **Root Cause:** Students need more explicit instruction in solving multi-step word problems because it directly affects their ability to successfully solve problems involving multiple operations.

Problem Statement 3 (Prioritized): In 2023-2024, 5th Grade Math STAAR data reflected an Academic Growth Score of 27. **Root Cause:** Students need more explicit instruction in finding equivalences in wholes/mixed numbers/fractions/decimals because it directly affects their ability to successfully solve problems involving mixed types of rational numbers.

Problem Statement 4 (Prioritized): In 2023-2024, 5th Grade Science STAAR data reflected 54 Approaches/18 Meets/4 Masters. **Root Cause:** Students need more explicit instruction on interpreting and analyzing data and graphics including opportunities to write to explain. ***TLE had three long-term subs in 5th Math/Science throughout the 2023-2024 school year in the same classroom; 45 App /7 Meets/0 Masters - Subs

School Processes & Programs

School Processes & Programs Summary

- Extra-curricular clubs: Ensemble, Choir, Lego - Promotes Social Skills, Art, Musical, 6th Grade Jobs
- Campus newsletters for staff and parents, services for students in all programs: SPED, 504, Advanced Academics

School Processes & Programs Strengths

Processes

Campus Discipline Plan

Campus Feedback for Systems

Implementation of CARE Room

Continuous Improvement Processes

Onboarding Pathways for New Staff

SST and IST Meetings Consistently to Identify Students in Need of Additional Support

Programs

Fine Arts Campus - 2 Art, 2 Music, 1 Theatre Teacher - PK-6 Students Have Access

Advanced Academics

Supporting SEL: Counseling and Guidance

Perceptions

Perceptions Summary

Parent Survey Results

-

Staff Survey Results

Priority Problem Statements

Problem Statement 1: In 2023-2024, the 2nd Grade EOY data showed that only 60% of the students met the EOY benchmark for DIBELS.

Root Cause 1: Students need more explicit instruction in manipulating phonemes because it directly effects fluent word recognition and reading.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In 2023-2024, 4th Grade Math STAAR data reflected a growth score of 55.

Root Cause 2: Students need more explicit instruction in solving multi-step word problems because it directly affects their ability to successfully solve problems involving multiple operations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In 2023-2024, 5th Grade Math STAAR data reflected an Academic Growth Score of 27.

Root Cause 3: Students need more explicit instruction in finding equivalences in wholes/mixed numbers/fractions/decimals because it directly affects their ability to successfully solve problems involving mixed types of rational numbers.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 2023-2024, 5th Grade Science STAAR data reflected 54 Approaches/18 Meets/4 Masters.

Root Cause 4: Students need more explicit instruction on interpreting and analyzing data and graphics including opportunities to write to explain. ***TLE had three long-term subs in 5th Math/Science throughout the 2023-2024 school year in the same classroom; 45 App /7 Meets/0 Masters - Subs

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Priorities

Priority 1: Student Success

Goal 1: During the 2024-2025 school year, 2nd grade students will receive explicit instruction on manipulating phonemes in order to read words fluently as measured by all students showing growth from BOY to EOY on DIBELS as measured by NWF, WRF and ORF assessment measures.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.





Evaluation Data Sources: Student Data Cards - Measuring Growth and Progress, BOY DIBELS, MOY DIBELS, EOY DIBELS, Progress Monitoring in Amplify

High Priority

HB3 Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Trinity Lakes Elementary will host a reading family engagement event that includes a take home component with a focus on manipulating phonemes for K-2 parents/families by the end of March 2025.</p> <p>Action's Expected Result/Impact: Families will receive support on how to support their child at home with reading.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 100% of K-2 teachers will participate in professional development during campus IPD and vertical teaming with the IS/LAC team to review explicit phonemic awareness strategies to support manipulating phonemes in October 2024 and February 2025.</p> <p>Action's Expected Result/Impact: Teachers will have the strategies to teach explicit phonics lessons with a focus on manipulating phonemes.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: K-2 teachers will implement targeted Heggerty lessons daily as measured by classroom observations and lesson plan documentation.</p> <p>Action's Expected Result/Impact: Students will internalize and apply the strategies taught during Heggerty lessons with an explicit focus on complex patterns and irregular words during intervention and guided reading.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: K-2 teachers will utilize the district progress monitoring framework with all students to measure progress and growth as measured by Amplify progress monitoring data and data collection.</p> <p>Action's Expected Result/Impact: Increase in student skill levels and targeted intervention groups.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 5 Details	Formative Reviews		
<p>Key Action 5: TLE principal will attend at least one District ELAR Professional Development Meeting as measured by sign-in sheet documentation.</p> <p>Action's Expected Result/Impact: TLE principal will grow instructional knowledge, so that she can support overall campus growth in ELAR and provide crucial feedback to the District ELAR Department.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	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 1 Problem Statements:

Student Learning
<p>Problem Statement 1: In 2023-2024, the 2nd Grade EOY data showed that only 60% of the students met the EOY benchmark for DIBELS. Root Cause: Students need more explicit instruction in manipulating phonemes because it directly effects fluent word recognition and reading.</p>

Priority 1: Student Success

Goal 2: Throughout the 2024-2025 school year, TLE 5th grade math teachers will follow the district Math curriculum and utilize progress monitoring practices, so that students in 5th grade math will demonstrate a growth score of at least 70 (Growth Score: 55 in 23-24) or higher on STAAR Math.





Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: Math MAP, STAAR Math, Student Data Cards - Measuring Growth and Progress, Targeted Intervention Plans, CFA Assessments

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of G3-6 Math teachers will utilize the HEB Math RTI curriculum resources as a progress monitoring component to provide targeted intervention and create small groups based on low TEKS performance as measured by progress monitoring data, classroom observations and data collection.</p> <p>Action's Expected Result/Impact: Teachers will be able to close achievement gaps and increase overall growth by targeting specific TEKS skills in small groups.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: TLE will host a family Math Night in October 2024 to provide families with activities for practicing math skills at home.</p> <p>Action's Expected Result/Impact: Parents/families will leave the family engagement event with strategies for interacting with a variety of math concepts to support their child(ren) at home.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Throughout the 2024-2025 school year, GR3-6 Math teachers will participate in Planning PLCs, Observation/Feedback, and Instructional Planning Days (December 2024 & April 2025) with the Instructional Leadership Team.</p> <p>Action's Expected Result/Impact: Teachers will receive support on instructional practices to monitor students' understanding of word problems using the campus problem-solving strategy.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: TLE principal will attend at least one District Math Professional Development Meeting as measured by sign-in sheet documentation.</p> <p>Action's Expected Result/Impact: TLE principal will grow instructional knowledge, so that she can support overall campus growth in Math and provide crucial feedback to the District Math Department.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2 Problem Statements:

Student Learning

Problem Statement 2: In 2023-2024, 4th Grade Math STAAR data reflected a growth score of 55. **Root Cause:** Students need more explicit instruction in solving multi-step word problems because it directly affects their ability to successfully solve problems involving multiple operations.

Problem Statement 3: In 2023-2024, 5th Grade Math STAAR data reflected an Academic Growth Score of 27. **Root Cause:** Students need more explicit instruction in finding equivalences in wholes/mixed numbers/fractions/decimals because it directly affects their ability to successfully solve problems involving mixed types of rational numbers.

Priority 1: Student Success

Goal 3: Throughout the 2024-2025 school year, the TLE 6th grade math teacher will follow the district Math curriculum and utilize progress monitoring practices, so that students in 6th grade math will demonstrate a growth score of at least 50 (Growth Score: 27 in 23-24) or higher on STAAR Math.





Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: Math MAP, STAAR Math, Student Data Cards - Measuring Growth and Progress, Targeted Intervention Plans, CFA Assessments

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of G3-6 Math teachers will utilize the HEB Math RTI curriculum resources as a progress monitoring component to provide targeted intervention and create small groups based on low TEKS performance as measured by progress monitoring data, classroom observations and data collection.</p> <p>Action's Expected Result/Impact: Teachers will be able to close achievement gaps and increase overall growth by targeting specific TEKS skills in small groups.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: TLE will host a family Math Night in October 2024 to provide families with activities for practicing math skills at home.</p> <p>Action's Expected Result/Impact: Parents/families will leave the family engagement event with strategies for interacting with a variety of math concepts to support their child(ren) at home.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Throughout the 2024-2025 school year, GR3-6 Math teachers will participate in Planning PLCs, Observation/Feedback, and Instructional Planning Days (December 2024 & April 2025) with the Instructional Leadership Team.</p> <p>Action's Expected Result/Impact: Teachers will receive support on instructional practices to monitor students' understanding of word problems using the campus problem-solving strategy.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: TLE principal will attend at least one District Math Professional Development Meeting as measured by sign-in sheet documentation.</p> <p>Action's Expected Result/Impact: TLE principal will grow instructional knowledge, so that she can support overall campus growth in Math and provide crucial feedback to the District Math Department.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3 Problem Statements:

Student Learning

Problem Statement 2: In 2023-2024, 4th Grade Math STAAR data reflected a growth score of 55. **Root Cause:** Students need more explicit instruction in solving multi-step word problems because it directly affects their ability to successfully solve problems involving multiple operations.

Problem Statement 3: In 2023-2024, 5th Grade Math STAAR data reflected an Academic Growth Score of 27. **Root Cause:** Students need more explicit instruction in finding equivalences in wholes/mixed numbers/fractions/decimals because it directly affects their ability to successfully solve problems involving mixed types of rational numbers.

Priority 1: Student Success

Goal 4: Throughout the 2024-2025 school year, once per science lesson (TEKS Specific), 5th grade science teachers will incorporate at least one opportunity for students to interpret and analyze data and graphics, including one opportunity to write to explain, as measured by lesson plan documentation, classroom observations and/or data collection.

Quality Indicator: Student Success: Academic Rating of the District





District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR). Goal 3: The District and all campuses will earn all applicable distinctions as defined by the state accountability system.

Evaluation Data Sources: Science CFAs, Science Vertical PLCs, Science Interims, Science STAAR, Student Data Cards - Measuring Growth and Progress

High Priority

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: By the end of February 2025, Trinity Lakes Elementary will host a Science Fair and STEM Night including a take home component that supports analyzing data and graphics for parents/families as measured by the sign-in sheet and agenda listing the take home component.</p> <p>Action's Expected Result/Impact: Parents/families will leave the family engagement event with strategies for interacting with a variety of math concepts to support their child(ren) at home.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: GR3-6 Science teachers will administer all CFAs and create targeted intervention plans as measured by lesson plan documentation, classroom observations, and data collection.</p> <p>Action's Expected Result/Impact: Teachers will be able to close achievement gaps and increase overall growth by targeting specific TEKS skills in small groups.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: TLE principal will attend at least two District Science Professional Development Meetings as measured by sign-in sheet documentation. TLE principal will also participate in at least one Science Achievement SWOT Analysis opportunity as measured by sign-in sheet documentation.</p> <p>Action's Expected Result/Impact: TLE principal will grow instructional knowledge, so that she can support overall campus growth in Science and provide crucial feedback to the District Science Department.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: GR3-6 Science PLC Members will utilize prior learning TEKS at least twice a six weeks to incorporate one or more opportunities for students to interpret and analyze data and graphics, including one opportunity to write to explain, as measured by lesson plan documentation, classroom observations and/or data collection.</p> <p>Action's Expected Result/Impact: Teachers will be able to close achievement gaps and increase overall growth by targeting specific TEKS skills.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June

Key Action 5 Details	Formative Reviews		
<p>Key Action 5: 5th grade teachers will utilize a Science Problem of the Day each day to incorporate prior learning TEKS as measured by lesson plan documentation, classroom observations and/or data collection.</p> <p>Action's Expected Result/Impact: Teachers will be able to close achievement gaps and increase overall growth by targeting specific TEKS skills.</p> <p>Staff Responsible for Monitoring: Teachers Admin IS/LAC Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	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 4 Problem Statements:

Student Learning
<p>Problem Statement 4: In 2023-2024, 5th Grade Science STAAR data reflected 54 Approaches/18 Meets/4 Masters. Root Cause: Students need more explicit instruction on interpreting and analyzing data and graphics including opportunities to write to explain. ***TLE had three long-term subs in 5th Math/Science throughout the 2023-2024 school year in the same classroom; 45 App /7 Meets/0 Masters - Subs</p>

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelly Constantine	Instructional Specialist		.60
Teri Fuller	Instructional Specialist		1.0

HEB Independent School District
Viridian Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Values

Core Values:

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency
Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Viridian Elementary's total enrollment is 833 students (7 over projection). 17% (+2%) Hispanic, 39% (+5%) Asian, 15% (-1%) Black and 21%(-2%) White. The campus mobility rate is 2.96% (-4.17%). The percentage of students in special programs is EB 25.60% (-0.5%), At-Risk 29.50% (-0.7%), Economically Disadvantaged 20% (-4.7%), LEP 21.1% (-4.3%), GT 9.5% (+2.1%) and Special Education 7.2% (-1.5%).

At Viridian Elementary, students are enrolled in a variety of Schools of Choice programs including Tuition Based PK, Suzuki Strings, Spanish Immersion, and World Languages (Arabic and Mandarin Chinese).

Demographics Strengths

Our student population is very diverse, giving students the opportunity to learn from and to know many different cultures.

There are a variety of programs offered at Viridian.

Student Learning

Student Learning Summary

Kn BAS: 2023: 75% 2024: 88% **+13**

1st BAS: 2023: 67% 2024: **69%** **+2**

2nd BAS: 2023: 75% 2024: 75% (NC)

Kn DIBELS: 2023: 90% 2024: 92% **+2%**

1st DIBELS: 2023: 96% 2024: 90% **-6%**

2nd DIBELS: 2023: 80% 2024: 89% **+9%**

3rd STAAR Reading:

Approaches: 2023: 94% 2024: 91% **-3%**

Meets: 2023: 78% 2024: 73% **-5%**

Masters: 2023: 44% 2024: **44%** (NC)

3rd STAAR Math:

Approaches: 2023: 89% 2024: 89% (NC)

Meets: 2023: 75% 2024: 72% **-3%**

Masters: 2023: 42% 2024: **31%** **-11%**

4th STAAR Reading:

Approaches: 2023: 98% 2024: 95% **-3%**

Meets: 2023: 87% 2024: 88% **+1%**

Masters: 2023: 64% 2024: 61% **-3%**

4th STAAR Math:

Approaches: 2023: 95% 2024: 88% **-7%**

Meets: 2023: 88% 2024: 75% **-13%**

Masters: 2023: 60% 2024: 46% **-14%**

5th STAAR Reading:

Approaches: 2023: 93% 2024: 94% **+1%**

Meets: 2023: 83% 2024: 81% **-2%**

Masters: 2023: 60% 2024: 62% **+2%**

5th STAAR Math:

Approaches: 2023: 94% 2024: 89% **-5%**

Meets: 2023: 80% 2024: 75% **-5%**

Masters: 2023: 42% 2024: **46%** **+4%**

5th STAAR Science:

Approaches: 2023: 86% 2024: 85% **-1%**

Meets: 2023: 60% 2024: **54%** **-6%**

Masters: 2023: 33% 2024: **24%** **-9%**

6th STAAR Reading:

Approaches: 2023: 95% 2024: 98% **+3%**

Meets: 2023: 86% 2024: 92% **+6%**

Masters: 2023: 53% 2024: 65% **+12%**

6th STAAR Math:

Approaches: 2023: 97% 2024: 97% (NC)

Meets: 2023: 81% 2024: 78% **-3%**

Masters: 2023: 66% 2024: **37% -29%**

TELPAS: Progress Rate increased from 64% to 74%. **+10%**

Student Learning Strengths

The gains are listed above in green.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 5th Grade Science Meets (54%) and Masters (24%) STAAR Scores both declined and students are performing below expectations for the Viridian student population. **Root Cause:** 5th Grade Science teachers were not sufficiently reviewing 3rd & 4th grade TEKS that could be tested on STAAR. We lost our science lab due to overcrowding; therefore, the science teachers conducted even fewer hands-on labs. Students lack the science vocabulary to perform at the masters level.

Problem Statement 2 (Prioritized): 3rd Grade Math Masters (31%) STAAR Scores had another double-digit decline this school year. **Root Cause:** Teachers were not teaching strategies and methods for whole number computations in order for students to solve problems with efficiency and accuracy. Students made more errors when solving two-step problems involving addition and subtraction.

Problem Statement 3 (Prioritized): 1st Grade EOY BAS Scores were 69% **Root Cause:** 1st Grade MOY BAS Scores were at 69% and they were still at 69% at the end of the year. Students were not consistently receiving high quality guided reading instruction.

School Processes & Programs

School Processes & Programs Summary

Viridian Elementary has a multitude of systems, processes, and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, PK-6 Campus Discipline Management System; Identification of SPED, 504, GT, RtI/MTSS, and Campus Communications to Staff and Parents.

- Programs: Instructional Improvement PD, Instructional Planning PD, Grade Level and Vertical Planning, Third Grade LTEP Reading and Math Planning PLC's, Sixth Grade LTEP Science Planning PLC's, Grade Level and Department PLC's, Advanced Academics, Schools of Choice, Gr. 1-6 World Languages (Mandarin Chinese and Arabic), Gr. 1-6 Spanish Immersion, K-6 Suzuki Strings, Gr. 4-6 HB 1416 Tutoring, High Quality Professional Development in Technology and Content Areas, Counseling & Guidance, Social Worker, Extended School Day, Art Helpers, Talent Show, Musicals and Concerts, Festival of Cultures, and more.
- A wide variety of extra-curricular clubs and organizations that promote school involvement, such as, running club, beach club, student council, honor orchestra, Gr. 5 & 6 Viper choir, honor choir, whiz quiz, coding club, safety patrol, flag team, and more.

School Processes & Programs Strengths

School processes and programs have proven to be effective. Student achievement, growth, and progress are increasing in many areas even with the increase of rigor in testing.

Perceptions

Perceptions Summary

2023-2024 Survey results indicated the following results:

96% (+2%) of parents agree that their child is safe at school.

92% (-3) of parents agree they feel welcomed at school.

79% (+1%) of parents agree their child has shown exceptional academic growth this school year.

82% (+4) of parents agree that the school has a discipline management plan that supports and safe and orderly environment.

Perceptions Strengths

96% (+2%) of parents agree that their child is safe at school.

92% (-3) of parents agree they feel welcomed at school.

79% (+1%) of parents agree their child has shown exceptional academic growth this school year.

82% (+4) of parents agree that the school has a discipline management plan that supports and safe and orderly environment.

Priority Problem Statements

Problem Statement 1: 5th Grade Science Meets (54%) and Masters (24%) STAAR Scores both declined and students are performing below expectations for the Viridian student population.

Root Cause 1: 5th Grade Science teachers were not sufficiently reviewing 3rd & 4th grade TEKS that could be tested on STAAR. We lost our science lab due to overcrowding; therefore, the science teachers conducted even fewer hands-on labs. Students lack the science vocabulary to perform at the masters level.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 3rd Grade Math Masters (31%) STAAR Scores had another double-digit decline this school year.

Root Cause 2: Teachers were not teaching strategies and methods for whole number computations in order for students to solve problems with efficiency and accuracy. Students made more errors when solving two-step problems involving addition and subtraction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 1st Grade EOY BAS Scores were 69%

Root Cause 3: 1st Grade MOY BAS Scores were at 69% and they were still at 69% at the end of the year. Students were not consistently receiving high quality guided reading instruction.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Priorities

Revised/Approved: September 22, 2024

Priority 1: Student Success





Goal 1: During the 2024-2025 school year, the fifth grade science teachers will conduct hands-on labs at least one time per unit to increase science vocabulary and mastery of TEKS 5.13 (A) as measured by lesson plans, classroom observations, and LTEP student work sweeps.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Gr. 5 Science CFA's, Gr. 5 Science DBA, Gr. 5 Science STAAR, Texas Academic Performance Report

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: T-TESS Observations, Walk-thru's, Instructional Rounds, and LTEP Student Work Sweeps will be used to monitor the implementation of science labs at least one time per unit.</p> <p>Action's Expected Result/Impact: Teachers will follow through with science labs provided by the HEB ISD Curriculum; therefore, students will have increased hands-on experiences that will help them make real world connections and increase their science vocabulary.</p> <p>Staff Responsible for Monitoring: Gr. 5 Science Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Fifth grade science teachers will send Google Calendar invitations to administration to inform them when hands-on science labs occur.</p> <p>Action's Expected Result/Impact: Teachers will follow through with science labs provided by the HEB ISD Curriculum; therefore, students will have increased hands-on experiences that will help them make real world connections and increase their science vocabulary.</p> <p>Staff Responsible for Monitoring: Gr. 5 Science Teachers, Administrators</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Progress on TEKS 5.13 (A) will be monitored and assessed using the District Science Assessment Calendar, LTEP Data Tracker, Bi-weekly LTEP Planning PLC's, Exit Tickets, and Data Analysis PLC's.</p> <p>Action's Expected Result/Impact: Teachers will know when this TEKS needs to be reviewed again and/or taught in a different way in order for students to master it.</p> <p>Staff Responsible for Monitoring: Gr. 5 Science Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	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 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 5th Grade Science Meets (54%) and Masters (24%) STAAR Scores both declined and students are performing below expectations for the Viridian student population. Root Cause: 5th Grade Science teachers were not sufficiently reviewing 3rd & 4th grade TEKS that could be tested on STAAR. We lost our science lab due to overcrowding; therefore, the science teachers conducted even fewer hands-on labs. Students lack the science vocabulary to perform at the masters level.</p>

Priority 1: Student Success





Goal 2: During the 2024-2025 school year, third grade math teachers will participate in bi-weekly LTEP planning PLC's in order to unpack the student expectation, create know/show charts, analyze STAAR released questions, and create exemplar exit tickets in order to increase mastery of the math TEKS as measured by the LTEP Action Tracker, lesson plans, classroom observations, and LTEP student work sweeps.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: LTEP Action Tracker, Gr. 3 Math Exit Tickets, Gr. 3 Math Unit Tests, Gr. 3 Math Interim Assessments, Gr. 3 Math MAP Assessment, Gr. 3 Math STAAR, Texas Academic Performance Report

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Gr. 3 Math teachers will incorporate at least one quick check strategy from Lead4ward per week. The strategy will be documented in lesson plans.</p> <p>Action's Expected Result/Impact: Students will have a variety of learning opportunities that both motivate them and challenge their thinking.</p> <p>Staff Responsible for Monitoring: Gr. 3 Math Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Gr. 3 Math teachers will incorporate at least one think it up strategy coupled with thinking stems from Lead4ward per week. The strategy will be documented in lesson plans.</p> <p>Action's Expected Result/Impact: Students will have a variety of learning opportunities that both motivate them and challenge their thinking.</p> <p>Staff Responsible for Monitoring: Gr. 3 Math Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: By September 26, instructional strategies presented at the Lead4ward spring training will be shared with Third Grade Math teachers to support students thinking about STAAR questions. These strategies will support students' comprehension through collaborative work and self-correction, justifying answers, and thinking about errors and mistakes.</p> <p>Action's Expected Result/Impact: This training and the resources provided will support the third grade teachers in knowing how to support students' thinking about STAAR questions.</p> <p>Staff Responsible for Monitoring: Gr. 3 Math Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: Progress on TEKS 3.5(A) will be monitored and assessed using the District Math Assessment Calendar, LTEP Data Tracker, LTEP Exit Tickets, and Data Analysis PLC's.</p> <p>Action's Expected Result/Impact: Teachers will know when this TEKS needs to be reviewed again and/or taught in a different way in order for students to master it.</p> <p>Staff Responsible for Monitoring: Gr. 3 Math Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: T-TESS Observations, Walk-thru's, Instructional Rounds, and LTEP Student Work Sweeps will be used to monitor the implementation of formative feedback, quick check strategies, think it up strategies, and other strategies to support student thinking at least one time per unit.</p> <p>Action's Expected Result/Impact: Gr. 3 Math Teachers will receive more frequent feedback as it relates to implementing formative feedback, quick check strategies, think it up strategies, and other strategies to support student thinking.</p> <p>Staff Responsible for Monitoring: Gr. 3 Math Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 3rd Grade Math Masters (31%) STAAR Scores had another double-digit decline this school year. Root Cause: Teachers were not teaching strategies and methods for whole number computations in order for students to solve problems with efficiency and accuracy. Students made more errors when solving two-step problems involving addition and subtraction.</p>

Priority 1: Student Success

Goal 3: During the 2024-2025 school year, first grade teachers will provide high quality guided reading instruction on a daily basis to increase progress on the BAS Assessment as measured by lesson plans, classroom observations, and instructional rounds.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: Gr. 1 Progress Monitoring data, Gr. 1 BAS Assessment

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: First grade teachers will have the opportunity to observe at least one master K-2 reading teacher to learn effective guided reading strategies within the first six weeks.</p> <p>Action's Expected Result/Impact: First grade teachers new to the school or district and/or first grade teachers who have struggled in the past with implementing high quality guiding reading instruction will benefit from seeing model teachers implement guided reading.</p> <p>Staff Responsible for Monitoring: Gr. 1 Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: First grade teachers will provide their schedule of guided reading groups within the first six weeks, including times, so that administrators and academic coaches can frequently observe and give immediate feedback.</p> <p>Action's Expected Result/Impact: First grade teachers will make the implementation of guided reading groups a priority and academic coaches/administrators will have more knowledge and awareness of guided reading implementation. In addition, first grade teachers will receive more frequent, high-quality feedback.</p> <p>Staff Responsible for Monitoring: Gr. 1 Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: T-TESS Observations, Walk-thru's, and Instructional Rounds will be used to monitor the implementation of high quality guided reading instruction at least one time per six weeks.</p> <p>Action's Expected Result/Impact: First grade teachers will make the implementation of guided reading groups a priority and academic coaches/administrators will have more knowledge and awareness of guided reading implementation. In addition, first grade teachers will receive more frequent, high-quality feedback.</p> <p>Staff Responsible for Monitoring: Gr. 1 Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
<p>Key Action 4: The leadership team will conduct progress monitoring check in's at least one time per six weeks with first grade teachers. Progress on BAS / Progress Monitoring will be analyzed and discussed with each first grade teacher by their supervisor at least two times per semester.</p> <p>Action's Expected Result/Impact: First grade teachers will make the implementation of guided reading groups a priority and academic coaches/administrators will have more knowledge and awareness of guided reading implementation and student progress. In addition, first grade teachers will receive more frequent, high-quality feedback.</p> <p>Staff Responsible for Monitoring: Gr. 1 Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
Key Action 5 Details	Formative Reviews		
<p>Key Action 5: First grade teachers will provide more frequent guided reading opportunities during every week to intensive and strategic tiered students. Guided reading will be provided during STRIPE time and during station rotation time.</p> <p>Action's Expected Result/Impact: First grade teachers will make the implementation of guided reading groups a priority and academic coaches/administrators will have more knowledge and awareness of guided reading implementation. Students will receive guided reading instruction more frequently.</p> <p>Staff Responsible for Monitoring: Gr. 1 Teachers, Teacher Instructional Coach, Language Acquisition Coach, Administrators</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 3: 1st Grade EOY BAS Scores were 69% Root Cause: 1st Grade MOY BAS Scores were at 69% and they were still at 69% at the end of the year. Students were not consistently receiving high quality guided reading instruction.</p>

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District
Wilshire Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Wilshire will offer a safe, healthy, nurturing learning environment where all students will show academic growth.

Vision

Empowering Today to Excel Tomorrow

Wilshire Vision: Wilshire Will Excel

Core Values

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities:

Student Success

Employee Success
Safety and Wellbeing
Effectiveness and Efficiency
Family and Community Partnership

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilshire Elementary total enrollment is 636 students.

Hispanic or Latino	24%	At Risk	37.8%
American Indian/Alaskan Native	1%	Economically Disadvantaged	64%
Asian	17%	Homeless	1.5%
Black	26%	LEP (Limited English Proficient)	26.6%
Pacific Islander/Hawaiian Native	4%	Dyslexia	5.1%
White	23%	504	4.8%
Two or More Races	5%	SPED	18.7%
		GT (Gifted & Talented)	4.6%
Mobility Rate	7.58%		

Demographics Strengths

- 82% Meets in 3rd grade Reading for our white population
- 83% Meets in 3rd grade Math for our Asian population and 88% white.
- 3rd grade Masters scored 67% of Asian population in math and 50% Masters in Reading.
- 79% of 4th grade AA population scored Meets in Math
- Two or more races scored 80% Meets in 4th grade Reading
- 73% of Hispanic population scored Meets in 4th grade math
- 94% of AA population scored Meets and 50% scored masters on 5th grade Reading
- 94% of AA population scored Meets on 5th grade STAAR

Student Learning

Student Learning Summary

- The following addendums are attached in the Educational Operations Improvement Plans:
 - District with Campuses STAAR and STAAR EOC Reports
 - District TAPR Report
 - District Performance Objectives Report for this school year

Student Learning Strengths

Our Asian population is making growth in all subjects and grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): K-2 reading comprehension is declining. **Root Cause:** K-2 reading comprehension is declining due to a lack of consistency in scaffolding higher level questions and filtering in academic vocabulary to increase comprehension.

Problem Statement 2 (Prioritized): Students in grades 3-6 struggle with analyzing paired passages. **Root Cause:** Teachers in grades 3-6 face difficulties teaching paired passages because the curriculum often lacks sufficient opportunities for in-depth instruction, making it challenging to guide students in connecting personal experiences, ideas, and other texts while preserving the meaning of the passages.

Problem Statement 3 (Prioritized): Students in grades 3-6 struggle with choosing the correct operation when solving a multi-step word problems. **Root Cause:** Teachers in grades 3-6 identified a lack of daily multi-step word problem practice that focuses on key vocabulary, interpreting action words, and selecting the appropriate mathematical operation as a challenge in helping students solve multi-step word problems.

School Processes & Programs

School Processes & Programs Summary

Our campus has a multitude of systems of processes and procedures in place to enhance the student learning environment, such as, but not limited to, Continuous Improvement, campus discipline management system PK-12; identification of SPED, 504, GT, RtI/MTSS, campus communications to staff and parents

- Programs: Curriculum Previews, Advanced Placement, IB (International Baccalaureate at both high schools, Schools of Choice, Suzuki Strings, Orchestra, STEM, High School Show Choirs, high quality professional development in technology and content areas, Counseling & Guidance, Social Workers, etc.
- A wide variety of extra-curricular clubs and organizations that promote school involvement, such as, jogging club, chess club, robotics club, student council, national honor society

School Processes & Programs Strengths

Processes:

- Continuous Improvement
- Campus Discipline Plan
- CHAMPS/Conscious Discipline

Programs:

- AP/IB
- School of Choice
- Counseling & Guidance

Perceptions

Perceptions Summary

Overall students, parents, and staff feel there is a discipline plan in place to support their safety. They feel the staff cares about their students and pushes them on their academic achievement. Teachers feel they are respected and the administrators lead by example. The culture and climate at Wilshire is positive and supportive for all.

Perceptions Strengths

Staff Survey Results

- 100% strongly agree or agree they are proud to work for HEB ISD.
- 100% of staff indicate their work is engaging.
- 100% understand how their job contributes to student achievement.
- 100% feel that HEB ISD values the diversity of its employees.
- 100% agree the performance evaluation feedback they receive is useful.
- 92% agree the campus administrator supports shared decision-making.

Parent Survey Results:

- 94% Rating of an A or B for overall quality of an HEB ISD education
- 89% agreed the HEB ISD serves the needs of cultural groups in our community.
- 98% rating of an A or B for overall quality of instruction provided by their child's teacher.
- 87% agreed their child had received exceptional academic growth during this school year.
- 94% agreed students feel safe in their school.
- 97% of parents see themselves as partners with schools teachers and staff and child's education.

Student Survey Results

- 92% agree they attend a good school.

- 93% of students feel they are treated with respect by administrators.
84% of students say they are respected by their teachers.
- 81% of students say they are the person most responsible for what they learn.
- 92% agree HEB ISD serves the educational needs of cultural groups in our community.
- 97% of students feel their teachers expect all students to do their best.
- 93% of students feel their teachers have confidence in me.

Priority Problem Statements

Problem Statement 1: Students in grades 3-6 struggle with choosing the correct operation when solving a multi-step word problems.

Root Cause 1: Teachers in grades 3-6 identified a lack of daily multi-step word problem practice that focuses on key vocabulary, interpreting action words, and selecting the appropriate mathematical operation as a challenge in helping students solve multi-step word problems.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students in grades 3-6 struggle with analyzing paired passages.

Root Cause 2: Teachers in grades 3-6 face difficulties teaching paired passages because the curriculum often lacks sufficient opportunities for in-depth instruction, making it challenging to guide students in connecting personal experiences, ideas, and other texts while preserving the meaning of the passages.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: K-2 reading comprehension is declining.

Root Cause 3: K-2 reading comprehension is declining due to a lack of consistency in scaffolding higher level questions and filtering in academic vocabulary to increase comprehension.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Priorities

Priority 1: Student Success





Goal 1: All K-2 teachers will implement quality comprehension lessons during whole group and small group instruction on a daily basis throughout the 2024-2025 school year.

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: All Kindergarten, 1st, and 2nd grade students will meet end-of-year targets as defined by early reading assessment instruments in English and/or Spanish.

Evaluation Data Sources: 24-25 DIBELS data, BAS instructional level with a focus on comprehension total

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: All K-2 teachers will meet in bi-weekly PLC meetings with the IS and administration to build teacher efficacy in comprehension instructional practices within each ELAR module.</p> <p>Action's Expected Result/Impact: Teachers will have a better understanding of higher level questions and tools that increases student comprehension. District BAS summary form & 24-25 BAS data</p> <p>Staff Responsible for Monitoring: Classroom teacher, ELAR instructional specialist, administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Specialist - 211 - Title I, Part A - \$45,000, Interventionists - 211 - Title I, Part A - \$40,956</p>	Formative		
	Nov	Feb	June

Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Parents will receive training and comprehension questions along with participating in activities during the fall (November 7th) and spring Reading Night.</p> <p>Action's Expected Result/Impact: Providing parents with the support and comprehension questions at home will impact student learning.</p> <p>Staff Responsible for Monitoring: Classroom teacher, ELAR instructional specialist, administration</p> <p>Title I: 2.4, 4.1, 4.2</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Parent Materials - 211 - Title I, Part A - \$5,000, Instructional Specialist - 211 - Title I, Part A - \$6,000</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: All K-2 teachers and interventionists will implement comprehension strategies and specific questions during guided reading small groups as monitored during informal and formal observations by administration and/or instructional specialist on a bi-weekly basis throughout the current school year.</p> <p>Action's Expected Result/Impact: Students' BAS data will increase from BOY 23-24 to EOY 24-25 data results.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, K-2 Classroom Teachers, and Interventionist</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Interventionist - 211 - Title I, Part A - \$30,000</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: K-2 reading comprehension is declining. Root Cause: K-2 reading comprehension is declining due to a lack of consistency in scaffolding higher level questions and filtering in academic vocabulary to increase comprehension.</p>

Priority 1: Student Success





Goal 2: During the 2024-2025 school year, students in grades 3-6 will demonstrate growth as teachers incorporate curriculum exercises and supplement them with paired passages in both whole group and small group instruction for each module.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Interim assessments, STAAR

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of ELAR 3-6 teachers will meet during monthly PLC's in order to align targeted strategies and resources with a focus on making connections within reading passages.</p> <p>Action's Expected Result/Impact: 70% or more of third grade students will meet or exceed on 3.6E on STAAR. 70% or more of fourth grade students will meet or exceed on 4.6E on STAAR. 70% or more of fifth grade students will meet or exceed on 5.6E on STAAR. 70% or more of sixth grade students will meet or exceed on 6.5E on STAAR.</p> <p>Staff Responsible for Monitoring: ELAR instructional specialist, 3-6 ELAR classroom teachers, administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional Specialist - 211 - Title I, Part A - \$8,000</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: 3-6 grade parents will receive comprehension questions at the fall reading night (November 7th) to be used at home when reading with their student to build connections between their everyday readings with real world experiences.</p> <p>Action's Expected Result/Impact: Student performance will increase on making connections within paired passage questions on STAAR.</p> <p>Staff Responsible for Monitoring: ELAR instructional specialist, 3-6 grade classroom teachers, administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Parent Materials - 211 - Title I, Part A - \$5,000, Instructional Specialist - 211 - Title I, Part A - \$8,000</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Grades 3-6 teachers will implement intentional paired passage practice once per module that connects with district assigned readings.</p> <p>Action's Expected Result/Impact: Student performance will increase on making connections within paired passage questions on STAAR.</p> <p>Staff Responsible for Monitoring: ELAR instructional specialist, 3-6 grade classroom teachers, administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional Specialist - 211 - Title I, Part A - \$11,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Students in grades 3-6 struggle with analyzing paired passages. Root Cause: Teachers in grades 3-6 face difficulties teaching paired passages because the curriculum often lacks sufficient opportunities for in-depth instruction, making it challenging to guide students in connecting personal experiences, ideas, and other texts while preserving the meaning of the passages.</p>

Priority 1: Student Success





Goal 3: Throughout the 2024-2025 school year, students in grades 3-6 will demonstrate growth by focusing on actions when solving a multi-step word problem in relation to mathematical operations, utilizing a vertically aligned approach to improve the understanding of each stage involved in solving complex word problems.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: Math Interim and STAAR

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of Math 3-6 teachers will meet during monthly PLC's in order to align targeted strategies with a focus on building understanding of actions in connection to the four operations.</p> <p>Action's Expected Result/Impact: 3rd through 6th grade students will show an increase on their performance during Math MAP BOY, MOY to EOY's on multi-step problem's standards.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Classroom Teachers, Administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional Specialist - 211 - Title I, Part A - \$9,000</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Parents will receive training and materials along with participating in activities during the March 6th, 2024, math night to practice with vocabulary used within multi-step word problems at home with the provided resources.</p> <p>Action's Expected Result/Impact: 3rd through 6th grade students will show an increase on their performance during Math MAP BOY, MOY to EOY's on multi-step problem's standards.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Classroom Teachers, Administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional Specialist - 211 - Title I, Part A - 9,000</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: All 3-6 math teachers will implement a weekly multistep word problem to justify their thinking regarding which operation matches with the actions. Progress will be tracked in a common area to allow students to see growth among grades 3-6.</p> <p>Action's Expected Result/Impact: 3rd through 6th grade students will show an increase on their performance during Math MAP BOY, MOY to EOY's on multi-step problem's standards.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Classroom Teachers, Administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional Specialist - 211 - Title I, Part A - 9000</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 3: Students in grades 3-6 struggle with choosing the correct operation when solving a multi-step word problems. Root Cause: Teachers in grades 3-6 identified a lack of daily multi-step word problem practice that focuses on key vocabulary, interpreting action words, and selecting the appropriate mathematical operation as a challenge in helping students solve multi-step word problems.</p>

Priority 2: Employee Success

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Leach	Instructional Specialist		1.0

Campus Funding Summary

211 - Title I, Part A					
Priority	Goal	Key Action	Resources Needed	Account Code	Amount
1	1	1	Instructional Specialist		\$45,000.00
1	1	1	Interventionists		\$40,956.00
1	1	2	Parent Materials		\$5,000.00
1	1	2	Instructional Specialist		\$6,000.00
1	1	3	Interventionist		\$30,000.00
1	2	1	Instructional Specialist		\$8,000.00
1	2	2	Instructional Specialist		\$8,000.00
1	2	2	Parent Materials		\$5,000.00
1	2	3	Instructional Specialist		\$11,000.00
1	3	1	Instructional Specialist		\$9,000.00
1	3	2	Instructional Specialist	9,000	\$0.00
1	3	3	Instructional Specialist	9000	\$0.00
Sub-Total					\$167,956.00
Budgeted Fund Source Amount					\$167,956.00
+/- Difference					\$0.00
Grand Total Budgeted					\$167,956.00
Grand Total Spent					\$167,956.00
+/- Difference					\$0.00

HEB Independent School District
Bedford Junior High
2024-2025 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world

Vision

Empowering Today to Excel Tomorrow

Core Values

Core Values

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities





Priority 1: Student Success

Goal 1: 70% of all 7th grade math students will show growth on the 2025 STAAR Math Assessment.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The district will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: Campus Data

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Implement quality PLCs between 7th grade STAAR math and On Level to enhance collaboration and focus on improving instructional strategies and student outcomes.</p> <p>Action's Expected Result/Impact: Ensure that both On-Level and STAAR Math Teachers are using consistent, effective methods</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Monitor all Droppers currently in 7th grade and execute plan of action</p> <p>Action's Expected Result/Impact: Noticeable improvements in student engagement and performance by the end of the semester 70% of all 7th grade math students will show growth on the 2025 STAAR Math Assessment.</p> <p>Staff Responsible for Monitoring: 7th grade math teachers, Admin.</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Student Learning





Problem Statement 1: 57% of all 7th grade math students showed growth, while 43% of all 7th grade math students were classified as a "Dropper" on the 2024 STAAR 7th Math Assessment. **Root Cause:** Our two STAAR Math Classes/Teachers had more than half of the Droppers Lack of resources and written curriculum for STAAR math classes Lack of small group instruction and planning with intentionality to meet the needs of individual students

Priority 2: Student Success

Goal 1: 73% of 8th grade math students will achieve "Meets Grade Level" and 30% will achieve "Masters Grade Level".

Quality Indicator: Student Success: Early Literacy and Numeracy

District Goal Alignment: The district will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Plan and Monitor the 43% of 7th graders now sitting in 8th grade to ensure students are growing and making noticeable progress towards becoming a "hopper"</p> <p>Action's Expected Result/Impact: 43% of the droppers from 7th grade will be considered "hoppers" on the 2025 8th grade Math STAAR.</p> <p>Staff Responsible for Monitoring: 8th grade math teachers, Admin.</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	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 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 57% of all 7th grade math students showed growth, while 43% of all 7th grade math students were classified as a "Dropper" on the 2024 STAAR 7th Math Assessment. Root Cause: Our two STAAR Math Classes/Teachers had more than half of the Droppers Lack of resources and written curriculum for STAAR math classes Lack of small group instruction and planning with intentionality to meet the needs of individual students</p>





Priority 3: Employee Success

Goal 1: 90% of staff at BJH will be equipped to work effectively with English Language Learners as noted on the 2025 Staff Survey.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: The district will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Evaluation Data Sources: Employee Survey, Professional Development provided by campus ESL teacher, district facilitators.

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Utilize district personnel to help incorporate effective EB instructional strategies in the lesson cycle daily across all content areas</p> <p>Action's Expected Result/Impact: 100% of teachers will be trained on their EB students at the BOY, in addition to trainings throughout the school year.</p> <p>Staff Responsible for Monitoring: Admin., Dept. Leads</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Continue training on Incorporating "Write a little a lot" daily in all content areas and track by department</p> <p>Action's Expected Result/Impact: Growth for All EB students on CBA's, Interim Assessments, and TELPAS</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Dept. Leads</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Provide campus PD and PLC sessions to help to increase Read alouds, checklists and rubrics, anchor charts, graphic organizers, preteaching, sentence frames and word banks, real world connections, I do, you do, we do, Guided note taking, think alouds. and student to student communication</p> <p>Action's Expected Result/Impact: Growth for All EB students on CBA's, Interim Assessments, and TELPAS</p> <p>Staff Responsible for Monitoring: Admin, Teachers, ESL teacher</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Perceptions

Problem Statement 1: 76% of staff at BJH feel equipped to work effectively with English Language Learners as noted on the 2024 Staff Survey. (up from 52%) **Root Cause:** Lack of visual representations across content Lack of visual aides and graphic organizers Lack of opportunity for students to practice reading skills at a level conducive to their understanding Lack of strategic grouping (EB paired with EB) Lack of small group instruction Lack of peer to peer communication focused on academic vocabulary

HEB Independent School District
Buinger CTE Academy
2024-2025 Priorities/Goals/Key Actions

Accountability Rating: Not Rated

Distinction Designations:
Postsecondary Readiness



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world

Vision

Empowering Today to Excel Tomorrow

Core Values

Core Values

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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities





Priority 1: Student Success

Goal 1: 100% of Buinger CTE Academy teachers will implement an IBC for the appropriate Program of Study.

Quality Indicator: Student Success: College, Career, and/or Military Readiness (CCMR)

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: IBC passing results

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Assess which testing platform will best serve students in the specific Program of Study to obtain successful passing rates.</p> <p>Action's Expected Result/Impact: Determine gaps in the current resources or platforms used: improved student passing rates</p> <p>Staff Responsible for Monitoring: Brockman, Burnett, Eidson, Gustafson, G.Karr, Keller, Popa, Svoboda, Walloch, Harvey, Moore, L.Karr</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Evaluate the three master schedules - Bell HS , Trinity HS, BCTEA - to determine the most efficient construction for students to be able to fit their desired Program of Study to achieve Completer Status.</p> <p>Action's Expected Result/Impact: Determine the strengths and weaknesses of each schedule in terms of course availability, scheduling flexibility, and alignment with student needs.</p> <p>Staff Responsible for Monitoring: Harvey, Odom, Mauricio</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Construct a master schedule three year cycle for the BCTEA's Program of Studies</p> <p>Action's Expected Result/Impact: Greater ability to determine CCMR completion potential and contributes to the campus needs assessment to aide in determining number of teacher units needed and possible other development of other programs.</p> <p>Staff Responsible for Monitoring: Harvey, Odom</p>	Formative		
	Nov	Feb	June
	✗	✗	
 No Progress  Accomplished  Continue/Modify  Discontinue			





Priority 2: Employee Success

Goal 1: 100% of the new Buinger CTE Academy staff will be onboarded to campus and district processes.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: The District will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Evaluation Data Sources: End of year contract renewals.

Key Action 1 Details	Formative Reviews		
Key Action 1: Introduce & review the online Buinger CTE Handbook Action's Expected Result/Impact: Teachers can access needed information efficiently and generally know how to use the resource Staff Responsible for Monitoring: Harvey, Drysdale	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
Key Action 2: Provide "just-in-time" training as needed Action's Expected Result/Impact: New teachers can learn certain campus and district processes as needed instead of them being stressed and learning everything in August. Staff Responsible for Monitoring: All BCTEA staff and CTE Director	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
Key Action 3: Pair new staff with veteran staff as a mentor Action's Expected Result/Impact: New teachers will establish close bonds with at least one other person on campus. Staff Responsible for Monitoring: Harvey, Drysdale, Health Science and Business Departments	Formative		
	Nov	Feb	June
Key Action 4 Details	Formative Reviews		
Key Action 4: Meet with new staff individually, and in-person no less than once every two weeks. Action's Expected Result/Impact: To insure teacher comfortableness and competency. Staff Responsible for Monitoring: Harvey, Drysdale	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District
Central Junior High
2024-2025 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world

The mission of Central Junior High is to empower students for a lifetime of success through "World Class" Engagement.

Vision

Empowering Today to Excel Tomorrow

Core Values

CORE VALUES

- Intentional: HEB ISD makes purposeful and strategic decisions.
- Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

2024-2029 DISTRICT PRIORITIES

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: On the 7th Grade Math STAAR assessment , 85% of students will Approach standard, 63% of students will Meet standard, and 36% will Master standard by April 2025.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1 :All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: 7th Grade Math STAAR Assessment

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Academic Content Support for Special Education Teachers</p> <ul style="list-style-type: none"> - Create on-level basic and basic modified classes for each core content area to meet the needs of all Special Education students including Basic Algebra I and Basic Biology. - Collaboration between Basic teachers and Core Content teachers will occur in bi-weekly PLC meetings. - Basic Teachers will participate in Data Analysis Meeting per Interim Assessment <p>Action's Expected Result/Impact: 20% of Special Education students will meet or exceed grade level on the 2025 STAAR Assessment.</p> <p>Staff Responsible for Monitoring: 7th Grade Math Teachers, Assistant Principal, Principal, District Math Leaders</p> <p>Problem Statements: Demographics 2 - Student Learning 4</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Academic Content Support for General Education Teachers:</p> <ul style="list-style-type: none"> - Create a list of Best Practices for Classroom Support "Look-fors" for special education teachers and paraprofessionals during inclusion instruction (Academic Content Support). Provide training and modeling for the "Look-fors". - Implement What's Up Wednesdays - Core content teachers will collaborate with special education teachers, every fourth week of the six weeks, to review and discuss instructional strategies (Accommodations/Modifications) that are either working or not working for the students in their classes. As a core team, they will develop a plan of action for improving instructional strategies, depending on the needs of the students per six weeks. - Training and modeling of strategies to implement accommodations will be provided to basic teachers by the SPED staff promoting academic success. <p>Action's Expected Result/Impact: 20% of Special Education students will meet or exceed grade level on the 2025 STAAR Assessment.</p> <p>Staff Responsible for Monitoring: 7th Grade Math Teachers, Assistant Principal, Principal, District Math Leaders</p>	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 2: 83% of our Special Education 7th Grade Math students did not meet grade level on STAAR. **Root Cause:** VAC and Basic Special Education teachers lack the pedagogical skills needed to adapt to the instructional shift from STAAR ALT. 2 to the STAAR testing format for multiple contents.

Student Learning

Problem Statement 4: 83% of our Special Education 7th Grade Math students did not meet grade level on STAAR. **Root Cause:** VAC and Basic Special Education teachers lack the pedagogical skills needed to adapt to the instructional shift from STAAR ALT. 2 to the STAAR testing format for multiple contents.





Priority 1: Student Success

Goal 2: On the Algebra EOC Math assessment , 95% of students will Approach standard, 78% of students will Meet standard, and 32% will Master standard by April 2025.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1 :All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).

Evaluation Data Sources: 9th Grade Algebra I EOC Assessment

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: - After each District Instructional Planning Meeting, the Algebra I team will reconvene to evaluate what changes or adjustments need to be made based on district-wide discussions and student performance.</p> <ul style="list-style-type: none"> - Teachers will meet Bi-weekly during PLCs to promote regular discussions and planning before and after the district instructional planning meetings to discuss next step curriculum implementation challenges and intervention plans. - Teachers will use student performance data from assessments, quizzes, and classwork to guide discussions during PLCs. This will allow teachers to identify patterns, track progress, and determine where interventions are needed. <p>Action's Expected Result/Impact: 48% of Special Education students will meet or exceed grade level on the 2025 EOC Assessment.</p> <p>Staff Responsible for Monitoring: 9th Grade Algebra Teachers, Assistant Principal, Principal, District Math Leaders</p>	Formative		
	Nov	Feb	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>			

Priority 2: Employee Success





Goal 1: A 100% of new-to-the-profession teachers and new to the district hires will feel welcomed, supported, and successful, through CJH's Coaching of Coaches model helping to create a strong, inclusive culture. This focus on instructional facilitation ensures that these teachers are guided by experienced mentors, building confidence and success in their new roles.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: Goal 1: The District will increase employee retention to meet or exceed the following percentage for teachers 90%.

Evaluation Data Sources: Central Jr. High Retention Data

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: - Central Jr. High will implement coaching sections in all four content areas allowing for the instructional support for all new teachers to CJH.</p> <ul style="list-style-type: none"> - Classroom Observation Notes: Coaches will maintain detailed logs of classroom observations, including feedback provided and actions taken by new teachers. These logs can track improvements in areas such as lesson planning, classroom management, and student engagement. - Teacher Surveys: Distribute surveys at regular intervals (beginning, middle, and end of the school year) to both new teachers and coaches. - Student Outcomes: Track student performance data (such as test scores, assignments, and class participation) to assess the impact of new teachers on student learning outcomes. Improvements in student performance can be an indicator of teacher success. - Teacher Evaluations: Review formal teacher evaluations (conducted by administrators) to ensure new teachers are meeting instructional expectations and demonstrating growth in their practice. <p>Action's Expected Result/Impact: New teachers to CJH data will be at or above the district average on CBA and STAAR/EOC data.</p> <p>Staff Responsible for Monitoring: Principal, Lead Core Content Teachers, Assistant Principal</p>	Formative		
	Nov	Feb	June
	Empty cells for data entry		

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Priority 3: Safety and Wellbeing


Goal 1: For the 2024-2025 school year, Central Jr. High will create targeted initiatives on enhancing workplace culture, collaboration, and providing Health and Wellbeing support to all staff members through periodic feedback and engagement activities.


Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff


District Goal Alignment: Goal 1: All students and staff will have access to ongoing preventative measures and interventions to support their physical, mental, and emotional wellbeing when necessary.


Evaluation Data Sources: - Student/Employee Satisfaction Survey
- Six Week Staff Surveys

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: - Create monthly wellness themes with resources, activities, resources and notes for staff to track. - Add a Wellness Section in the weekly Newsletter to staff with up coming events, wellness tips, monthly challenge and staff spotlight. -Create a Peer-to-peer recognition programs reinforcing the values of a positive and caring environment . Employees can nominate each other for displaying teamwork, kindness, or leadership.</p> <p>Action's Expected Result/Impact: By the end of the 2024-2025 school year, 100% of staff at Central Junior High will report on the District staff survey that they "work in a positive and caring environment." Staff Responsible for Monitoring: Wellness Team; Principal, Assistant Principal</p> <p>Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 2 - Perceptions 1</p>	Formative		
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 4: 95% of staff stated on the district survey " I work in a positive and caring environment." Root Cause: Some new teachers new to the district initially felt disconnected to their new school community.</p>
Student Learning
<p>Problem Statement 5: 95% of staff stated on the district survey " I work in a positive and caring environment." Root Cause: Some new teachers new to the district initially felt disconnected to their new school community.</p>

School Processes & Programs

Problem Statement 2: 95% of staff stated on the district survey " I work in a positive and caring environment." **Root Cause:** Some new teachers new to the district initially felt disconnected to their new school community.

Perceptions

Problem Statement 1: 95% of staff stated on the district survey " I work in a positive and caring environment." **Root Cause:** Some new teachers new to the district initially felt disconnected to their new school community.





Priority 3: Safety and Wellbeing

Goal 2: Student Goal : By the 2025 District survey, our campus will achieve a 10% increase in the number of students who feel successful at Central Junior High School.

Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff

District Goal Alignment: Goal 1: All students and staff will have access to ongoing preventative measures and interventions to support their physical, mental, and emotional wellbeing when necessary.

Evaluation Data Sources: Student/Employee Satisfaction Survey

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Goal-Setting with Students: Students will create and track their personal academic and behavior goals, fostering a sense of ownership and achievement.</p> <p>Opportunities for Leadership: Central Jr. High will offer more opportunities for students to take on leadership roles within the school, such as through student council, clubs, or peer mentoring, empowering them to feel more successful and involved.</p> <p>Focus on Positive Relationships: Teachers will use Conscious Discipline to build positive relationships with students by implementing practices such as regular check-ins, team-building activities, implement daily class positive affirmations.</p> <p>Action's Expected Result/Impact: These initiatives will foster an environment where students feel supported, empowered, and recognized, increasing the number of students who feel successful at Central Junior High by a 10% increase on the 2025 District Survey</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Problem Statements: Demographics 5</p>	Formative		
	Nov	Feb	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 2 Problem Statements:

Demographics
<p>Problem Statement 5: 32% of students on the district survey feel that they are not successful at Central Jr. High. Root Cause: Many students are not actively participating in extracurricular activities or clubs, due to a lack of sufficient promotion and visibility for these opportunities.</p>





Priority 4: Effectiveness and Efficiency

Goal 1: To improve student growth on the 2025 STAAR/EOC tested areas, CJH will implement a CI PDSA form to analyze our CBA/DBA student data. (Know your students, grow your students)

Quality Indicator: Effectiveness and Efficiency: Continuous Improvement Approach to Performance Excellence

District Goal Alignment: Goal 2: 100% of teachers will systematically utilize a system approach to continuous improvement.

Evaluation Data Sources: Continuous Improvement Teacher Self-Assessment

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: - Teachers are able to set growth targets for each student tested - Teachers are able to analysis specific teaching strategies that worked well/didn't work well per performance TEK - Based on TEK growth areas, teachers will determine new Student-focused teaching strategies (what will be taught differently) - Teachers are utilizing CI progress monitoring tools per CBA/IA.</p> <p>Action's Expected Result/Impact: 85% or more students will show growth on both ELAR and Math STAAR/EOC assessments.</p> <p>Staff Responsible for Monitoring: Principal, Team Leads, Teachers</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Priority 5: Family and Community Partnerships

Goal 1: On the 2024- 2025 District Parent Survey, 75% of parents will agree or strongly agree "Teachers provide suggestions for how I can help my child with his or her learning at home."

Quality Indicator: Family and Community Partnerships: Stakeholder Satisfaction

District Goal Alignment: Goal 1: 90% or more of survey respondents will assign the District a positive rating on the annual District Parent Survey.

Evaluation Data Sources: District Parent Survey

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of teachers will add parents to become observers on their Content Canvas pages.</p> <ul style="list-style-type: none"> - Teachers will provide frequently Q/A page - Teachers will centrally located homework and or homework help websites/tutorials to help with homework <p>Action's Expected Result/Impact: By the 2025 District Survey, 90% or more of parents will report on the District Parent Survey that they "feel confident in their ability to assist students with homework at home."</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June

Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: On the 23/24 District Survey 69% of parents say "Teachers provide suggestions for how I can help my child with his or her learning at home." Root Cause: Every Content Area is not required to have at least one Canvas section that provides tutorials that can help teach parents the same concepts their students are learning.</p>

HEB Independent School District
Eules Junior High
2024-2025 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Values

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
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District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities





Priority 1: Student Success

Goal 1: 21% of special education students will score MEETS on Math STAAR/EOC for the 2024-2025 school year.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: Math STAAR/EOC Assessment

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Increase STAAR performances at the MEETS level for SPED students who were traditionally placed in blended classes by creating a foundational math class that targets instruction through the readiness standards, and most tested TEKS with a teacher that is dually certified in both Math and Special Education.</p> <p>Action's Expected Result/Impact: 21% of special education students will score MEETS on Math STAAR/EOC for the 2024-2025 school year</p> <p>Staff Responsible for Monitoring: Math SPED teacher, Administration</p> <p>Targeted Support Key Action - Additional Targeted Support Key Action</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Train staff on how to implement content language support in daily math instruction through accommodating daily assignments in canvas. This training will be done on October 4th and each six weeks, the math department leads will ensure that this accommodation is be used routinely, effectively, and consistently.</p> <p>Action's Expected Result/Impact: SPED students understanding how accommodations help them be successful.</p> <p>Staff Responsible for Monitoring: Instructional Technology Specialist, SPED team, Administration</p> <p>Targeted Support Key Action - Additional Targeted Support Key Action</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Demographics

Problem Statement 1: Eules Junior High has not met the closing gap target for SPED in RLA or Math for 2 consecutive years. **Root Cause:** Turnover in SPED teachers at EJH for the past 5 school years. General Education teachers have not had sufficient professional development in accommodating special education students in the general education classroom. Accommodations are not given to SPED students in the general education classroom routinely, effectively, and/or consistently.

Student Learning

Problem Statement 1: Eules Junior High has not met the closing gap target for SPED in RLA or Math for 2 consecutive years. **Root Cause:** Turnover in SPED teachers at EJH for the past 5 school years. General Education teachers have not had sufficient professional development in accommodating special education students in the general education classroom. Accommodations are not given to SPED students in the general education classroom routinely, effectively, and/or consistently.

School Processes & Programs

Problem Statement 1: Eules Junior High has not met the closing gap target for SPED in RLA or Math for 2 consecutive years. **Root Cause:** Turnover in SPED teachers at EJH for the past 5 school years. General Education teachers have not had sufficient professional development in accommodating special education students in the general education classroom. Accommodations are not given to SPED students in the general education classroom routinely, effectively, and/or consistently.


Priority 1: Student Success

Goal 2: 19% of special education students will score MEETS on Reading Language Arts STAAR/EOC for the 2024-2025 school year.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: RLA STAAR/EOC Data

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Increase STAAR performances at the MEETS level for SPED students who were traditionally placed in blended classes by creating a foundational 8th and 9th grade ELA class that targets instruction using thinking processes to teach the most tested TEKS with a teacher that is dually certified in both ELA and Special Education.</p> <p>Action's Expected Result/Impact: More students meeting standard on Math STAAR/EOC</p> <p>Staff Responsible for Monitoring: 8th Grade English Teacher, 9th Grade English I Teacher, Administration</p> <p>Targeted Support Key Action - Additional Targeted Support Key Action</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Train staff on how to implement content language support in daily ELA instruction through immersive reader. This training will be done on October 4th and each six weeks, the English department leads will ensure that this accommodation is be used routinely, effectively, and consistently.</p> <p>Action's Expected Result/Impact: SPED students understanding how accommodations help them be successful.</p> <p>Staff Responsible for Monitoring: Instructional Technology Specialist, SPED team, Administration</p> <p>Targeted Support Key Action - Additional Targeted Support Key Action</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Goal 2 Problem Statements:

Demographics

Problem Statement 1: Euless Junior High has not met the closing gap target for SPED in RLA or Math for 2 consecutive years. **Root Cause:** Turnover in SPED teachers at EJH for the past 5 school years. General Education teachers have not had sufficient professional development in accommodating special education students in the general education classroom. Accommodations are not given to SPED students in the general education classroom routinely, effectively, and/or consistently.

Student Learning

Problem Statement 1: Euless Junior High has not met the closing gap target for SPED in RLA or Math for 2 consecutive years. **Root Cause:** Turnover in SPED teachers at EJH for the past 5 school years. General Education teachers have not had sufficient professional development in accommodating special education students in the general education classroom. Accommodations are not given to SPED students in the general education classroom routinely, effectively, and/or consistently.

School Processes & Programs

Problem Statement 1: Euless Junior High has not met the closing gap target for SPED in RLA or Math for 2 consecutive years. **Root Cause:** Turnover in SPED teachers at EJH for the past 5 school years. General Education teachers have not had sufficient professional development in accommodating special education students in the general education classroom. Accommodations are not given to SPED students in the general education classroom routinely, effectively, and/or consistently.





Priority 2: Safety and Wellbeing

Goal 1: 70% 8th grade EJH students will report on the annual student survey that they feel safe at school.

Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff

District Goal Alignment: The District will continuously monitor, update, and adjust all aspects of campus and District safety to support the mental, physical, and emotional wellbeing of students and staff.

Evaluation Data Sources: K-12 District Student Survey

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Implement the training of Capturing Kids Hearts by ensuring that teachers are greeting students at the door everyday, using Stallion STRONG as a social contract, implementing the 4 questions to re-direct behavior, and having daily check in with students during Good things.</p> <p>Action's Expected Result/Impact: Students will hold each other accountable for upholding social contracts and Stallion STRONG</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction and all staff</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 2</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: 62% of 8th grade EJH students reported they felt safe at school. Root Cause: Students have not been taught to solve problems through conflict resolution rather than aggression.</p>
School Processes & Programs
<p>Problem Statement 2: 62% of 8th grade EJH students reported they felt safe at school. Root Cause: Students have not been taught to solve problems through conflict resolution rather than aggression.</p>
Perceptions
<p>Problem Statement 2: 62% of 8th grade EJH students reported they felt safe at school. Root Cause: Students have not been taught to solve problems through conflict resolution rather than aggression.</p>





Priority 3: Employee Success

Goal 1: 80% of EJH Staff believes that their campus administrator or immediate supervisor communicates effectively.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: The District will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Evaluation Data Sources: District Annual Staff Survey

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Principal will get feedback from staff and instructional leadership team which includes department leads on communication style, frequency, effectiveness, and delivery methods.</p> <p>Action's Expected Result/Impact: Multiple forms of communication are given to staff to ensure that all staff feels informed.</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>Problem Statements: Demographics 3 - Perceptions 1</p>	Formative		
	Nov	Feb	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 1 Problem Statements:

Demographics
<p>Problem Statement 3: 51% of EJH staff believes that their campus administrator or immediate supervisor communicates effectively. Root Cause: New campus leader was not proactive in understanding the what and how type of communication that EJH had been accustomed to.</p>
Perceptions
<p>Problem Statement 1: 51% of EJH staff believes that their campus administrator or immediate supervisor communicates effectively. Root Cause: New campus leader was not proactive in understanding the what and how type of communication that EJH had been accustomed to.</p>

HEB Independent School District
Harwood Junior High
2024-2025 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world.

Vision

Empowering Today to Excel Tomorrow

Core Values

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priority 1: Goal #1 75% of basic students in 7th/8th/9th basic math will reach approaches and 25% will reach Meets as measured by the results from the 2025 STAAR test.	4
Priority 2: Goal #2 75% of basic students in 7th/8th/9th basic ELA will reach approaches and 25% will reach Meets as measured by the results from the 2025 STAAR test.	6
Priority 3: Increase stakeholder engagement and satisfaction as evidenced by the parent and community survey by 5% overall from the 2024-2025 survey by adding key communication pieces to our weekly activities.	7

Priorities

Priority 1: Goal #1

75% of basic students in 7th/8th/9th basic math will reach approaches and 25% will reach Meets as measured by the results from the 2025 STAAR test.

Goal 1: Goal #1





All basic students in 7th/8th/9th basic math will increase by 10% from 2023 data in the Approaches/Meets categories as measured by results from the 2024 STAAR test.

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal #1 Student Success All Students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR).
HEB ISD Strategic Plan Priority The District will create a safe, healthy, and nurturing learning environment that promotes sustained growth for all students.

Evaluation Data Sources: 2025 STAAR Math and ELA test in 7th/8th/9th grade for students in the BASIC math class during the 2023-2024 school year.

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Key Action 1: To help students draw connections between their basic class and their STAAR class in either math or reading, we will schedule the STAAR class before their Basic class during the 2024-2025 school year.</p> <p>Action's Expected Result/Impact: Increased student performance.</p> <p>Staff Responsible for Monitoring: Counselors, Math department, administration.</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: During data meetings after Interim Assessments during the 2024-2025 school year, basic students performance will be evaluated and adjustments may be made to schedules based on progress. Evaluation could result in the change of class schedules and moves into and out of basic reading.</p> <p>Action's Expected Result/Impact: Increased student performance.</p> <p>Staff Responsible for Monitoring: Math and ELA departments, administration.</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June

Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Key Action 3: Basic ELA and math teachers will meet with administration and lead special education teacher at the end of each twelve weeks (end of 2nd/4th/6th six weeks) to provide feedback on what is working and what needs improvement. This feedback will be collected and acted upon when appropriate by moving students into and out of Basic Reading based upon performance.</p> <p>Action's Expected Result/Impact: Increased student performance.</p> <p>Staff Responsible for Monitoring: Federal Programs will purchase and Math Lead will monitor implementation</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: In previous years, special education students who were scheduled into our Basic Math and Basic English had a low % of approaches with none reaching meets or masters in 7th/8th/9th grade. These students also showed limited or no growth on STAAR tests and this was consistent throughout 7th/8th/9th grades. Root Cause: 1. The teachers of these classes had special education knowledge and background but content knowledge was limited and they didn't teach any other on level or advanced math or ELA content. This made it difficult for them to teach with the same rigor or expectations of general education classes. Often, we asked teachers to teach all three grade levels.</p>





Priority 2: Goal #2

75% of basic students in 7th/8th/9th basic ELA will reach approaches and 25% will reach Meets as measured by the results from the 2025 STAAR test.

Goal 1: Goal #2

All basic students in 7th/8th/9th basic ELA will increase by 10% from 2023 data in the Approaches/Meets categories as measure by results from the 2025 STAAR test. (the change in staffing won't be implemented until the 2024-2025 school year)


Evaluation Data Sources: 2025 STAAR ELA test in 7th/8th/9th grade for students in BASIC ELA class during the 2024-2025 school year.

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Conversations and encouragement for current ELA staff members to add the special education certification to their teaching certificate to enable them to teach one basic ELA class at (1 for each grade level).</p> <p>Action's Expected Result/Impact: Having content teachers teaching special education basic classes rather than having special education teachers add content will allow for better alignment with curriculum and higher student achievement.</p> <p>Staff Responsible for Monitoring: Admin, lead ELA teacher, lead SPED teacher.</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Continue to work with the ELA team and our special education teachers to best align the teachers who are adding the special education certification for the 2024-2025 school year as well as identify the best way to use our special education basic ELA teacher next year during the classes they won't be teaching basic ELA.</p> <p>Action's Expected Result/Impact: Aligning both the teacher certification/expectations with the utilization of the special education teacher will increase student achievement.</p> <p>Staff Responsible for Monitoring: ELA team, administration.</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Priority 3: Increase stakeholder engagement and satisfaction as evidenced by the parent and community survey by 5% overall from the 2024-2025 survey by adding key communication pieces to our weekly activities.

Goal 1: Goal #3 Increase stakeholder engagement and satisfaction as evidenced by the parent and community survey by 5% overall from the 2022-2023 survey by adding key communication pieces to our weekly activities.

Evaluation Data Sources: Parent and Community District Survey 2023-2024

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Take stakeholder feedback and change the Blackhawk Bulletin to the Harwood Highlights. Shorten it and increase the number of student activities and pictures as well as an up to date calendar.</p> <p>Action's Expected Result/Impact: More parents will open and read the brief Harwood Highlights each week to gain information on upcoming events.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Send out a Sunday email to all parents with a "week at a glance" that follows up with information in the Blackhawk Bulletin so parents are aware of exactly what is happening on each day.</p> <p>Action's Expected Result/Impact: Increased parent knowledge about student activities.</p>	Formative		
	Nov	Feb	June
			

HEB Independent School District
Hurst Junior High
2024-2025 Priorities/Goals/Key Actions



Mission Statement

Provide high-quality educational opportunities which promote excellence through innovative learning experiences to prepare students for success in an ever-changing world

Vision

Empowering Today to Excel Tomorrow

Hurst Junior High's vision is that every student will receive the best learning experience possible so that every student has the opportunity to reach his/her potential.

Core Values

Core Values

- ◆ Intentional: HEB ISD makes purposeful and strategic decisions.
- ◆ Respectful: HEB ISD recognizes value in everyone and their unique perspectives.
- ◆ Learner-centered: HEB ISD prioritizes learning for students, staff, and families.
- ◆ Responsible: HEB ISD fulfills its ethical and social obligations with integrity.
- ◆ Safety-focused: HEB ISD commits to fostering a secure and nurturing environment.

District Priorities

Student Success

Employee Success

Safety and Wellbeing

Effectiveness and Efficiency

Family and Community Partnership

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Priorities

Priority 1: Student Success

Goal 1: 25% of Emergent Bilingual students will meet reclassification criteria for the school year 2024-2025.

Quality Indicator: Student Success: Federal Accountability

District Goal Alignment: 90% or more of Bilingual/English as a Second Language (ESL) Results-Driven Accountability (RDA) indicators will receive a rating no greater than 1.

Evaluation Data Sources: Las Links Data

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Track implementation of "A little A lot" instructional strategy in all content areas each six weeks by noting when evidence of it is found in classroom walkthroughs.</p> <p>Action's Expected Result/Impact: Intentional activities to support students in listening, speaking, writing and reading</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Ensure all teachers access and understand how to use ELlevation to know their EBs by the end of the second six weeks.</p> <p>Action's Expected Result/Impact: Increased awareness of how the long term emergent bilingual students are testing prior to TELPAS</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Leadership team will divide the target group of long term emergent bilinguals and have goal-setting with the students at the beginning, middle and before the TELPAS assessment.</p> <p>Action's Expected Result/Impact: Increased student ownership and clarity on the TELPAS assessment and how it measures their growth across domains.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: In the 2024 school year, Hurst JH was only able to reclassify 32 of the 306 emergent bilingual students, which is a 10% rate. **Root Cause:** There is a lack of teacher awareness of the TELPAS format therefore causing minimal opportunities for students to practice within TELPAS format.





Priority 2: Employee Success

Goal 1: 85% of Hurst JH staff feels comfortable expressing their thoughts and giving feedback to their campus principal.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: The district will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Evaluation Data Sources: Six weeks staff surveys

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Principal will focus on visibility by tracking types of contacts, including but not limited to: contact during transitions, one-on-one meetings, classroom visits, and frequency with each classroom teacher.</p> <p>Action's Expected Result/Impact: Increase of visibility will increase relational capacity and trust.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Principal will get feedback from leadership team (assistant principals, campus secretary and department leads) on communication style, frequency, effectiveness, and delivery methods.</p> <p>Action's Expected Result/Impact: Ability to identify blind spots in relational capacity and pivot to shift perception</p> <p>Staff Responsible for Monitoring: Administration team</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Track implementation of "A little A lot" instructional strategy in all content areas each six weeks by noting when evidence of it is found in classroom walkthroughs.</p> <p>Action's Expected Result/Impact: Intentional activities to support students in listening, speaking, writing and reading</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: In the 2024 school year, Hurst JH was only able to reclassify 32 of the 306 emergent bilingual students, which is a 10% rate. **Root Cause:** There is a lack of teacher awareness of the TELPAS format therefore causing minimal opportunities for students to practice within TELPAS format.

Perceptions

Problem Statement 1: The high campus climate and culture at Hurst is at risk due to changes in campus administration. **Root Cause:** There is a new campus principal who is also new to the district which means building relationships are essential.





Priority 2: Employee Success

Goal 2: 85% of Hurst JH staff feels equipped to work effectively with English Language Learners.

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: The district will recruit and retain quality employees by providing a workplace culture that promotes their development and growth.

Evaluation Data Sources: Staff Survey, Professional Development provided by campus, ESL teachers, and/or district facilitators

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: During the second six weeks, teachers who have students in the target group of long term emergent bilinguals will know their caseloads and their data.</p> <p>Action's Expected Result/Impact: Teacher awareness will increase along with intentionality with explicit language acquisition instruction.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2 Problem Statements:

Demographics
<p>Problem Statement 1: Teacher confidence in working with EBs has dropped from 93% to 81% over the last 4 years as reported by the staff survey. Root Cause: Teachers are not equipped to deal with the constant influx of newcomers throughout the year nor the increase in newcomers from non-Spanish speaking countries.</p>

Priority 3: Safety and Wellbeing

Priority 4: Effectiveness and Efficiency

Priority 5: Family and Community Partnerships

HEB Independent School District
Keys High School
2024-2025 Priorities/Goals/Key Actions



Mission Statement

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Vision

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District Priorities

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Priority 1: Student Success

Goal 1: For the 2024-2025 school year, KEYS High School will grow it's CCMR completion rate from 86.3% (23-24 per OnData Suite) to at least 90%.

Quality Indicator: Student Success: College, Career, and/or Military Readiness (CCMR)

District Goal Alignment: Goal 1: All graduates will be college, career, and/or military-ready.

Evaluation Data Sources: OnData Suite CCMR Dashboard, Certification List through CTE Department.

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: KEYS High School students will become "concentrators" for CCMR completing BIM 1A, 1B, 2A, 2B and passing the Microsoft Word Expert Certification Exam.</p> <p>Action's Expected Result/Impact: Increase KEYS HS CCMR percentage.</p> <p>Staff Responsible for Monitoring: John Adkins (Principal), Dayna Cox (Counselor), and Carolyn Fiallo (CTE/BIM Teacher)</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	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>			





Priority 2: Employee Success

Goal 1: By the end of the 2024-2025 school year, 100% of KEYS staff will participate in activities designed to improve their physical and mental well-being, resulting in a 25% improvement in well-being survey scores, as measured each trimester through Sunshine Committee surveys and participation in wellness programs.

Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff

District Goal Alignment: Goal 1: All students and staff will have access to ongoing preventative measures and interventions to support their physical, mental, and emotional wellbeing when necessary.

Evaluation Data Sources: Sunshine Committee (Staff) participation data.

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The KEYS Sunshine Committee will plan at least one monthly event outside of school and one inside of school. Action's Expected Result/Impact: Increase the staff mental health which will lead to a closer and more healthy staff. Staff Responsible for Monitoring: Sunshine Committee: Charles Trotter, Jessi Urbanovsky, Marylynne Case, and Sandy Bloodworth.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: There will be fitness groups for staff to join (ie. workout buddies, walking group, ...) [56% have a "desire" for better fitness; 79% would like to be placed in a fitness support group] Action's Expected Result/Impact: Increase the physical well being of staff which makes for a more productive staff. Staff Responsible for Monitoring: Sunshine Committee: Charles Trotter, Jessi Urbanovsky, Marylynne Case, and Sandy Bloodworth.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			


Priority 3: Safety and Wellbeing

Goal 1: By the end of the 2024-2025 school year, 100% of KEYS students will participate in activities designed to improve their well-being and feelings of belonging, resulting in a 20% improvement in survey results, with progress monitored through biannual surveys and participation in wellness and community programs.

Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff

District Goal Alignment: Goal 1: All students and staff will have access to ongoing preventative measures and interventions to support their physical, mental, and emotional wellbeing when necessary.

Evaluation Data Sources: KEYS RISE student surveys each trimester.

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: All KEYS students will be purposefully celebrated by our new Star Shine group (small group of teachers who focus on student celebrations, ie. birthdays, graduation, etc).</p> <p>Action's Expected Result/Impact: Every student will feel seen, welcomed, loved, and a part of a family which positively impacts mental health.</p> <p>Staff Responsible for Monitoring: Star Shine Committee: Courtney Miller, Angie Smith, Amy Wood, and Mayra Fitzgerald.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: All students will be assigned a RISE group which will meet each Thursday to track student credits, write goals, celebrate credit completions, be mentored, and engage in team building activities. The RISE group leaders will also serve as the liaison between the school and the parents and will make calls when necessary.</p> <p>Action's Expected Result/Impact: Increase students sense of community and well being which makes for a more engaged and successful student.</p> <p>Staff Responsible for Monitoring: John Adkins (Principal) and Jessi Urbanovsky (RISE Coordinator)</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			

HEB Independent School District
LD Bell High School
2024-2025 Priorities/Goals/Key Actions



Mission Statement

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Vision

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Priority 1: Student Success

Goal 1: 81% of graduates will be college, career, or military-ready.


Quality Indicator: Student Success: College, Career, and/or Military Readiness (CCMR)


District Goal Alignment: Goal 13 - All graduates will be college, career, and/or military-ready.

Evaluation Data Sources: TEA Accountability Report

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Train and engage staff, students, and families of all Junior and Senior students who do not meet both CCMR and English or Math College Readiness Standards in campus supports for CCMR.</p> <p>Action's Expected Result/Impact: 65% of L.D. Bell Seniors will graduate college ready & CCMR will be 81% or higher.</p> <p>Staff Responsible for Monitoring: Principal and Lead Counselor</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Assess students on TSIA2 at the conclusion of Algebra II, English III, and TSI English/Math Prep Class (students tested each six weeks) & designate sections of Junior/Senior Level Core Classes with TSIA2 embedded supports.</p> <p>Action's Expected Result/Impact: 81% of graduating Seniors will meet CCMR.</p> <p>Staff Responsible for Monitoring: Principal and Lead Counselor</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: Schedule Senior level TSIA2 English/Math Prep Class with path to College and Career Elective credit (approximately 200 students). Implement Texas College Bridge in the 3rd Trimester with Seniors who need to meet TSIA2 readiness in Math and/or English.</p> <p>Action's Expected Result/Impact: 81% of Graduating Seniors will meet CCMR</p> <p>Staff Responsible for Monitoring: Principal and Lead Counselor</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: 2024 - 2025 Seniors performance at the beginning of the year; 57% of Seniors are College Ready in ELA; 48% of Seniors are College Ready in Math; 44% of Seniors are College Ready in ELA and Math; 53% of Seniors are CCMR Met **Root Cause:** The requirements for career ready have consistent increased in that students must compete a program of study in addition to passing a certification exam. Access for on-level students to be career ready is a system need for our district. Consistency of on-level daily instruction impacts the percentage of students who can meet performance levels on ACT, SAT, and TSIA2.

School Processes & Programs

Problem Statement 1: 2024 - 2025 Seniors performance at the beginning of the year; 57% of Seniors are College Ready in ELA; 48% of Seniors are College Ready in Math; 44% of Seniors are College Ready in ELA and Math; 53% of Seniors are CCMR Met **Root Cause:** The requirements for career ready have consistent increased in that students must compete a program of study in addition to passing a certification exam. Access for on-level students to be career ready is a system need for our district. Consistency of on-level daily instruction impacts the percentage of students who can meet performance levels on ACT, SAT, and TSIA2.





Priority 1: Student Success

Goal 2: 70% of L.D. Bell students will be engaged in a campus club, organization, sport, or fine art.

Quality Indicator: Student Success: Learning Opportunities beyond Core Academics

District Goal Alignment: Goal 1 - All campuses will provide student opportunities to participate in clubs, organizations, or enrichment activities.

Evaluation Data Sources: HEB ISD Student Survey Results and TEAMS Spring Survey

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Engage students in the new club creation process by sharing the process each trimester through canvas and assisting clubs to organize and develop leadership that is sustainable over time.</p> <p>Action's Expected Result/Impact: 70% or more of L.D. Bell Students will be engaged in a campus club, sport, fine art, or organization.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Assess students involvement in a campus club, organization, fine art, or sport during TEAMS at the beginning of the 3rd Trimester through a campus wide survey.</p> <p>Action's Expected Result/Impact: Provides detailed information on students campus involvement that can be correlated to their school performance.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team and Counselors</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 2: During the 2023 - 2024 School Year, 61% of L.D. Bell Students reported campus involvement in a club, organization, sport, or fine art. Root Cause: Students who are not engaged on campus reported that working was the primary root cause of them not being involved on campus.</p>

School Processes & Programs

Problem Statement 2: During the 2023 - 2024 School Year, 61% of L.D. Bell Students reported campus involvement in a club, organization, sport, or fine art. **Root Cause:** Students who are not engaged on campus reported that working was the primary root cause of them not being involved on campus.





Priority 2: Family and Community Partnerships

Goal 1: 75% of parents will agree or strongly agree on the L.D. Bell District Community Survey "The campus has at least one staff member my child can go to with a personal or school problem".

Quality Indicator: Family and Community Partnerships: Stakeholder Satisfaction

District Goal Alignment: Goal 1: 90% or more of survey respondents will assign the District a positive rating on the annual District Parent Survey.

Evaluation Data Sources: District Parent Survey

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: 100% of weekly campus communication will provide detailed information on academic, positive behavior, and social emotional supports for L.D. Bell Students.</p> <p>Action's Expected Result/Impact: By the 2025 District Survey, 75% or more of students and parents will report on the District Parent Survey that they "The campus has at least one adult my child can go to with a personal or school problem."</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	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 1 Problem Statements:

Perceptions
<p>Problem Statement 1: During the 2023 - 2024, 71% of L.D. Families surveyed responded that ""The campus has at least one staff member my child can go to with a personal or school problem" Root Cause: Failure to share the systems of support with our parents and families routinely throughout the school year. We lack a systems based communication plan for routinely sharing academic, positive behavior, and emotional supports to families.</p>

HEB Independent School District
Trinity High School
2024-2025 Priorities/Goals/Key Actions



Mission Statement

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Vision

Empowering Today to Excel Tomorrow

Core Values

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District Priorities

Student Success

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Effectiveness and Efficiency

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Priorities





Priority 1: Student Success

Goal 1: RLA: 100% of sophomores will meet or exceed growth measure on English I/II EOC

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR)

Evaluation Data Sources: Interim Assessments in English 2B, Common Assessments

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Ensure that the curriculum is being taught with fidelity</p> <p>Action's Expected Result/Impact: Students will have the knowledge and skills required to meet or exceed growth</p> <p>Staff Responsible for Monitoring: English teachers, Team Lead - Amy Rodriguez, Campus Administrator - Julie Darter</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Ensure that the level of questioning includes Level I, II, and III questions so that there is alignment with the level of questioning on the EOC exams</p> <p>Action's Expected Result/Impact: Increasing the level of questioning will provide the correct level of rigor required to prepare students to meet or exceed the growth measure</p> <p>Staff Responsible for Monitoring: English Teachers, Team Lead - Amy Rodriguez, Campus Administrator - Julie Darter, District Personnel</p>	Formative		
	Nov	Feb	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>			





Priority 1: Student Success

Goal 2: 50% of Biology students who are needing to retake the STAAR exam will pass at the meets level or higher

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 1: All students will achieve Meets Grade Level or higher on the State of Texas Assessment of Academic Readiness (STAAR)

Evaluation Data Sources: Benchmarks, Practice Tests, EOC data

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Create a plan for retesters that will prepare them for upcoming EOC exams</p> <p>Action's Expected Result/Impact: Students will be successful in passing the EOC exam at the meets level or higher</p> <p>Staff Responsible for Monitoring: Science teachers ,Team Lead - Cori Trevino, Campus Administrator - Jedidiah Phillips</p>	Formative		
	Nov	Feb	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>			





Priority 1: Student Success

Goal 3: 100% of students meet CCMR requirements

Quality Indicator: Student Success: College, Career, and/or Military Readiness (CCMR)

District Goal Alignment: Goal 1: All graduates will be college, career, and/or military-ready

Evaluation Data Sources: TSIA2, SAT, ACT, AP, IB, Dual Credit enrollment, Industry Based Certifications (IBCs)

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Set high campus expectations for students being CCMR met by providing professional development for staff, having student conversations on the importance of being CCMR met, and increasing the monitoring of CCMR expectations.</p> <p>Action's Expected Result/Impact: The percent of students that are CCMR met will increase.</p> <p>Staff Responsible for Monitoring: Principal - Ronald Pugh, Lead Counselor - Raeann Mauricio, Assistant Principals</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: Improve the auditing of student transcripts to identify opportunities that students can become CCMR met</p> <p>Action's Expected Result/Impact: Additional opportunities for students to become CCMR met will be identified</p> <p>Staff Responsible for Monitoring: Lead Counselor - Raeann Mauricio, Counseling Staff</p>	Formative		
	Nov	Feb	June
Key Action 3 Details	Formative Reviews		
<p>Key Action 3: The campus will maximize TSIA2 testing opportunities and increase dual credit enrollment</p> <p>Action's Expected Result/Impact: There will be an increase in the number of students that are CCMR met as a result of increased TSIA2 testing opportunities and dual credit enrollment</p> <p>Staff Responsible for Monitoring: Lead Counselor - Raeann Mauricio, Counseling Staff, Principal, Assistant Principals</p>	Formative		
	Nov	Feb	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>			





Priority 1: Student Success

Goal 4: All SpED students will show academic growth as measured by the English II EOC

Quality Indicator: Student Success: Academic Rating of the District

District Goal Alignment: Goal 2: All students will Meet or Exceed Expected Progress in Reading Language Arts (RLA) and Mathematics as reported on the Texas Academic Performance Report (TAPR)

Evaluation Data Sources: Unit Test Scores

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Inclusion teachers will actively engage in specific conversations with Inclusion students areas of growth.</p> <p>Action's Expected Result/Impact: Our students receiving special education services will show academic growth on the English II EOC</p> <p>Staff Responsible for Monitoring: Inclusion Teachers and Dr. Kara Prescott who is the administrator that oversees the SpED department</p>	Formative		
	Nov	Feb	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>			

Priority 2: Employee Success

Goal 1: Retain campus employees at a rate that will align with or exceed the district's goals of:

Teachers - 90%





Non-Teaching Professionals - 90%

Paraprofessionals - 80%

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: Goal 1: The District will increase employee retention to meet or exceed the following percentages: Teachers - 90%; Non-Teaching professionals - 90%; Paraprofessionals - 80%; Auxiliary - 80%

Evaluation Data Sources: Retention Data that is kept by the campus and Retention Data from Human Resources

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Participate in district training on engagement and retention best practices to help ensure the retention of campus employees.</p> <p>Action's Expected Result/Impact: Campus employees will choose to remain employed with the campus.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	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>			





Priority 2: Employee Success

Goal 2: Provide campus Professional Development that supports campus and district goals

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: Goal 2: The District will develop and implement a District Professional Development Plan to ensure ongoing and meaningful training and growth opportunities are consistently provided to 100% of employees.

Evaluation Data Sources: Training Agendas, PD Sign-in Sheets, Onboarding Documents

Key Action 1 Details	Formative Reviews		
Key Action 1: Professional development to foster growth will be developed, delivered, and documented for all employees Action's Expected Result/Impact: Employees will experience growth both professionally and personally Staff Responsible for Monitoring: Principal, Assistant Principals, Department Team Leads, and District Personnel	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
Key Action 2: Employees will be encouraged to attend additional professional develop opportunities that may be outside of the district Action's Expected Result/Impact: Employees will grow professionally and personally Staff Responsible for Monitoring: Principal, Assistant Principals, and District Personnel	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Priority 2: Employee Success

Goal 3: Targeted support for teachers who are new to the campus

Quality Indicator: Employee Success: Employee Engagement and Retention

District Goal Alignment: Goal 2: The District will develop and implement a District Professional Development Plan to ensure ongoing and meaningful training and growth opportunities are consistently provided to 100% of employees.

Evaluation Data Sources: Training Agendas, PD Sign-in Sheets, Onboarding Documents

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: New teacher PD luncheons will be held for teachers new to the profession and teachers that are new to the campus.</p> <p>Action's Expected Result/Impact: Areas in need of support with new teachers will be addressed in addition to other onboarding processes</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselors</p>	Formative		
	Nov	Feb	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>			





Priority 2: Employee Success

Goal 4: Recruit highly qualified teachers and staff for campus vacancies

Quality Indicator: Employee Success: Employee Recruitment

District Goal Alignment: Goal 1: The District will achieve and maintain a 95% quarterly average fill rate for all positions

Evaluation Data Sources: Quarterly Vacancy Reports

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The campus will promote HEB ISD workforce branding for employee recruitment through targeted marketing strategies.</p> <p>Action's Expected Result/Impact: Highly qualified employee candidates will be attracted to work on the campus and for HEB ISD</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Team Leads, current employees (recommendations)</p>	Formative		
	Nov	Feb	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>			





Priority 3: Safety and Wellbeing

Goal 1: The campus will meet and maintain compliance with the TEA school safety standards.

Quality Indicator: Safety and Wellbeing: Texas School Safety Standards

District Goal Alignment: Goal 1: All campuses will meet and maintain compliance with the TEA school safety standards.

Evaluation Data Sources: Texas School Safety Center Audits
 Facility Safety Assessment
 Facility Conditions Assessment
 The District Emergency Operation Plan (EOP)
 District Audit Reporting Tool

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The campus will meet and maintain compliance with the TEA school safety standards by completing weekly exterior door audits, conducting all required emergency drills, and maintaining consistent communication with the District's Director of Safety and Security</p> <p>Action's Expected Result/Impact: These actions will maintain the safety and security of the campus</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Priority 3: Safety and Wellbeing

Goal 2: The campus will conduct required safety drills as outlined in the Emergency Operations Plan (EOP)

Quality Indicator: Safety and Wellbeing: Texas School Safety Standards

District Goal Alignment: Goal 2: All campuses will conduct required safety drills as outlined in the Emergency Operations Plan (EOP)

Evaluation Data Sources: Texas School Safety Center Audits
 The District Emergency Operation Plan (EOP)
 District Audit Reporting Tool

Key Action 1 Details	Formative Reviews		
Key Action 1: The campus will log and monitor all required emergency drills Action's Expected Result/Impact: Staff and students will understand what is required in each emergency situation Staff Responsible for Monitoring: Assistant Principal - Jedidiah Phillips	Formative		
	Nov	Feb	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>			





Priority 3: Safety and Wellbeing

Goal 3: The campus will ensure that all facility safety concerns will be documented and scheduled for repair within 72 hours.

Quality Indicator: Safety and Wellbeing: Texas School Safety Standards

District Goal Alignment: Goal 3: All facility safety concerns will be documented and scheduled for repair within 72 hours.

Evaluation Data Sources: Maintenance and Operations Computerized Maintenance Management System (CMMS)
 Facility Safety Assessment
 Facility Condition Assessment

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: All facility safety and security concerns will be documented in Akita Box</p> <p>Action's Expected Result/Impact: The facility safety and security concerns will be reported within 72 hours</p> <p>Staff Responsible for Monitoring: Tanya McIntosh - Asst. Principal (Primary)</p>	Formative		
	Nov	Feb	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>			





Priority 3: Safety and Wellbeing

Goal 4: The campus will ensure that all students and staff have access to ongoing preventative measures and interventions to support their physical, mental, and emotional well-being when necessary.

Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff

District Goal Alignment: Goal 1: All students and staff will have access to ongoing preventative measures and interventions to support their physical, mental, and emotional well-being when necessary.

Evaluation Data Sources: Student/Employee Satisfaction Survey
Threat Assessment Team Data
Crisis Intervention Team Data

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Students and staff will be made aware of the preventative resources and interventions that are available to them to support their physical, mental, and emotional well-being through various communication methods such as newsletters, flyers, posts, blackboard, etc.</p> <p>Action's Expected Result/Impact: Students and staff will be aware of the physical, mental, and emotional well-being supports that they have available for them.</p> <p>Staff Responsible for Monitoring: Counselors, Campus Administration</p>	Formative		
	Nov	Feb	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>			





Priority 3: Safety and Wellbeing

Goal 5: The campus will ensure that all students receive required health services, as evidenced by state-mandated screenings, immunization compliance, and individualized healthcare plans for students with chronic health conditions within six weeks of enrollment.

Quality Indicator: Safety and Wellbeing: Wellbeing for All Students and Staff

District Goal Alignment: Goal 2: All students will receive required health services as evidenced by state-mandated screenings, immunization compliance, and individualized healthcare plans for students with chronic health conditions within six weeks of enrollment.

Evaluation Data Sources: State Reports for annual screenings and immunizations
School clinics audits

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The campus will audit student health records to ensure that all students have received the required health services.</p> <p>Action's Expected Result/Impact: All students will be current on all their required health services.</p> <p>Staff Responsible for Monitoring: School Nurses and Campus Administration</p>	Formative		
	Nov	Feb	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>			





Priority 4: Effectiveness and Efficiency

Goal 1: 100% of the campus and department leaders will systemically utilize a systems approach to continuous improvement.

Quality Indicator: Effectiveness and Efficiency: Continuous Improvement Approach to Performance Excellence

District Goal Alignment: Goal 1: 100% of campus and department leaders will systematically utilize a systems approach to continuous improvement

Evaluation Data Sources: Continuous Improvement Leadership Self-Assessment

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Campus leaders will utilize information from the Continuous Improvement Leadership Self-Assessment to identify strengths and opportunities in leading to performance excellence using a systems approach to continuous improvement.</p> <p>Action's Expected Result/Impact: Campus leadership will ensure that we are aligned with the District's expectations on continuous improvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Team Leads</p>	Formative		
	Nov	Feb	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>			





Priority 4: Effectiveness and Efficiency

Goal 2: 100% of teachers will systematically utilize a systems approach to continuous improvement.

Quality Indicator: Effectiveness and Efficiency: Efficient Use of District Resources

District Goal Alignment: Goal 2: 100% of teachers will systematically utilize a systems approach to continuous improvement.

Evaluation Data Sources: Continuous Improvement Teacher Self-Assessment

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Teachers will utilize information from their Continuous Improvement Self-Assessment to improve performance in their current assignment.</p> <p>Action's Expected Result/Impact: Teachers will continue to grow and improve in their educational practice</p> <p>Staff Responsible for Monitoring: Campus Administrators and Team Leads</p>	Formative		
	Nov	Feb	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>			





Priority 4: Effectiveness and Efficiency

Goal 3: 100% of support employees will systematically utilize a systems approach to continuous improvement.

Quality Indicator: Effectiveness and Efficiency: Continuous Improvement Approach to Performance Excellence

District Goal Alignment: Goal 3: 100% of support employees will systematically utilize a systems approach to continuous improvement.

Evaluation Data Sources: Support Employee Self-Reflection Process

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: Support employees will utilize information from their Employee Self-Reflection process to determine the strengths and opportunities for improvement in their implementation of continuous improvement.</p> <p>Action's Expected Result/Impact: Employees will identify opportunities for improvement regarding their implementation continuous improvement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	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>			





Priority 4: Effectiveness and Efficiency

Goal 4: 100% of the campus classroom teachers will demonstrate proficiency in using technology to design student-centered lessons.

Quality Indicator: Effectiveness and Efficiency: Efficient Use of Technology Resources

District Goal Alignment: Goal 1: 100% of classroom teachers will demonstrate proficiency in using technology to design student-centered lessons.

Evaluation Data Sources: Texas Teacher Evaluation and Support System (T-TESS) evaluation data from Domain 1.1 and 1.4
 Mobile device management data, currently adopted Learning Management System (LMS) , and Single Sign-on (SSO) data
 T-TESS evaluation data from Domains 2.1, 2.2, and 2.4
 LMS usage and interaction data

Key Action 1 Details	Formative Reviews		
Key Action 1: Campus Leadership will collaborate with the Technology Specialist to learn the district's criteria for teacher's to be considered technology efficient. Action's Expected Result/Impact: Teachers will be technology efficient Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	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>			





Priority 4: Effectiveness and Efficiency

Goal 5: The campus will ensure that 100% of employees complete the annual security awareness training

Quality Indicator: Effectiveness and Efficiency: Efficient Use of Technology Resources

District Goal Alignment: Goal 2: 100% of employees will complete annual security awareness training resulting in 90% reduction in phishing simulation failures.

Evaluation Data Sources: Security platform analytics

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The campus will monitor and ensure that all employees have completed the annual security awareness training.</p> <p>Action's Expected Result/Impact: The security of the network will be improved.</p> <p>Staff Responsible for Monitoring: Memphis Carter - Assistant Principal</p>	Formative		
	Nov	Feb	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>			


Priority 5: Family and Community Partnerships

Goal 1: 90% or more of the survey respondents will assign the Campus a positive rating on the annual Campus Parent Survey

Quality Indicator: Family and Community Partnerships: Stakeholder Satisfaction

District Goal Alignment: Goal 1: 90% or more of survey respondents will assign the District a positive rating on the annual District Parent Survey.

Evaluation Data Sources: HEB ISD Parent Survey

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The campus will ensure that parents receive quality customer service when interacting with the campus. Action's Expected Result/Impact: Providing quality customer service helps ensure that parents have a great experience with the campus. Staff Responsible for Monitoring: All Campus Staff</p>	Formative		
	Nov	Feb	June
Key Action 2 Details	Formative Reviews		
<p>Key Action 2: The campus will ensure that parents are kept informed about the good things taking place on the campus. Action's Expected Result/Impact: Parents will feel connected to the campus if they are aware of what is taking place with and on the campus. Staff Responsible for Monitoring: Mia Langi, Principal, Christine Davis</p>	Formative		
	Nov	Feb	June
			

Priority 5: Family and Community Partnerships

Goal 2: 90% or more of the survey respondents will assign the Campus a positive rating on the annual Campus Staff Survey

Quality Indicator: Family and Community Partnerships: Stakeholder Satisfaction

District Goal Alignment: Goal 2: 90% or more of the survey respondents will assign the District a positive rating on the annual District Staff Survey

Evaluation Data Sources: HEB ISD Staff Survey





Priority 5: Family and Community Partnerships

Goal 3: 90% or more of the survey respondents will assign the Campus a positive rating on the annual Campus Student Survey

Quality Indicator: Family and Community Partnerships: Stakeholder Satisfaction

District Goal Alignment: Goal 3: 90% or more of the survey respondents will assign the District a positive rating on the annual District Student Survey

Evaluation Data Sources: HEB ISD Student Survey

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The campus will ensure that students have an amazing high school experience in which they feel heard, seen, and loved.</p> <p>Action's Expected Result/Impact: Students will have a positive high school experience as a result of knowing that they have a voice, they are valued, and they are loved.</p> <p>Staff Responsible for Monitoring: All campus employees</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0% No Progress</p> </div> <div style="text-align: center;">  <p>100% Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>			





Priority 5: Family and Community Partnerships

Goal 4: The campus will provide at least one Campus-wide family/community engagement event annually.

Quality Indicator: Family and Community Partnerships: Stakeholder Engagement

District Goal Alignment: Goal 4: Provide at least one District-wide family/community engagement event annually.

Evaluation Data Sources: Implementation plan and evaluation data for at least one Campus-wide event

Key Action 1 Details	Formative Reviews		
<p>Key Action 1: The campus will provide a minimum of one campus-wide or community engagement event each year. Action's Expected Result/Impact: A partnership with community stakeholders will be maintained. Staff Responsible for Monitoring: Mia Langi</p>	Formative		
	Nov	Feb	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>			