

**Birdville Independent School District**  
**Holiday Heights Elementary**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

***Holiday Heights Elementary is a community of lifelong learners where everyone learns in a safe, kind, and nurturing environment.***

# Vision

***Staff and students will grow and develop, not only academically, but socially for a future they create.***

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Holiday Heights Elementary is a Pre-Kindergarten through 5th Grade Title I campus located in North Richland Hills, Texas, within Birdville ISD. The campus serves approximately 463 students and reflects a diverse student population: 38.88% White, 27.43% Hispanic, 17.28% Black/African American, 7.99% Asian American, 7.99% Two or More Races, 0.22% American Indian, and 0.22% Pacific Islander.

As a predominantly neighborhood school, most students live within the surrounding community. With only two district buses serving the campus, the majority of students walk, ride bikes, or are picked up by family members.

Holiday Heights Elementary is proud to have a strong sense of community and a positive relationship between staff and families. Parental involvement is high, and the school enjoys strong support from the community.

Holiday Heights has been recognized as a Capturing Kids' Hearts National Showcase School for both the 2024–2025 and 2025–2026 school years, highlighting the campus's commitment to building strong, supportive relationships and a positive school culture.

### Demographics Strengths

Holiday Heights Elementary is proud to serve a culturally and ethnically diverse student population, creating a rich and inclusive learning environment. This diversity enhances students' educational experience by fostering greater cultural awareness, empathy, and collaboration among peers. The campus community values and embraces this diversity, using it as a strength to support academic and social-emotional growth.

As a neighborhood school, Holiday Heights enjoys strong relationships with families and community members. Most students live nearby and walk, bike, or are picked up by family, allowing for daily interaction between staff and families. This close-knit community contributes to high levels of parent involvement, strong communication, and a positive school culture.

Recognized as a Capturing Kids' Hearts National Showcase School for 2024–2025 and 2025–2026, Holiday Heights is committed to building meaningful connections and maintaining a supportive environment where all students feel valued and empowered to succeed.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The 2024-2025 end-of-year average daily attendance was 94.7%, representing an improvement, yet remaining slightly below the district goal of 95%.

**Root Cause:** While Holiday Heights benefits from strong family and community engagement, student academic performance has not consistently met state standards. Gaps in achievement are influenced by inconsistent attendance and chronic absenteeism, which limit learning opportunities.

# Student Learning

## Student Learning Summary

### 3rd READING

2023-2024 – 62.1%

24-25 – 64.6%

### 4<sup>th</sup> READING

2023-2024 – 74.4%

24-25 – 83%

### 5<sup>th</sup> READING

2023-2024 – 84.4%

24-25 – 71.9%

### 5<sup>th</sup> SCIENCE

2023-2024 – 63.1%

24-25 – 52.8%

### 3<sup>rd</sup> MATH

2023-2024 – 60.3%

24-25 – 66.6%

### 4<sup>th</sup> MATH

2023-2024 – 55%

24-25 – 64.8%

### 5<sup>th</sup> MATH

2023-2024 – 78.6%

24-25 -67.4%

## Student Learning Strengths

The data shows some positive growth in several areas between the 2023-2024 and 2024-2025 academic years. Notably, 3rd-grade reading scores improved modestly, increasing from 62.1% to 64.6%. Even more significant gains were seen in 4th-grade reading, which rose from 74.4% to 83%, indicating strong progress in literacy at this level. Similarly, math scores for 3rd and 4th grades showed encouraging upward trends. Third-grade math improved from 60.3% to 66.6%, while 4th-grade math experienced a notable increase from 55% to 64.8%. These improvements suggest that early elementary instruction in reading and math is becoming more effective.

However, there are areas of concern, particularly at the 5th-grade level. Fifth-grade reading scores declined significantly, dropping from 84.4% to 71.9%. Similarly, 5th-grade science scores decreased from 63.1% to 52.8%, and 5th-grade math saw a decline from 78.6% to 67.4%. These downward trends indicate that while early grades are making progress, there may be challenges in sustaining or building upon that success as students advance to higher grade levels. Targeted interventions and support may be needed to address these areas and help improve outcomes for 5th graders.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 5th Grade scores, across Reading, Math and Science declined from the 2023-2024 school year.

**Root Cause:** This decline raises concerns about students' ability to maintain and build upon foundational skills as they progress to higher grade levels.

## School Processes & Programs

### School Processes & Programs Summary

Students at Holiday Heights Elementary are served through a variety of programs related to individual student needs. 63.07% (292 students) of our students are served by the free and reduced lunch program. 14.25% (66 students) of our students are considered Emergent Bilingual, 21.17% (98 students) special education, 7.34% (34 students) dyslexic, and 5.18% (24 students) gifted and talented.

Holiday Heights Elementary has one Pre-Kindergarten 3 classroom and two Pre-Kindergarten 4 classrooms. The Pre-Kindergarten program provides intervention with a focus on cognitive, social-emotional, language and communication, and physical skills in an effort to allow children to learn skills that they can further utilize as they transition into the elementary setting.

Holiday Heights Elementary has a kindergarten through second grade and third grade through fifth grade Positive Approach to Student Success (PASS) program on campus. The Positive Approach to Student Success program supports students with significant deficits in adaptive behaviors, personal management and behavioral needs.

Collaborative teams meet to discuss student progress and plan intervention based on student need with a goal of closing the learning gap. We also provide tutoring to our struggling students with staff both before and after school and on Saturdays.

### School Processes & Programs Strengths

Holiday Heights staff utilize Professional Learning Community (PLC) meetings to address student needs through the use of anecdotal records, classroom observations, and data analysis. Both the campus and classroom schedules are designed to maximize instructional time and reflect best practices. The campus employs Vertical Teams to align curriculum, instructional strategies, and common academic vocabulary. Additionally, all staff members are trained in Capturing Kids' Hearts, ensuring a consistent approach across the campus through

social contracts, student greetings, affirmations, and recognition of positive behaviors.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students in the white subpopulation have consistently not demonstrated growth on both Reading and Math STAAR Assessments across grade levels, indicating a need for targeted instructional strategies and interventions to address persistent academic gaps.

**Root Cause:** White students at Holiday Heights have not consistently made progress on reading and math assessments due to a combination of factors, including inconsistent use of data to inform instructional decisions. Additionally, inconsistent attendance and limited parental engagement in academic support have further hindered student growth and achievement.

# Perceptions

## Perceptions Summary

At Holiday Heights Elementary, our top priority is meeting the unique needs of every student. We believe that each child learns differently, and our approach reflects a strong commitment to personalized education. From leadership and curriculum to support services and teaching strategies, every aspect of our school is thoughtfully designed to help students thrive academically, socially, and emotionally.

Our nurturing school environment, combined with active engagement from families and the broader community, creates a strong foundation for student success. We are proud to foster a culture where collaboration, respect, and a love for learning are at the heart of everything we do.

At Holiday Heights, we do not just talk about excellence—we show it. Whether inside the classroom, on the playground, or out in the community, we strive every day to demonstrate what it means to have #HuskyPride.

## Perceptions Strengths

Holiday Heights provides a warm, welcoming, and safe environment where both students and parents feel supported and valued. Students recognize the dedication of their teachers, who consistently prioritize both their academic growth and emotional well-being.

Communication is a key strength of the campus—parents appreciate being kept informed through regular class newsletters and active social media updates.

Families are actively engaged, contributing to the school's strong sense of community.

Students take pride in their school, which is evident in the way they speak about and interact within the campus environment.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Current data indicates inconsistent outcomes in student achievement and engagement across subpopulations.

**Root Cause:** The inconsistent outcomes in student achievement and engagement across subpopulations can be attributed to a lack of vertical alignment in instructional practices and curriculum implementation. Additionally, variations in differentiation strategies, inconsistent use of data to drive instruction, and limited collaboration time for teachers to plan and reflect collectively contribute to uneven support.

**Problem Statement 2 (Prioritized):** There appears to be a gap in the understanding among staff, students and parents regarding the safety protocols established at the district, campus, and classroom levels. Additionally, awareness of the resources available to support safety and well-being within the school community remains limited.

**Root Cause:** A possible lack of clear, accessible, and consistent messaging, limited opportunities for engagement and training, and inadequate dissemination of information through channels that effectively reach all families.

# Priority Problem Statements

**Problem Statement 1:** 5th Grade scores, across Reading, Math and Science declined from the 2023-2024 school year.

**Root Cause 1:** This decline raises concerns about students' ability to maintain and build upon foundational skills as they progress to higher grade levels.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Current data indicates inconsistent outcomes in student achievement and engagement across subpopulations.

**Root Cause 2:** The inconsistent outcomes in student achievement and engagement across subpopulations can be attributed to a lack of vertical alignment in instructional practices and curriculum implementation. Additionally, variations in differentiation strategies, inconsistent use of data to drive instruction, and limited collaboration time for teachers to plan and reflect collectively contribute to uneven support

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Students in the white subpopulation have consistently not demonstrated growth on both Reading and Math STAAR Assessments across grade levels, indicating a need for targeted instructional strategies and interventions to address persistent academic gaps.

**Root Cause 3:** White students at Holiday Heights have not consistently made progress on reading and math assessments due to a combination of factors, including inconsistent use of data to inform instructional decisions. Additionally, inconsistent attendance and limited parental engagement in academic support have further hindered student growth and achievement.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** The 2024-2025 end-of-year average daily attendance was 94.7%, representing an improvement, yet remaining slightly below the district goal of 95%.

**Root Cause 4:** While Holiday Heights benefits from strong family and community engagement, student academic performance has not consistently met state standards. Gaps in achievement are influenced by inconsistent attendance and chronic absenteeism, which limit learning opportunities.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** There appears to be a gap in the understanding among staff, students and parents regarding the safety protocols established at the district, campus, and classroom levels. Additionally, awareness of the resources available to support safety and well-being within the school community remains limited.

**Root Cause 5:** A possible lack of clear, accessible, and consistent messaging, limited opportunities for engagement and training, and inadequate dissemination of information through channels that effectively reach all families.

**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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- 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
- 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
- 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
- School safety data

### **Employee Data**

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

### **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
- Other additional data

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels

Elementary: Elementary: Childrens' Learning Institute (CLI Engage - CIRCLE) - (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), Texas Education Agency (TEA) Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level.</p> <p><b>Actions:</b> a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity to implement campus literacy plans.                      b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources and literacy strategies.                      c) Provide coaching support for campus implementation plans.                      d) Use data to provide targeted support and progress monitoring.                      e) Provide Saturday Tutoring monthly (and then bi-monthly after January) for students not growing in our targeted subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator, Special Education Staff, Leaders of Learners (LOL) Members, Classroom Teachers, Tutors (Before/After School)</p> <p><b>Title I:</b>                      2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement.</p> <p><b>Actions:</b> a) Continue to provide elementary teachers training on the science of teaching reading based on Texas Education Agency (TEA) and House Bill 3 (HB3) requirements.  b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements.  c) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions.  d) Infuse literacy-focused professional learning and discussions into monthly principal meetings.  e) Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading.  f) Collect process data to measure the degree of alignment and implementation of district initiatives.  g) Monitor implementation of the district Reading Language Arts curriculum through ongoing professional learning and coaching.  h) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements.  i) Use instructional facilitator to support teachers in meeting House Bill 3 (HB3) goals and closing the gap regarding student performance.  j) Increase teacher capacity to teach the required Kindergarten -3rd grade phonics program.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator, Special Education Staff, Classroom Teachers, Central Office Staff</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate and assist campus staff in implementing data informed instruction and responsive teaching.</p> <p><b>Actions:</b> a) Continue to conduct training on the personalized learning framework for all instructional staff.  b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the Professional Learning Committee (PLC) process, including Super PLCs once a month (extra data/planning time for staff).  c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement.  d) Use data from multiple assessments (mClass, Star Renaissance) to inform instruction.  e) Collect, analyze and use data for progress monitoring.  f) Provide Saturday Tutoring monthly (and then bi-monthly after January) for students not growing in our targeted subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator, Special Education Staff, Classroom Teachers, Central Office Staff</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals.</p> <p><b>Actions:</b> a) Identify trends by conducting data analysis to determine progress in reading, math and English language development.  b) Increase effective systems of support for student learning in reading and math.  c) Provide Saturday Tutoring monthly (and then bi-monthly after January) for students not growing in our targeted subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator, Multilingual Services, Classroom Teachers, Central Office Staff</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Current data indicates inconsistent outcomes in student achievement and engagement across subpopulations. <b>Root Cause:</b> The inconsistent outcomes in student achievement and engagement across subpopulatio can be attributed to a lack of vertical alignment in instructional practices and curriculum implementation. Additionally, variations in differentiation strategies, inconsistent use of data to drive instruction, and limited collaboration time for teachers to plan and reflect collectively contribute to uneven support</p>

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups (focus of subpopulations of white, economically disadvantage and special education students) as measured by state and district assessments.

Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assist teachers in developing, administering, and collecting student performance data to evaluate student growth.</p> <p><b>Actions:</b> a) Provide professional development for all teachers in analyzing and use of a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction).                      b) Track student performance to determine progress toward success on State of Texas Assessments of Academic Readiness (STAAR) assessments.                      c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.                      d) Use Professional Learning Committee (PLC) Data Talks to determine best practices and student growth needs. This will include our Super PLCs which will add a double data/planning time monthly.                      e) Use Classroom Teachers before/after school to support student learning and growth in both reading and math.                      f) Provide Saturday Tutoring monthly (and then bi-monthly after January) for students not growing in our targeted subpopulations.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator, Special Education Staff, Classroom Teachers</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish the Plan, Do, Study, Act (PDSA) process as a standard operating procedure on the campus for improving instruction, data analysis, and student growth.</p> <p><b>Actions:</b> a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support.  b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation.  c) Collect examples during campus walkthroughs.  d) Model examples of goal setting and digital data folders during PLCs, Staff Meetings and Newsletters.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Faciliator, Special Education Staff, Classroom Teachers</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide multiple opportunities for parents and the community to be engaged in the educational process and improving student learning.</p> <p><b>Actions:</b> a) Host Meet the Teacher Event.  b) Create Information Videos to give parents information on how to support their child in/out of the school .  c) Host two Counselor Sessions relevant to current student difficulties.  d) Host the Annual Title I Information Meetings to explain programs and services available to our families.  e) Develop and distribute a Family and Parent Engagement Policy.  f) Host Open House to show parents academic growth  g) Conduct fall and spring parent conferences to improve student learning.  h) Create campus wide digital binders for families to engage and track updated student data.  i) Host a Multicultural Night to promote understanding and learning of different cultures represented in our school,</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Family Engagement Resources - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> The 2024-2025 end-of-year average daily attendance was 94.7%, representing an improvement, yet remaining slightly below the district goal of 95%. <b>Root Cause:</b> While Holiday Heights benefits from strong family and community engagement, student academic performance has not consistently met state standards. Gaps in achievement are influenced by inconsistent attendance and chronic absenteeism, which limit learning opportunities.</p>

## Perceptions





**Problem Statement 1:** Current data indicates inconsistent outcomes in student achievement and engagement across subpopulations. **Root Cause:** The inconsistent outcomes in student achievement and engagement across subpopulatio can be attributed to a lack of vertical alignment in instructional practices and curriculum implementation. Additionally, variations in differentiation strategies, inconsistent use of data to drive instruction, and limited collaboration time for teachers to plan and reflect collectively contribute to uneven support

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display an awareness of social emotional development as measured by a district-administered student survey.

**Evaluation Data Sources:** Social-Emotional Learning survey, Monthly Classroom Check-In Data Points

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a culture that focuses students' social-emotional behavior well-being.</p> <p><b>Actions:</b> a) Develop a plan for implementing Social-Emotional Behavior (SEB) curriculum into the classroom with consistency, this will include Capturing Kids' Hearts and Character Strong.                      b) Design classroom counseling lessons addressing Social-Emotional Behavior (SEB) well-being.                      c) Implement a plan to recognize students and staff that demonstrate good citizenship traits.                      d) Implement activities and programs that will integrate values into school culture.                      e) Implement a digital citizenship and safety program.                      f) Provide training to all staff for Capturing Kids' Hearts.                      g) Utilize Title I Part Time Crisis Counselor to provide support to students in areas of Social-Emotional Behavior (SEB).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, SEL Committee, Classroom Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I, Crisis Intervention Counselor - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Students in the white subpopulation have consistently not demonstrated growth on both Reading and Math STAAR Assessments across grade levels, indicating a need for targeted instructional strategies and interventions to address persistent academic gaps. <b>Root Cause:</b> White students at Holiday Heights have not consistently made progress on reading and math assessments due to a combination of factors, including inconsistent use of data to inform instructional decisions. Additionally, inconsistent attendance and limited parental engagement in academic support have further hindered student growth and achievement.</p>

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavioral Multi-Tiered Student Supports (MTSS) Tiers 2 and 3.

**High Priority**

**Evaluation Data Sources:** Behavioral Multi-Tiered Student Supports (MTSS data records)  
Aligned to Strategic Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Align campus expectations for behavior with district behavioral RtI Plan.</p> <p><b>Actions:</b> a) Ensure that staff is trained in the implementation of the behavior Response to Intervention (RtI) plan with established procedures. b) Conduct Positive Behavior Intervention Support (PBIS) Meetings with Agendas/Minutes to support campus behavior concerns. c) Continue to implement consistent campus behavioral expectations (The Husky Way) that all stakeholders will follow. d) Use video announcements and short clips to demonstrate appropriate campus behavior. e) All staff will implement strategies learned during Capturing Kids' Hearts training.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 4 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> 5th Grade scores, across Reading, Math and Science declined from the 2023-2024 school year. <b>Root Cause:</b> This decline raises concerns about students' ability to maintain and build upon foundational skills as they progress to higher grade levels.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Students in the white subpopulation have consistently not demonstrated growth on both Reading and Math STAAR Assessments across grade levels, indicating a need for targeted instructional strategies and interventions to address persistent academic gaps. <b>Root Cause:</b> White students at Holiday Heights have not consistently made progress on reading and math assessments due to a combination of factors, including inconsistent use of data to inform instructional decisions. Additionally, inconsistent attendance and limited parental engagement in academic support have further hindered student growth and achievement.</p>

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total Average Daily Attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Evaluation Data Sources:** Overall campus Average Daily Attendance (ADA) as per Summer Public Information Information Management System (PEIMS) submission

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine and implement our campus attendance plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.</p> <p><b>Actions:</b> a) Grade level attendance data will be displayed and updated routinely.                      b) Follow truancy guidelines and implement truancy prevention measures (including Open Enrollment Students)                      c) Use District Weekly Attendance Reports on announcements and Social Media to encourage better attendance.                      d) Develop Grade Level and Class Incentives, including individual recognition.                      e) Continue campus wide incentives such as the Attendance Snack Cart and Random Attendance Awards.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Attendance Clerk, Counselors, Classroom Teachers, Attendance Officer</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The 2024-2025 end-of-year average daily attendance was 94.7%, representing an improvement, yet remaining slightly below the district goal of 95%. <b>Root Cause:</b> While Holiday Heights benefits from strong family and community engagement, student academic performance has not consistently met state standards. Gaps in achievement are influenced by inconsistent attendance and chronic absenteeism, which limit learning opportunities.</p>

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in all areas on campus.

**Evaluation Data Sources:** Evaluation of goal achievement as per improvement plans.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and deploy aligned continuous improvement processes vertically and horizontally on campus.</p> <p><b>Actions:</b> a) Establish goals for each team to improve efficiency and effectiveness of operations at all levels of the organization.            b) Develop and implement team plans to achieve goals, including identification of strategies and specific actions.            c) Identify key measures to track progress toward established goals.            d) Collect data on measures throughout the year and chart progress.            e) Evaluate the effectiveness of plans in achieving goals.            f) Communicate and celebrate team and campus successes through newsletters, staff meeting recognition and peer-to-peer recognition.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recruit, employ and retain quality teaching and professional support staff to attain excellence in student performance.</p> <p><b>Actions:</b> a) Develop a plan to support 0-3 year experience teachers beyond the district mentor program.            b) Evaluate staff morale and satisfaction with campus surveys.            c) Use campus teams to evaluate programs and procedures to ensure satisfactory support from campus stake holders.            d) Continue to utilize the Faculty Advisory Committee (FAC) to address any topics which might need adjustment.            e) Provide all staff a uniformed shirt that promotes being a member of our school community.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

**Perceptions**


**Problem Statement 1:** Current data indicates inconsistent outcomes in student achievement and engagement across subpopulations. **Root Cause:** The inconsistent outcomes in student achievement and engagement across subpopulatio can be attributed to a lack of vertical alignment in instructional practices and curriculum implementation. Additionally, variations in differentiation strategies, inconsistent use of data to drive instruction, and limited collaboration time for teachers to plan and reflect collectively contribute to uneven support


**Goal 3:** All students and staff will learn and work in a safe and responsive environment.


**Performance Objective 1:** Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.


**Evaluation Data Sources:** District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Actions:</b> a) Use district staff (i.e Safety and Security Specialist, counselors, and crisis intervention coordinator) to identify and address safety and social-emotional behavioral concerns.                      b) Conduct safety meetings Campus Emergency Response Team to evaluate and problem solve district safety concerns.                      d) Develop a plan to conduct all safety drills with meetings to assess strengths/weaknesses.                      e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.                      f) Identify potential school and safety threats using survey data to conduct a process for continuous improvement.                      g) Work in collaboration with applicable district staff to ensure and enhance recommended behaviors.                      h) Ensure all staff have updated safety trainings throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**


Perceptions
<p><b>Problem Statement 2:</b> There appears to be a gap in the understanding among staff, students and parents regarding the safety protocols established at the district, campus, and classroom levels. Additionally, awareness of the resources available to support safety and well-being within the school community remains limited. <b>Root Cause:</b> A possible lack of clear, accessible, and consistent messaging, limited opportunities for engagement and training, and inadequate dissemination of information through channels that effectively reach all families.</p>

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

**Evaluation Data Sources:** Annual report of worker's compensation claims.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a campus-wide safety awareness program.</p> <p><b>Actions:</b> a) View and complete all components of Safe Schools Training.                      b) Monitor the implementation of safety procedures throughout the campus (stepladders, extension cords, appliances).                      c) Review safety procedures and relevant topics during staff meetings.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June







**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> There appears to be a gap in the understanding among staff, students and parents regarding the safety protocols established at the district, campus, and classroom levels. Additionally, awareness of the resources available to support safety and well-being within the school community remains limited. <b>Root Cause:</b> A possible lack of clear, accessible, and consistent messaging, limited opportunities for engagement and training, and inadequate dissemination of information through channels that effectively reach all families.</p>

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The campus will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** Annual review of improvement plan requirements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a site-based decision making committee to ensure implementation of campus plan.</p> <p><b>Actions:</b> a) Complete all action items.                      b) Conduct four site-based meetings to review the campus improvement plan.                      c) Conduct annual Campus Needs Assessment (CNA) and use feedback/data to drive campus improvement.                      d) Conduct Family Engagement Agreements with annual review to drive campus improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Site Base Team, Families</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement.</p> <p><b>Actions:</b> a) Continue to consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title III programs and Title 1, Part A schools.                      b) Continue to review and update meaningful ways for parents to be involved in their child's education.                      c) Design, develop and implement a family, parent, and community engagement program to meet the needs of Emergent Bilingual (EB) students.</p> <p><b>Staff Responsible for Monitoring:</b> Multilingual Services, Federal Programs, Campus Administrative Staff</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> The 2024-2025 end-of-year average daily attendance was 94.7%, representing an improvement, yet remaining slightly below the district goal of 95%. <b>Root Cause:</b> While Holiday Heights benefits from strong family and community engagement, student academic performance has not consistently met state standards. Gaps in achievement are influenced by inconsistent attendance and chronic absenteeism, which limit learning opportunities.</p>

## Perceptions

**Problem Statement 2:** There appears to be a gap in the understanding among staff, students and parents regarding the safety protocols established at the district, campus, and classroom levels. Additionally, awareness of the resources available to support safety and well-being within the school community remains limited. **Root Cause:** A possible lack of clear, accessible, and consistent messaging, limited opportunities for engagement and training, and inadequate dissemination of information through channels that effectively reach all families.

# State Compensatory

## Budget for Holiday Heights Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 2.8**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Holiday Heights Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Annie Angumya	Educational Assistant	0.33
Darla Cowen	Reading Intervention	0.15
Jennifer Wainwright	Educational Assistant	0.33
Maegan Owen	Teacher	0.33
Mirna Molina	Teacher	0.33
Stephanie Carney	Reading Intervention	0.33
Teresa Hudson	Instructional Facilitator	1

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kendal Abbott	Crisis Intervention Counselor	Title I	0.5