

Fort Bend Independent School District

Heritage Rose Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D



Mission Statement

2020-2021 Theme: HRE is on a Safari for Success!

Fort Bend ISD Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Heritage Rose's Mission: Heritage Rose Elementary School exists to nurture innovative, confident, and self-motivated thinkers by providing extraordinary learning opportunities every day.

Vision

Fort Bend ISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

HRE's Campus Vision: To build an inspiring culture of learners through self-reflection, collaboration, and innovation that will foster student and staff growth.

Value Statement

All students can reach their full potential with effective teachers that inspire learning in a supportive climate and safe environment.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Heritage Rose Elementary's (HRE) needs assessment process is described below. The school support team evaluated the 2024-25 data. HRE instructional leaders have identified Science and Math as the two areas with the greatest need for growth. The STAAR scores between 2023-2024 and 2024-25 are as follows:

In 2023-2024, 50 percent of third grade students did not meet in the math portion of STAAR, but in the spring of 2025, 31 percent of third grade students did not meet in the math portion of STAAR. In 2023-2024, 41 percent of fourth grade students did not meet in the math portion of STAAR, but in the spring of 2025, 35 percent of fourth grade students did not meet in the math portion of STAAR.

There was no growth in fifth grade math STAAR from 2023-2024 to 2024-2025. Thirty-nine percent of fifth grade student did not meet in the math portion of STAAR, and in the spring of 2025, 42 percent did not meet in the math portion of STAAR.

For science, 62 percent of fifth grade students did not meet in STAAR for the 2023-2024 school year. For the 2025-2026 school year, 57 percent of 5th grade students did not meet in science STAAR.

We reviewed the following data in June and July of 2025:

HRE STAAR

MAP

Circle

STAAR Interim

We met in July to finalize our focus areas, and will meet again in September to update the current STAAR Data.

Meeting Dates are scheduled as follows:

Dec 8, 2025

Feb 9, 2026

May 11, 2026

The following were members of the CPAC and CNA Team:

NAME	ROLE
Gabriella Garza	Principal
Andrea Phillips	Assistant Principal
Shirley Traughber	Assistant Principal
Ailynne Abarado	Assistant Principal
Kristen Howard	Math Instructional Coach
Dr. Ebony Johnson	Literacy Instructional Coach
Marylou Ariza	Bilingual Specialist
Shanteria Johnson	Counselor
Jermaine Clark	PBIS Interventionist
Nicola Matthews	Parent Educator
Anabel Seymour	Pre-Kindergarten Team Leader
Goldie Sonnier	Kindergarten Team Leader
Makeda Francis	First Grade Team Leader
Shamiah Jones	Second Grade Team Leader
Lartricia Hicks	Third Grade Team Leader
Tanica Washington	Fourth Grade Team Leader
Maritha Green	Fifth Grade Team Leader
Samantha Lopez	Paraprofessional Team Leader
Charlotte Jackson	SPED Team Leader
Lauren Luna & Tory Randle	Ancillary Team Leaders
Nicola Matthews	Parent Educator
Katia Zavala	Parent
Elizabeth Pena	Executive Assistant

Demographics

Demographics Summary

Heritage Rose Elementary is a Title 1 Campus in FBISD. 1,300 students were served in the 2024-2025 school year from Pre-Kinder to 5th Grade. The student body is composed of 51% female and 49% male with a low socio-economic status of 72%. We are also a bilingual campus which consists of 31% emergent bilingual, 20% bilingual, and 7 % ESL learners. Our student population is 45% Hispanic, 0.6 % American Indian, 4% Asian, 43% African American, 0% Native Hawaiian, 2% White and 4% two or more races. At our school, we promote the characteristics of a profile of a graduate to encourage lifelong learning in where each scholar is equipped with skills that supports them in pursuing their future goals.

The attendance percentage is 94% for the 24-25 school year, whereas the previous year the attendance percentage was 93.7%.

Compared to last school year, our Hispanic students increased by 22, and our African American students increased by 39 students.

For the 2024-2025 school year, fourth grade was our largest grade level with over 215 students.

Our mobility for 2023-2024 was 18.8% and in 2024-2025 it decreased to 16.5%.

HRE had a very high percentage of SPED students which was over 13% of our student population.

At our campus, 47.63% is considered at risk totaling 593 students.

Our staff makeup is composed of 73% teachers and 16% educational paraprofessionals.

Regarding HRE Discipline Data there was an increase in disruptive behaviors from 38 referrals to 91 referrals, there was also an increase of teacher referrals totaling 291, and a decrease inappropriate contact from 232 to 62 incidents.

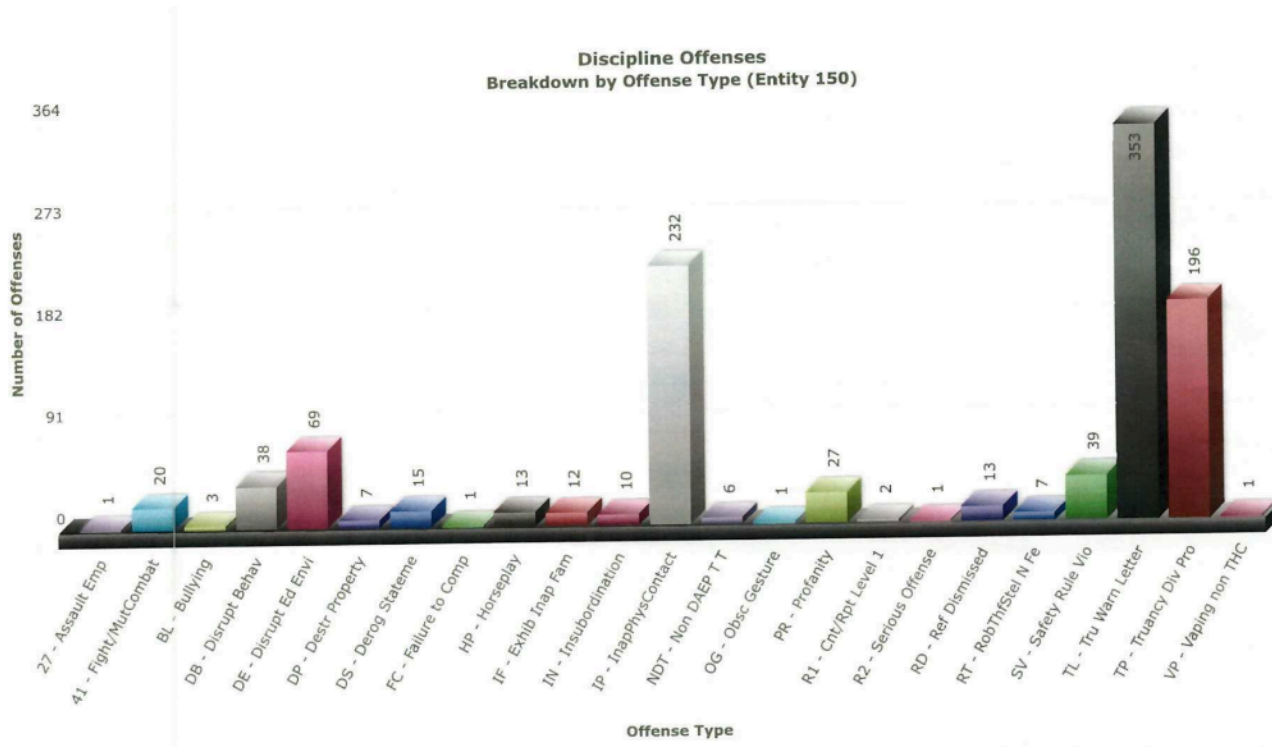
In relation to staff absences for this academic school year, 88.3% has between 1-30 absences.

Students Demographics	2023-2024 School Year	2023-2024 School Year	2024-2025 School Year	2024-2025 School Year
	Count	Percent	Count	Percent
Gender				
Male	599	51	615	49
Female	582	49	630	51
Ethnicity				
Hispanic-Latino	543	46	565	45
American-Indian	10	.85	8	.6
Asian	41	3	53	4
African-American	498	42	537	43
White	37	3	31	2
Two or more races	52	4	51	4

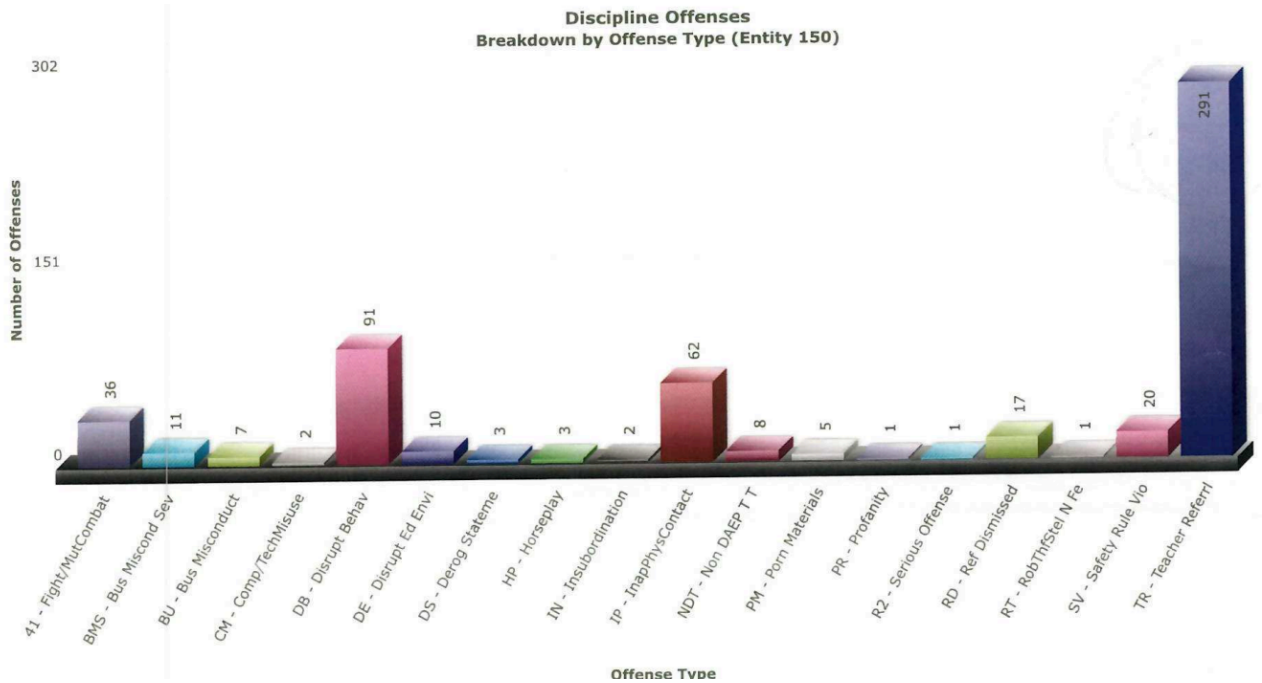
HRE Attendance Data

Grade	2023-2024	2024-2025
PK	92%	93%
Kinder	93%	93%
First	93%	95%
Second	94%	95%
Third	94%	95%
Fourth	95%	95%
Fifth	94%	95%

HRE 2023-2024 Discipline Data



HRE 2024-2025 Discipline Data



HRE Staff Absences 2024-2025

Absences Summary

More than 61 absences:	3 employees (2.56%)
Between 31 and 60 absences:	6 employees (5.13%)
Between 1 and 30 absences:	103 employees (88.03%)

The Culture and Climate Committee will come up with incentives, every nine weeks, for staff that have 100% perfect attendance.

Such as:

- Lunch

- Raffle
- Coverage from Admin team – 30 minutes
- Snack Basket

Demographics Strengths

HRE has a high percentage of Emerging Bilingual students and English as a second language students, with 81% and 7% respectively. HRE also has a Hispanic population of 45% and an African American population of 43%; these are the two highest subpopulations. Overall, our students performed better in Reading STAAR.

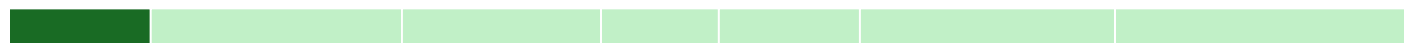
In third grade, 18 percent of Hispanics/Latinos did not meet in math STAAR for the 2024-2025 school year, whereas, in previous school year 45 percent did not meet in math STAAR. For third grade reading, 13 percent of Hispanics/Latinos did not meet reading STAAR for the 2024- 2025 school year, whereas, in previous school year 28 percent of Hispanics/Latinos did not meet reading STAAR. This shows an increase in students scoring approaches or above.

In fourth grade, 31 percent of Hispanics/Latinos did not meet in reading STAAR for the 2024-2025 school year, whereas in previous school year 32 percent did not meet in reading STAAR. For fourth grade reading, 22 percent of Hispanics/Latinos did not meet in reading STAAR for the 2024-2025 school year, whereas, in previous school year 25 percent did not meet in reading STAAR. In this grade level there was minor growth, but we sustained progress.

In fifth grade, 40 percent Black or African American students did not meet in math STAAR for the 2024-2025 school year. But in the previous year, 60 percent did not meet for math STAAR. For reading, 23 percent of Hispanic/Latinos did not meet for STAAR in 2024-2025 school year. In the previous year, 22 percent of Hispanic/Latinos did not meet for STAAR. We showed an increase of 20% with Black or African American in Math for 5th grade.

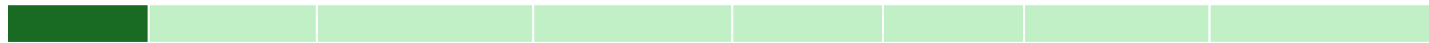
2025 Math STAAR OVERALL DATA

Grade Level	Did Not Meet	Approaches	Meets	Masters	Meets-Masters	Approaches–Masters
3 rd Grade	30.91%	29.09%	23.64%	16.36%	40%	69.09%
4 th Grade	38.86%	27.96%	21.33%	11.85%	33.18%	61.14%
5 th Grade	44.57%	36.95%	12.5%	5.98%	18.48%	55.43%



2025 READING STAAR OVERALL DATA

Grade Level	Did Not Meet	Approaches Meets	Masters	Meets-Masters	Approaches-Masters	
3 rd Grade	23.27%	30.82%	32.07%	13.84%	45.91%	76.73%
4 th Grade	27.96%	35.07%	28.91%	8.06%	36.97%	72.04%
5 th Grade	27.87%	32.24%	25.68%	14.21%	39.89%	72.13%



2025 SPANISH MATH OVERALL STAAR DATA

Grade Level	Students	Did Not Meet	Approaches Meets	Masters	Meets-Masters	Approaches-Masters	
3 rd Grade	17	41.18%	41.17%	17.65%	11.76%	29.41%	58.82%

2025 SPANISH READING OVERALL STAAR DATA

Grade Level	Students	Did Not Meet	Approaches Meets	Masters	Meets-Masters	Approaches-Masters	
3 rd Grade	21	71.43%	23.81%	0%	4.76%	4.76%	28.57%
4 th Grade	1	100%	0%	0%	0%	0%	0%
5 th Grade	1	100%	0%	0%	0%	0%	0%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Black/African American students are the highest subgroup in the Did Not Meet category for both Reading and Math among our third and fourth grade scholars.

Root Cause: Teachers need to provide rigorous Tier 1 instruction, include student ownership instructional practice and continually assess to ensure mastery of intended concepts.

Problem Statement 2: Our discipline data shows that more Black/African American students were removed from the educational setting due to disciplinary actions.

Root Cause: Teachers need to ensure structured classroom management, the use of our discipline flow chart with fidelity and implementation of required PBIS protocols.

Problem Statement 3: Staff with excessive absences contributed to scholars receiving inconsistent instruction.

Root Cause: We did not have enough certified teachers nor enough substitutes to provide quality Tier 1 instruction for student growth and progress.

Student Learning

Student Learning Summary

Based on our STAAR Data, HRE students are performing better in Reading than Math. However, when you look at the data from 2025 compared to 2024 data, students made more gains in Math. Fifth grade struggled the most in making significant gains.

When comparing Spring 2024 results to Spring 2025 results from STAAR data, third grade made the most significant gains. In Spring of 2024, 50 percent of third graders did not meet in Math and 34 percent did not meet in Reading. For Spring of 2025, only 34 percent of third graders did not meet in Math and 28 percent did not meet in Reading. As fourth graders in Spring of 2025, this group continued to make gains in Math. Thirty five percent of 4th graders did not meet in STAAR Math. When tracking the same group of students from 3rd to 4th grade they showed significant growth on the Math STAAR.

Special education students struggled to make gains overall. African-American students struggled with STAAR, especially in grades 3 and 4, compared to Hispanics. In fifth grade, African American students performed better than Hispanics in both Reading and Math.

STAAR 3-8 Performance for 2024 - 2025 - (079907150) - Heritage Rose EL

Approaches or Above - Grade Level All

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current and Monitored)	Special Ed (Current)	Special Ed (Former)	Cont Enrolled
Subject Area - All													
4 Yr Avg	62% +4.8	58% +3	64% +6.3	61% +1.3	75% +7.5	84% +15.5		63% +3.3	61% +5	34% +1.5	65% +6.3	66% +6.5	62% +5.5
2025	63% +4	59% +6	68% +4	60% +20	50% -50	80% +2		53% +8	63% +5	32% +1	67% +2	69% +3	66% +9
2024	59% -4	53% -7	64% +1	40% -23	100% +37	78% -7		45% -34	58% -3	31% +1	65% +2	66% +3	57% -3
2023	63% -1	60% -1	63% 0	63% -18	63% -23	85% -6		79% +4	61% -2	30% -11	63% -2	63% -2	60% -4
2022	64% +20	61% +14	63% +20	81% +26	86% +66	91% +73	33% -34	75% +35	63% +20	41% +15	65% +23	65% +22	64% +20

Reading STAAR Data Learning Strengths

Based on the 4-year average and recent trends, the following areas stand out as strengths:

- Category with 92% (+25%): Highest-performing area, showing sustained excellence.
- Category with 82% (+14.3%) and 77% (+6.3%): Strong and consistent performance.
- Category with 74% (+5.3%) and 71% (+7.3%): Indicate solid comprehension and reading fluency.
- Category with 69–70% averages and consistent gains: Reflect broad-based reading proficiency.

Subject Area - Reading													
4 Yr Avg	70% +6	70% +3.8	71% +7.3	64% +2	92% +25	82% +14.3		77% +6.3	69% +6	38% +3.3	68% +5.8	69% +6	69% +6.5
2025	71% +1	67% -1	75% +1	67% +25	100% 0	79% +3		68% +1	71% +1	38% +2	68% -4	70% -2	73% +6
2024	70% +3	68% -3	74% +10	42% -17	100% +33	76% -7		67% -25	70% +6	36% +2	72% +9	72% +9	67% +3
2023	67% -5	71% -1	64% -7	59% -28	67% -33	83% -7		92% +10	64% -7	34% -12	63% -8	63% -8	64% -7
2022	72% +25	72% +20	71% +25	87% +28	100% +100	90% +68	100% +100	82% +39	71% +24	46% +21	71% +26	71% +25	71% +24

Math STAAR Data Learning Strengths

Based on the 4-year average and recent trends, the following areas stand out as strengths:

- Category with 83% (+14.3%): This is the highest-performing area, showing consistent growth.
- Category with 70% (+7.8%) and 69% (+7.5%): These are also strong performers with steady improvement.
- Category with 66% (+6.8%) and 62% (+5.3%): Indicate solid foundational understanding.

Subject Area - Mathematics													
4 Yr Avg	61% +4.8	53% +2.5	66% +6.8	62% +0.8	67% -12.5	83% +14.3		56% +0.5	60% +4.8	32% +1.3	69% +7.5	70% +7.8	62% +5.3
2025	63% +9	57% +10	70% +9	56% +14	0% -100	79% -1		40% +7	62% +9	32% +2	75% +10	76% +10	66% +12
2024	54% -11	47% -7	61% -8	42% -23	100% +33	80% -3		33% -34	53% -10	30% -2	65% -5	66% -4	54% -9
2023	65% +3	54% 0	69% +7	65% -22	67% -33	83% -7		67% -15	63% +2	32% -2	70% +4	70% +4	63% 0
2022	62% +18	54% +7	62% +19	87% +34	100% +50	90% +68	0% -100	82% +44	61% +18	34% +7	66% +21	66% +21	63% +18

HRE Reading MAP Scores

NWEA Map Reading Learning Strengths

- Grade 2 showed the highest growth (+17.0 RIT points), indicating strong instructional impact and student progress.
- Grade 1 also demonstrated significant growth (+14.1), with achievement percentile improving to 47%.
- Grade 3 maintained a steady achievement percentile (48%), suggesting consistent performance across the year.
- Kindergarten had a notable growth of +11.4, showing strong foundational reading development.



Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Fort Bend ISD

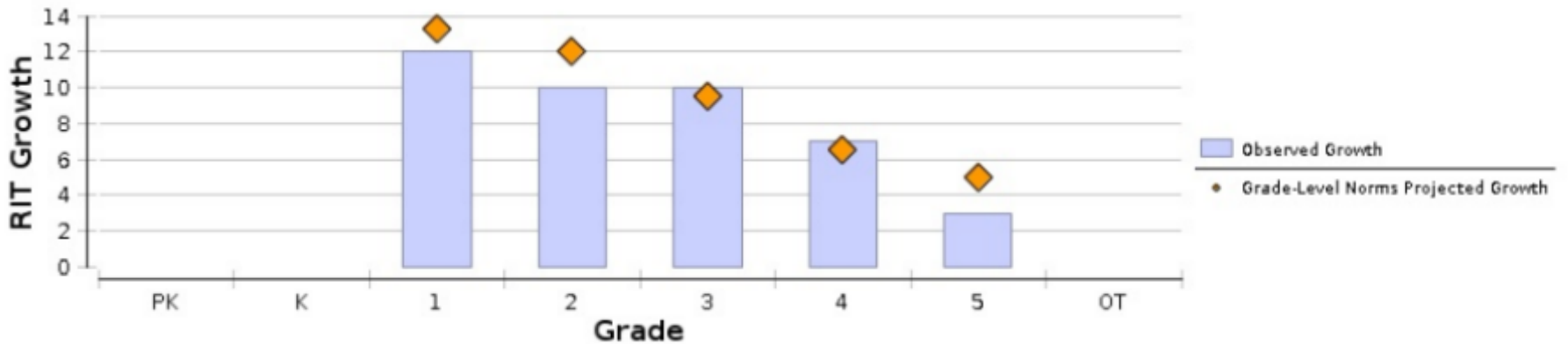
Norms Reference Data: 2025 and User Norms¹.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 34 (Spring 2025)
Grouping: None
Small Group Display: No

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Language Arts:
Reading

Grade (Spring 2025)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
PK	0	**			**			**				**			
K	0	**			**			**				**			
1	119	151.5	12.8	26	163.0	16.2	21	12	0.9	13.2	-0.52	30	119	53	45
2	147	171.3	16.4	57	181.1	15.7	45	10	0.8	12.0	-0.57	28	147	61	41
3	163	183.1	17.6	44	193.0	17.3	47	10	0.7	9.5	0.09	54	163	83	51
4	193	193.2	16.9	40	200.0	16.8	42	7	0.7	6.6	0.06	52	193	103	53
5	148	199.9	16.2	36	202.8	16.5	28	3	1.0	5.0	-0.52	30	148	69	47
OT	0	**			**			**				**			

Language Arts: Reading



HRE Math MAP Scores

NWEA Map Math Learning Strengths

- Kindergarten and Grade 1 showed the highest growth (+16.9 and +18.0 RIT points), indicating strong foundational instruction and student engagement.
- Grade 4 had the highest achievement percentile (50%), suggesting students are performing at or above national norms.
- Grade 3 also demonstrated strong growth (+14.0), showing effective instruction in upper elementary math skills.



Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Fort Bend ISD

Norms Reference Data: 2025 and User Norms¹
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 34 (Spring 2025)

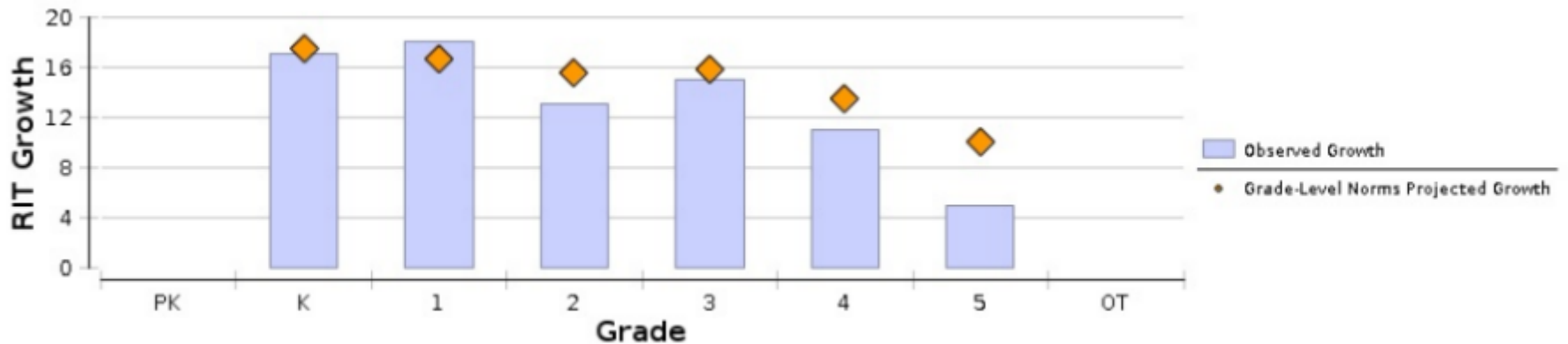
Grouping: None
Small Group Display: No

HERITAGE ROSE E S

Math: Math K-12

Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
PK	0	**			**			**				**			
K	143	141.3	10.1	47	158.2	11.8	45	17	0.8	17.4	-0.13	45	143	68	48
1	172	156.8	11.9	32	174.8	14.1	42	18	0.6	16.7	0.42	66	172	101	59
2	185	170.9	13.7	37	183.8	13.6	26	13	0.5	15.5	-0.74	23	185	56	30
3	165	186.1	13.2	61	200.6	14.4	54	15	0.5	15.8	-0.31	38	165	68	41
4	193	196.4	14.0	51	207.4	15.8	41	11	0.6	13.5	-0.37	35	193	69	36
5	163	204.3	16.1	43	209.0	16.6	26	5	0.7	10.0	-0.81	21	163	35	21
OT	0	**			**			**					**		

Math: Math K-12



TELPAS Data Learning Strengths

5th Grade stands out with:

- 50% of students at Advanced and 25.81% at Advanced High.
- This indicates strong language proficiency and readiness for academic language demands.
- 3rd Grade has a high percentage (46.43%) at Advanced, showing a solid foundation in English language development.
- 4th Grade has the lowest percentage of Beginning students (3.92%), suggesting that most students have moved beyond early language acquisition stages.

TELPAS DATA

3rd, 4th, 5th

2024-25

	Beginning	Intermediate	Advanced	Advanced High
3rd Grade	8.93%	26.79%	46.43%	10.71%
4 th Grade	3.92%	29.41%	35.29%	15.69%
5 th Grade	10.53%	5.26%	50%	25.81%

Pre-Kindergarten Circle Learning Strengths

- Students began the year ahead of the district in phonological awareness and saw slight gains across the year.
- Maintained strong math performance throughout the year, with steady improvement.
- Consistent performance in Math, suggesting strong instructional practices in numeracy and a firm foundation for future math readiness.

Pre-Kindergarten Circle Summary Report - 2024-2025

Assessment Data Overview

Domain	Time Point	HRE Performance	District Performance
Phonological Awareness	BOY	66%	59%
	EOY	70%	81%
Math	BOY	79%	86%
	EOY	82%	93%

Student Learning Strengths

- Students are stronger in Reading based on STAAR Data.
- For each grade level taking STAAR, less than 30 percent scored in the did not meet range in Reading.
- Third grade bilingual students outperformed monolinguals in the English STAAR test.
- Our third and fourth grade students have made progress in Math during the last two years for the STAAR administration.
- These strengths suggest that students are excelling in core mathematical concepts and problem-solving skills in these areas.
- Pre-K students made growth in both phonological awareness and math Circle data

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Achievement Data shows that scholars did not make significant instructional gains on the Math STAAR Test for 4th and 5th grade. For the Reading STAAR Test for 3rd, 4th and 5th grade students sustained progress with minimal growth. HRE scholars scored mostly in approaches in the STAAR Tests.

Root Cause: Teachers need to manage small groups and learning stations with fidelity and implement best practices in teacher-led small groups and stations. Teachers also need to track student progress with data tools, and ILT will need to monitor through walkthroughs, review of tracking charts, and TFA's. Teachers also need to unpack TEKS collaboratively to ensure rigorous instruction.

Problem Statement 2: Based on 2024-2025 EOY MAP Data for Reading in 1st, 2nd, 3rd and 5th have not shown consistent growth in Reading Comprehension and Fluency.

Root Cause: Teachers need additional support for consistency with implementation of rigorous Tier 1 instruction to build comprehension and critical thinking skills. A specific focus for 1st and 2nd grades in building literacy skills that are required to develop phonics and letter sounds. The testing environment also needs to be more structured while administering MAP Assessments.

Problem Statement 3: Based on 2024-2025 EOY MAP Data for Math in 1st through 5th grade have not shown consistent growth in Math Fluency and Math Equations.

Root Cause: Teachers need additional support for consistency with implementation of Math Instructional Strategies, Math Problem Solving and TEKS Target Math Practice. The testing environment also needs to be more structured while administering MAP Assessments.

Problem Statement 4: TELPAS Data for 2024-2025, shows that our fourth-grade students are not advancing at the time of assessment.

Root Cause: Teachers who have EB scholars in monolingual classes need to implement content based language instruction with fidelity.

School Processes & Programs

School Processes & Programs Summary

The CPAC Team reviewed the data listed above to identify areas of strengths and areas of focus:

Personnel:

Heritage Rose Elementary provides all instructional programs required by the district. The campus implements the district's curriculum located in Schoology. Differentiated instruction regularly occurs to reach all learners. Grade level teams meet regularly to discuss and plan instructional activities as well as determine the formative and summative assessments used to gauge student understanding and growth. Long range planning sessions are provided five times a year.

Heritage Rose Elementary works diligently to recruit, support, and retain highly qualified staff. We recruit staff through the FBISD Job Fair, Taleo, and professional recommendations. A Teachers Advancing Professional Practice (TAPP) mentor is assigned to all teachers with zero years of teaching experience to help ensure they have a structured support system. Our campus has one team leader per grade level (PK-5, SPED, and Outclass Teams). There is one principal, three assistant principals, two instructional coaches, a Campus Compliance Coordinator (CCC), and one counselor.

Professional Practices:

Grade level PLC meetings are held on a regular five-day rotating schedule to ensure the district's curriculum is implemented with fidelity as well as to analyze data to determine next steps and needed student interventions. Teachers implement the appropriate instructional model for each content area and understand how to use formative assessment to guide their instructional decisions and next steps. Teachers, specialists, instructional coaches, and administrators collaborate during PLC meetings to identify areas of needed improvement and to celebrate strengths and accomplishments. Walkthroughs will be done regularly, and data will be analyzed to ensure teachers are aligned with the curriculum as well as the level of rigor for each subject area. Consistent feedback concerning instruction is provided to teachers via formal and informal walk-throughs, conferences, T-TESS, and PLC meetings to identify strengths and areas of improvement.

Organizational and Administrative:

Heritage Rose Elementary administrators understand the importance of structured systems to support teachers and staff in providing a quality educational program to all students. Therefore, administrators and the instructional leadership team regularly provides feedback and communicate expectations and/or pertinent information via email, team leader meetings, faculty meetings, PLC meetings, T-TESS observations, formal and informal walk-throughs, and individual meetings. The progress of identified tiered students are discussed each six weeks in Student Support Team meetings with teachers, administrators, and specialists to review progress-monitoring data, determine Tier 2 and 3 interventions, and identify next steps for individual students.

HRE Clubs

Students are able to further explore their interests and develop leadership skills through before and after school clubs including: Broadcast, Choir, Rosettes (Dance Club), Girls on the Run, Chess Club, Kindness Club, Recycling Club, Art Club and Pearls in Pink.

<p>PLC</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Consistency of PLC's • District Implementation of Curriculum • District PD within Planning Sessions • Structured & Timely
	<p>Area of Focus</p> <ul style="list-style-type: none"> • Teacher created Informal and Formal Assessments • DDI Protocol & Cycle • Writing in All Content Areas
<p>PBIS</p>	<p>Strengths</p> <ul style="list-style-type: none"> • HRE Behavioral Talks Every 9 Weeks • PBIS Monthly Meetings • Mustang Bucks • Classroom Respect Agreement in Every Classroom • CHAMPs displayed around all Campus Areas
	<p>Area of Focus</p> <ul style="list-style-type: none"> • HRE Matrix • Mustang Store • Mustang Incentive Cart • HRE Behavior Walks with Checklist • TFI Fidelity Inventory Increase Percentage in Two Areas

<p>PLC</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Consistency of PLC's • District Implementation of Curriculum • District PD within Planning Sessions • Structured & Timely
	<p>Area of Focus</p> <ul style="list-style-type: none"> • Teacher created Informal and Formal Assessments • DDI Protocol & Cycle • Writing in All Content Areas
<p>Data Analysis</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Teachers capturing timely data while using Eduphoria • ILT analyzing data and tracking our Tier 2 and Tier 3 students in SST • ILT identifying intentional small groups for needed Intervention
	<p>Area of Focus</p> <ul style="list-style-type: none"> • Teachers becoming more familiar NWEA MAP Reports & CIRCLE • Increasing teacher efficacy of running growth reports to pull data that drives instruction • Increase effectiveness of the SST/RI process to address specific student needs • Teachers providing clarity regarding intentional intervention practices along with evidence

PLC	<p>Strengths</p> <ul style="list-style-type: none"> • Consistency of PLC's • District Implementation of Curriculum • District PD within Planning Sessions • Structured & Timely
	<p>Area of Focus</p> <ul style="list-style-type: none"> • Teacher created Informal and Formal Assessments • DDI Protocol & Cycle • Writing in All Content Areas
SST	<p>Strengths</p> <ul style="list-style-type: none"> • Teachers met consistently for SST • More teachers were prepared with the SST Process • Teachers completed custom forms in Skyward with fidelity • SST Team was able to track and share live form with student progress
	<p>Area of Focus</p> <ul style="list-style-type: none"> • Implementing a Universal Progress Monitoring Document • Ensuring Tier 2 and Tier 3 Students are Tracked with Evidence • Teachers will properly have data needed for: Formative Assessments, Skyward Forms, Anecdotal Notes, Parent Contact, Behavior Documents and Referrals
Extra-Curricular	<p>Strengths</p> <ul style="list-style-type: none"> • The campus has a variety of clubs and committees which provide extracurricular opportunities for students to learn new crafts, have goals and gain school pride
	<p>Area of Focus</p> <ul style="list-style-type: none"> • Increase the number of scholars attending our extra-curricular opportunities

PLC	<p>Strengths</p> <ul style="list-style-type: none"> • Consistency of PLC's • District Implementation of Curriculum • District PD within Planning Sessions • Structured & Timely
	<p>Area of Focus</p> <ul style="list-style-type: none"> • Teacher created Informal and Formal Assessments • DDI Protocol & Cycle • Writing in All Content Areas
Community Partnerships	<p>Strengths</p> <ul style="list-style-type: none"> • Partnerships that provide support, services and donations to Heritage Rose ES <p>Area of Focus</p> <ul style="list-style-type: none"> • Campus will increase parent volunteers to support campus initiatives • Campus will encourage additional business and community partnerships • Campus will aim to create a new PTO
Staff Retention	<p>Strengths</p> <ul style="list-style-type: none"> • Coaches support teachers for Tier 1 Instruction • New staff partnered with a TAPP mentor <p>Area of Focus</p> <ul style="list-style-type: none"> • Culture & Climate Committee • Continue to provide teachers with professional growth opportunities
GT Program	<p>The Campus supports the identification of GT students at our Title 1 Campus. The campus utilizes the second-grade universal screener. There are opportunities for students to participate in the GT Showcase.</p>

School Processes & Programs Strengths

Grade levels met for PLC withing a 5-day rotation.

PLCs were used to roll out campus and district initiatives.

PLCs are used to review and reflect on instructional practices.

The instructional team and grade level teachers reviewed assessments, instructional strategies, and formulated action steps to address any learning objectives that required mastery.

The PBIS team met monthly to review discipline data.

The PBIS Interventionist is available to work with Tier 3 students on behavior and social skills to help students succeed in the classroom.

HRE utilized Eduphoria to create assessments for Math, Reading, and Science.

It was used to organize and analyze data along with provide timely feedback across the grade levels.

Data was readily available upon student completion of the assessment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): HRE will need to refine SST/RI process to address specific needs of Tier 2 & Tier 3 scholars.

Root Cause: HRE Universal Tool for Progress Monitoring will be modified to address specific academic needs across all grade levels.

Perceptions

Perceptions Summary

From the TITLE I Parent Survey, there was a total of 72 respondents. Related to the quality of the school, these respondents rated the school as fair. Respondents rated school leaders as courteous when they had concerns. Parents also felt that teachers were available to discuss children's concerns. When asked what parents were most proud of about HRE, the top responses were : cultural diversity, arts programs, staff, and academic programs.

Perceptions Strengths

Perception of leadership is positive from the TITLE 1 parent survey. Teacher perceptions were also positive related to availability for parents about student concerns. Cultural diversity and arts programs were perceived as positive by the parents from the TITLE 1 parent survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: HRE values strong partnerships with families and staff. To further enhance trust and engagement, HRE will plan to send clear, timely, and consistent communication so that all stakeholders feel well-informed and supported.

Root Cause: Heritage Rose Elementary is enhancing a consistent system and clear schedule for school-wide communication to ensure families receive regular and reliable updates.

Priority Problem Statements

Problem Statement 1: STAAR Achievement Data shows that scholars did not make significant instructional gains on the Math STAAR Test for 4th and 5th grade. For the Reading STAAR Test for 3rd, 4th and 5th grade students sustained progress with minimal growth. HRE scholars scored mostly in approaches in the STAAR Tests.

Root Cause 1: Teachers need to manage small groups and learning stations with fidelity and implement best practices in teacher-led small groups and stations. Teachers also need to track student progress with data tools, and ILT will need to monitor through walkthroughs, review of tracking charts, and TFA's. Teachers also need to unpack TEKS collaboratively to ensure rigorous instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Black/African American students are the highest subgroup in the Did Not Meet category for both Reading and Math among our third and fourth grade scholars.

Root Cause 2: Teachers need to provide rigorous Tier 1 instruction, include student ownership instructional practice and continually assess to ensure mastery of intended concepts.

Problem Statement 2 Areas: Demographics

Problem Statement 3: HRE will need to refine SST/RI process to address specific needs of Tier 2 & Tier 3 scholars.

Root Cause 3: HRE Universal Tool for Progress Monitoring will be modified to address specific academic needs across all grade levels.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Enrollment trends

Parent/Community Data


- Parent surveys and/or other feedback


Goals



Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 1: By May 2026, 70% of HRE students in Kinder-5th will grow at least one and a half year in Reading, as indicated by NWEA MAP Growth Measures.

Evaluation Data Sources: NWEA Map Reading Growth Report
 NWEA Individual Student Report
 NWEA Student Progress Report

Strategy 1 Details	Reviews			
<p>Strategy 1: All GT teachers will participate in ongoing professional learning to support GT scholars in setting individualized goals and monitoring their progress toward goal attainment in Reading.</p> <p>Strategy's Expected Result/Impact: GT Projects GT Expo</p> <p>Staff Responsible for Monitoring: GT Administrator GT Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			

Strategy 2 Details				Reviews											
<p>Strategy 2: HRE will enhance Tier 1 Reading and Writing instruction for emergent bilingual students through targeted professional learning, resulting in at least 85% of students in grades 3-5 increasing their TELPAS proficiency by one level.</p> <p>Strategy's Expected Result/Impact: Intentional Long Range Planning Evidence of HMH and CBLI Strategies Improve Tier 1 with Dual Language Observations Reading and Writing Across Curriculum</p> <p>Staff Responsible for Monitoring: Administration Coaches Bilingual Specialist</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1				Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1											
Oct	Dec	Feb	June												
 <p>Moderate Progress</p>															


Strategy 3 Details				Reviews															
<p>Strategy 3: Special education teachers will engage in weekly Reading and Writing planning with general education teachers to answer the four PLT questions :</p> <p>What will students need to learn? How do we know if students have learned it? What do we do if students don't learn it? How will we extend the learning?</p> <p>Strategy's Expected Result/Impact: Intentional targeted interventions Goal setting Evidence of product Growth in student performance</p> <p>Staff Responsible for Monitoring: Special education teacher General education teacher Instructional coaches</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Weekly PLT with opportunities to practice</td> <td>Coaches, General Education Teachers, Special Education Teachers</td> <td>Ongoing</td> </tr> <tr> <td>2</td> <td>Developing grade-aligned exemplars in PLTs</td> <td>Coaches, General Education Teachers, Special Education Teachers</td> <td>Ongoing</td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Weekly PLT with opportunities to practice	Coaches, General Education Teachers, Special Education Teachers	Ongoing	2	Developing grade-aligned exemplars in PLTs	Coaches, General Education Teachers, Special Education Teachers	Ongoing	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline												
				1	Weekly PLT with opportunities to practice	Coaches, General Education Teachers, Special Education Teachers	Ongoing												
2	Developing grade-aligned exemplars in PLTs	Coaches, General Education Teachers, Special Education Teachers	Ongoing																
Oct	Dec	Feb	June																
 <p>Some Progress</p>																			
																			


Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.



Performance Objective 2: By May 2026, 70% of HRE students in Kinder-5th will grow at least one and a half year in Math, as indicated by NWEA MAP Growth Measures.

High Priority

Evaluation Data Sources: NWEA Map Math Growth Report
 NWEA Individual Student Report
 NWEA Student Progress Report

Strategy 1 Details				Reviews															
<p>Strategy 1: HRE will enhance Tier 1 Math instruction for all sub-groups through targeted professional learning through the instructional model and targeted interventions.</p> <p>Strategy's Expected Result/Impact: Strong delivery of Tier 1 Math instruction Implementation of the CRA model High student engagement Consistent use of Region IV math problem-solving model</p> <p>Staff Responsible for Monitoring: General education teachers Special education teachers Instructional coaches Instructional team</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Professional Development on Region IV problem-solving model</td> <td>Instructional Coaches</td> <td>Ongoing</td> </tr> <tr> <td>2</td> <td>Coordinating with the district math department to plan intentional professional development</td> <td>District Math Coordinators</td> <td>First semester</td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Professional Development on Region IV problem-solving model	Instructional Coaches	Ongoing	2	Coordinating with the district math department to plan intentional professional development	District Math Coordinators	First semester	Formative			Summative
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2	Coordinating with the district math department to plan intentional professional development	District Math Coordinators	First semester																
Oct	Dec	Feb	June																
 <p>Some Progress</p>																			

Strategy 2 Details				Reviews											
<p>Strategy 2: HRE will implement the DDI protocol to intentionally progress monitor Math growth and performance through targeted interventions and extensions across all grade levels.</p> <p>Strategy's Expected Result/Impact: Targeted grouping of students for teacher-led interventions.</p> <p>Staff Responsible for Monitoring: General education teachers Special education teachers Instructional coaches Interventionists</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1				Formative			Summative
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				1											
Oct	Dec	Feb	June												
				 <p>Some Progress</p>											


Strategy 3 Details				Reviews															
<p>Strategy 3: Special education teachers will engage in weekly Math planning with general education teachers to answer the four PLT questions :</p> <p>What will students need to learn? How do we know if students have learned it? What do we do if students don't learn it? How will we extend the learning?</p> <p>Strategy's Expected Result/Impact: Intentional targeted interventions Goal settings Evidence of CRA products Growth in student performance</p> <p>Staff Responsible for Monitoring: General education teachers Special education teachers Instructional coaches Interventionists</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Weekly Math PLTs with opportunities to practice</td> <td>General education teachers, special education teachers, instructional coaches, interventionists</td> <td>Ongoing</td> </tr> <tr> <td>2</td> <td>Develop grade-aligned exemplars</td> <td>General education teachers, special education teachers, instructional coaches, interventionists</td> <td>Ongoing</td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Weekly Math PLTs with opportunities to practice	General education teachers, special education teachers, instructional coaches, interventionists	Ongoing	2	Develop grade-aligned exemplars	General education teachers, special education teachers, instructional coaches, interventionists	Ongoing	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline												
				1	Weekly Math PLTs with opportunities to practice	General education teachers, special education teachers, instructional coaches, interventionists	Ongoing												
2	Develop grade-aligned exemplars	General education teachers, special education teachers, instructional coaches, interventionists	Ongoing																
Oct	Dec	Feb	June																
 <p>Some Progress</p>																			
																			






Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 3: By May 2026, the overall percentage of students performing at meets on the 2026 Reading STAAR will increase from 41% to 56%.

High Priority

Evaluation Data Sources: Reading STAAR
Reading District CFA's

Strategy 1 Details	Reviews			
<p>Strategy 1: HRE will improve the effectiveness of literacy instruction by implementing aligned and rigorous grade-level Tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: Intentional instructional planning focused on the rigor of the TEKS Evidence of rigorous learner experiences (DOK) Student ownership of learning</p> <p>Staff Responsible for Monitoring: Administration General Education Teachers Special Education Teachers Instructional Coaches Interventionists</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			


Strategy 2 Details	Reviews			
<p>Strategy 2: HRE will monitor the expected use of the Learner's Experience Binder in ELAR to track and document student growth during small group instruction.</p> <p>Strategy's Expected Result/Impact: Ongoing progress monitoring of the different student groups Grade Level Interventions and Student Goals Binders are kept visible and up to date</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Bilingual Specialist Teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<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: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 4: By May 2026, the overall percentage of students performing at meets on the 2026 Math STAAR will increase from 33% to 48%.

High Priority

Evaluation Data Sources: Math STAAR
Math District CFA's

Strategy 1 Details	Reviews			
<p>Strategy 1: HRE will improve the effectiveness of Math Instruction by implementing aligned and rigorous grade-level Tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: Intentional instructional planning focused on the rigor of the TEKS and CRA Model Evidence of rigorous learner experiences (DOK) and Problem-Solving Model Student ownership of learning</p> <p>Staff Responsible for Monitoring: Administration General Education Teachers Special Education Teachers Instructional Coaches Interventionists</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: HRE will monitor the expected use of the Learner's Experience Binder in Math to track and document student growth during small group instruction.</p> <p>Strategy's Expected Result/Impact: Ongoing progress monitoring of the flexible student groups Grade Level Interventions and Student Goals Binders are kept visible and up to date</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Bilingual Specialist Teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Dec	Feb	June
				

No ProgressAccomplishedContinue/ModifyDiscontinue

Performance Objective 4 Problem Statements:


Student Learning
<p>Problem Statement 1: STAAR Achievement Data shows that scholars did not make significant instructional gains on the Math STAAR Test for 4th and 5th grade. For the Reading STAAR Test for 3rd, 4th and 5th grade students sustained progress with minimal growth. HRE scholars scored mostly in approaches in the STAAR Tests. Root Cause: Teachers need to manage small groups and learning stations with fidelity and implement best practices in teacher-led small groups and stations. Teachers also need to track student progress with data tools, and ILT will need to monitor through walkthroughs, review of tracking charts, and TFA's. Teachers also need to unpack TEKS collaboratively to ensure rigorous instruction.</p>
School Processes & Programs
<p>Problem Statement 1: HRE will need to refine SST/RI process to address specific needs of Tier 2 & Tier 3 scholars. Root Cause: HRE Universal Tool for Progress Monitoring will be modified to address specific academic needs across all grade levels.</p>





Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Performance Objective 5: By May 2026, HRE will increase the percentage of 5th Grade students scoring in the 60th percentile or above on the Science MAP by 16%, as measured by NWEA MAP Growth.

High Priority

Evaluation Data Sources: NWEA Map Science Growth Report
 NWEA Individual Student Report
 NWEA Student Progress Report


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan and implement frequent, standards-aligned hands-on science investigations using best practices to promote inquiry, critical thinking, and real-world application of concepts, ensuring all students are actively engaged in the learning process.</p> <p>Strategy's Expected Result/Impact: Increased student mastery of scientific concepts and vocabulary Evidence of improved student growth and achievement Differentiated hands on activities/Science Lab</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Bilingual Specialist General Education Teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			



 No Progress
  Accomplished
  Continue/Modify
  Discontinue







Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, HRE will enhance campus culture and climate by increasing the overall school quality rating from 79% to 85% through the implementation of PAC, as measured by the district's Culture, Climate, and Student Engagement Survey.

Evaluation Data Sources: Strengthen communication by providing consistent and transparent communication through newsletters, staff engagement surveys, and the Title I PAC Survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: HRE will build a positive, inclusive culture by celebrating monthly achievements and empowering student leaders, resulting in stronger community connections and increased student engagement.</p> <p>Strategy's Expected Result/Impact: Teacher and Student spotlight shout-outs Teacher and Student Awards/Incentives Student leadership opportunities will include roles in campus events and peer mentoring, strengthening community bonds and increasing engagement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team All Teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			






Strategy 2 Details	Reviews			
<p>Strategy 2: HRE will increase parent involvement by tracking and improving participation and expanding volunteer opportunities to increase attendance at campus events by at least 10%, fostering a stronger home-to-school connection.</p> <p>Strategy's Expected Result/Impact: Monthly Focus Meetings with Parent Educator Weekly Campus Newsletter Monthly Campus Events Title I Survey and Feedback</p> <p>Staff Responsible for Monitoring: Administrator Parent Educator Counselor</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: HRE will promote a culture of health and wellness by implementing schoolwide initiatives focused on physical, mental, and emotional well-being.</p> <p>Strategy's Expected Result/Impact: Increase student attendance and participation to school events Positive/Professional relationships between students and staff Improved home and school connections</p> <p>Staff Responsible for Monitoring: Nurse Counselor Compliance Aides PBIS Interventionist</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Moderate Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: By May 2026, HRE will increase student attendance from 94% to 95% by implementing school-wide initiatives.</p> <p>Strategy's Expected Result/Impact: Improve Academic Success Perfect Attendance Awards Student Recognition</p> <p>Staff Responsible for Monitoring: Attendance Committee</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: HRE will reduce discipline infractions by 10% through the implementation of aligned student ownership behavior practices, PBIS, and targeted behavioral interventions that promote consistency and positive school culture.</p> <p>Strategy's Expected Result/Impact: PBIS Monthly Meetings Monthly Discipline Data Analysis Report Ongoing Professional Learning Sessions SEL Groups by PBIS Interventionist</p> <p>Staff Responsible for Monitoring: Administration Counselor PBIS Interventionist</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<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: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By June 2026, HRE will retain high-quality teachers, as evidenced by a decrease in the teacher turnover rate from 8% to 5%.

Evaluation Data Sources: HRE Surveys
PCR Report






Strategy 1 Details	Reviews			
<p>Strategy 1: HRE will engage in weekly celebrations of staff achievements and milestones.</p> <p>Strategy's Expected Result/Impact: Schoology Broadcast Announcements Faculty Meetings</p> <p>Staff Responsible for Monitoring: Administrators Instructional Leadership Team Counselor PBIS Interventionist</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 No Progress			
<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: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district's strategic plan.

Performance Objective 1: By May 2026, HRE will demonstrate financial responsibility by ensuring 100% of campus-based budgeting and resource allocations are aligned with the district's strategic priorities.

High Priority

Evaluation Data Sources: Campus Budget
 FBISD Curriculum
 Monthly Budget Reports






Strategy 1 Details	Reviews			
<p>Strategy 1: The principal will evaluate all instructional resource requests to verify they align with campus priorities, contribute to student success, and stay within the allotted budget.</p> <p>Strategy's Expected Result/Impact: Improved alignment between resource allocation and stakeholder confidence in financial decision-making. More effective use of funds to directly enhance student achievement. A data-informed budgeting culture that supports continuous improvement and long-term sustainability.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Compliance Representative (SCR), and Executive Assistant.</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
<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: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district's strategic plan.

Performance Objective 2: By June 2026, HRE will ensure efficient staffing in all campus areas.

High Priority


Evaluation Data Sources: FBISD Staffing Guidelines
 FBISD Campus Projections
 Monthly morale activities


Strategy 1 Details	Reviews			
<p>Strategy 1: The administrative team will allocate budget for staff incentives to strengthen retention of highly qualified staff throughout the school year.</p> <p>Strategy's Expected Result/Impact: Consistent high-quality instruction and support for students Reduced staff turnover and vacancies Create a positive and stable learning environment for all stakeholders throughout the year.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Leadership Team</p> <p>Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<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: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district's strategic plan.

Performance Objective 3: By May 2026, 70% of HRE students in Kinder-5th will grow at least one and a half year in Reading, as indicated by NWEA MAP Growth Measures.

Evaluation Data Sources: NWEA Map Reading Growth Report
 NWEA Individual Student Report
 NWEA Student Progress Report

Strategy 1 Details	Reviews			
<p>Strategy 1: All GT teachers will participate in ongoing professional learning to support GT scholars in setting individualized goals and monitoring their progress toward goal attainment in Reading.</p> <p>Strategy's Expected Result/Impact: GT Projects GT Expo</p> <p>Staff Responsible for Monitoring: GT Administrator GT Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			

Strategy 2 Details				Reviews											
<p>Strategy 2: HRE will enhance Tier 1 Reading and Writing instruction for emergent bilingual students through targeted professional learning, resulting in at least 85% of students in grades 3-5 increasing their TELPAS proficiency by one level.</p> <p>Strategy's Expected Result/Impact: Intentional Long Range Planning Evidence of HMH and CBLI Strategies Improve Tier 1 with Dual Language Observations Reading and Writing Across Curriculum</p> <p>Staff Responsible for Monitoring: Administration Coaches Bilingual Specialist</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1				Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1											
Oct	Dec	Feb	June												
 <p>Moderate Progress</p>															


Strategy 3 Details				Reviews															
<p>Strategy 3: Special education teachers will engage in weekly Reading and Writing planning with general education teachers to answer the four PLT questions :</p> <p>What will students need to learn? How do we know if students have learned it? What do we do if students don't learn it? How will we extend the learning?</p> <p>Strategy's Expected Result/Impact: Intentional targeted interventions Goal setting Evidence of product Growth in student performance</p> <p>Staff Responsible for Monitoring: Special education teacher General education teacher Instructional coaches</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Weekly PLT with opportunities to practice</td> <td>Coaches, General Education Teachers, Special Education Teachers</td> <td>Ongoing</td> </tr> <tr> <td>2</td> <td>Developing grade-aligned exemplars in PLTs</td> <td>Coaches, General Education Teachers, Special Education Teachers</td> <td>Ongoing</td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Weekly PLT with opportunities to practice	Coaches, General Education Teachers, Special Education Teachers	Ongoing	2	Developing grade-aligned exemplars in PLTs	Coaches, General Education Teachers, Special Education Teachers	Ongoing	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline												
				1	Weekly PLT with opportunities to practice	Coaches, General Education Teachers, Special Education Teachers	Ongoing												
2	Developing grade-aligned exemplars in PLTs	Coaches, General Education Teachers, Special Education Teachers	Ongoing																
Oct	Dec	Feb	June																
 <p>Some Progress</p>																			
																			


Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district's strategic plan.






Performance Objective 4: By May 2026, 70% of HRE students in Kinder-5th will grow at least one and a half year in Math, as indicated by NWEA MAP Growth Measures.

High Priority

Evaluation Data Sources: NWEA Map Math Growth Report
 NWEA Individual Student Report
 NWEA Student Progress Report

Strategy 1 Details				Reviews															
<p>Strategy 1: HRE will enhance Tier 1 Math instruction for all sub-groups through targeted professional learning through the instructional model and targeted interventions.</p> <p>Strategy's Expected Result/Impact: Strong delivery of Tier 1 Math instruction Implementation of the CRA model High student engagement Consistent use of Region IV math problem-solving model</p> <p>Staff Responsible for Monitoring: General education teachers Special education teachers Instructional coaches Instructional team</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Professional Development on Region IV problem-solving model</td> <td>Instructional Coaches</td> <td>Ongoing</td> </tr> <tr> <td>2</td> <td>Coordinating with the district math department to plan intentional professional development</td> <td>District Math Coordinators</td> <td>First semester</td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Professional Development on Region IV problem-solving model	Instructional Coaches	Ongoing	2	Coordinating with the district math department to plan intentional professional development	District Math Coordinators	First semester	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline												
				1	Professional Development on Region IV problem-solving model	Instructional Coaches	Ongoing												
2	Coordinating with the district math department to plan intentional professional development	District Math Coordinators	First semester																
Oct	Dec	Feb	June																
 <p>Some Progress</p>																			

Strategy 2 Details				Reviews											
<p>Strategy 2: HRE will implement the DDI protocol to intentionally progress monitor Math growth and performance through targeted interventions and extensions across all grade levels.</p> <p>Strategy's Expected Result/Impact: Targeted grouping of students for teacher-led interventions.</p> <p>Staff Responsible for Monitoring: General education teachers Special education teachers Instructional coaches Interventionists</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1				Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1											
Oct	Dec	Feb	June												
 <p>Some Progress</p>															


Strategy 3 Details				Reviews															
<p>Strategy 3: Special education teachers will engage in weekly Math planning with general education teachers to answer the four PLT questions :</p> <p>What will students need to learn? How do we know if students have learned it? What do we do if students don't learn it? How will we extend the learning?</p> <p>Strategy's Expected Result/Impact: Intentional targeted interventions Goal settings Evidence of CRA products Growth in student performance</p> <p>Staff Responsible for Monitoring: General education teachers Special education teachers Instructional coaches Interventionists</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Weekly Math PLTs with opportunities to practice</td> <td>General education teachers, special education teachers, instructional coaches, interventionists</td> <td>Ongoing</td> </tr> <tr> <td>2</td> <td>Develop grade-aligned exemplars</td> <td>General education teachers, special education teachers, instructional coaches, interventionists</td> <td>Ongoing</td> </tr> </tbody> </table> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Weekly Math PLTs with opportunities to practice	General education teachers, special education teachers, instructional coaches, interventionists	Ongoing	2	Develop grade-aligned exemplars	General education teachers, special education teachers, instructional coaches, interventionists	Ongoing	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline												
				1	Weekly Math PLTs with opportunities to practice	General education teachers, special education teachers, instructional coaches, interventionists	Ongoing												
2	Develop grade-aligned exemplars	General education teachers, special education teachers, instructional coaches, interventionists	Ongoing																
Oct	Dec	Feb	June																
 <p>Some Progress</p>																			
 No Progress  Accomplished  Continue/Modify  Discontinue																			


Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district's strategic plan.





Performance Objective 5: By May 2026, the overall percentage of students performing at meets on the 2026 Reading STAAR will increase from 41% to 56%.

High Priority

Evaluation Data Sources: Reading STAAR
Reading District CFA's

Strategy 1 Details	Reviews			
<p>Strategy 1: HRE will improve the effectiveness of literacy instruction by implementing aligned and rigorous grade-level Tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: Intentional instructional planning focused on the rigor of the TEKS Evidence of rigorous learner experiences (DOK) Student ownership of learning</p> <p>Staff Responsible for Monitoring: Administration General Education Teachers Special Education Teachers Instructional Coaches Interventionists</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: HRE will monitor the expected use of the Learner's Experience Binder in ELAR to track and document student growth during small group instruction.</p> <p>Strategy's Expected Result/Impact: Ongoing progress monitoring of the different student groups Grade Level Interventions and Student Goals Binders are kept visible and up to date</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Bilingual Specialist Teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			


 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district's strategic plan.





Performance Objective 6: By May 2026, the overall percentage of students performing at meets on the 2026 Math STAAR will increase from 33% to 48%.

High Priority

Evaluation Data Sources: Math STAAR
Math District CFA's

Strategy 1 Details	Reviews			
<p>Strategy 1: HRE will improve the effectiveness of Math Instruction by implementing aligned and rigorous grade-level Tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: Intentional instructional planning focused on the rigor of the TEKS and CRA Model Evidence of rigorous learner experiences (DOK) and Problem-Solving Model Student ownership of learning</p> <p>Staff Responsible for Monitoring: Administration General Education Teachers Special Education Teachers Instructional Coaches Interventionists</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: HRE will monitor the expected use of the Learner's Experience Binder in Math to track and document student growth during small group instruction.</p> <p>Strategy's Expected Result/Impact: Ongoing progress monitoring of the flexible student groups Grade Level Interventions and Student Goals Binders are kept visible and up to date</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Bilingual Specialist Teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:






Student Learning
<p>Problem Statement 1: STAAR Achievement Data shows that scholars did not make significant instructional gains on the Math STAAR Test for 4th and 5th grade. For the Reading STAAR Test for 3rd, 4th and 5th grade students sustained progress with minimal growth. HRE scholars scored mostly in approaches in the STAAR Tests. Root Cause: Teachers need to manage small groups and learning stations with fidelity and implement best practices in teacher-led small groups and stations. Teachers also need to track student progress with data tools, and ILT will need to monitor through walkthroughs, review of tracking charts, and TFA's. Teachers also need to unpack TEKS collaboratively to ensure rigorous instruction.</p>
School Processes & Programs
<p>Problem Statement 1: HRE will need to refine SST/RI process to address specific needs of Tier 2 & Tier 3 scholars. Root Cause: HRE Universal Tool for Progress Monitoring will be modified to address specific academic needs across all grade levels.</p>

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district's strategic plan.

Performance Objective 7: By May 2026, HRE will increase the percentage of 5th Grade students scoring in the 60th percentile or above on the Science MAP by 16%, as measured by NWEA MAP Growth.

High Priority

Evaluation Data Sources: NWEA Map Science Growth Report
 NWEA Individual Student Report
 NWEA Student Progress Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan and implement frequent, standards-aligned hands-on science investigations using best practices to promote inquiry, critical thinking, and real-world application of concepts, ensuring all students are actively engaged in the learning process.</p> <p>Strategy's Expected Result/Impact: Increased student mastery of scientific concepts and vocabulary Evidence of improved student growth and achievement Differentiated hands on activities/Science Lab</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Bilingual Specialist General Education Teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Addendums