Birdville Independent School District

Holiday Heights Elementary

2026-2027 Initial 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 450 students and reflects a diverse student population: 34% White, 32.9% Hispanic, 13.1% Black/African American, 6.7% Asian American, 12% Two or More Races, 0.2% American Indian, and 1.22% Pacific Islander.

As a predominantly neighborhood school, most students live within the surrounding community. With only one district bus 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 past three 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 the past three years. 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 2025-2026 end-of-year average daily attendance was 94.5%, 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

Holiday Heights Elementary values strong family partnerships and provides multiple opportunities for families to be involved in supporting student learning. Demonstrated growth in reading, math, and language development across multiple student subpopulations through intentional instruction, consistent progress monitoring, and targeted academic supports. Students showed measurable improvement in foundational skills, academic performance, and language acquisition, reflecting a strong commitment to meeting the needs of all learners.
Effective targeted small-group instruction and interventions supported the diverse learning needs of students across all grade levels. Teachers utilized data-driven practices to identify student needs, provide differentiated instruction, and implement timely interventions that helped close learning gaps and promote student success.
A strong emphasis on social-emotional learning and character development helped foster a positive and supportive campus culture. Programs and initiatives such as Character Strong, Capturing Kids' Hearts, and Husky Heroes encouraged relationship building, student leadership, positive behavior, and emotional well-being while strengthening connections among students, staff, and families.

Student Learning Strengths

The data shows some positive growth in several areas between the 2024-2025 and 2025-2026 academic years. Notably, in meets and masters across the board, but specifically in RLA 3rd grade and 5th grade and Science 5th grade.

However, there are areas of concern, particularly across all grade levels in math. These downward trends indicate that while grade levels 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 students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd and 4th Grade scores, across Reading and Math declined from the 2024-2025 school year in the areas of approaches
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

All stakeholder groups are actively included and their voices are meaningfully considered in the decision-making process. Input from staff, families, and community members is consistently gathered and valued, ensuring decisions reflect a broad range of perspectives and support the needs of the entire campus community.
A key strength of our approach is the emphasis on capturing students' hearts, which fosters deeper engagement and builds strong, supportive relationships with them. By focusing on connecting with students emotionally, we create a positive and motivating learning environment.
The commitment to engagement and relationship-building is essential to our continued growth and ongoing improvement. By intentionally fostering strong, trusting relationships among students, staff, and families, we create a supportive environment where collaboration is strengthened, communication is open, and all stakeholders feel valued and heard. These connections directly contribute to improved student outcomes, a positive school culture, and sustained campus success.

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

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 their academic growth and emotional well-being.
Communication is a strong point—parents appreciate being kept informed through regular class newsletters and active social media updates.
Families are engaged and involved, contributing to the school's strong sense of community - including Husky Buck Store Volunteers, Husky DOGS (Dudes of Great Students) and campus events.
Students take pride in their school, and it shows in the way they speak about and interact within the campus environment.

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 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

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: Current data indicates inconsistent outcomes in student achievement and engagement across subpopulations.

Root Cause 1: 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

Problem Statement 1 Areas: Perceptions

Problem Statement 2: The 2025-2026 end-of-year average daily attendance was 94.5%, representing an improvement, yet remaining slightly below the district goal of 95%.

Root Cause 2: 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 2 Areas: Demographics

Problem Statement 3: 3rd and 4th Grade scores, across Reading and Math declined from the 2024-2025 school year in the areas of approaches

Root Cause 3: This decline raises concerns about students' ability to maintain and build upon foundational skills as they progress to higher grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 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 4: 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 4 Areas: Perceptions

Problem Statement 5: 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 5: 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 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough 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

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: Bluebonnet Reading and Math
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
Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level. **Actions:** 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 (6 times per fall and spring) for students not growing in our targeted subpopulations, including white, economically disadvantaged and special education. **Staff Responsible for Monitoring:** Administrators, Instrructional Facilitator, Special Education Staff, Leaders of Learners (LOL) Members, Classroom Teachers, Tutors (Before/After School), Saturday Tutors **Title I:** 2.51, 2.52, 2.53 **- Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement.

Actions: 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 and math 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 Bluebonnet Reading Program

Staff Responsible for Monitoring: Administrators, Instructional Facilitor, Special Education Staff, Classroom Teachers, Central Office Staff

Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 3 Details

Strategy 3: Communicate and assist campus staff in implementing data informed instruction and responsive teaching.

Actions: 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 (6 times per fall and spring) for students not growing in our targeted subpopulations, including white, economically disadvantaged and special education.

Staff Responsible for Monitoring: Administrators, Instructional Facilitator, Special Education Staff, Classroom Teachers, Central Office Staff

Title I:
2.51, 2.52
- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 4 Details

Strategy 4: Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals.

Actions: 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 (6 times per fall and spring) for students not growing in our targeted subpopulations, including white, economically disadvantaged and special education.

Staff Responsible for Monitoring: Administrators, Instructional Facilitator, Multilingual Services, Classroom Teachers, Central Office Staff

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 for identified student groups, including White, through access to rigorous grade-level instruction, targeted intervention, and intentional progress monitoring. By the end of the 2026-27 school year, identified student groups will demonstrate measurable improvement in reading and mathematics and meet established campus performance targets on state and district-approved assessments.

Reading: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Reading Language Arts will increase for each identified student group as follows: White from 51% to 56%.
Mathematics: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Mathematics will increase for each identified student group as follows: White from 45% to 51%.

Progress Monitoring: Campus and district leaders will monitor the progress of each identified student group toward established Reading and Mathematics performance targets throughout the 2026-27 school year using district-approved formative, interim, and progress-monitoring assessments. Results will be reviewed during established progress-monitoring checkpoints to determine whether students are demonstrating expected progress and whether instructional strategies, interventions, and supports should be continued, adjusted, or intensified.

High Priority

HB3 Goal

Evaluation Data Sources: Performance on state and district assessments
Progress Monitoring Data
Observation notes
PLC notes

Strategy 1 Details
Strategy 1: Strengthen differentiated Tier 1 instruction through intentional planning and identified best practices that respond to student learning needs while maintaining access to rigorous, grade-level instruction. **Actions:** 1. Teachers and PLCs will use formative, summative, and student-level assessment data to identify specific standards, skills, and student groups contributing to achievement gaps and use this information to strengthen lesson planning, anticipate misconceptions, plan differentiated instruction and flexible grouping, and identify appropriate scaffolds, accommodations, and checks for understanding while maintaining grade-level rigor. 2. Campus administrators and instructional support staff will monitor the implementation and effectiveness of differentiated Tier 1 instruction through PLC participation, collaborative lesson internalization and rehearsal, review of common formative assessments and student work, coaching conversations, and scheduled and unscheduled classroom observations. Feedback and support will focus on the alignment between identified student needs, instructional planning, classroom implementation, and student outcomes. 3. Campuses will protect collaborative planning and PLC+ time and prioritize coaching, instructional support, professional learning, and other resources for grade levels, content areas, and identified student groups demonstrating the greatest need based on ongoing assessment and progress-monitoring data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator

Strategy 2 Details

Strategy 2: Provide targeted, skills-based interventions, tutorial opportunities, and enrichment experiences based on identified student needs to ensure students receive timely instructional support connected to grade-level learning.

Actions: 1. Teachers and instructional facilitators will use multiple sources of academic data to identify students requiring intervention, tutorials, or enrichment and provide timely, targeted, skills-based support aligned to grade-level TEKS and connected to Tier 1 instruction. Campuses will maintain documentation of student participation, identified skill needs, and progress.
2. Campus administrators and instructional facilitators will implement a consistent short-cycle data review process in which teachers and campus leaders examine formative and progress-monitoring data, determine whether students and identified student groups are meeting expected growth targets, and make documented adjustments to interventions, tutorials, enrichment, and classroom instruction when students are not progressing as expected.
3. Campus leadership will monitor the implementation and effectiveness of intervention and tutorial supports, including additional tutorial opportunities, by reviewing participation, student growth, and assessment results each grading period. District leaders will review campus progress and the effectiveness of student supports during established progress-monitoring checkpoints.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

Strategy 3 Details

Strategy 3: District and campus leaders will engage in ongoing progress monitoring and provide differentiated support, including increased instructional support and the reallocation of time, funding, staffing, and other resources, when implementation or student performance does not demonstrate expected progress.

Actions: 1. District instructional leaders will conduct periodic reviews of PLC+ implementation and student performance data to monitor progress toward Performance Objective 2. Reviews will examine implementation evidence, progress of identified student groups, barriers to implementation, and the effectiveness of campus-level instructional responses.
2. District content specialists and instructional support staff will assist campus teams in analyzing disaggregated data to identify specific standards, skills, and student groups requiring additional support and in determining appropriate instructional responses.
3. If the campus does not demonstrate sufficient implementation of the PLC+ process or expected progress toward student performance targets, district leaders will increase the frequency and intensity of support. Additional support may include coaching, classroom modeling, collaborative planning, lesson internalization and rehearsal, professional learning, data reviews, and additional progress-monitoring meetings.
4. District and campus leaders will review available time, funding, staffing, instructional resources, professional learning, coaching capacity, and intervention supports and will prioritize or reallocate resources, when feasible and appropriate, to address identified barriers to implementation and improve student outcomes.
5. District and campus leaders will use implementation and student-performance evidence to determine whether current strategies should be continued, modified, intensified, or replaced. Persistent challenges will be addressed through a documented support cycle that identifies the barrier, determines the appropriate response, assigns responsibility, establishes a timeline, and monitors the resulting impact on implementation and student performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

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
Strategy 1: Create a culture that focuses students' social-emotional behavior well-being. **Actions:** 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) Recognize students for Husky Hero 6 times per year. **Staff Responsible for Monitoring:** Administrators, ,Counselors, SEB Committee, Classroom Teachers

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
Strategy 1: Align campus expectations for behavior with district behavioral RtI Plan. **Actions:** 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. f) Monitor attendance weekly, including using resources such as the District Attendance Officer and procedures through Tribunal. **Staff Responsible for Monitoring:** All Holiday Heights Staff

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 5: By the end of the 2026-2027 school year, increase student achievement and accelerate student growth by implementing and monitoring continuous improvement, data-driven instructional practices, parent engagement, and targeted supports, resulting in improved outcomes and reduced achievement gaps for identified student groups.

Evaluation Data Sources: Progress Monitoring data through mClass, Circle, and Star Renaissance
District Assessment Data
Walk through data
PLC notes

Strategy 1 Details
Strategy 1: Assist teachers in developing, administering, and collecting student performance data to evaluate student growth. **Actions:** 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 (six times per fall and spring) for students not growing in our targeted subpopulations, including white, economically disadvantaged and special education. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitator, Special Education Staff, Classroom Teachers
Strategy 2 Details
Strategy 2: Establish the Plan, Do, Study, Act (PDSA) process as a standard operating procedure on the campus for improving instruction, data analysis, and student growth. **Actions:** 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) Debrief on campus walkthroughs from Lift Coach, Campus Instructional Facilitator and Staff d) Model examples of goal setting and digital data folders during PLCs, Staff Meetings and Newsletters. **Staff Responsible for Monitoring:** Administrators, Lift Coach, Instructional Facilitator, Special Education Staff, Classroom Teachers

Strategy 3 Details
Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process and improving student learning. **Actions:** 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, j) Host Husky DOGS (Dudes of Great Student) to involve men in our Holiday Heights culture. k) Recognize Volunteers of the Month to promote school involvement. g) Communicate safety precautions to families to ensure a deeper understanding of rules and procedures. **Staff Responsible for Monitoring:** All Holiday Heights Staff

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.

High Priority

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

Strategy 1 Details
Strategy 1: 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. **Actions:** 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. **Staff Responsible for Monitoring:** Administrators, Attendance Clerk, Counselors, Classroom Teachers, Attendance Officer **Results Driven Accountability**

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
Strategy 1: Develop and deploy aligned continuous improvement processes vertically and horizontally on campus. **Actions:** 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. **Staff Responsible for Monitoring:** All Holiday Heights Staff
Strategy 2 Details
Strategy 2: Recruit, employ and retain quality teaching and professional support staff to attain excellence in student performance. **Actions:** a) Evaluate staff morale and satisfaction with campus surveys. b) Use campus teams to evaluate programs and procedures to ensure satisfactory support from campus stake holders. c) Continue to utilize the Faculty Advisory Committee (FAC) to address any topics which might need adjustment. d) Provide all staff a uniformed shirt that promotes being a member of our school community. **Staff Responsible for Monitoring:** All Holiday Heights Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Integrated Student Support Systems

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
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Use district staff (i.e Safety and Security Specialist, counselors 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. **Staff Responsible for Monitoring:** All Holiday Heights Staff

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
Strategy 1: Implement a campus-wide safety awareness program. **Actions:** 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. **Staff Responsible for Monitoring:** All Holiday Heights Staff

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
Strategy 1: Develop a site-based decision making committee to ensure implementation of campus plan. **Actions:** 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. **Staff Responsible for Monitoring:** Administration, Site Base Team, Families

Strategy 2 Details
Strategy 2: Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement. **Actions:** 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. **Staff Responsible for Monitoring:** Multilingual Services, Federal Programs, Campus Administrative Staff