

La Porte Independent School District

Heritage Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

At Heritage Elementary, we have made the following commitments to our families:

Be Kind and Respectful Always

Build Positive Relationships

Set High Expectations for All

Accept No Excuses

Create an Engaging, Student-Centered Learning Environment

Focus on Individual Growth

Encourage Creativity and Innovation

Promote Good Citizenship

Communicate Clearly and Effectively

Welcome ALL stakeholders

Work Together Collaboratively

Show Grace and Compassion

Vision

Heritage Elementary will develop well rounded, confident and responsible individuals who aspire to achieve their personal best!

A La Porte ISD graduate is:

Bulldog Proud...

Possesses confidence about the future

Values the total educational experience - academic, extra-curricular, and social

Stays connected to the LPISD family
Commits to lifelong support of LPISD programs

Prepared...

Possesses academic and technological proficiencies
Transitions to college and/or career equipped with the skills, goals, and plans for success
Values honesty and integrity
Demonstrates effective communication and collaboration skills

A Citizen...

Participates in the democratic process
Exhibits environmental responsibility
Respects cultural diversity
Recognizes and responds to community needs

An Explorer...

Thinks critically
Embraces productive membership in the global community
Values lifelong learning
Welcomes challenge and innovation

A Producer...

Recognizes the importance of systems thinking
Utilizes data and analysis to pragmatically solve problems
Exhibits courage to take risks and make tough decisions
Balances achievement and growth in both personal professional life

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Comprehensive Needs Assessment

Revised/Approved: August 7, 2022

Demographics

Demographics Summary

Heritage Elementary is one of seven elementary schools in the La Porte Independent School District. In the 2021 – 2022 school year (as of September 7, 2021), our enrollment was comprised of 506 Kindergarten through Fifth Grade students, which included 1-2 Bilingual classes on each grade level as well as 2 FOCUS (Focus on Communication and Understanding of Skills) classrooms. Our Kindergarten through 2nd grade classrooms were self-contained, while our 3rd through 5th grade classrooms were departmentalized.

Our enrollment for the 2022 – 2023 school year has increased, with a current enrollment of approximately 570 Kindergarten through Fifth Grade Students, which includes 5 classes on each grade level, 3 general education classrooms and 2 Bilingual classrooms. Kindergarten through 2nd grade classes remain self-contained while 3rd through 5th grade classes remain departmentalized.

Heritage Elementary is also home to the LPISD Early Childhood Center which provides high quality childcare for children and grandchildren (ages 6 weeks – 5 years) of LPISD employees and families who reside in LPISD attendance zone.

For the 2022 – 2023 school year, Heritage Elementary has a dedicated and highly qualified team composed of 43 professional staff members, including 3 interventionists, 1 counselor, 1 nurse and 2 campus administrators. The years of experience of our professional staff ranges from 1 to 37 years, with the majority having between 5 - 10 years of experience. In addition to the professional staff, Heritage Elementary employs an additional 15 staff members in a paraprofessional role, including our registrar and the principal's secretary. The years of experience of our paraprofessional staff ranges from 0 to 29 years, with the majority having between 1 – 10 years of experience.

Heritage Elementary serves a diverse and evolving community, including a large number of families whose primary language is Spanish. The majority of our students are from dual income homes with a wide variety of occupations. Due to the fact that Heritage Elementary is home to LPISD's Bilingual program, many of our Bilingual students live outside of our attendance zone.

The last published mobility and attendance rates for Heritage Elementary were from the 2019-2020 school year. Heritage Elementary's mobility rate was 7.9% which is significantly below the district rate of 12.6% and the state rate of 13.8%. Our attendance rate was 98.8% which is comparable to both the district and the state at 98.1% and 98.3% respectively.

Heritage Elementary's economically disadvantaged rate of 69% continues to qualify Heritage Elementary as a Title 1 campus. The economically disadvantaged rate has shown a significant increase from the last reported rate of 51.9% (as reported in 2020 – 2021).

The following table shows the Ethnic/Race distribution of students and staff and the student group distribution among students.

	STUDENTS				STAFF (Pro./Para)	
	20-21	21-22	22-23		21-22	22-23
	(Sept. BR)	(Sept. BR)	(Sept. BR)			(Pro./Para)
Total Enrollment	515	506	549		53	43/15
Ethnicity/Race						
Hispanic	65% (335)	68% (346)	72% (394)		43%	44%/56%
Non-Hispanic	35% (180)	32% (160)	28% (155)		56%	60%/33%
White	85% (439)	66% (335)	83% (456)		49%	95%/93%
African American	5% (27)	5% (25)	5% (27)		3%	2%/7%
American Indian	9% (48)	9% (46)	8% (46)		0	0
Asian	2% (11)	2% (8)	2% (8)		3%	2%/0
Pacific Islander	1% (7)	2% (11)	3% (15)		0	0
Student Groups						
English Learners	25% (129)	27% (136)	33% (180)			
Eco Dis	45% (232)	51% (256)	72% (392)			
Special Education	10% (49)	12% (60)	15% (80)			
Section 504	NA	NA	NA			
Gifted and Talented	6% (31)	6% (32)	6% (33)			
At Risk	50% (257)	NA	NA			

The following tables show the levels of education and certification for our 2022 – 2023 professional staff.

Degrees	Count	Percentage
Bachelor's Degree	43	100%
Master's Degree	14	33%
Certifications	Count	Percentage
BIL	13	30%
ESL	20	46%
GT	1	2%
LPISD GT 30 Hours	38	88%

Demographics Needs:

- Lack of equality in race and ethnicity between students and staff
 - Specifically, Hispanic, Non-Hispanic, White and African American
- Language support for Emergent Bilingual students and their families

Demographics Strengths

- Diverse student population allows for multiple opportunities to focus on cultural diversity
- Highly trained teachers
 - Over 30% of our professional population has a Master's Degree
- BIL and ESL certified teachers on every grade level
- Stable staff with low turnover
- Strong interventionists

Student Learning

Student Learning Summary

According to TEA, Heritage Elementary met TEA standards, receiving an ‘A’ in the Texas Education Agency’s 2022 accountability ratings. The overall rating, which was scored 94 out of 100, is based on Student Achievement, School Progress and Closing the Gaps (Academic Success) among various racial, ethnic and socioeconomic groups. Distinctions are earned for achievement and are based on performance relative to other campuses across Texas with similar type, size, grade span and student demographics. Heritage Elementary earned distinction designations in the follow areas: Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness and Comparative Closing the Gaps.

The following table shows HRE’s STAAR Data from 2019 – 2022, all performance levels, all grades tested.

	2019			2020	2021			2022		
	Approaches	Meets	Masters	No Test Given	Approaches	Meets	Masters	Approaches	Meets	Masters
All Subjects	86%	51%	24%		79%	49%	24%	87%	61%	30%
Math (3 rd – 5 th)	88%	52%	26%		82%	54%	28%	90%	64%	32%
Reading (3 rd - 5 th)	88%	55%	28%		81%	56%	28%	87%	64%	31%
Science (5 th)	85%	51%	26%		78%	39%	16%	74%	45%	23%
Writing (4 th)	74%	33%	8%		59%	27%	5%	Test No Longer Given		

The following table shows HRE’s 2022 Math STAAR Data, by grade, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
3 rd Grade Math	84%	53%	27%
4 th Grade Math	90%	66%	30%
5 th Grade Math	96%	66%	41%

The following table shows HRE’s 2022 Math STAAR Data, by grade, by student group and by performance level.

	3 rd Grade Math			4 th Grade Math			5 th Grade Math		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	84%	53%	27%	90%	66%	30%	96%	66%	41%
Male	82%	55%	30%	94%	77%	46%	91%	66%	40%
Female	91%	50%	24%	87%	58%	18%	100%	66%	42%
Hispanic	89%	54%	22%	87%	62%	23%	94%	56%	33%
White	78%	50%	33%	96%	71%	33%	100%	87%	57%
EcoDis	83%	52%	21%	88%	64%	31%	94%	60%	34%
SpEd	50%	17%	0	33%	22%	0	100%	50%	17%
BIL	91%	70%	22%	83%	72%	33%	90%	43%	14%
GT	100%	100%	100%	100%	100%	78%	100%	100%	90%

The following table shows a comparison of HRE's 2018 - 2022 Math STAAR Data, at approaches grade level or above.

	2017	2018	2019	2020	2021	2022
3 rd Grade Math	80%	81%	83%	No Test Given	83%	84%
4 th Grade Math	84%	86%	84%		70%	90%
5 th Grade Math	94%	98%	99%		80%	96%

An analysis of scores for each student group at each grade level in Math revealed the following:

- As could be expected from the educational inconsistencies that arose due to the COVID 19 pandemic and the focus on Tier 1 instruction and student specific acceleration, there was a noticeable increase in all grade levels, as well as by cohort, in all scores (i.e.: 3rd to 4th, 83% to 90%, 4th to 5th, 70% to 96%).
- Math scores are historically lower in 3rd grade (at all performance levels), but show a steady rise (at all performance levels) from 3rd grade to 5th grade.
- When looking at student groups, the only consistent variance lies within the SpEd and GT student groups, the SpEd group being significantly below all students and the GT group being significantly above all students.

The following table shows HRE's 2022 Reading STAAR Data, by grade, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
3 rd Grade Reading	92%	64%	29%
4 th Grade Reading	85%	64%	30%
5 th Grade Reading	85%	58%	34%

The following table shows HRE's 2022 Reading STAAR Data, by grade, by student group, by performance level.

	3 rd Grade Reading			4 th Grade Reading			5 th Grade Reading		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	92%	64%	29%	85%	64%	30%	85%	58%	34%
Male	86%	61%	32%	80%	66%	23%	80%	54%	29%
Female	100%	68%	26%	89%	62%	36%	89%	61%	39%
Hispanic	96%	65%	26%	81%	64%	26%	81%	48%	29%
White	83%	56%	28%	88%	58%	33%	91%	78%	48%
EcoDis	92%	65%	23%	81%	64%	24%	86%	54%	34%
SpEd	67%	17%	0	11%	0%	0	67%	33%	0
BIL	100%	61%	17%	83%	67%	17%	76%	24%	14%
GT	100%	100%	92%	100%	100%	67%	100%	90%	80%

The following table shows a comparison of HRE's 2017 - 2022 Reading STAAR Data, at approaches grade level or above.

	2017	2018	2019	2020	2021	2022
3rd Grade Reading	86%	91%	87%	No Test Given	80%	92%
4th Grade Reading	83%	75%	83%		77%	85%
5th Grade Reading	93%	93%	96%		88%	85%

An analysis of scores for each student group at each grade level in Reading revealed the following:

- As could be expected from the educational inconsistencies that arose due to the COVID 19 pandemic and focus on Tier 1 instruction and student specific acceleration, there was a noticeable increase in all grade levels (with the exception of 5th grade), as well as by cohort, in all scores (i.e.: 3rd to 4th, 80% to 85%, 4th to 5th, 77% to 85%).
- Reading scores are historically lower in 4th grade (as compared to 3rd and 5th grade), but show a significant increase from 4th to 5th grade. The same pattern is evident in the district and across the state.
- When looking at student groups, there is a consistent significant variance between our male and female student groups, with the females scoring an average of 10% points higher than the males. There is also an expected variance found in the SpEd and GT student groups, the SpEd group being significantly below all students and the GT group being significantly above all students.

The following table shows HRE's 2022 5th Grade Science STAAR Data, by performance level.

	Approaches	Meets	Masters
	Grade Level Performance	Grade Level Performance	Grade Level Performance
5th Grade Science	71%	41%	23%

The following table shows HRE's 2022 5th Grade STAAR Data, by student group, by performance level.

	5th Grade Science		
	Approaches	Meets	Masters
All Students	71%	41%	23%
Male	69%	46%	29%
Female	74%	37%	18%
Hispanic	65%	35%	19%
White	83%	48%	26%
EcoDis	69%	40%	29%
SpEd	0	0	0
BIL	52%	24%	14%
GT	100%	100%	50%

The following table shows a comparison of HRE's 2017 - 2022 Science STAAR Data, at approaches grade level or above.

	2017	2018	2019	2020	2021	2022
5th Grade Science	73%	86%	83%	No Test Given	75%	71%

An analysis of scores for each student group in 5th grade Science revealed the following:

- Our science scores, at all performance levels, have not shown a consistent pattern of growth or decline from 2017 to 2022. However, our scores in 2022 were the lowest they have been since 2017.
- When looking at student groups, there is an interesting variance between our male and female student groups, with the females scoring higher in approaches, and our males an average of 10% points higher than the males. An additional variance shows up with the bilingual student group, who scored significantly below all students. There is also an expected variance found in the SpEd and GT student groups, the SpEd group being significantly below all students and the GT group being significantly above all students.

The following tables shows HRE's 2021 - 2022 EOY BAS data for Kindergarten through 2nd grade.

	Kindergarten				1 st Grade				2 nd Grade			
	Does Not Meet	App. Exp.	Meets Exp.	Exceeds Exp.	Does Not Meet	App. Exp.	Meets Exp.	Exceeds Exp.	Does Not Meet	App. Exp.	Meets Exp.	Exceeds Exp.
	(< C)	(C)	(D/E)	(>E)	(< I)	(I)	(J/K)	(>K)	(< L)	(L)	(M/N)	(>N)
All Students	59%	17%	16%	7%	36%	14%	36%	14%	41%	13%	35%	11%

Understanding that the above scores do not include SEL (Spanish version of BAS) data, the analysis of BAS scores for all students reveals the following:

- A significant number of students are not meeting grade level expectation in all three grade levels, kindergarten, 1st grade and 2nd grade. The percentage of students not meeting grade level expectation is significantly higher in kindergarten, with only 23% of students meeting or exceeding grade level expectations.
- The percentage of students who exceed grade level expectations in all three grade levels, kindergarten, 1st grade and 2nd grade is relatively low and significantly below the district average.

The following tables shows a comparison of HRE's 2021-2022 MAP data (average percentile) from Fall to Winter to Spring for each grade level (2nd – 5th, Reading and Math, 1st, Math Only).

2021-2022	2021-2022	2021-2022
Fall MAP	Winter MAP	Spring MAP
Math 1 st Grade	Math 1 st Grade	Math 1 st Grade
Percentile	Percentile	Percentile
51 %ile	46 %ile	52 %ile

2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Fall MAP	Winter MAP	Spring MAP	Fall MAP	Winter MAP	Spring MAP
Reading	Reading	Reading	Math	Math	Math
2 nd Grade	2 nd Grade	2 nd Grade	2 nd Grade	2 nd Grade	2 nd Grade
Percentile	Percentile	Percentile	Percentile	Percentile	Percentile
44%ile	45%ile	47%ile	43%ile	44%ile	46%ile

2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Fall MAP	Winter MAP	Spring MAP	Fall MAP	Winter MAP	Spring MAP
Reading	Reading	Reading	Math	Math	Math
3rd Grade	3rd Grade	3rd Grade	3rd Grade	3rd Grade	3rd Grade
Percentile	Percentile	Percentile	Percentile	Percentile	Percentile
59%ile	59%ile	66%ile	58%ile	60%ile	68%ile

2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Fall MAP	Winter MAP	Spring MAP	Fall MAP	Winter MAP	Spring MAP
Reading	Reading	Reading	Math	Math	Math
4th Grade	4th Grade	4th Grade	4th Grade	4th Grade	4th Grade
Percentile	Percentile	Percentile	Percentile	Percentile	Percentile
56%ile	56%ile	59%ile	58%ile	61%ile	65%ile

2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
Fall MAP	Winter MAP	Spring MAP	Fall MAP	Winter MAP	Spring MAP
Reading	Reading	Reading	Math	Math	Math
5th Grade	5th Grade	5th Grade	5th Grade	5th Grade	5th Grade
Percentile	Percentile	Percentile	Percentile	Percentile	Percentile
57%ile	56%ile	59%ile	59%ile	59%ile	59%ile

An analysis of the comparison of 2021 – 2022 Fall to Spring MAP data for 1st grade (math only) and 2nd to 5th grade (Reading and Math) reveals the following:

- The average percentile for Spring Map data (every subject and every grade) is at or above the 50th percentile with the exception of 2nd grade reading and math which both fell below the 50th percentile close to the 50th percentile mark in reading and math for all grade level with the exception of 1st grade Spring Math data which is significantly above the 50th percentile and 2nd grade Winter and Fall Math as well as 3rd grade Winter Math which are all significantly below the 50th percentile (47th%ile and 46%ile respectively).
- The average percentile for all MAP data (every grade, every subject) remains relatively stable (variance of less than 5 percentile points) from Fall to Spring with the exception of 3rd grade which showed a growth of 7 percentile points in reading from fall to spring and a growth of 10 percentile points in math from fall to spring and 4th grade which showed a growth of 7 percentile points in math from fall to spring.

The following table shows the data from HRE’s 2021-2022 Texas English Language Proficiency Assessment System (TELPAS) Composite Ratings:

	# of EB Sts.	Beginning	Intermediate	Advanced	Adv. High
		Percent	Intermediate	Advanced	Adv. High
Kindergarten	36	28%	56%	14%	0%
1 st Grade	28	18%	46%	29%	7%
2 nd Grade	39	8%	59%	26%	8%
3 rd Grade	28	0%	29%	50%	21%
4 th Grade	32	3%	31%	53%	13%
5 th Grade	24	0%	13%	58%	29%

An analysis of the comparison of 2021 – 2022 TELPAS Composite Ratings reveals the following:

- Our TELPAS data reflects that the majority of our students are demonstrating yearly growth appropriate for second language development. 84% of our Kindergarten students, 64% of our 1st graders and 67% of our 2nd graders are at the beginning or intermediate level, while 71% of our 3rd graders, 66% of our 4th graders and 87% of our 5th graders are at the advanced or advanced high level.
- Digging deeper into the data reveals that many of the students who are at the beginning and intermediate levels are new immigrants and therefore, this is an appropriate level for their language development.

The following table shows HRE's 2021-2022 Wave 3 data for the Texas Kindergarten Entry Assessment:

Measure	On Track (English)	On Track (Spanish)
Vocabulary: Overall Measure	37%	69%
Letter Names: Overall Measure	52%	81%
Spelling: Overall Measure	59%	NA
Letter Sounds: Overall Measure	37%	NA
Blending: Overall Measure	35%	88%
Decoding: Overall Measure	45%	31%
Listening Comprehension: Overall Measure	44%	88%
Math: Overall Measure	51%	72%
Science: Overall Measure	97%	69%

Although this data is being used as a baseline for future comparison, an initial analysis of the 2022 Wave 3 Texas Kindergarten Entry Assessment reveals the following:

- Our students who are testing in English are struggling in all areas (under 60% on track) with the exception of Science (97%).
- Our students who are tested in Spanish show a strength (above 80%) in Letter Names, Blending, and Listening Comprehension, but are struggling in Decoding (31% on track).

The following table shows HRE's 2021-2022 Wave 3 data for TPRI (1st grade)

Measure	Developed
SCr-4 Word Reading	76%
Blending Word Parts	100%
Blending Phonemes	92%
Deleting Initial Sounds	22%

Measure	Developed
Deleting Final Sounds	50%
Initial Consonant Substitution	83%
Final Consonant Substitution	83%
Middle Vowel Substitution	71%
Initial Blending Substitution	50%
Blends in Final Position	60%
Word Reading 1	80%
Word Reading 2	67%
Word Reading 3	58%
Word Reading 4	44%
Fluency – Bananas	59%
Reading Comprehension – Bananas	85%
Accuracy – Bananas	59%
Fluency – The School Fair	57%
Reading Comprehension – The School Fair	43%
Accuracy Level – The School Fair	52%

Although this data is being used as a baseline for future comparison, an initial analysis of the 2021 Wave 3 data for TPRI (1st grade) reveals the following:

- Our students have a strength (above 80% developed) in Blending Word Parts, Blending Phonemes, Initial and Final Consonant and Middle Vowel Substitution, Word Reading 1 and Reading Comprehension (Bananas).
- Deleting Sounds (Initial and Final), Initial Blending Substitution, Blends in Final Position, Word Reading (3 and 4), Fluency and Accuracy (Bananas) and Fluency, Reading Comprehension and Accuracy (The School Fair) are all areas of concern at under 60% developed.

Student Learning Needs

- In math, the percentage of 3rd graders at the approaches and meets performance level is significantly (greater than 5%) below the percentage of 4th and 5th graders at those levels.
- In reading, the percentage of 4th and 5th graders at the approaches level is significantly (greater than 5%) below the percentage of 3rd graders at that level.
- The percentage of the Special Education student group is significantly below all other student groups in all grades, all subjects and at all performance levels.
- In science, the percentage of students approaching grade level expectations is significantly below the desired expectation of 90%.
- According to BAS data, only 23% of our kindergarteners, 50% of our 1st graders and 46% of our 2nd graders are meeting grade level expectations.
- According to MAP data, our 2nd grade students are struggling in both reading and math.
- According to TELPAS data, the percentage of our EB students who scored at the Advanced High level on their TELPAS Composite Rating is not showing growth over time.
- According to the CLI Engage Assessment, our kindergarten students are struggling in all areas (with the exception of science), while deleting initials sounds, higher level word reading (list 4) and higher level reading comprehension (The School Fair) are areas of concern for 1st grade.
- Continue to address learning gaps that exist due to a wide variety of factors and promote continual progress by focusing on strong TIER 1 instruction and appropriate acceleration.

Student Learning Strengths

According to STAAR data, there is a noticeable increase in 4th and 5th grade math data from 2021 to 2022 as well a noticeable increase in 4th and 5th

grade cohort math data from 2021 to 2022.

- According to STAAR data, there is a noticeable increase in 3rd and 4th grade reading data from 2021 to 2022 as well a noticeable increase in 4th and 5th grade cohort reading data from 2021 to 2022.
- The percentage of the gifted and talented student group is 100% meets grade level expectations in all grades, all subjects (with the expectation of 5th grade reading which fell to 90%). The percentage of these student performing at the masters grade level performance is above 80% (with the exception of 4th grade math and reading).
- With the exception of the special education student group and the bilingual student group in 5th grade reading, all student groups perform at a consistent level when looking at approaches grade level.
- According to our TELPAS data, the majority of our students are demonstrating yearly growth appropriate for second language development.

School Processes & Programs

School Processes & Programs Summary

Heritage Elementary continues to maintain a stable staff, with very little teacher turnover. All teachers are highly qualified and placed in positions according to their strengths. With the continuation of the movement of the bilingual program to Heritage, we are adding a 3rd, 4th and 5th grade bilingual teacher for the 2022 – 2023 school year. This will put all grade levels, Kindergarten through 5th grade, at five sections, 3 general education sections and 2 bilingual sections. With the growth of our bilingual program, we are also adding an additional paraprofessional staff member to support our bilingual population. We continue to provide high quality intervention and acceleration through 3 interventionists, including 2 interventionists that primarily service 3rd – 5th grade, 1 focusing on math enrichment and acceleration and 1 focusing on reading/dyslexia support as well as 1 ESSER interventionist who provides support to our K – 2nd grade students in the area of reading/dyslexia.

Our staff is committed, not only to the growth of their students, but to their professional growth as well. In order to foster professional growth, we provide many individualized professional development opportunities throughout the school year for all staff members to expand their knowledge in a variety of ways. These opportunities cover, but are not limited to, the following areas: curriculum and instruction, technology, classroom management, and social and emotional growth for students and staff. They also include a variety of motivational strategies that promote student engagement and help our students to develop a lifelong love of learning. The professional development opportunities also align with individual professional goals and student learning objections, as well as the qualitative and quantitative data gathered through classroom observations and classroom assessment data.

The staff of Heritage Elementary, as evidenced by our vision to develop well rounded, confident and responsible individuals who aspire to achieve their personal best, are committed to ensuring the continual progress and the academic success of all students. Therefore, we have many processes in place to ensure the continued focus on student progress. These processes include the work our staff has done with our teaching and professional department, specifically our new district Executive Director of Teaching and Learning along with our district level Math and ELAR coaches, continue the work of improving our Tier 1 instruction, specifically by focusing on the areas of alignment, rigor and engagement. An effort to align planning and instruction throughout the district will continue to be supported by common schedules at the elementary level. Further alignment of instruction and acceleration will be achieved through master scheduling in all grade levels to ensure scheduled non overlapping acceleration time for each grade level in both math and reading. Additional work is needed in this area, specifically focusing on improving small group instruction in all subjects and in all grade levels in order to meet the individual needs of our students. According to the Student Learning section of our needs assessment, this work must focus specifically on primary literacy as well as alignment of instruction to STAAR 2.0, by supporting the integration of writing into all subject areas.

Processes specific to ensuring student progress include the effective use of monthly Hawk Talk Time at each grade level to discuss student needs, along with a strong intervention process outlined through Response to Intervention (RtI) offered through a Multi-Tier System of Support (MTSS). Intervention is provided according to need (Kindergarten - 5th) and according to House Bill 4545 requirements (4th and 5th grade) by our classroom teachers, campus interventionists and 2 part time certified teacher tutors. Heritage Elementary is dedicated to small group instruction in the classroom as well as through a push in and pullout model. Referral to the Student Success Team (SST) for academic and behavioral concerns is an additional process that is in place to make certain that we are meeting the needs of every student at Heritage Elementary.

To help support our efforts to implement RtI with fidelity and to meet the identified needs of our students, Heritage Elementary also has a wide variety of programs in place that are geared specifically to providing targeted assistance to ALL student in an effort to increasing content knowledge and cognitive strategies. These programs include three full time campus interventionists (2 who focus on reading and math 3rd – 5th grade and 1 who focuses on reading K –

2nd) who provide tiered support in math and reading for students in Kindergarten through 5th grade as well as dyslexia instruction to those students who have been identified with dyslexia. We also have a strong special education team, including 2 self-contained FOCUS teacher, 4 FOCUS paraprofessionals, 1 resource teacher and 2 inclusion paraprofessionals that provide the necessary support to our special education population in accordance with their individualized education plan (IEP). We also employ two retired teachers on a part time basis who provide daily, in school tutoring to general education students in need of additional assistance. Our teachers provide additional individualized support through small group instruction during class as well as before and after school tutoring opportunities. In addition to being taught by a certified ESL or bilingual teacher (depending on the program assignment) who consistently implement the English Language Proficiency Standards (ELPS), our Emergent Bilingual students also received weekly support through the Summit K12 program. For our students who have been identified as gifted and talented, our classroom teachers provide weekly instruction designed to meet their needs in the areas of critical and creative thinking.

Additional processes in place at Heritage to help ensure that the daily demands do not overshadow the focus on overall student improvement include a wide variety of enrichment opportunities for the entire student population through participation in STAR Jobs, Spelling Bee, Student Council, National Jr. Honor Society, Astros Choir, Star Base, Robotics, Genius Hour and UIL. These opportunities benefit our students by allowing them to expand their thinking and apply classroom knowledge in a nontraditional setting. In the upcoming school year, in accordance with our district initiative, we plan to provide STEM learning experience for all students K-5th grade by focusing on the Engineering Design Process for 3rd and 4th graders and makerspace experiences for PK -2nd graders. In an effort to meet the social, physical, emotional and cognitive needs of our students, Heritage Elementary also provides support to students and teachers through the consistent use of the Character Strong Program. In addition to providing mentors as needed and encouraging participation in the Watch Dog program, our counselor, as well as classroom teachers as appropriate, promote the use of Restorative Practices to address social/emotional issues that arise during the year. As a campus, we also focus on promoting positive behaviors through the use of SOAR cards, positive behavior referrals, bell ringers , as well as verbal praise and recognition.

To support all processes and programs, Heritage Elementary ensures that we utilize our district's vertically aligned curriculum as well as the outlined specific scope and sequence (i.e.; TEKS Resource System for Science and Social Studies and the LPISD designed Curriculum Calendar for math and ELAR). In addition to the resources provided through our current textbook adoptions, instruction is supplemented through additional resources such as the Fountas and Pinnel Leveled Literacy Intervention and a variety of leveled readers that can be found in our literacy library. Additional resources are needed to support the work we are doing in the area of phonics and literacy instruction at all grade levels. Additional technology application resources are purchased at the school level to help support the curriculum, including Brain Pop, Tumble Books, Vocabulary/Spelling City, Raz Kids/Learning A-Z, IXL (Math Only), and XtraMath. Additional technology resources such as Reading Eggs, Study Island (all subjects), Nearpod/Flocabulary and Accelerated Reading are provided by the district level. In order to continue to provide appropriate resources for all grades and all subjects, additional technology application that support rigorous reading instruction/practice have been requested, specifically IXL for reading.

Heritage Elementary continues to strive to create an engaging, rigorous and blended learning environment that incorporates the 21st century skills of communication, collaboration, and problem solving into our everyday instruction. Providing reading, math, science and technology resources is a campus priority as we strive to ensure that our school library, our literacy library, our science labs and every classroom is equipped with the necessary materials to support student centered instruction. Maintaining our resource inventory can be challenging, especially in the area of technology. This year, with the district's provision of new laptop carts for 3rd – 5th grade and the purchase of additional ipads be the campus, we will have a 1 to 1 student-technology ratio in 3rd – 5th grade and an approximate 2 to 1 student-technology ratio in K – 2nd grade. As devices become outdated or are no longer working, we continue to need to increase the availability and implementation of cutting-edge technology to provide more creative opportunities for student to interact with technology, thereby increasing student engagement.

Student Processes and Program Needs:

- Increased focus on small group instruction and balanced literacy in K – 2nd.
- Continued focus on the improvement of Tier 1 instruction, specifically relating to student engagement and small group instruction in both reading and math at all grade levels.
- Additional resources/materials (including technology resources) to support the vertically aligned units of study (K-5th) provided by our ELA instructional coaches
- Consistent use of rigorous instructional materials (all subject areas/all grades), including technology applications, that are aligned to the TEKS and support student centered learning
- Guidance and professional development for integrating writing into all subject areas in preparation for the integration of writing in STAAR 2.0

School Processes & Programs Strengths

- Productive collaboration between instructional leadership and staff
 - Hawk Talk Time focused on meeting student and teacher needs
- Ongoing data disaggregation and analysis of formative and summative assessment in order to drive instruction
- Strong RtI/MTSS/SST Process
- Experienced interventionists provide consistent tiered interventions
- Nearing our goal of a 1 to 1 student to device ratio in all grade levels.
- Regular, varied and robust enrichment opportunities available for all students.

Perceptions

Perceptions Summary

Heritage Elementary strives to provide a safe and stable learning environment that promotes high expectations (behavior and academic) for all students. Our students come to us with a wide variety of life and educational experiences, therefore we work together as a learning to community to provide the structure and support all students need in order to make progress. In order to accomplish this task, staff meets regularly to discuss students' educational, social and emotional needs. Additionally, all school staff communicates regularly to our families to ensure that they understand that they are a valuable member of our educational team. Our goal is to convey the message to students, parents and the community that we are committed to working together to meet the needs of our students.

Heritage Elementary conducted a year-end review of discipline records in order to identify trends in behavior that could be proactively addressed in the upcoming year. According to the results, our total discipline referrals continue to decline from previous years. We believe this decrease is due in part to our school wide focus on reinforcement of positive behaviors (SOAR cards, Positive Behavior Referrals, etc.), Character Strong guidance lessons, Principal's Book Club, restorative practices as well as our goal-oriented approach to both instruction and behavior.

To help identify the perceptions of our various stakeholders, Heritage Elementary administered an end of year survey to staff, students and parents. According to the staff survey, the majority of our staff enjoy working at Heritage Elementary and believe that we are able to provide a kind and caring learning and work environment that is focused on meeting the individual needs (socially, emotionally and academically) of all of our students. The majority of our faculty are satisfied with their coworkers and feel supported by the administration team, specifically in the areas of discipline, instructional feedback and innovative learning. Common themes throughout the staff comments on the end of the year survey include the appreciation of food and incentive passes to boost morale, the appreciation of administrative focus on teacher voice, and their appreciation of the people that they work with every day. Suggestions for improvement from staff include increased availability of subs, a reduction of teacher mandated responsibilities as well as a shift in the PLC process.

According to our parent survey, the majority of our parents are satisfied with the education their child is receiving at Heritage Elementary. About half the parents believe that their students benefit from after-school tutoring, but almost all the parents believe that their teacher communicates effectively with them regarding their student's academic progress. When asked about parent educational opportunities that they felt would be beneficial, homework tips and tricks, questions to ask while reading, math strategies and how to get your child to talk about their school day were among the most popular. Although most parents shared common sentiments, like "we love the evening events" and "our teacher communicates very well with me about my child's progress" others shared that, "there is not enough notification of events" and that they "often do not feel welcome at the school."

Although the results of the student surveys are a little less consistent than the staff and parent surveys, some valuable information was relayed. Specifically, regarding friends, they are what the majority of students look forward to the most about the school day, but they are also what causes them the most stress. Over half our students reported that no one helps them with their homework. However, the majority of 3rd – 5th grade students reported it is what helps them remember what they learned the best. K – 2nd grade students report that small groups help them remember what they learned the best. When asked how teachers can help students, the most common response was "to teach me"!

Heritage Elementary utilizes a variety of formats to communicate information and events with our school community, including emails, monthly newsletters, school wide call outs and text messaging using the Remind App, surveys and school/classroom websites. Although fall parental involvement activities were limited this year due to COVID 19, we were able to hold a virtual Open House/Title 1 Meeting, a videoed Veteran's Day program as well as Virtual Hawk of the Month Celebrations. Once the school reopened to parent involvement in the spring, Heritage hosted a multitude of successful and well attended parent

involvement nights including, but not limited to, Math and Movie Night, STEM Night, Reading Night, Supper with Santa, Student of the Month Celebrations and End of the Year Award Ceremonies. We also held a successful and well attended outdoor Literacy Night and Math/Science Night, as well as an outdoor 5th grade End of Year Award's Ceremony. Many of our events would not be possible without the support of our active Parent Teacher Association (PTA).

In addition, our school has several community programs that promote healthy student and family relationships, including Watch Dogs, Character Strong and Stranger Danger and Bullying with Officer Stanley. We also have an established mentor program which utilizes mentors from within the school staff and the community to build relationships with individual students with specific social, emotional and/or academic needs. In addition, in order to create a safe learning environment for our students, we followed the Standard Response Protocols, conducting consistent drills to practice our safety plan. Officer Stanley along with several of our School Resource Officers also helped to promote safety by visiting the campus and conducting safety walk throughs throughout the year.

Perception Needs:

- Continued focus on promoting balance for all school staff.
- Continued focus on parent communication to ensure that all parents receive communication in a timely manner that meets their needs.
- Continued focus on the social emotional needs of our students.

Perceptions Strengths

- The majority of parent, student and staff have a positive perception of Heritage Elementary.
- Discipline data reflects the success of our mentoring programs and focus on promoting positive behaviors.
- Staff are devoted to the success of the students.
- Strong PTA that promotes the home school connection.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback





Goals

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 1: Strengthen and vertically align the core curriculum and instruction to ensure growth and successful learning for all students.

Evaluation Data Sources: KEA, CBA, BAS, EDC, MAP, STAAR, TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize vertically aligned resources, including but not limited to, Lead4Ward Resources, District Math and ELA Curriculum Guides, Guided Reading Materials, Technology Applications (i.e.: Study Island, IXL, Brain Pop and Xtra Math), and STAAR resources (i.e.: Countdown to STAAR (3rd - 5th Math, Reading and Science), and STAAR Masters (3rd - 5th Math, Reading and Science). Ensure all resources are rigorous and address grade specific content and state readiness/supporting standards.</p> <p>Strategy's Expected Result/Impact: By utilizing vertically aligned, rigorous resources with fidelity we will see an increase in student achievement and academic growth.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: Digital resources to support curriculum - 211 Title I, Part A - \$5,762</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize instructional materials, including, but not limited to, manipulatives, books, and technology devices, specifically designed to meet the varied needs of all students, including those identified as EB, SpEd and GT, in an effort to strengthen instruction and provide learning opportunities that meet varied learning modalities so that all students can make progress and meet the standards on highly tested TEKS.</p> <p>Strategy's Expected Result/Impact: By providing varied and engaging instructional materials, all students, specifically those identified as EB, SpEd and GT, will have an increase in achievement and academic growth.</p> <p>Staff Responsible for Monitoring: Teachers (including ESL, GT and SpEd certified) Interventionists Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: Reading Materials to support curriculum - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 2: Increase the performance of all student groups in 3rd - 5th grade in all subjects on the 2022- 2023 STAAR assessments to 90% at Approaches Grade Level, 70% at Meets Grade Level, and 40% at Masters Grade Level.





High Priority

HB3 Goal

Evaluation Data Sources: 2022-2023 STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 1: Ongoing analysis of a wide variety of student data (Unit Assessments, previous STAAR/TELPAS data, Benchmarks, BAS, classroom assessment, MAP, etc.) individually, as a grade level and through vertical teams, to determine the instructional needs and identify instructional strategies that will strengthen instruction and assist students in meeting standards on highly tested TEKS.</p> <p>Strategy's Expected Result/Impact: Through an in-depth analysis of student performance data, we will align on instruction to individual needs which will result in an increase in student achievement and academic progress.</p> <p>Staff Responsible for Monitoring: 3rd - 5th Grade Teachers Resource Teacher Interventionists Principal Assistant Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct monthly PLCs with a focus on student data discussions in order to identify target students, review their individual needs, discuss their interventions and monitor their progress.</p> <p>Strategy's Expected Result/Impact: Through successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Counselor Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide specific Tier 1, Tier 2 and Tier 3 instruction for targeted student groups, including but not limited to EBs and EcoDis, through small group intervention/tutoring/enrichment for students in 3rd - 5th grade before, during and/or after school.</p> <p>Strategy's Expected Result/Impact: By providing tiered instruction, acceleration and enrichment we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on all 2022 - 2023 STAAR assessments.</p> <p>Staff Responsible for Monitoring: 3rd - 5th Grade Teachers Interventionists Tutors Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Teacher Tutoring (Extra Duty Pay) - 263 Title III, LEP - \$7,120, Teacher Tutoring (Extra Duty Pay) - 211 Title I, Part A - \$10,000, Retired Teacher Tutoring - 211 Title I, Part A - \$28,000, Tutoring Buses (Transportation) - 211 Title I, Part A - \$2,000, Interventionist (Staff Wages)32547 - 211 Title I, Part A - \$32,547, Social Security - 211 Title I, Part A - \$200, Workman's Compensation - 211 Title I, Part A - \$200</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide professional development opportunities for teachers that are aligned to student and staff needs in order to strengthen our Tier 1 instruction, provide appropriate acceleration and enrichment, and develop innovative instructional strategies that engage all students in their learning.</p> <p>Strategy's Expected Result/Impact: By providing professional development that is aligned to student and staff need, we will see an increase in the quality of instruction and rigor which will result in an increase in student achievement and academic progress.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				






Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 3: Increase the growth measure, according to the STAAR accountability system, from 84 to 85, when looking at 4th and 5th grade reading and math STAAR scores.

High Priority

HB3 Goal

Evaluation Data Sources: 2022 - 2023 STAAR Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide individualized Tier 1, Tier 2 and Tier 3 instruction for targeted student groups, including but not limited to EBs and EcoDis, through small group intervention/tutoring/enrichment, specifically for students in 4th - 5th grade before, during and/or after school.</p> <p>Strategy's Expected Result/Impact: By providing targeted tiered instruction, acceleration and enrichment, specifically for students in the 4th and 5th grade, we will be able to track student progress and fill in identified gaps in understanding, thereby increasing individual student performance on all 2022 - 2023 STAAR assessments in comparison to the 2021 - 2022 STAAR Assessment.</p> <p>Staff Responsible for Monitoring: 4th - 5th Grade Teachers Interventionists Tutors Principal Assistant Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
	 0%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 4: Increase the performance of all students and student groups on BAS in grades K-2 so that 85% are performing at or above grade level according to district criteria.

Evaluation Data Sources: BAS Results (BOY and EOY)
Running Records





Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly PLCs with a focus on student data discussions in order to identify target students, discuss their interventions and monitor their growth. Strategy's Expected Result/Impact: Through successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth on the EOY BAS. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Interventionist Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide specific Tier 1, Tier 2 and Tier 3 reading instruction for targeted students through small group/tutoring/intervention/enrichment in Kindergarten - 2nd grade during the school day. Strategy's Expected Result/Impact: By providing specific tiered instruction and enrichment we will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on EOY BAS. Staff Responsible for Monitoring: Teachers Interventionists Tutors Principal Assistant Principal Title I: 2.4, 2.5, 2.6 Funding Sources: Teacher Tutoring (Extra Duty Pay) - 263 Title III, LEP - \$0, Teacher Tutoring (Extra Duty Pay) - 211 Title I, Part A - \$0, ESSER Interventionist - 282 ARP ESSER III - \$64,548.24	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development opportunities for teachers specifically in the areas of utilizing the results from the Benchmark Assessment System (BAS) and the CLI Engage Assessments (KEA) to drive instruction, implementing guided reading/writing based on student need, and utilizing reading instructional strategies specifically designed in accordance with the research from the Science of Teaching Reading.</p> <p>Strategy's Expected Result/Impact: By providing professional development opportunities in the areas of implementing guided reading, utilizing targeted reading strategies, and utilizing the results from the Benchmark Assessment System (BAS) and the CLI Engage Assessments (KEA), students will make or exceed expected academic growth on the EOY BAS.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 5: Increase the performance of all students and student subgroups in grades 1st - 5th on MAP Reading and Math by 10% from Fall to Spring.

Evaluation Data Sources: 2022 - 2023 MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize the individual MAP student growth report and the goal setting template to assist students in setting personal goals related to MAP growth and developing strategies to assist in reaching their goals. Strategy's Expected Result/Impact: By utilizing individual student MAP goals and designing goal specific strategies, students will increase their ownership and accountability of their MAP performance, thus resulting in an increase in performance from Fall to Spring on both the Reading and Math MAP. Staff Responsible for Monitoring: Teachers Interventionists Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction. Strategy's Expected Result/Impact: By utilizing the skills outlined by the individual MAP student growth reports, students will make growth from Fall to Spring on the Reading and Math MAP Staff Responsible for Monitoring: Teachers Interventionists Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 6: Increase the performance of our students identified as Emergent Bilingual, 80% will progress at least one proficiency level on the TELPAS Composite Rating as compared to 2022 TELPAS scores.





Evaluation Data Sources: 2023 TELPAS Data

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly practice (a minimum of twice a week) for EB students in the area of listening, speaking and vocabulary development through the use of online tools such as Summit K12. Strategy's Expected Result/Impact: By allowing students to practice listening, speaking and vocabulary through the use on online tools, aligned to the TELPAS Online Assessment, EB students will build language proficiency and progress at least 1 proficiency level on TELPAS. Staff Responsible for Monitoring: Assistant Principal (Campus LPAC Coordinator) Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 1: Create and maintain a safe and secure learning/working environment that is conducive to promoting the physical and mental health of all stakeholders as well as the academic success of our students.

Evaluation Data Sources: Campus Crisis Drill Debriefings
Safety Walk Throughs (SROs/Administrative)
Staff, Student and Parent EOY Surveys





Strategy 1 Details	Reviews			
Strategy 1: Train staff on the Campus Crisis Management Procedures, SRP (Safety Response Protocol), and Navigate 360 including the initial training as well as periodic updates. Strategy's Expected Result/Impact: 100% of staff will be trained and all staff/students will remain safe while in the school environment. 100% of staff will utilize the Navigate 360 App (on a personal device OR a school Ipad) to respond to drills. Staff Responsible for Monitoring: Principal Assistant Principal MERT Team Threat Assessment Team Title I: 2.6	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct monthly Evacuation Drills (Fire/Hold) and quarterly safety drills (i.e.: Lockout, Lockdown, and Shelter in Place), utilizing Navigate 360 to document and respond to all drills. We will debrief after each drill in an effort to improve our procedures. Quarterly safety drills are in compliance with the Childcare Minimum Standards for the LPISD Early Childhood Center. Strategy's Expected Result/Impact: By conducting emergency drills our staff and students will be prepared for emergency situations. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.6	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 2: Decrease incidents of bullying and office discipline referrals by 10%, while increasing student self esteem, and school and community pride.

Evaluation Data Sources: Eschool Discipline Report
Student/Parent EOY Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide student anti-bullying lessons, peer mediation, restorative circles and Character Counts character education guidance lessons. Strategy's Expected Result/Impact: By providing providing appropriate lessons and interventions, there will be a decrease in bullying and peer conflict as well as in improvement in peer interactions and social skills. Staff Responsible for Monitoring: Teachers Counselor Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Promote positive character traits and productive work habits through the implementation of a variety of positive behavior supports and student recognitions, including, but not limited to: Student of the Month, Positive Behavior Referrals, Soar Cards, and Goal Recognition. Strategy's Expected Result/Impact: Through the use of positive behavior supports and student recognition we will decrease negative behaviors and create a culture of positivity among all stakeholders. Staff Responsible for Monitoring: Teachers Paraprofessional Staff Counselor Principal Assistant Principal Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Establish a structured campus mentor program (utilizing campus Mentors as well as District HELPS Mentors) with scheduled daily and/or weekly check ins with students who are having behavioral, emotional or social difficulties. Strategy's Expected Result/Impact: By conducting systematic and purposeful check ins with students who are struggling with behavioral issues through a structured mentor program, we will build relationships and establish open and honest lines of communication with a desired effect of improving the students' social/emotional health. Staff Responsible for Monitoring: Counselor Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 3: Increase student attendance to 95% for all grade levels and student populations.

High Priority





Evaluation Data Sources: PEIMS Data

Strategy 1 Details	Reviews			
Strategy 1: Communicate and provide a variety of attendance incentives (individual, class, grade level and schoolwide) throughout the year (daily, weekly, monthly, and yearly). Strategy's Expected Result/Impact: By planning for and providing attendance incentives and communicating our incentive plan with families and students, students will desire to be at school, resulting in improved attendance rates. Staff Responsible for Monitoring: Principal Assistant Principal Registrar Teachers Title I: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Attendance committee will conference with parents of students with excessive absences (phone and in person), in order to document attendance concerns and develop individual plans to improve attendance as needed. Strategy's Expected Result/Impact: By sharing the importance of attendance and working with parents on district attendance policies, parents will have a better understanding of the connection between attendance and students success and will work with the school community to ensure that their students attend school everyday they are able, here and on time. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Attract, develop and retain excellent staff

Performance Objective 1: Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning.

Evaluation Data Sources: Staff Retention Rate
Staff EOY Surveys
Teacher Portfolios

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional development (including colleague led) in the areas of curriculum and instruction, differentiation, innovative technology and behavior management through district collaboration, PLCs, Newsletter Instructional/Technology Strategy section, Social Media connections, vertical team meetings and staff meetings in order to address our needs and promote a learning environment. Strategy's Expected Result/Impact: A climate of collaborative learning will increase teacher effectiveness, build capacity in our teachers and teacher leaders, promote teacher retention and have a positive impact on student performance. Staff Responsible for Monitoring: All Staff Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Throughout the school year, we will celebrate the success of staff members (individually and teams) using a variety of different strategies (i.e.: Verbal Affirmation, Personal Notes, Incentive Passes, Weekly Staff Affirmation Journal, Staff of the Month Award, Monthly Celebrations, etc.). Strategy's Expected Result/Impact: By celebrating the success of our staff, we will boost morale school wide. This will increase the motivation and productivity of our staff which will have a positive impact on student performance. Staff Responsible for Monitoring: Principal Assistant Principal All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Promote family engagement and active involvement of the community in the education of our students

Performance Objective 1: Obtain a family involvement rate of at least 40% by offering a variety of volunteer and family engagement opportunities at a variety of different time (day and night).

Evaluation Data Sources: Documentation of events
Documentation of attendance
Parent EOY Surveys

Strategy 1 Details	Reviews			
Strategy 1: Host a variety of Family Nights/Events, including, but not limited to: Meet the Teacher Title 1 Mtg./Open House Award Ceremonies Hawk of the Month Veteran's Day Program Male Role Model Event Female Role Model Event Family Literacy Night Family STEM Night Family Fitness Night Field Day GT Showcase College/Career Week Watch Dogs Program Strategy's Expected Result/Impact: By providing a variety of events throughout the school year, both day and night, we will increase parent involvement in their child's education, thus promoting a strong home/school connection. Staff Responsible for Monitoring: All Staff Principal Assistant Principal Title I: 4.1, 4.2 Funding Sources: Supplies for Parent Involvement Events - 211 Title I, Part A - \$250, Food Items for Parent Involvement Events - 211 Title I, Part A - \$267	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Provide at least 2 opportunities during the school year for school wide parent/teacher conferences. Strategy's Expected Result/Impact: Through open and honest communication during parent/teacher conferences, parents will gain an awareness of the academic expectations and an understanding of how they can partner with the school to promote their child's academic success. Staff Responsible for Monitoring: Teachers Principal Assistant Principal Title I: 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Encourage parental involvement through PTA opportunities and a variety of PTA sponsored events, including: Spring/Fall Fundraisers Monthly PTA Meetings Spirit Nights Family Bingo Night Supper with Santa Strategy's Expected Result/Impact: By providing a variety of opportunities for parent involvement in PTA and PTA sponsored events, we will increase parent involvement in their child's education, thus promoting a positive school environment and strengthening the home/school connection. Staff Responsible for Monitoring: Principal Teacher Representatives on PTA Title I: 4.1	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: Promote family engagement and active involvement of the community in the education of our students

Performance Objective 2: Increase parent communication and promote a positive home/school connection with all families.

Evaluation Data Sources: School Messenger Reports





School Website Hits

Social Media Data Reports

Email Responses

Parent EOY Surveys

Strategy 1 Details		Reviews			
Strategy 1: Consistent use of a variety of communication platforms to inform parents, such as: Monthly Schoolwide Newsletter/Smore (include Counselor and Nurse's Corner) School Messenger (Call Outs, Emails, and SMS) Campus Website Campus Marquee Mass Emails (Principal) Reminder Notes Class Newsletters Class Communication Apps (i.e.: Remind/DoJo) Teacher Websites Social Media Platforms (i.e.: Twitter, Campus and PTA Facebook pages) Parent Phone Contact Parent Surveys Strategy's Expected Result/Impact: By providing information through a variety of communication platforms, all families and the surrounding community will stay up to date on all school information, thus promoting a positive relationship between home, school and the community. Staff Responsible for Monitoring: Teachers Counselor Principal Assistant Principal Principal's Secretary Title I: 4.1, 4.2		Formative			Summative
		Nov	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Ensure that all parent newsletters and major communications are sent home in both English and Spanish, either through direct translation or the ability to be translated through the technology application. Strategy's Expected Result/Impact: By providing communication in both English and Spanish, ALL parents, including those that are non native English speakers, can stay up to date on all school information, thus increasing the involvement of our families of EB students in the education of their children. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 4.1, 4.2		Formative			Summative
		Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 5: Ensure and demonstrate efficient and effective use of district resources

Performance Objective 1: Increase student engagement and success through the consistent integration of technology applications in all subject areas on a daily basis.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus staff, district instructional technologists and bi-monthly Technology Tips to provide professional development in the use of the technology applications that provide ways for teachers a way to create more student centered learning opportunities and improve parent communication.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to effectively utilize a variety of technology formats to communicate with parents, while students will use innovative technology applications to enhance their learning, thereby increasing student performance.</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal Instructional Technologists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Technology Application - 211 Title I, Part A - \$0</p>	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Sosa Garza	Interventionist	Title I	.3950

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Digital resources to support curriculum		\$5,762.00
1	1	2	Reading Materials to support curriculum		\$5,000.00
1	2	3	Social Security		\$200.00
1	2	3	Teacher Tutoring (Extra Duty Pay)		\$10,000.00
1	2	3	Retired Teacher Tutoring		\$28,000.00
1	2	3	Tutoring Buses (Transportation)		\$2,000.00
1	2	3	Workman's Compensation		\$200.00
1	2	3	Interventionist (Staff Wages)32547		\$32,547.00
1	4	2	Teacher Tutoring (Extra Duty Pay)		\$0.00
4	1	1	Food Items for Parent Involvement Events		\$267.00
4	1	1	Supplies for Parent Involvement Events		\$250.00
5	1	1	Technology Application		\$0.00
Sub-Total					\$84,226.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Teacher Tutoring (Extra Duty Pay)		\$7,120.00
1	4	2	Teacher Tutoring (Extra Duty Pay)		\$0.00
Sub-Total					\$7,120.00
282 ARP ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	ESSER Interventionist		\$64,548.24
Sub-Total					\$64,548.24