

Birdville Independent School District
Holiday Heights Elementary
2021-2022 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	11
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	16
Goal 3: All students and staff will learn and work in a safe and responsive environment.	18
Title I Schoolwide Elements	21
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	22
1.1: Comprehensive Needs Assessment	22
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	22
2.1: Campus Improvement Plan developed with appropriate stakeholders	22
2.2: Regular monitoring and revision	23
2.3: Available to parents and community in an understandable format and language	23
2.4: Opportunities for all children to meet State standards	23
2.5: Increased learning time and well-rounded education	24
2.6: Address needs of all students, particularly at-risk	24
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	24
3.1: Develop and distribute Parent and Family Engagement Policy	24
3.2: Offer flexible number of parent involvement meetings	25
Title I Personnel	26
Campus Funding Summary	27
Addendums	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Holiday Heights Elementary, located in North Richland Hills, Texas, is a PK-5 Title1 Campus in Birdville ISD that serves approximately 523 students. Holiday Heights' demographic information indicates a population that is approximately 43% White, 31% Hispanic, 16% African American, 5% Multiracial and 5% Asian American.

Additionally, the campus has approximately 50% of students considered to be at-risk and 61% of students are considered economically disadvantaged. The other student groups for Holiday Heights Elementary include approximately 13% Limited English Proficient, 8% Dyslexic, 15% Special Education and 7% Gifted and Talented.

The campus is predominately a neighborhood school, where most students reside within the community, with only one district bus serving Holiday Heights. We strive for good attendance with a daily attendance rate of 95%. While this is below the district goal, our campus will continue to work with families to increase the attendance rates for both students and staff.

Demographics Strengths

Holiday Heights Elementary has many strengths. Some of the most notable demographic strengths include:

1. The community of Holiday Heights is rich in tradition and all stake holders are committed to education. Many families have multiple generations attending or staying in the neighborhood, so their own children can attend Holiday Heights.
2. Students at Holiday Heights are diverse and very accepting of students regardless of race, ethnicity or socioeconomic status. Encouraging an overall theme of kindness, celebrating CORE Values and investigating in Capturing Kids' Hearts as a campus keeps the students and staff committed to building strong relationships with each other.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The average daily attendance rate continues to be approximately 95%, which is below the BISD overall average. **Root Cause:** We need to continue to follow policies and procedures - but include an educational piece for parents with information about how attendance affects learning.

Student Learning

Student Learning Summary

Holiday Heights Accountability Rating is Not Rated

2021 STAAR DATA:

TEST	Approaches	Meets	Masters
3rd Reading 2021	63.77%	39.13%	10.14%
Online	68.52%	44.44%	12.96%
Paper	46.67%	20%	0%
3rd Math 2021	64.29%	25.71%	7.14%
Online	69.09%	30.91%	7.27%
Paper	46.67%	6.67%	6.67%
4th Reading 2021	59.34%	31.87%	15.38%
Online	60%	32.22%	15.56%
Paper	0%	0%	0%
4th Math 2021	54.95%	28.57%	16.48%
Online	55.56%	28.89%	16.67%
Paper	0%	0%	0%
4th Writing 2021	53.41%	22.73%	5.68%
Online	na	na	na
Paper	53.41%	22.73%	5.68%
5th Reading 2021	86.21%	40.23%	22.99%
Online	na	na	na
Paper	86.21%	40.23%	22.99%
5th Math 2021	72.22%	40%	16.67%
Online	na	na	na
Paper	72.22%	40%	16.67%
5th Science 2021	70.45%	32.95%	9.09%
Online	na	na	na
Paper	70.45%	32.95%	9.09%

Student Learning Strengths

Holiday Heights Elementary has demonstrated student achievement strengths in many areas including:

- Accountability Rating - Not Rated
- 2021 STAAR Data:
 - 5th Grade Reading Scores 5th highest in district (in 3rd grade same students scored 76%).
 - 3rd Grade Math Online students were 2% higher than 2019 overall math students in 3rd grade.
 - 3rd Graders did better online than paper students

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math Scores were slightly below the district average in all grade levels. **Root Cause:** Consistent Tier 1 Priorities not in place starting in Kinder through fifth grade.

School Processes & Programs

School Processes & Programs Summary

Students at Holiday Heights Elementary are served through a variety of programs related to individual student needs. 61% of our students are served by the free and reduced lunch program. 13% of our students are considered Limited English, 15% special education, 8% dyslexic, and 7% gifted and talented.

Holiday Heights Elementary has three Pre-Kindergarten classrooms (one Coteach Programs that serve children who are four years old, some identified Special Education, one four year old program and one three year old/four year old Special Education Self-Contained Program). The Pre-K program provides intervention with a focus on cognitive, social-emotional, language and communication, and physical skills in an effort to allow children to learn skills that they can further utilize as they transition into the elementary setting.

Holiday Heights Elementary has a kindergarten through second grade AABLE program on campus. The Academic and Adaptive Behavior Learning Environment (AABLE) program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

The RTI program serves students in grades K-5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year - beginning, middle, and end of the year. Collaborative teams also meet to discuss student progress and plan intervention based on student need with a goal of closing the learning gap. We also provide tutoring to our struggling students with staff, including Title 1 Tutors and Interventionists.

School Processes & Programs Strengths

At the end of the 2020-2021 school year:

75% of our students were identified as Tier 1 in Reading.

70% of our students were identified as Tier 1 in Mathematics.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 70 % of our K-5 students were on Tier 1 in Mathematics although our 3-5 STAAR Math Scores are below a "Tier 1 score". **Root Cause:** Our Tier 1 identification processes are not aligned with STAAR Math success at Holiday Heights.

Perceptions

Perceptions Summary

Holiday Heights Elementary collected data from parents regarding their perceptions of campus programs, procedures, and overall climate. In addition, the campus collected perception data on school safety issues.

- School safety: Parents made positive comments about the upcoming vestibule changes to better secure our main entrance.
- School communication: Parents appreciate the communication on social media as well as class newsletters.
- School academics: Overall, parents feel that their students' academic needs are being met.
- School climate: The majority of parents expressed that they (as well as their family) feel valued at Holiday Heights Elementary.

Perceptions Strengths

Strengths Include:

- Valued
- Communication
- Safe
- Academic Needs Being Met

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Academics can not be taught if there is not a relationship with the students and parents. **Root Cause:** Holiday Heights did not have a uniformed system/expectations for staff to build relationships with students - Capturing Kids' Hearts.

Priority Problem Statements

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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

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 literacy between the beginning and end of year.







a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels

Elementary: CLI Engage - CIRCLE (prekindergarten), Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades K-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the district literacy plan and Tier 1 priorities at the campus level</p> <p>Actions: (A) Provide ongoing training for all staff to build their capacity to implement campus literacy plans.</p> <p>(B) Continue to utilize campus LOL team to facilitate district literacy strategies and expectations.</p> <p>(C) Provide necessary resources, support, and coaching.</p> <p>(D) Review data through the continuous improvement model.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Interventionists, Special Education Staff, LOL Members, Classroom Teachers, Tutors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$5,170, Intervention Personnel - 199 - General Funds: SCE, Professional Development - 211 - Title I - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a vertically aligned structure to address students' needs in all content areas including reading, math, science, and social studies.</p> <p>Actions: (A) Use vertical team planning monthly to support student growth in literacy.</p> <p>(B) Analyze STAAR data to identify and address opportunities for improvement.</p> <p>(C) Utilize Instructional Coaches and Digital Learning Specialist to support teachers in designing lessons to address lower performing TEKS.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$6,594, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize continuous improvement strategies across campus.</p> <p>Actions: (A) Utilize art day PLCs to target instructional gaps through assessment data including ISIP, STAR Math, CBAs, Interims and Fountas & Pinnell Benchmark Assessments.</p> <p>(B) Use campus-developed continuous improvement timeline to support teacher understanding.</p> <p>(C) Review components of continuous improvement and demonstrate classroom examples.</p> <p>Staff Responsible for Monitoring: Administrators, Interventionists, Special Education Staff, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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



Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.






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

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

HB3 Goal

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


Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize continuous improvement strategies across campus.</p> <p>Actions: (A) Utilize art day PLCs to target instructional gaps through assessment data including ISIP, STAR Math, CBAs, Interims and Fountas & Pinnell Benchmark Assessments.</p> <p>(B) Use campus-developed continuous improvement timeline to support teacher understanding.</p> <p>(C) Review components of continuous improvement and demonstrate classroom examples.</p> <p>Staff Responsible for Monitoring: Administrators, Interventionists, Special Education Staff, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Deliver targeted, responsive instruction to support specific students to close learning gaps.</p> <p>Actions: (A) Use intervention time to maximize the amount of targeted classroom instruction in support of all students.</p> <p>(B) Use Title I Tutors to support classroom instruction (in addition to Interventionists and Special Education Staff).</p> <p>(C) Use Title I EA to support Tier 2 and Tier 3 students in need of academic support.</p> <p>Staff Responsible for Monitoring: Administrators, Interventionists, Special Education Staff, Classroom Teachers, Tutors, Title I EA</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: ESSER Tutors - ESSER - \$33,785, Title 1 Tutors - 211 - Title I - \$15,792, Instructional Resources - 211 - Title I - \$5,000, Title I Interventionist - 211 - Title I - \$38,000, Title I EA - 211 - Title I - \$26,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 3 Details	Reviews			
<p>Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process.</p> <p>Actions: (A) Host Meet the Teacher Event.</p> <p>(B) Conduct Parent Curriculum Nights to give parents information on how to support their child in/out of the school .</p> <p>(C) Host Information Nights/Counselor Sessions</p> <p>(D) Host the Annual Title I Information Night to explain programs and services available to our families.</p> <p>(E) Develop and distribute a Family and Parent Engagement Policy.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, Counselor</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$1,035</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 1: 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 dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.


Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a culture that focuses students' social-emotional well-being.</p> <p>Actions: (A) Design classroom counseling lessons addressing social-emotional well-being.</p> <p>(B) Implement a plan to recognize students and staff that demonstrate six weeks citizenship.</p> <p>(C) Implement activities and programs that will integrate values into school culture.</p> <p>(D) Implement a digital citizenship and safety program.</p> <p>(E) Provide training to all staff for Capturing Kids' Hearts.</p> <p>(F) Develop Journals for students to use with counseling lessons each week (and as personal journals as needed).</p> <p>Staff Responsible for Monitoring: Administrators, Counselor Committee, Counselor, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: Capturing Kids' Hearts Additional Training - 211 - Title I - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

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 RtI Tiers 2 and 3.






Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
<p>Strategy 1: Align campus expectations for behavior with district behavioral RtI. Actions: (A) Continue to implement consistent campus behavioral expectations (The Husky Way) that all stakeholders will follow. (B) Use video announcements and short clips to demonstrate appropriate campus behavior. (C) Revisit campus expectations, including the Husky Promise, throughout the year. (D) Campus team will discuss behavioral interventions for individual students during RtI collaboratives. (E) All staff will implement strategies learned during Capturing Kids' Hearts training. Staff Responsible for Monitoring: Administrators, Discipline Committee, Counselor, Interventionists, Special Education Staff, Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop positive behavioral interventions that support appropriate behavior. Actions: (A) Implement ticket system to reward and acknowledge appropriate behavior. (B) Recognize students for demonstrating appropriate behavior. (C) All staff will recognize at least one student per week for appropriate behavior. Staff Responsible for Monitoring: Administrators, Discipline Committee, Counselor, Interventionists, Special Education Staff, Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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






Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and implement a campus-wide plan to increase student attendance.</p> <p>Actions: (A) Grade level attendance data will be displayed and updated routinely.</p> <p>(B) Follow truancy guidelines and implement truancy prevention measures.</p> <p>(C) Use District Weekly Attendance Reports on Announcements and Social Media to encourage better attendance.</p> <p>Staff Responsible for Monitoring: Administrators, Attendance Clerk, Classroom Teachers, Attendance Officer</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.







Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a system of continuous improvement for all content areas.</p> <p>Actions: (A) Review PDSA cycle during staff development and revisit throughout the year.</p> <p>(B) Create a timeline of implementation to support teachers.</p> <p>(C) Monitor implementation of continuous improvement through district-created rubric.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, Interventionists, Specials Education Staff, Specials Teachers, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.






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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement district safety requirements and foster a school community where students and staff feel safe.</p> <p>Actions: (A) Develop a plan to complete all drills.</p> <p>(B) AP created Safety Brochure</p> <p>(C) Ensure all staff have updated safety trainings.</p> <p>(D) Meet regularly with campus emergency response team.</p> <p>(E) Provide frequent safety updates/trainings in staff meetings.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Collect perception data from students, staff, and parents to identify safety concerns.</p> <p>Actions: (A) Fall and Spring</p> <p>(B) Identify areas in need of improvement.</p> <p>(C) Develop expectations and procedures for areas of concern.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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






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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a campus-wide safety awareness program.</p> <p>Actions: (A) View and complete all components of Safe Schools Training.</p> <p>(B) Monitor the implementation of safety procedures throughout the campus (stepladders, extension cords, appliances).</p> <p>(C) Review safety procedures and relevant topics during staff meetings.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources: Annual review of district improvement plan requirements

Strategy 1 Details	Reviews			
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. Staff Responsible for Monitoring: Administrators, Site-Based Committee Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the following:

Lisa Walker	Principal
Kenji Ford	Assistant Principal
Nicole Hackney	Admin Assistant
Gabby Estrada	Educational Assistant
Carrie McCaghren	PreK 4
Heather Williams	Kindergarten
Angie Kimbrell	First Grade
Karen Mobley	Second Grade
Ashlea Baldi	Third Grade
Kimberly Hughes	Fourth Grade
Becky McBride	Fifth Grade
Jordan Vaught	Specials
Teresa Hudson	Intervention
Marchelle Smart	Parent
Jim Briggs	Community

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, almost 50% of students were identified as at-risk.

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research based instructional strategies such as:

- Capturing Kids' Hearts
- Workshop Model
- Leveled Literacy Intervention
- SEL Interventions
- RTI Time
- Intervention for HB4545
- Aspire Before/After School

Increased learning time is provided through pullout intervention programs and targeted tutorials.

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Lisa Walker	Principal
Kenji Ford	Assistant Principal
Nicole Hackney	Admin Assistant

Lisa Walker	Principal
Gabby Estrada	Educational Assistant
Carrie McCaghren	PreK 4
Heather Williams	Kindergarten
Angie Kimbrell	First Grade
Karen Mobley	Second Grade
Ashlea Baldi	Third Grade
Kimberly Hughes	Fourth Grade
Becky McBride	Fifth Grade
Jordan Vaught	Specials
Teresa Hudson	Intervention
Marchelle Smart	Parent
Jim Briggs	Community

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

3.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled on different nights/mornings of the week in order to accommodate parents' work schedules (dates to be finalized):
engagement activities are planned for 2021-22:

- August 7, 2021 Refresh Back to School Event BISD Plaza
- August Meet the Teacher Night August 16, 2021 @ Holiday Heights
- August/September Grade Level Curriculum Nights @ Holiday Heights PK-5th Grade
- September PTA Board Member Event

- October Title I Meeting on Campus
- Literacy Night
- Science Night
- March Open House
- March Discover Birdville Event
- April Family Engagement Policy and Compact Revision

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Faith Cheesman	Titte I Educational Assistant	Title I	1.0
Teresa Hudson	Math Interventionist	Title I	.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Personnel		\$0.00
1	1	2	Intervention Personnel		\$0.00
1	2	1	Intervention Personnel		\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$5,170.00
1	1	1	Professional Development		\$1,000.00
1	1	2	Instructional Resources		\$6,594.00
1	2	2	Title I Tutors		\$15,792.00
1	2	2	Instructional Resources		\$5,000.00
1	2	2	Title I Interventionist		\$38,000.00
1	2	2	Title I EA		\$26,000.00
1	2	3	Title I Family Engagement		\$1,035.00
1	3	1	Capturing Kids' Hearts Additional Training		\$5,000.00
Sub-Total					\$103,591.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ESSER Tutors		\$33,785.00
Sub-Total					\$33,785.00
Grand Total					\$137,376.00

Addendums

Creating a Culture of Literacy

Holiday Heights Elementary's Literacy Plan + Implementation



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<p>Responsive Teaching</p>	<p>RESPONSIVE TEACHING</p>	<p>All grades levels should use throughout the year.</p>

Creating a Culture of Literacy

Holiday Heights Elementary's Literacy Plan + Implementation



FIVE-YEAR LITERACY PLAN

CORE BELIEFS

- Literacy is a fundamental lifelong right that unlocks the possibilities for every child.
- Everyone is a literacy teacher.**
- Literacy includes reading, writing, thinking, and discussing (listening and speaking).
- Each literacy component is **taught explicitly and practiced to ensure student mastery.**
- Every classroom is **equipped to provide access to books** and the opportunity to experience authentic learning tasks that are choice centered, allowing time for processing and reflection.
- Classroom environment plays a central role in promoting a culture of literacy that is emphasized, supported, observable, and expected.
- Professional staff receive high-quality professional learning** and access to support systems that promote personal growth in literacy instruction.
- Families and community engagement** are essential to building a culture of literacy that transcends school walls and promotes lifelong learning.

Publicly celebrate reading.

- Schoolwide reading expectations by grade level- explain at Curriculum Nights
- PDSA reading goals tracked by grade level displayed and graphed in hallways
- Signs outside or inside of classrooms noting what we are reading
- World Read Aloud Day celebrations
- Storybook Character Dress-up Day during Red Ribbon Week
- Google SlideShow of costumes on hallway TV to showcase books
- Librarian - What Is Mrs. Wright Reading?
- Principal Book Talks and Book Sharing for Holidays and Special Occasions
- Hosting of Book Fairs
 - BOGO Book Fair to kick-off summer reading program
- Author visits
- Hosting of a Literacy Night for our families and

	<p>community</p> <ul style="list-style-type: none"> ● Celebrate Special Reading Events - Dot Day, Dr. Seuss Week, etc.
<p>Create classroom libraries.</p>	<ul style="list-style-type: none"> ● Every class has a classroom library--organized by reading level or by genre as needed/age appropriate (start to add nonfiction/math) ● Dedicate funds to add to classroom library inventory ● Ask for donations if needed (community, libraries) ● Utilize Grants to fund libraries ● Best Practice: Have a shelf or spotlight area of books that rotates throughout the year ● Do Genre Talks - to encourage students to explore different types of books outside of their comfort zones
<p>Build quality word walls. Use & interact with them in your classroom instruction. Share them.</p>	<ul style="list-style-type: none"> ● Gallery Walks in classrooms--with regular review of word walls ● Direct teach word parts--for example: prefixes, suffixes, root words, etc. ● Purposeful interaction with the WW (model the use of). ● Physical objects (realia) when possible. Add photos of word walls w/ realia--perhaps for content specific walls. ● Electronic word walls in Google Classroom / Interactive
<p>Make time for collaboration.</p>	<ul style="list-style-type: none"> ● Purposeful planning as a team AND with your switch partner (if 3-5) <ul style="list-style-type: none"> ○ Weekly Team Meetings ○ PLCs ○ Specials, Interventionists, Coaches ● Vertical Teaming ● CIR / Instructional Rounds ● LOL Team Sharing at Faculty Meetings ● Pineapple Board ● Lunch and Learns - Technology Based (Fall and Spring)
<p>Get students talking.</p>	<ul style="list-style-type: none"> ● Guided Reading Instruction ● Interactive Read Alouds

	<ul style="list-style-type: none"> ● Allowing time to share <ul style="list-style-type: none"> ○ Bank of sentence stems / question stems to facilitate good discussion ○ Purposeful academic conversations ● Number talks in math -- transfer to reading talks ● Shared Reading in F&P <ul style="list-style-type: none"> ○ Purposeful opportunities to share with a buddy ● Purposeful use of Reading Strategies / Signposts that encourage students in sharing with each other
<p>Read and write across content areas. Value disciplinary literacy.</p>	<ul style="list-style-type: none"> ● Content area themed Spotlight on Writing ● Personal Writing Notebooks created in all grade levels ● Purposeful planning in teams to ensure reading and writing across the curriculum ● Specials included in PLCs - purposeful planning for reading and writing ● Non-fictions Signposts emerge in non-reading classrooms ● Writing Activities in Aspire
<p>Provide authentic writing experiences .</p>	<ul style="list-style-type: none"> ● Quick Writes ● As teachers, we should respond to student writing regularly ● Purposeful sharing of writing with parents / authentic audiences ● Exemplar pieces of writing for the hallway ● Spotlight on Writing ● Author's Chair - students share their writing with their class ● Write daily in every classroom ● Conference with students about their writing in every classroom ● Ensure students have opportunities to discuss and collaborate about their writing ● Author Spotlight Wall near the Library to highlight our own student writing ● "Share Something Good" Writing to help reinforce the ideas of Capturing Kids' Hearts

<p>Invite browsing.</p>	<ul style="list-style-type: none"> ● Librarian has purposeful “spotlight” section to advertise books ● Secret teacher messages in books ● Book recommendation area in the classrooms ● Book Tastings ● Principal’s Book Talks ● Announcement Book Talks--teacher’s picks, student picks, classroom picks ● Friday Book Talks - Book Retell to a friend to promote interest in a new book
<p>Promote reflection and goal setting.</p>	<ul style="list-style-type: none"> ● Summer / Break packets with goals from teacher and student - or ideas on EOY growth sheets of how to sustain reading progress over the summer
<p>Ongoing Professional Learning.</p>	<ul style="list-style-type: none"> ● Direct Teach and Review district strategies via the LOL Team ● Allow for share-out time and collaboration in using required strategies ● Vertically align strategy instruction and use to allow for student mastery--create a master skill list of overarching skills by grade level--could be for all subjects not just ELAR/SLAR based. Create in Vertical Teaming. ● Create common vocabulary in vertical teams

What to call them	Specifics	Ownership
<p>Signposts / Nonfiction Signposts</p>	<ul style="list-style-type: none"> ● Contrasts and Contradiction ● Extreme or Absolute Language ● Quoted Words ● Numbers and Stats ● Word Gaps 	<p>All grades levels should use throughout the year.</p> <p>Cross-content use should be in place.</p>
<p>Vocabulary Strategies</p>	<ul style="list-style-type: none"> ● Frayer Model, all grades ● Interactive Word Wall ● Read Aloud, all homeroom classes 	<p>All grades levels should use throughout the year.</p> <p>Cross-content use should be in place.</p>

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