

Birdville Independent School District
Holiday Heights Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
District Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Family and Community Engagement	10
District Organization	11
Technology	12
Demographics	13
Student Learning	15
School Processes & Programs	22
Perceptions	24
Priority Problem Statements	25
Comprehensive Needs Assessment Data Documentation	26

Goals	28
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	28
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	36
Goal 3: All students and staff will learn and work in a safe and responsive environment.	39
State Compensatory	43
Budget for Holiday Heights Elementary	43
Personnel for Holiday Heights Elementary	43
Title I	44
1.1: Comprehensive Needs Assessment	44
2.1: Campus Improvement Plan developed with appropriate stakeholders	44
2.2: Regular monitoring and revision	45
2.3: Available to parents and community in an understandable format and language	46
2.4: Opportunities for all children to meet State standards	46
2.5: Increased learning time and well-rounded education	46
2.6: Address needs of all students, particularly at-risk	47
3.1: Annually evaluate the schoolwide plan	47
4.1: Develop and distribute Parent and Family Engagement Policy	48
4.2: Offer flexible number of parent involvement meetings	49
Title I Personnel	50
Campus Funding Summary	51

Comprehensive Needs Assessment

Demographics

Demographics Summary

Holiday Heights Elementary, located in North Richland Hills, Texas, is a Pre-Kindergarten -5th Grade Title I Campus in Birdville ISD that serves approximately 477 students. Holiday Heights' demographic information indicates a population that is approximately 40.9% White, 31.2% Hispanic, 16.6% Black/African American, 1.7% Two or More Races, 7.8% Asian American, 1% American Indian, and .8% Pacific Islander.

The campus is predominantly a neighborhood school, where most students reside within the community, with only two district buses serving Holiday Heights, therefore most students walk, ride bikes or are picked-up from school from family.

Holiday Heights has a good sense of community between our staff and our families. We have a great deal of parent involvement and good rapport with the community.

Holiday Heights is a Capturing Kids' Hearts National Showcase School for the 2024-2025.

Demographics Strengths

Holiday Heights is a diverse campus and has a good sense of community between our staff and our families. We have good rapport with the community.

Families attend campus events and support the school with donations to the classrooms and school.

Families recognize the effort by Holiday Heights staff publicly.

Student Achievement Summary

Holiday Heights Elementary
Generated by Plan4Learning.com

Administration Summary				5th Grade Learning Targets	5th Grade Skills	Did Not Pass				Pass											
						Did Not Pass				Pass											
						Did Not Pass				Approaches Grade Level				Meets Grade Level				Exceeds Grade Level			
						Did Not Meet Grade Level				Approaches Grade Level				Meets Grade Level				Exceeds Grade Level			
						#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested			82	88.8																	
Students Not Tested			0	0.0																	
Absent			0	0.0																	
Other			0	0.0																	
All					52	1,466	21	40%	81	74%	35	43%	13	16%							
Male					38	1,462	16	42%	32	84%	20	63%	10	31%							
Female					30	1,532	7	23%	23	82%	18	78%	6	27%							
No Information Provided					0	-	-	-	0	-	0	-	0	-							
Hispanic/Latino					27	1,439	11	41%	16	58%	6	23%	1	4%							
American Indian or Alaska Native					1	1,548	0	-	0	0%	0	0%	0	0%							
Asian					11	1,058	0	-	11	100%	9	82%	3	28%							
Black or African American					16	1,489	8	50%	11	69%	5	31%	2	13%							
Native Hawaiian or Pacific Islander					0	-	0	-	0	-	0	-	0	-							
White					27	1,514	8	29%	20	74%	15	56%	3	11%							
Two or More Races					0	-	0	-	0	-	0	-	0	-							
No Ethnicity Information Provided					0	-	0	-	0	-	0	-	0	-							
Eco Dashboard Eligible - Free meals					30	1,468	13	44%	20	66%	10	33%	4	13%							
Eco Dashboard Eligible - Reduced meals					10	1,537	2	20%	8	80%	5	50%	2	20%							
Eco Dashboard Eligible - Other					0	-	0	-	0	-	0	-	0	-							
Eco Dashboard Eligible - No					34	1,518	8	24%	26	82%	18	53%	7	21%							
Eco Dashboard Eligible - No Information Provided					0	-	0	-	0	-	0	-	0	-							

Administration Summary			5th Grade Learning Targets	5th Grade Skills	Did Not Pass				Pass							
									Approaches Grade Level				Meets Grade Level			
					Did Not Meet Grade Level				Approaches Grade Level				Meets Grade Level			
					#	%	#	%	#	%	#	%	#	%		
Students Tested	85	98.8														
Students Not Tested	absent	0.0														
Other	0	0.0														
All	85	1,812	13	15%	72	85%	46	64%	24	33%						
Male	39	1,802	8	21%	31	80%	20	51%	14	36%						
Female	36	1,828	5	14%	31	86%	26	89%	10	33%						
No Information Provided	0	-	0	-	0	-	0	-	0	-						
Hispanic/Latino	29	1,812	8	27%	21	73%	10	48%	5	24%						
American Indian or Alaska Native	1	1,793	0	-	1	100%	1	100%	1	100%						
Asian	7	1,880	2	29%	5	71%	4	57%	2	29%						
Black or African American	15	1,895	7	47%	10	67%	6	40%	4	27%						
Native Hawaiian or Pacific Islander	1	1,881	0	-	1	100%	1	100%	1	100%						
White	29	1,786	8	27%	21	73%	16	76%	5	24%						
Two or More Races	2	1,937	1	50%	1	50%	1	50%	1	50%						
No Ethnicity Information Provided	0	-	0	-	0	-	0	-	0	-						
Eco Dashboard Eligible - Free meals	50	1,814	12	24%	38	76%	25	49%	10	20%						
Eco Dashboard Eligible - Reduced meals	0	1,862	0	-	0	0%	0	0%	0	0%						
Eco Dashboard Eligible - Other	0	-	0	-	0	-	0	-	0	-						
Eco Dashboard Eligible - No	30	1,820	7	23%	23	77%	15	50%	8	27%						
Eco Dashboard Eligible - No Information Provided	0	-	0	-	0	-	0	-	0	-						

Administration Summary				5th Grade Learning Targets	5th Grade Skills	Did Not Pass		Pass									
Students Tested		86	98.8														
Students Not Tested		0	0.0														
Absent		0	0.0														
Other		0	0.0														
				Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Meets Grade Level							
				#	%	#	%	#	%	#	%	#	%	#	%		
All	86	3,793	21	24%	53	63%	21	25%	7	8%							
Male	40	3,741	18	45%	30	75%	14	35%	6	15%							
Female	36	3,854	12	34%	23	64%	7	20%	1	3%							
No Information Provided	0	-	0	-	0	-	0	-	0	-							
Hispanic/Latino	29	3,771	14	48%	15	52%	10	34%	2	7%							
American Indian or Alaska Native	1	3,479	1	100%	0	-	0	-	0	-							
Asian	7	3,729	2	29%	5	71%	2	29%	0	0%							
Black or African American	16	3,800	8	49%	8	50%	2	25%	1	6%							
Native Hawaiian or Pacific Islander	1	3,729	0	-	1	100%	0	0%	0	0%							
White	26	3,707	8	31%	18	69%	10	38%	4	14%							
Two or More Races	2	3,899	1	50%	1	50%	0	0%	0	0%							
No Ethnicity Information Provided	0	-	0	-	0	-	0	-	0	-							
Eco Dashboard Eligible - Free meals	40	3,583	10	25%	30	75%	17	48%	9	25%	3	8%					
Eco Dashboard Eligible - Reduced meals	0	3,640	0	0%	0	0%	0	0%	0	0%	0	0%					
Eco Dashboard Eligible - Other	0	-	0	-	0	-	0	-	0	-	0	-					
Eco Dashboard Eligible - No	30	3,681	8	27%	22	73%	13	43%	4	13%	1	3%					
Eco Dashboard Eligible - No Information Provided	0	-	0	-	0	-	0	-	0	-	0	-					

Student Achievement Strengths

5th grade in all subject areas scored at or above district and state average.

Overall, students closed the gap in their learning from the 2022-2023 school year.

District Culture and Climate

District Culture and Climate Summary

As a campus, we are dedicated to building a community which empowers each individual to realize his or her full social and academic potential. We believe that the key to achieving our mission is through the dedication of our teachers and their commitment to supporting all learners. Our campus has embraced Capturing Kids' Hearts and believes that building relationships with our students is the key to reaching all learners. We believe that once we have a relationship with our students, we can then support them academically.

District Culture and Climate Strengths

Holiday Heights embraces a culture in which personal and academic achievement is fostered for all students. By building strong relationships with our students and parents, and creating a campus where all classrooms have social contracts, use affirmations, share good things and follow the basic ideas of Capturing Kids' Hearts - we believe we are creating a stronger community of learners.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Holiday Heights teachers and educational assistants are highly qualified. At this time, approximately all classroom teachers hold their English as a Second Language (ESL) supplement certification or are currently working on obtaining it and all classroom teachers who work with Gifted and Talented (GT) students have the proper credentials. The campus administrators and current teams interview highly qualified candidates to determine if the staff member is the best fit to meet the needs of our students.

Staff Quality, Recruitment, and Retention Strengths

Strengths include that staff is provided professional learning opportunities and support to meet the academic needs of our students. Holiday Heights staff is collaborative and functions as a strong Professional Learning Community (PLC) where administrators and the Instructional Facilitator support teacher growth.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff review student assessments in order to provide targeted instruction for improvement. Professional Learning Communities (PLCs) weekly as a team and more formally during Super PLCs every two weeks to discuss student and teacher needs to promote achievement. During PLCs, instructional activities are aligned with student learning needs and expected outcomes for achievement. During PLCs, Common Assessments and the data collected is then reviewed with the purpose of measuring the impact of curriculum and instruction on student learning. Data from assessments and student data folders are also used to guide small group instruction and intervention groups that focus on meeting the specific needs of our students. Data is used to inform all decisions. We also use the data collected from Common Formative Assessments (CFAs), Progress Monitoring Data Points and Interims to meet as Vertical Teams to help align our instruction as a campus across all subject areas.

Curriculum, Instruction, and Assessment Strengths

Strengths include Professional Learning Committees (PLCs) to review instruction and data, Vertical Teams meet to review aligned instruction in all subjects, all staff follow the district curriculum within all content areas, instructional facilitator and administrators monitor lesson plans and teaching within the classroom with walkthroughs that reflect high level of teaching.

Family and Community Engagement

Family and Community Engagement Summary

Holiday Heights is committed to parent involvement and will continue its efforts to build trusting relationships with parents and families. We are committed to communicating information to parents and encouraging meaningful dialogue in a variety of formats. We will continue to explore how to best encourage parent participation in our school events.

Family and Community Engagement Strengths

Strengths include the commitment to host a variety of events for families to be involved in their children's education and to develop a sense of community. We also have a small, but eager Parent Teacher Association (PTA) Board who are committed to supporting our school community.

District Organization

District Organization Summary

Holiday Heights designs our instructional day around best practices in regards to the amount of time required to effectively teach all content areas. The biggest blocks of learning time are devoted to the content areas of math and reading. In Professional Learning Committee (PLC) meetings, data is consistently reviewed and instructional strategies are changed if needed. Organizational efforts that are in place include Professional Learning Committees (PLCs), Leaders of Learners (LOL) Teams, vertical teams, the campus discipline team, grade-level team leaders, monthly faculty meetings, classroom walkthroughs and the implementation of Capturing Kids' Hearts as an entire campus with clear guidelines and expectations.

District Organization Strengths

Strengths Include a campus discipline team who works to address campus-wide issues and to design positive feedback for student achievement, Professional Learning Committee (PLC) meetings to address student needs using data, schedules are made with an effort at maximizing instructional time and are based on best practices, Vertical Teams align curriculum, strategies and common vocabulary and Capturing Kids' Hearts has all staff on same page - social contracts, greeting students, affirmations, good things, four questions.

Technology

Technology Summary

Holiday Heights believes technology improves student engagement and the overall learning process. We embrace technology to ensure that all students and staff have the appropriate digital resources to provide the highest quality instruction possible. Birdville Independent School District is a 1:1 device district leading to appropriate use of technology to support student learning.

Technology Strengths

Strengths Include having Chromebooks for all students, devices for all staff (teachers and educational assistants) and our district is innovative and is always looking for ways to engage our learners and stay up to date with current technology.

Demographics

Demographics Summary

Holiday Heights Elementary, located in North Richland Hills, Texas, is a Pre-Kindergarten -5th Grade Title I Campus in Birdville ISD that serves approximately 477 students. Holiday Heights' demographic information indicates a population that is approximately 40.9% White, 31.2% Hispanic, 16.6% Black/African American, 1.7% Two or More Races, 7.8% Asian American, 1% American Indian, and .8% Pacific Islander.

The campus is predominantly a neighborhood school, where most students reside within the community, with only two district buses serving Holiday Heights, therefore most students walk, ride bikes or are picked-up from school from family.

Holiday Heights has a good sense of community between our staff and our families. We have a great deal of parent involvement and good rapport with the community.

Holiday Heights is a Capturing Kids' Hearts National Showcase School for the 2024-2025.

.

Demographics Strengths

Holiday Heights is a diverse campus and has a good sense of community between our staff and our families. We have good rapport with the community.

Families attend campus events and support the school with donations to the classrooms and school.

Families recognize the effort by Holiday Heights staff publicly.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased. **Root Cause:** Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.

Problem Statement 2 (Prioritized): Holiday Heights has approximately 63% of students identified as At-Risk, with the majority of those students demonstrating gaps in learning.

Root Cause: Learning gaps indicate inconsistent delivery of aligned and targeted instruction.

Student Learning

Student Learning Summary

At Holiday Heights Elementary, STAAR performance data highlights several key strengths and areas for growth. In Reading/Language Arts, 79% of students met or exceeded grade level standards, with 47% at the Meets GL level and 19% at the Masters GL level. Mathematics results show 67% meeting or exceeding grade level standards, with 42% at the Meets GL level and 18% at the Masters GL level. Science performance, however, indicates a need for improvement, with only 65% of students meeting the Approaches GL standard and 26% meeting the Meets GL standard. Targeted interventions in Science could help balance overall student performance.

Administration Summary			Students Tested	Average Scale Score	Did Not Pass			Pass					
					Did Not Meet Grade Level			Approaches Grade Level		Meets Grade Level		Masters Grade Level	
					#	%		#	%	#	%	#	%
Students Tested			58	98.3	23	40%		35	60%	16	28%	5	9%
Students Not Tested					10	28%		26	72%	12	33%	4	11%
Absent			0	0.0	13	69%		9	41%	4	18%	1	5%
Other			0	0.0	0	0%		0	0%	0	0%	0	0%
All	58	1,410			23	40%		35	60%	16	28%	5	9%
Male	36	1,432			10	28%		26	72%	12	33%	4	11%
Female	22	1,375			13	69%		9	41%	4	18%	1	5%
No Information Provided	0	-			0	0%		0	0%	0	0%	0	0%
Hispanic/Latino	18	1,437			6	33%		12	67%	5	28%	3	17%
American Indian or Alaska Native	2	1,368			1	60%		1	50%	0	0%	0	0%
Asian	2	1,405			1	60%		1	50%	1	50%	0	0%
Black or African American	13	1,374			7	64%		6	46%	3	23%	1	8%
Native Hawaiian or Pacific Islander	1	1,354			1	100%		0	0%	0	0%	0	0%
White	21	1,411			7	33%		14	67%	6	29%	1	5%
Two or More Races	1	1,519			0	0%		1	100%	1	100%	0	0%
No Eth/Race Information Provided	0	-			0	0%		0	0%	0	0%	0	0%
Eco Disadvantaged, (Free Meals)	39	1,398			16	41%		23	59%	9	23%	2	5%
Eco Disadvantaged, Reduced Meals	6	1,387			3	60%		3	50%	2	33%	0	0%
Eco Disadvantaged, Other	0	-			0	0%		0	0%	0	0%	0	0%
Eco Disadvantaged, No	13	1,459			4	31%		9	69%	5	38%	3	23%
Eco Disadvantaged, No Information Provided	0	-			0	0%		0	0%	0	0%	0	0%

Administration Summary	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	80	1,496	36	46%	44	55%	28	35%	14	18%
Male	43	1,489	19	44%	24	56%	16	37%	7	16%
Female	37	1,505	17	46%	20	54%	12	32%	7	19%
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	27	1,415	18	67%	9	33%	5	19%	2	7%
American Indian or Alaska Native	1	1,510	0	-%	1	100%	0	-	0	-
Asian	11	1,662	2	18%	9	82%	6	55%	4	36%
Black or African American	15	1,462	8	53%	7	47%	4	27%	2	13%
Native Hawaiian or Pacific Islander	0	-	0	-%	0	-	0	-	0	-
White	26	1,529	8	31%	18	69%	13	50%	6	23%
Two or More Races	0	-	0	-%	0	-	0	-	0	-
No Eth/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	37	1,462	20	54%	17	46%	12	32%	4	11%
Eco Disadvantaged, Reduced Meals	10	1,587	3	30%	7	70%	4	40%	3	30%
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	33	1,507	13	39%	20	61%	12	36%	7	21%

Administration Summary			Students Tested	Average Scale Score	Did Not Pass		Pass					
					Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Number	Percent			#	%	#	%	#	%	#	%
Students Tested	84	97.7										
Students Not Tested												
Absent	1	1.2										
Other	0	0.0										
All			84	1,050	18	21%	66	79%	44	52%	18	21%
Male			49	1,669	9	18%	40	82%	29	59%	12	24%
Female			35	1,624	9	26%	26	74%	15	43%	6	17%
No Information Provided			0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino			29	1,660	6	21%	23	79%	17	59%	7	24%
American Indian or Alaska Native			1	1,696	0	-%	1	100%	1	100%	0	-
Asian			7	1,695	0	-%	7	100%	5	71%	2	29%
Black or African American			15	1,585	6	33%	10	67%	6	40%	2	13%
Native Hawaiian or Pacific Islander			1	1,681	0	-%	1	100%	1	100%	0	-
White			29	1,671	6	21%	23	79%	14	48%	7	24%
Two or More Races			2	1,509	1	50%	1	50%	0	-	0	-
No Eth/Race Information Provided			0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)			48	1,612	14	29%	34	71%	19	40%	7	15%
Eco Disadvantaged, Reduced Meals			5	1,645	1	20%	4	80%	3	60%	1	20%
Eco Disadvantaged, Other			0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No			31	1,711	3	10%	28	90%	22	71%	10	32%
Eco Disadvantaged, No Information Provided			0	-	0	-%	0	-	0	-	0	-

Administration Summary			Students Tested	Average Scale Score	Did Not Pass		Pass					
					Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Number	Percent			#	%	#	%	#	%	#	%
Students Tested	59	98.3			23	39%	36	61%	14	24%	1	2%
Students Not Tested					14	39%	22	61%	8	22%	1	3%
Absent	0	0.0			9	39%	14	61%	6	26%	0	-
Other	0	0.0			0	-%	0	-	0	-	0	-
All	59	1,373			23	39%	36	61%	14	24%	1	2%
Male	36	1,367			14	39%	22	61%	8	22%	1	3%
Female	23	1,382			9	39%	14	61%	6	26%	0	-
No Information Provided	0	-			0	-%	0	-	0	-	0	-
Hispanic/Latino	19	1,383			6	32%	13	68%	4	21%	0	-
American Indian or Alaska Native	2	1,362			0	-%	2	100%	0	-	0	-
Asian	2	1,437			1	50%	1	50%	1	50%	0	-
Black or African American	13	1,334			8	62%	5	38%	2	15%	0	-
Native Hawaiian or Pacific Islander	1	1,452			0	-%	1	100%	0	-	0	-
White	21	1,371			8	38%	13	62%	6	29%	1	5%
Two or More Races	1	1,573			0	-%	1	100%	1	100%	0	-
No Eth/Race Information Provided	0	-			0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	40	1,353			18	45%	22	55%	6	15%	0	-
Eco Disadvantaged, Reduced Meals	6	1,373			2	33%	4	67%	1	17%	0	-
Eco Disadvantaged, Other	0	-			0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	13	1,436			3	23%	10	77%	7	54%	1	8%

Administration Summary			Students Tested	Average Scale Score	Did Not Pass		Pass					
					Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Number	Percent			#	%	#	%	#	%	#	%
Students Tested	82	98.8										
Students Not Tested												
Absent	0	0.0										
Other	0	0.0										
All	82	1,496			21	26%	61	74%	35	43%	13	16%
Male	44	1,482			14	32%	30	68%	20	45%	7	16%
Female	38	1,513			7	18%	31	82%	15	39%	6	16%
No Information Provided	0	-			0	-%	0	-	0	-	0	-
Hispanic/Latino	27	1,416			11	41%	16	59%	6	22%	1	4%
American Indian or Alaska Native	1	1,548			0	-%	1	100%	0	-	0	-
Asian	11	1,658			0	-%	11	100%	9	82%	5	45%
Black or African American	16	1,489			6	31%	11	69%	5	31%	2	13%
Native Hawaiian or Pacific Islander	0	-			0	-%	0	-	0	-	0	-
White	27	1,514			6	19%	22	81%	15	56%	5	19%
Two or More Races	0	-			0	-%	0	-	0	-	0	-
No Ethn/Race Information Provided	0	-			0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	38	1,466			13	34%	25	66%	12	32%	4	11%
Eco Disadvantaged, Reduced Meals	10	1,537			2	20%	8	80%	5	50%	2	20%
Eco Disadvantaged, Other	0	-			0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	34	1,518			6	18%	28	82%	18	53%	7	21%
Eco Disadvantaged, No Information Provided	0	-			0	-%	0	-	0	-	0	-

Administration Summary			Students Tested	Average Scale Score	Did Not Pass		Pass					
					Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
					#	%	#	%	#	%	#	%
Students Tested			85	98.8	13	15%	72	85%	48	56%	24	28%
Students Not Tested					9	18%	41	82%	25	50%	14	28%
Absent			0	0.0	4	11%	31	89%	23	66%	10	29%
Other			0	0.0	0	0%	0	0%	0	0%	0	0%
All	85	1,612			13	15%	72	85%	48	56%	24	28%
Male	50	1,602			9	18%	41	82%	25	50%	14	28%
Female	35	1,626			4	11%	31	89%	23	66%	10	29%
No Information Provided	0	-			0	0%	0	0%	0	0%	0	0%
Hispanic/Latino	29	1,612			5	17%	24	83%	15	52%	8	28%
American Indian or Alaska Native	1	1,700			0	0%	1	100%	1	100%	1	100%
Asian	7	1,650			2	29%	5	71%	4	57%	2	29%
Black or African American	16	1,618			1	6%	15	94%	10	63%	4	25%
Native Hawaiian or Pacific Islander	1	1,691			0	0%	1	100%	1	100%	0	0%
White	29	1,598			4	14%	25	86%	16	55%	8	28%
Two or More Races	2	1,537			1	50%	1	50%	1	50%	1	50%
No Ethn/Race Information Provided	0	-			0	0%	0	0%	0	0%	0	0%
Eco Disadvantaged, (Free Meals)	50	1,574			12	24%	38	76%	23	46%	10	20%
Eco Disadvantaged, Reduced Meals	5	1,642			0	0%	5	100%	2	40%	1	20%
Eco Disadvantaged, Other	0	-			0	0%	0	0%	0	0%	0	0%
Eco Disadvantaged, No	30	1,670			1	3%	29	97%	23	77%	13	43%
Eco Disadvantaged, No Information Provided	0	-			0	0%	0	0%	0	0%	0	0%

			Students Tested	Average Scale Score	Did Not Pass		Pass					
Administration Summary												
	Number	Percent										
Students Tested	84	98.8										
Students Not Tested												
Absent	0	0.0										
Other	0	0.0										
					Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%	#	%
All			84	3,705	31	37%	53	63%	21	25%	7	8%
Male			49	3,741	19	39%	30	61%	14	29%	6	12%
Female			35	3,654	12	34%	23	66%	7	20%	1	3%
No Information Provided			0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino			29	3,711	11	38%	18	62%	7	24%	2	7%
American Indian or Alaska Native			1	3,478	1	100%	0	-	0	-	0	-
Asian			7	3,728	2	29%	5	71%	2	29%	0	-
Black or African American			16	3,608	8	50%	8	50%	2	13%	1	6%
Native Hawaiian or Pacific Islander			1	3,739	0	-%	1	100%	0	-	0	-
White			28	3,767	9	32%	19	68%	10	36%	4	14%
Two or More Races			2	3,550	0	-%	2	100%	0	-	0	-
No Eth/Race Information Provided			0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)			49	3,583	22	45%	27	55%	9	18%	3	6%
Eco Disadvantaged, Reduced Meals			5	3,845	1	20%	4	80%	2	40%	0	-
Eco Disadvantaged, Other			0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No			30	3,881	8	27%	22	73%	10	33%	4	13%
Eco Disadvantaged, No Information Provided			0	-	0	-%	0	-	0	-	0	-

Student Learning Strengths

5th grade in all subject areas scored at or above district and state average.

Overall, students closed the gap in their learning from the 2022-2023 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction. **Root Cause:** Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).

School Processes & Programs

School Processes & Programs Summary

Students at Holiday Heights Elementary are served through a variety of programs related to individual student needs. 69% (351 students) of our students are served by the free and reduced lunch program. 12% (62 students) of our students are considered Emergent Bilingual, 18% (95 students) special education, 7% (35 students) dyslexic, and 5% (25 students) gifted and talented.

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

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

The Response to Intervention (RTI) program serves students in grades Kindergarten - 5th grade 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 I Tutors and Interventionists.

School Processes & Programs Strengths

Holiday Heights staff uses Professional Learning Community (PLC) meetings to address student needs using anecdotal records, observations and data.

The campus schedule and classroom schedules are made with an effort at maximizing instructional time and are based on best practices. Holiday Heights uses Vertical Teams to align curriculum, strategies and common vocabulary. Also, all staff is trained in Capturing Kids' Hearts, which has all staff on same page - social contracts, greeting students, affirmations, good things.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause:** Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.

Problem Statement 2 (Prioritized): Student and Parent understanding of district, campus, classroom safety protocols along with available resources is lacking. **Root Cause:** Campus lack of communication in regards to safety protocols and resources is not communicated in all modes of communication with families.

Perceptions

Perceptions Summary

The focus of Holiday Heights Elementary is on individual student needs. Our leadership, curriculum, support services, teaching styles, general school environment and community form the foundation for student success. We strive to show #HuskyPride in and out of the school setting.

Perceptions Strengths

According to survey results, Holiday Heights is welcoming, warm, and supportive to students and parents.

Students feel and see that teachers work hard and have their best interests at heart.

School communication: Parents appreciate the communication on social media as well as class newsletters.

Students seem to love and take pride in their school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to inconsistent usage of time, teams have not had enough structured horizontal and vertical planning. **Root Cause:** Administration and the Instructional Facilitator have not engaged staff in structured planning that includes data interpretation with appropriate actions.

Priority Problem Statements

Problem Statement 1: Holiday Heights has approximately 63% of students identified as At-Risk, with the majority of those students demonstrating gaps in learning.

Root Cause 1: Learning gaps indicate inconsistent delivery of aligned and targeted instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased.

Root Cause 2: Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction.

Root Cause 3: Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan.

Root Cause 4: Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Due to inconsistent usage of time, teams have not had enough structured horizontal and vertical planning.

Root Cause 5: Administration and the Instructional Facilitator have not engaged staff in structured planning that includes data interpretation with appropriate actions.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Student and Parent understanding of district, campus, classroom safety protocols along with available resources is lacking.

Root Cause 6: Campus lack of communication in regards to safety protocols and resources is not communicated in all modes of communication with families.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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



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





High Priority







HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels

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

Strategy 1 Details	Reviews			
Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level. Actions: a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity to implement campus literacy plans. b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources and literacy strategies. c) Provide coaching support for campus implementation plans. d) Use data to provide targeted support and progress monitoring. Staff Responsible for Monitoring: Administrators, Instructional Facilitators, Title I Tutors, Special Education Staff, Leaders of Learners (LOL) Members, Classroom Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement.</p> <p>Actions: a) Continue to provide elementary teachers training on the science of teaching reading based on Texas Education Agency (TEA) and House Bill 3 (HB3) requirements. b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. c) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions. d) Infuse literacy-focused professional learning and discussions into monthly principal meetings. e) Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading. f) Collect process data to measure the degree of alignment and implementation of district initiatives. g) Monitor implementation of the district Reading Language Arts curriculum through ongoing professional learning and coaching. h) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements. i) Use instructional facilitator to support teachers in meeting House Bill 3 (HB3) goals and closing the gap regarding student performance. j) Increase teacher capacity to teach the required Kindergarten -3rd grade phonics program.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Facilitator, Special Education Staff, Classroom Teachers, Central Office Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate and assist campus staff in implementing data informed instruction and responsive teaching.</p> <p>Actions: a) Continue to conduct training on the personalized learning framework for all instructional staff. b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the Professional Learning Committee (PLC) process, including Super PLCs every two weeks (extra data/planning time for staff). c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. d) Use data from multiple assessments (mClass, Star Renaissance and Interims) to inform instruction. e) Collect, analyze and use data for progress monitoring.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Central Office Staff</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p> <p>Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - \$92,501</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals. Actions: a) Identify trends by conducting data analysis to determine progress in reading, math and English language development. b) Increase effective systems of support for student learning in reading and math. Staff Responsible for Monitoring: Administrators, Instructional Facilitator, Multilingual Services, Classroom Teachers, Central Office Staff Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Holiday Heights has approximately 63% of students identified as At-Risk, with the majority of those students demonstrating gaps in learning. Root Cause: Learning gaps indicate inconsistent delivery of aligned and targeted instruction.
Student Learning
Problem Statement 1: Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction. Root Cause: Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).
Perceptions
Problem Statement 1: Due to inconsistent usage of time, teams have not had enough structured horizontal and vertical planning. Root Cause: Administration and the Instructional Facilitator have not engaged staff in structured planning that includes data interpretation with appropriate actions.


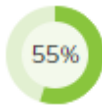
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.









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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Assist teachers in developing, administering, and collecting student performance data to evaluate student growth. Actions: a) Provide professional development for all teachers in analyzing and use of a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction). b) Track student performance to determine progress toward success on State of Texas Assessments of Academic Readiness (STAAR) assessments. c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. d) Use Professional Learning Committee (PLC) Data Talks to determine best practices and student growth needs. This will include our Super PLCs which will add a double data/planning time every other week. e) Use Title I Tutors to support student learning and growth in both reading and math. Staff Responsible for Monitoring: Administrators, Instructional Facilitator, Special Education Staff, Classroom Teachers, Title I Staff Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1 - Perceptions 1 Funding Sources: Title I Tutors - 211 - Title I - \$32,285	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Establish the Plan, Do, Study, Act (PDSA) process as a standard operating procedure on the campus for improving instruction, data analysis, and student growth. Actions: a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. c) Collect examples during campus walkthroughs. d) Model examples of goal setting and digital data folders during PLCs, Staff Meetings and Newsletters. Staff Responsible for Monitoring: Administrators, Instructional Faciliator, Special Education Staff, Classroom Teachers Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process and improving student learning. Actions: a) Host Meet the Teacher Event. b) Create Information Videos to give parents information on how to support their child in/out of the school . c) Host Information Nights/Counselor Sessions d) Host the Annual Title I Information Meetings to explain programs and services available to our families. e) Develop and distribute a Family and Parent Engagement Policy. f) Host Academic and Social Emotional Nights to support student learning. g) Host Open House to show parents academic growth h) Conduct fall and spring parent conferences to improve student learning. i) Create campus wide digital binders for families to engage and track updated student data. j) Staff will wear campus uniform for easy identification at events. Staff Responsible for Monitoring: All Holiday Heights Staff Title I: 4.1, 4.2 Problem Statements: School Processes & Programs 1 Funding Sources: Family Engagement Resources - 211 - Title I - \$912		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction. **Root Cause:** Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).

School Processes & Programs

Problem Statement 1: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause:** Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.



Perceptions





Problem Statement 1: Due to inconsistent usage of time, teams have not had enough structured horizontal and vertical planning. **Root Cause:** Administration and the Instructional Facilitator have not engaged staff in structured planning that includes data interpretation with appropriate actions.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Create a culture that focuses students' social-emotional behavior well-being. Actions: a) Develop a plan for implementing Social-Emotional Behavior (SEB) curriculum into the classroom with consistency, this will include Capturing Kids' Hearts and Character Strong. b) Design classroom counseling lessons addressing Social-Emotional Behavior (SEB) well-being. c) Implement a plan to recognize students and staff that demonstrate citizenship. d) Implement activities and programs that will integrate values into school culture. e) Implement a digital citizenship and safety program. f) Provide training to all staff for Capturing Kids' Hearts. g) Utilize Title I Part Time Crisis Counselor to provide support to students in areas of Social-Emotional Behavior (SEB). Staff Responsible for Monitoring: Administrators, Counselors, SEL Committee, Classroom Teachers Title I: 2.5 Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Professional Development - 211 - Title I - \$17,000, Crisis Intervention Counselor - 211 - Title I - \$41,000	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:







Demographics
Problem Statement 1: Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased. Root Cause: Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.
School Processes & Programs
Problem Statement 1: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. Root Cause: Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Align campus expectations for behavior with district behavioral RtI Plan. Actions: a) Ensure that staff is trained n the implementation of the behavior Response to Intervention (RtI) plan with established procedures. b) Conduct Positive Behavior Instervention Support (PBIS) Meetings with Agendas/Minutes to support campus behavior concerns. c) Continue to implement consistent campus behavioral expectations (The Husky Way) that all stakeholders will follow. d) Use video announcements and short clips to demonstrate appropriate campus behavior. e) All staff will implement strategies learned during Capturing Kids' Hearts training. Staff Responsible for Monitoring: All Holiday Heights Staff Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased. Root Cause: Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Refine and implement our campus attendance plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. Actions: a) Grade level attendance data will be displayed and updated routinely. b) Follow truancy guidelines and implement truancy prevention measures (including Open Enrollment Students) c) Use District Weekly Attendance Reports on Announcements and Social Media to encourage better attendance. d) Develop Grade Level and Class Incentives, including individual recognition. e) Continue campus wide incentives such as the Attendance Snack Cart and Random Attendance Awards. Staff Responsible for Monitoring: Administrators, Attendance Clerk, Counselors, Classroom Teachers, Attendance Officer Title I: 2.4 Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

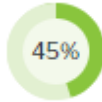
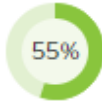
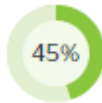
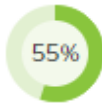
Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. Root Cause: Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Develop and deploy aligned continuous improvement processes vertically and horizontally on campus. Actions: a) Establish goals for each team to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement team plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate team and campus successes through newsletters, staff meeting recognition and peer-to-peer recognition. Staff Responsible for Monitoring: All Holiday Heights Staff Title I: 2.5 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Recruit, employ and retain quality teaching and professional support staff to attain excellence in student performance. Actions: a) Develop a plan to support 0-3 year experience teachers beyond the district mentor program. b) Evaluate staff morale and satisfaction with campus surveys. c) Use campus teams to evaluate programs and procedures to ensure satisfactory support from campus stake holders. d) Continue to utilize the Faculty Advisory Committee (FAC) to address any topics which might need adjustment. e) Provide all staff a uniformed shirt that promotes being a member of our school community. Staff Responsible for Monitoring: All Holiday Heights Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction. **Root Cause:** Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).

School Processes & Programs

Problem Statement 1: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause:** Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.







Perceptions

Problem Statement 1: Due to inconsistent usage of time, teams have not had enough structured horizontal and vertical planning. **Root Cause:** Administration and the Instructional Facilitator have not engaged staff in structured planning that includes data interpretation with appropriate actions.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. Actions: a) Use district staff (i.e Safety and Security Specialist, counselors, and crisis intervention coordinator) to identify and address safety and social-emotional behavioral concerns. b) Conduct safety meetings Campus Emergency Response Team to evaluate and problem solve district safety concerns. d) Develop a plan to conduct all safety drills with meetings to assess strengths/weaknesses. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a Plan Do Study Act (PDSA) process for continuous improvement. g) Work in collaboration with applicable district staff to ensure and enhance recommended behaviors. h) Ensure all staff have updated safety trainings throughout the school year. Staff Responsible for Monitoring: All Holiday Heights Staff Title I: 4.1, 4.2 Problem Statements: Demographics 1 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased. Root Cause: Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.
School Processes & Programs
Problem Statement 2: Student and Parent understanding of district, campus, classroom safety protocols along with available resources is lacking. Root Cause: Campus lack of communication in regards to safety protocols and resources is not communicated in all modes of communication with families.

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			
Strategy 1: Implement a campus-wide safety awareness program. Actions: a) View and complete all components of Safe Schools Training. b) Monitor the implementation of safety procedures throughout the campus (stepladders, extension cords, appliances). c) Review safety procedures and relevant topics during staff meetings. Staff Responsible for Monitoring: All Holiday Heights Staff Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

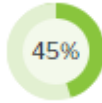







Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Student and Parent understanding of district, campus, classroom safety protocols along with available resources is lacking. Root Cause: Campus lack of communication in regards to safety protocols and resources is not communicated in all modes of communication with families.

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

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

Evaluation Data Sources: Annual review of improvement plan requirements

Strategy 1 Details	Reviews			
Strategy 1: Develop a site-based decision making committee to ensure implementation of campus plan. Actions: a) Complete all action items. b) Conduct four site-based meetings to review the campus improvement plan. c) Conduct annual Campus Needs Assessment (CNA) and use feedback/data to drive campus improvement. d) Conduct Family Engagement Agreements with annual review to drive campus improvement. Staff Responsible for Monitoring: Administration, Site Base Team, Families Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement. Actions: a) Continue to consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title III programs and Title 1, Part A schools. b) Continue to review and update meaningful ways for parents to be involved in their child's education. c) Design, develop and implement a family, parent, and community engagement program to meet the needs of Emergent Bilingual (EB) students. Staff Responsible for Monitoring: Multilingual Services, Federal Programs, Campus Administrative Staff Title I: 4.1, 4.2 Problem Statements: Demographics 2 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Holiday Heights has approximately 63% of students identified as At-Risk, with the majority of those students demonstrating gaps in learning. Root Cause: Learning gaps indicate inconsistent delivery of aligned and targeted instruction.

Student Learning
Problem Statement 1: Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction. Root Cause: Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).
School Processes & Programs
Problem Statement 2: Student and Parent understanding of district, campus, classroom safety protocols along with available resources is lacking. Root Cause: Campus lack of communication in regards to safety protocols and resources is not communicated in all modes of communication with families.

State Compensatory

Budget for Holiday Heights Elementary

Total SCE Funds: \$92,501.00

Total FTEs Funded by SCE: 2.8

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Holiday Heights Elementary

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

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2023 based on spring survey feedback, State of Texas Assessments of Academic Readiness (STAAR), Texas English Language Proficiency Assessment System (TELPAS) and universal screener results, attendance and behavior data compiled in April and May of 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Lisa Walker	Principal
Kenji Ford	Assistant Principal
Mirna Molina	Pre-K
Sarah Yamane	Kindergarten
Adrienne Kern	First Grade
Sonya Diaz	Second Grade
Colleen Courtney	Third Grade
Melanie White	Fourth Grade
Kimberly Hughes	Fifth Grade
Stephanie Carney	Intervention
Mallory Bownds	District
Alonzo Flores	Parent
Ron Owen	Parent
Nicole Hackney	Community

Lisa Walker	Principal
Dan Walker	Community
Chad Miller	Business Rep
DJ Roberts	Business Rep

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

2.2: Regular monitoring and revision

Lisa Walker	Principal
Kenji Ford	Assistant Principal
Mirna Molina	Pre-K
Sarah Yamane	Kindergarten
Adrienne Kern	First Grade
Sonya Diaz	Second Grade
Colleen Courtney	Third Grade
Melanie White	Fourth Grade
Kimberly Hughes	Fifth Grade
Stephanie Carney	Intervention
Mallory Bownds	District
Alonzo Flores	Parent
Ron Owen	Parent
Nicole Hackney	Community
Dan Walker	Community
Chad Miller	Business Rep
DJ Roberts	Business Rep

he 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 Campus Improvement Plan is made available to parents and the public through the campus website. 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, approximately 66% (336 students) were identified as at-risk based on one or more of the following criteria:

1. Low performance on a readiness test or assessment instrument
2. Grade retention
3. Lack of satisfactory performance on state-mandated testing
4. Limited English proficiency
5. Homelessness

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
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

Campus Needs Assessment (CNA) addresses:

1. Demographics
2. Perceptions

3. Student Learning

4. Processes and Programs

The findings of the Campus Needs Assessment (CNA) are used to inform the Campus Improvement Plan (CIP). Both the Campus Needs Assessment (CNA) and Campus Improvement Plan (CIP) are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

Lisa Walker	Principal
Kenji Ford	Assistant Principal
Mirna Molina	Pre-K
Sarah Yamane	Kindergarten
Adrienne Kern	First Grade
Sonya Diaz	Second Grade
Colleen Courtney	Third Grade
Melanie White	Fourth Grade
Kimberly Hughes	Fifth Grade
Stephanie Carney	Intervention
Mallory Bownds	District
Alonzo Flores	Parent
Ron Owen	Parent
Nicole Hackney	Community
Dan Walker	Community
Chad Miller	Business Rep
DJ Roberts	Business Rep

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Tuesday or Thursday evenings and Friday mornings in order to accommodate parents' work schedules .The following family engagement activities are planned for 2023-2024:

- August Refresh Back to School Event at WG Thomas Coliseum
- August Meet the Teacher Night on campus
- Grade Level What You Need To Know Night on campus
- September Grandparents Ice Cream Social on campus
- September PTA Membership Night on campus
- September Title I Meetings on campus
- October Science Night on campus
- November Fun Run on campus during the day
- November Music Program on campus
- December PTA Event on campus
- December Winter Holiday Celebration Night on campus
- January Math Night on campus
- March Open House on campus
- March Discover Birdville Event
- April Family Engagement Policy and Compact Revision on campus

Title I Personnel

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

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	SCE Campus Personnel		\$92,501.00
Sub-Total					\$92,501.00
Budgeted Fund Source Amount					\$92,501.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title I Tutors		\$32,285.00
1	2	3	Family Engagement Resources		\$912.00
1	3	1	Crisis Intervention Counselor		\$41,000.00
1	3	1	Professional Development		\$17,000.00
Sub-Total					\$91,197.00
Budgeted Fund Source Amount					\$91,197.00
+/- Difference					\$0.00
Grand Total Budgeted					\$183,698.00
Grand Total Spent					\$183,698.00
+/- Difference					\$0.00