



## **Mission Statement**

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

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## **Vision**

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



# Comprehensive Needs Assessment

## Demographics

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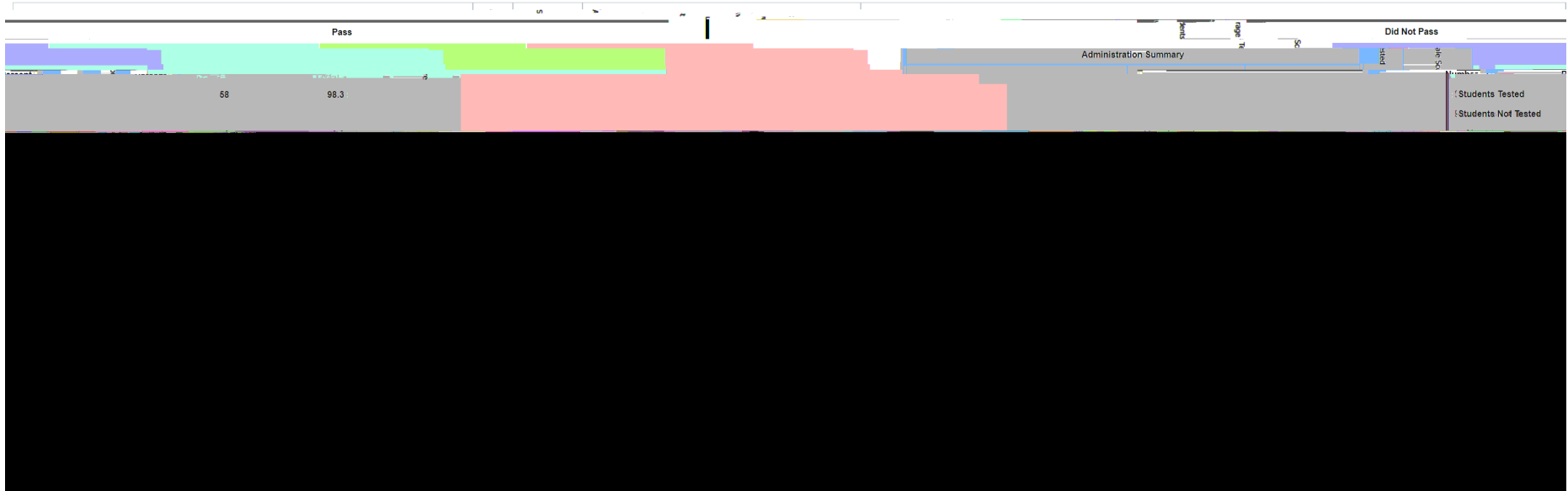
**Rtqdn g o "Uvcvg o gpv"3"Rtkqtkk|gf**< Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased. **Tqqv"Ecwug**< Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.

**Rtqdn g o "Uvcvg o gpv"4"Rtkqtkk|gf**< Holiday Heights has approximately 63% of students identified as At-Risk, with the majority of those students demonstrating gaps in learning. **Tqqv"Ecwug**< Learning gaps indicate inconsistent delivery of aligned and targeted instruction.

# Student Learning

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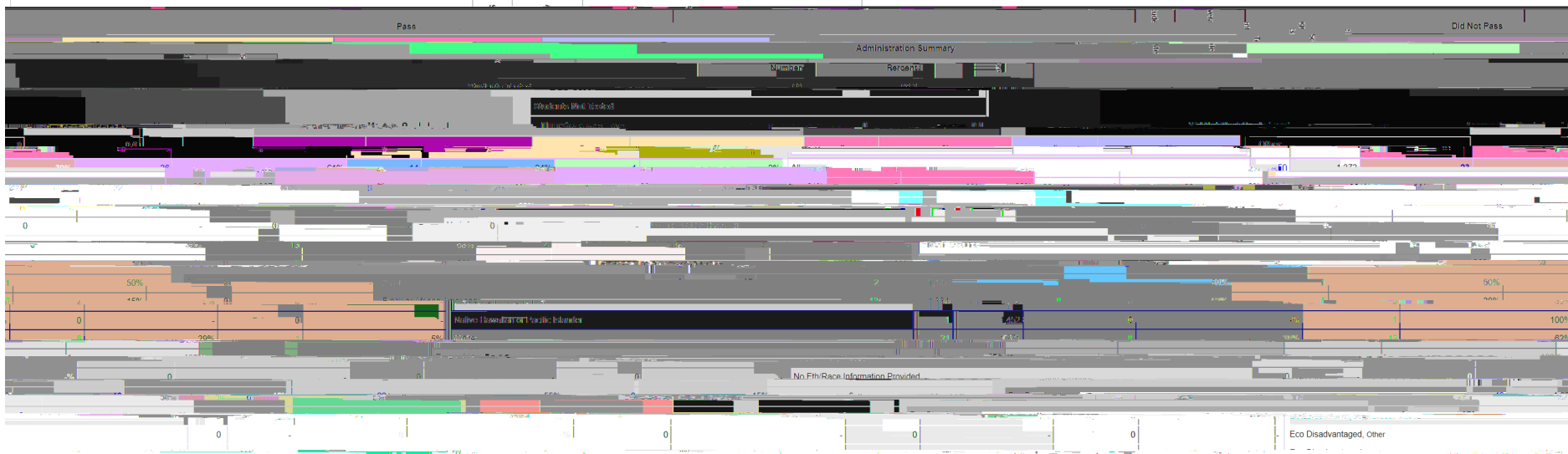
At Holiday Heights Elementary, STAAR performance data highlights several key strengths and areas for growth. In Reading/Language Arts, 79% of students met or exceeded grade level standards, with 47% at the Meets GL level and 19% at the Masters GL level. Mathematics results show 67% meeting or exceeding 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.

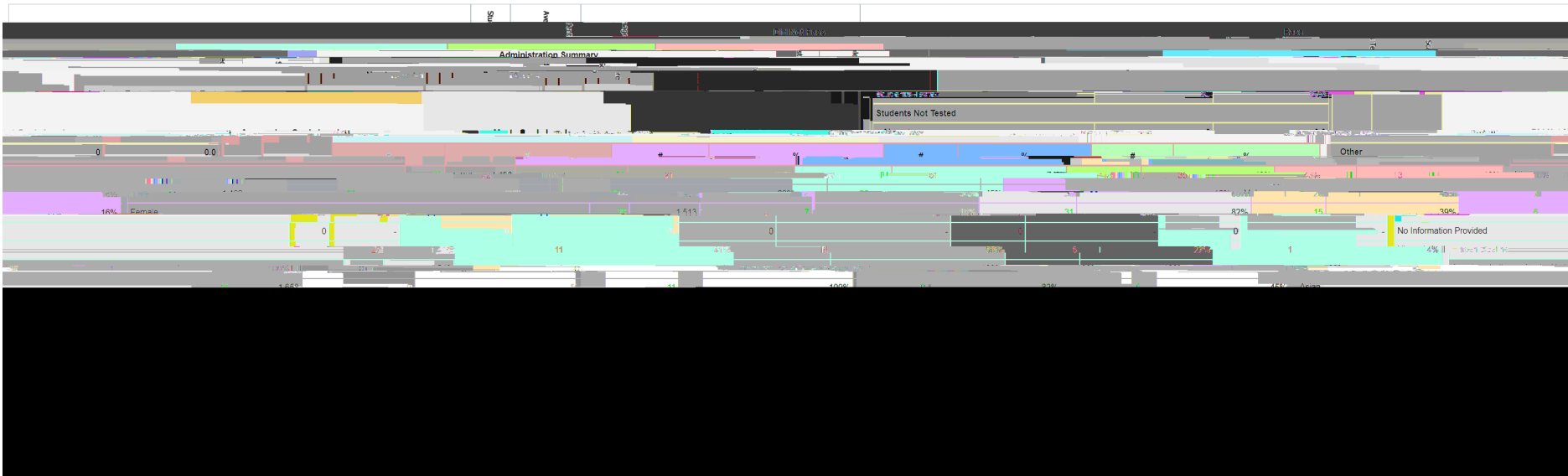
















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Rtqndg o "Uvcvg o gpvu"Kfgpvkh{kpi"Uwfgpv"Ngctkpi"Pgdfu

Rtqndg o "Uvcvg o gpv"3"Rtkqtkv|gf+ Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction. Tqqv"Ecwug< Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).

# School Processes & Programs

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## Perceptions

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Rtqdn g o "Uvcvg o gpv"3\*Kf gpvkh{kp i"Rgtegrvkqpu"Pg gfu

Rtqdn g o "Uvcvg o gpv"3\*Rtkqtkv|gf+< Due to inconsistent usage of time, teams have not had enough structured horizontal and vertical planning. Tqqv"Ecwug< Administration and the Instructional Facilitator have not engaged staff in structured planning that includes data interpretation with appropriate actions.

# Priority Problem Statements

**Rtqdn g o "Uvcvg o gpv"3:** Holiday Heights has approximately 63% of students identified as At-Risk, with the majority of those students demonstrating gaps in learning.

**Tqqv"Ecwug"3:** Learning gaps indicate inconsistent delivery of aligned and targeted instruction.

**Rtqdn g o "Uvcvg o gpv"3" Ctgc:** Demographics

**Rtqdn g o "Uvcvg o gpv"4:** Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased.

**Tqqv"Ecwug"4:** Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.

**Rtqdn g o "Uvcvg o gpv"4" Ctgc:** Demographics

**Rtqdn g o "Uvcvg o gpv"5:** Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction.

**Tqqv"Ecwug"5:** Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).



# Comprehensive Needs Assessment Data Documentation

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

**K o r t q x g o g p v R a c p p l i F c v c**

- District goals
- Campus goals

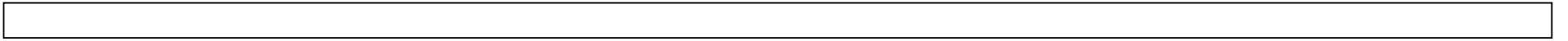
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

#### **Go on to the next page**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback  
State certified and high quality staff data

# Goals

Students will achieve v



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Uttevgi{"6<

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

Close achievement gaps that exist for all under-performing student groups (focus of subpopulations of white, economically disadvantaged 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.

**JD5" I qcn**

Gxcnwcvkqp"Fcvc"Uqwtegu< Historical performance by student subgroup on state and district assessments

| Uvtevgi {"3" Fgycknu   |
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| <b>Uvtevgi {"3</b> < Assist teachers in developing, administering, and collecting student performance data to evaluate student growth.<br><b>Cevkqpu</b> < 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).<br>b) Track student performance to determine progress toward success on State of Texas Assessments of Academic Readiness (STAAR) assessments. |

**Uttevgi {5} Fgycknu**

**Uttevgi {5}** Provide multiple opportunities for parents and the community to be engaged in the educational process and improving student learning.

**Cevkpu** a) Host Meet the Teacher Event.

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

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

**Gxcnwvkvqp"Fcvc"Uqwtegu** Social-Emotional Learning survey, Monthly Classroom Check-In Data Points

**Uvtevgi {"3" Fgycknu**

**Uvtevgi {"3** Create a culture that focuses students' social-emotional behavior well-being.

- Cevkqpu** 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).

**Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi** Administrators, Counselors, SEL Committee, Classroom Teachers

**Vkvng"K**  
2.5

**Rtqdnng o "Uvcvg o gpv"3** Demographics 1 - School Processes & Programs 1

**Hwpfkipi "Uqwtegu** Professional Development - 211 - Title I - \$17,000, Crisis Intervention Counselor - 211 - Title I - \$41,000

**Rtqdnng o "Uvcvg o gpv"3**: Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased. **Tqqv" Ecwug**: Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.

**Rtqdnng o "Uvcvg o gpv"3**: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Tqqv" Ecwug**: Campus



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

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

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

**Gxcnwcvkqp"Fcvc"Uqwtegu** Overall campus Average Daily Attendance (ADA) as per Summer Public Information Information Management System (PEIMS) submission

**Uvtcvgi {"3" Fgycknu**

**Uvtcvgi {"3** 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.

- Cevkqpu** 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.

**Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi** Administrators, Attendance Clerk, Counselors, Classroom Teachers, Attendance Officer

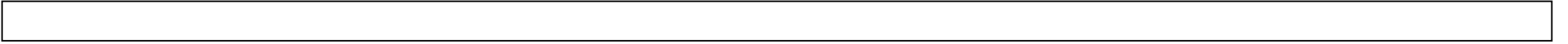
**Vkvng"K**

2.4

**Rtqdnq o "Uvcvg o gpvu** School Processes & Programs 1

**Rtqdnq o "Uvcvg o gpv"3**: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Tqqv" Ecwug**: 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.





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

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

**Goal:** District safety survey of students, parents and staff

**Objective 3: Safety**

**Objective 3:** Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.

- Strategies:** 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.

**Responsible Staff:** All Holiday Heights Staff

**Standards:**

4.1, 4.2

**Assessment:** Demographics 1 - School Processes & Programs 2

**Indicator 3:** Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased. **Indicator:** Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.

**Indicator 4:**

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

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

The campus will meet all compliance requirements for improvement planning.

**Gxcnwckqp"Fcvc"Uqwtegu** Annual review of improvement plan requirements

| <b>Uvtevgi {"3" Fgycknu</b>  |
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| <b>Uvtevgi {"3</b> Develop a site-based decision making committee to ensure implementation of campus plan.<br><b>Cevkqpu</b> |

**Rating of "Ucvg o gpv"4:** Student and Parent understanding of district, campus, classroom safety protocols along with available resources is lacking. **Tqqv"Ecwug:** 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

\$92,501.00

2.8

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

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## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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## 2.2: Regular monitoring and revision

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### 4.1: Develop and distribute Parent and Family Engagement Policy

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| Œã!ã^} }^!S^!}             | Øã!•cÁÔ!æå^          |
| Ú [ ] ^æÁÖæ:               | Ú^& [ ] åÁÔ!æå^      |
| Ô [     ^ } ÁÔ [ ~!c } ^ ^ | V@ã!ãÁÔ!æå^          |
| T^ æ}ã^Á Y @äc^            | Ø [ ~!c@ÁÔ!æå^       |
| Sã { à^!   ^ ÁP ~ * @ ^ •  | Øã-c@ÁÔ!æå^          |
| Úc^] @æ}ã^ÁÔæ!} ^ ^        | Q}c^!ç^}cã [ ]       |
| Tæ   [! ^ ÁÓ [ , } å •     | Öã•c!ã&c             |
| Œ [ ] : [ ÁØ [! ^ •        | Úæ!^}c               |
| Ü [ ] ÁU , ^ }             |                      |





# 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

| 3; ;/" I gpgtcn"Hwpfu<UEG      |           |           |                               |              |             |
|--------------------------------|-----------|-----------|-------------------------------|--------------|-------------|
| I qcn                          | Qdlgevixg | Uvtevgi { | Tguqwtegu"Pggfgf              | Ceeqwpv"Eqfg | C o qwpv    |
| 1                              | 1         | 3         | SCE Campus Personnel          |              | \$92,501.00 |
| Uwd/Vqvcn                      |           |           |                               |              | \$92,501.00 |
| Dwf igvgf"Hwpf"Uqwteg"C o qwpv |           |           |                               |              | \$92,501.00 |
| -1/"Fkhhgtgpeg                 |           |           |                               |              | \$0.00      |
| 433"/"Vkvng"K                  |           |           |                               |              |             |
| I qcn                          | Qdlgevixg | Uvtevgi { | Tguqwtegu"Pggfgf              | Ceeqwpv"Eqfg | C o qwpv    |
| 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         |                               |              |             |