Fort Bend Independent School District Heritage Rose Elementary 2023-2024 Campus Improvement Plan

Mission Statement

2020-2021 Theme: HRE is on a Safari for Success!

Fort Bend ISD Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Heritage Rose's Mission: Heritage Rose Elementary School exists to nurture innovative, confident, and self- motivated thinkers by providing extraordinary learning opportunities every day.

Vision

Fort Bend ISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

HRE's Campus Vision: To build an inspiring culture of learners through self-reflection, collaboration, and innovation that will foster student and staff growth.

Core Beliefs

All students can reach their full potential with effective teachers that inspire learning in a supportive climate and safe environment.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Heritage Rose Elementary's (HRE) needs assessment process is described below. The school support team evaluated the 2022-23 data. "HRE instructional leaders have identified Science and Math as the two areas with the greatest need for growth. The STAAR scores between 2021-2022 and 2022-23 show no significant growth in Science and Math." We reviewed the following data in May 24, 2023 we reviewed the CNA and student performance data.

HRE STAAR

Ren360

STAAR Interim Data,

We met in July to finalize our focus areas, and again in September to update the current STAAR Data.

Meeting Dates are scheduled as follows:

Dec 7, 2023

Feb 8, 2024

May 9, 2024

The following were members of the CPAC and CNA Team:

| Name | Role |
|-----------------|---------------------|
| Gabriella Garza | Principal |
| Jana McMullen | Assistant Principal |
| | |
| Anabel Seymour | Pre-K |

| Name | Role |
|----------------------|--------------------------|
| Ciera Randle | Kinder |
| Charlesetta Taylor | 1st |
| Yesica Ramirez | 2nd |
| Itzamarie Cora-Reyes | 3rd |
| Doreen Drummond | 4th |
| Chazlan Roseboro | 5th |
| Zendy Moreno | Paraprofessional |
| Derek Woodard | SPED |
| Chelcy Williams | Ancillary |
| Nicola Matthews | Parent Educator |
| Elizabeth Pena | Secretary |
| Renee Cosby | District Representative |
| Alex Soler | Business Representative |
| Josue Nequiz | Community Representative |

Demographics

Demographics Summary

Heritage Rose Elementary is the largest Title 1 Campus in FBISD. We serve approximately 1,300 students from Pre-Kinder to 5th Grade. The student body is composed of 51% female and 49% male with a socio-economic status of 85%. We are also a bilingual campus which consists of 42% emergent bilingual, 29% bilingual and 13 % ESL learners. Our student population is 47% Hispanic, 0.83% American Indian, 3% Asian, 30% African American, 0% Native Hawaiian, 4% White and 3% two or more races. At our school, we promote the characteristics of a profile of a graduate to encourage lifelong learning in where each scholar is equipped with skills that supports them pursuing their future goals.

The attendance is percentage is 93.6%, which is lower than the district expectation of 96.5%.

| Student Demographics (2022 - 2023 Summer PEIMS file loaded 06/01/2023) | Count | Percent |
|--|-------|---------|
| Gender | | |
| Female | 675 | 50.79% |
| Male | 654 | 49.21% |
| Ethnicity | | |
| Hispanic-Latino | 767 | 57.71% |
| Race | | |
| American Indian - Alaskan Native | 11 | 0.83% |
| Asian | 53 | 3.99% |
| Black - African American | 403 | 30.32% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White | 56 | 4.21% |
| Two-or-More | 39 | 2.93% |
| | | |

HRE Attendance Total for 2022-2023 in PIEMS

| Years | 22–23 |
|--------|-------|
| Totals | 93.6% |

Demographics Strengths

HRE has a high percentage of Emerging Bilingual students and English as a second language students, with 43.83% and 29.89% respectively. HRE also has a hispanic population with 57.68% and an African-American population of 30.35%; these are the two highest subpopulations. These students are given the opportunity to learn about their cultures through the various experiences offered at HRE. Students participate in multiple clubs like HOLA, which is a dance club with a focus on latin culture. Students get to celebrate Black History Month. The campus offers a bilingual program. Historically, these subpopulations have performed well on the reading STAAR exam. This data will be updated once the 2023 STAAR scores are officially released by TEA.

The campus has universal free breakfast for all students.

| | - | _ | - | _ |
|--|-----------|-----------|-----------|-----------|
| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| Race | | | | |
| American Indian/Alaskan Native | 0.74% | 0.34% | 0.59% | 0.83% |
| Asian | 2.57% | 3.47% | 3.85% | 3.99% |
| Black/African-American | 21.69% | 21.76% | 24.85% | 30.35% |
| Hispanic | 68.71% | 67.23% | 64.27% | 57.68% |
| Native Hawaiian/Pacific Islander | 0.08% | 0.08% | 0.08% | 0.00% |
| White | 3.56% | 4.40% | 3.68% | 4.22% |
| Two-or-More | 2.65% | 2.71% | 2.68% | 2.94% |
| | | | | |
| Programs | | | | |
| EB | 50.08% | 49.70% | 48.87% | 43.83% |
| Special Education | 10.68% | 13.55% | 13.05% | 13.48% |
| Economically Disadvantaged | 82.28% | 79.42% | 83.35% | 82.53% |
| FCI Heritage Rose Elementary | | | 45 36% | 20 80% |

43.30/0 23.03/0

STAAR 3-8 Performance Report

| Approache | s or Above a | all | | | | | | | | | | | | | | | | | | | |
|------------|------------------------|----------|----------|-------|----------|----------|-------|--------|------|--------|-----------|----------|------------|-----------|--------|----------|---------|--------|---------|---------|------------|
| | | | | | | | | Two or | | | | | | | | | | | | | EL Current |
| | All | African | | | American | Pacific | | More | | | SPED | SPED | | Non Cont. | Econ | Non Econ | | Non At | | Non | & |
| | Students | American | Hispanic | White | Indian | Islander | Asian | Races | Male | Female | (Current) | (Former) | Cont. Enr. | Enr. | Disadv | Disadv | At Risk | Risk | Migrant | Migrant | Monitered |
| Subject Ar | ea - Reading | | | | | | | | | | | | | | | | | | | | |
| 2023 | 68% | 71% | 65% | 60% | 67% | N/A | 89% | 91% | 64% | 71% | 32% | 83% | N/A | 68% | 65% | 86% | 63% | 73% | N/A | 68% | 65% |
| 2022 | 73% | 70% | 72% | 87% | 100% | 100% | 90% | 82% | 71% | 75% | 39% | 90% | N/A | 73% | 71% | 81% | 65% | 90% | N/A | 73% | 72% |
| 2021 | 61% | 64% | 60% | 82% | N/A | N/A | 67% | 67% | 57% | 66% | 23% | 67% | 62% | 60% | 59% | 71% | 55% | 72% | N/A | 61% | 60% |
| Subject Ar | ea - Mathen | natics | | | | | | | | | | | | | | | | | | | |
| 2023 | 65% | 55% | 69% | 69% | 67% | N/A | 89% | 73% | 66% | 65% | 32% | 83% | N/A | 65% | 63% | 78% | 69% | 61% | N/A | 65% | 71% |
| 2022 | 62% | 52% | 62% | 87% | 100% | N/A | 90% | 82% | 64% | 59% | 28% | 73% | N/A | 62% | 61% | 69% | 58% | 71% | N/A | 62% | 66% |
| 2021 | 57% | 58% | 55% | 73% | 50% | 100% | 67% | 63% | 58% | 55% | 25% | 50% | 60% | 51% | 55% | 65% | 53% | 63% | N/A | 57% | 59% |
| Subject Ar | ea - Writing | | | | | | | | | | | | | | | | | | | | |
| 2021 | 45% | 43% | 43% | 75% | N/A | 100% | N/A | 50% | 37% | 52% | 14% | N/A | 43% | 47% | 43% | 52% | 34% | 69% | N/A | 45% | 41% |
| Subject Ar | Subject Area - Science | | | | | | | | | | | | | | | | | | | | |
| 2023 | 45% | 44% | 41% | 71% | 50% | N/A | 100% | 100% | 49% | 40% | 4% | 50% | N/A | 45% | 44% | 53% | 44% | 46% | N/A | 45% | 43% |
| 2022 | 47% | 47% | 47% | 50% | N/A | N/A | 100% | 50% | 53% | 42% | 30% | 60% | N/A | 47% | 46% | 55% | 40% | 66% | N/A | 47% | 46% |
| 2021 | 33% | N/A | 60% | N/A | N/A | N/A | N/A | 100% | 57% | N/A | 20% | N/A | 40% | 29% | 30% | 50% | 50% | 17% | N/A | 33% | 50% |

| | Academic Growth Score (All Grades Tested) | | | | | | | | | | | |
|---------------|--|----|----|----|----|----|----|----|-----|---|-----|----|
| Both Subjects | 2022 | 74 | 76 | 76 | 74 | 77 | 79 | - | - | - | 71 | 77 |
| | 2019 | 69 | 73 | 71 | 73 | 69 | 90 | 75 | 100 | - | 100 | 71 |
| ELA/Reading | 2022 | 78 | 78 | 86 | 88 | 85 | 81 | - | - | - | 92 | 86 |
| | 2019 | 68 | 72 | 77 | 76 | 76 | 90 | 64 | 100 | - | - | 76 |
| Mathematics | 2022 | 69 | 73 | 67 | 61 | 69 | 78 | - | - | - | 50 | 68 |
| | 2019 | 70 | 73 | 67 | 69 | 64 | 90 | 86 | 100 | - | - | 67 |
| | - Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. | | | | | | | | | | | |

Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While the 2022-2023 campus attendance rate of 93.6% shows an increase from the 2021-2022 attendance rate of 92.6%, we are still below the district attendance goal of 96.5%. **Root Cause:** Our campus needs to create celebrations and initiatives to motivate students for attending school. Many of our learners are absent due to illness, medical reasons, family disruptions, absence of parent engagement, as well as other factors. Currently kinder and first grade have the lowest attendance rates. The campus attendance plan needs to be clearly defined and monitored with fidelity.

Student Learning

Student Learning Summary

Based on historical STAAR data for the last three years, and including this school year's interim assessment data, HRE has made gains in the subject area of Reading. STAAR scores for the 2022-2023 school year are pending and will be analyzed and used for student learning. Math and Science are areas of growth. Science and Math have been stagnant in the school years of 2020-2021 and 2021-2022.

REN360 Longitudinal Data

| REN360-Math-ENGLISH | | | | | | | | |
|---------------------|-----------------|-----------------|-----------------|--|--|--|--|--|
| Grade Level | 2021-2022 (EOY) | 2022-2023 (EOY) | 2023-2024 (BOY) | | | | | |
| 1st | | | 77% | | | | | |
| 2nd | | 81% | 62% | | | | | |
| 3rd | 71% | 74% | 73% | | | | | |
| 4th | 76% | 80% | 75% | | | | | |
| 5th | 77% | 79% | 74% | | | | | |

| REN360-Reading-ENGLISH | | | | | | | | |
|------------------------|-----------------|-----------------|-----------------|--|--|--|--|--|
| Grade Level | 2021-2022 (EOY) | 2022-2023 (EOY) | 2023-2024 (BOY) | | | | | |
| 1st | | | 63% | | | | | |
| 2nd | | 69% | 58% | | | | | |
| 3rd | 69% | 67% | 59% | | | | | |
| 4th | 69% | 67% | 63% | | | | | |
| 5th | 66% | 65% | 58% | | | | | |

| REN360-Math-SPANISH | | | | | | | | |
|---------------------|-----------------|-----------------|-----------------|--|--|--|--|--|
| Grade Level | 2021-2022 (EOY) | 2022-2023 (EOY) | 2023-2024 (BOY) | | | | | |
| 1st | | | 71% | | | | | |
| 2nd | | 83% | 66% | | | | | |

| REN360-Math-SPANISH | | | | | | | | |
|---------------------|-----|-----|-----|--|--|--|--|--|
| 3rd | 68% | 50% | 61% | | | | | |
| 4th | 58% | 63% | 47% | | | | | |
| 5th | 69% | 54% | 38% | | | | | |

| REN360-Reading-SPA | REN360-Reading-SPANISH | | | | | | |
|--------------------|------------------------|-----------------|-----------------|--|--|--|--|
| Grade Level | 2021-2022 (EOY) | 2022-2023 (EOY) | 2023-2024 (BOY) | | | | |
| 1st | | | 57% | | | | |
| 2nd | | 76% | 66% | | | | |
| 3rd | 67% | 75% | 64% | | | | |
| 4th | 83% | 59% | 56% | | | | |
| 5th | 60% | 67% | 72% | | | | |

2023 STAAR DATA

| | Approaches and Above | | ove | Meets | Ma | | | |
|--|----------------------|------|------------|-------|------|------|------|---|
| ELAR | 2021 | 2022 | 2023 | | 2021 | 2022 | 2023 | 20 |
| 3rd Grade | 55% | 66% | 60% | | 21% | 40% | 34% | 8 |
| 4th Grade | 59% | 76% | 66% | | 27% | 43% | 32% | 11 |
| 5th Grade | 68% | 75% | 76% | | 34% | 49% | 46% | 19 |
| MATH | 2021 | 2022 | 2023 | | 2021 | 2022 | 2023 | 20 |
| 3rd Grade Heritage Rose Elementary Generated by Plan4Learning.com | 40% | 63% | 66% | f 40 | 17% | 40% | 34% | Campus #079-150 February 9, 2024 4:26 PM |

| 5th Grade | 33% | 47% | 45% | 17% | 23% | 18% | Ν, |
|-----------|------|------|-------|---------|--------------|--------------|----|
| | | 170/ | | 4 = 0 (| | 1.00/ | |
| SCIENCE | 2021 | 2022 | 2023 | 2021 | 2022 | 2023 | 20 |
| | | | | | | | |
| | 0070 | 00/0 | , 1,0 | 52/0 | 01/0 | 00/0 | |
| 5th Grade | 65% | 60% | 71% | 32% | 31% | 35% | 11 |
| 4th Grade | 62% | 63% | 60% | 34% | 34% | 32% | 17 |
| | -0/0 | 0070 | 00/0 | ±,,,, | TO /0 | 9 770 | |

| HRE STAAR DATA | | | | | | | | |
|---|-----------------------|--------------|------|--|--|--|--|--|
| YEAR MATH READING SCIENCE | | | | | | | | |
| 2022-2023 | 61%* | 66%* | 39%* | | | | | |
| 2021-2022 | 61% | 75% | 46% | | | | | |
| 2020-2021 | 20-2021 62% 57% 47% | | | | | | | |
| 2018-2019 | 2018-2019 77% 75% 80% | | | | | | | |
| | | | | | | | | |
| * Based on STAAR Interim Results - will | | | | | | | | |
| upda | ate upon re | eceiving sco | ores | | | | | |
| | | | | | | | | |

Student Learning Strengths

Based on historical Academic Growth Data, all grades made a 9 point increase in STAAR scores from year 2019-2022. Math overall scores were consistent.

| | Academic Growth Score (All Grades Tested) | | | | | | | | | | |
|---------------|---|----|-------------|-----------------|---|-----------------|------------|------------------|---------|---|-----|
| Both Subjects | 2022 | 74 | 76 | 76 | 74 | 77 | 79 | - | - | - | 71 |
| | 2019 | 69 | 73 | 71 | 73 | 69 | 90 | 75 | 100 | - | 100 |
| ELA/Reading | 2022 | 78 | 78 | 86 | 88 | 85 | 81 | - | - | - | 92 |
| | 2019 | 68 | 72 | 77 | 76 | 76 | 90 | 64 | 100 | - | - |
| Mathematics | 2022 | 69 | 73 | 67 | 61 | 69 | 78 | - | - | - | 50 |
| | 2019 | 70 | 73 | 67 | 69 | 64 | 90 | 86 | 100 | - | - |
| | | | * Indicates | s results are m | dicates there are lasked due to sr es data reportin | nall numbers to | protect st | tudent confident | iality. | | |

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2022-2023 End of the Year Renaissance 360, 1st through 3rd grade have not shown consistent growth in reading comprehension and fluency. **Root Cause:** Teachers need consistency with the balanced literacy components to develop phonic skills, letter sounds, constructed response, and selected texts. There is a need to monitor for implementation with fidelity.

Problem Statement 2 (Prioritized): 2023 STAAR (State of Texas Assessments of Academic Readiness) achievement data shows that the students underperformed on the Mathematics STAAR test. **Root Cause:** Guided math practices are inconsistent and not properly documented. Teachers need help executing systems to help manage their small groups and guided math stations/instructional response in order to pull groups with fidelity. Additionally, due to the new STAAR Redesign, teacher need additional professional learning to teach the Extended Constructed Response (ECR).

Problem Statement 3 (Prioritized): STAAR (State of Texas Assessments of Academic Readiness) achievement data indicates that students are developing their comprehension of priority Science TEKS (Texas Essential Knowledge and Skills) and need additional support to master core Science concepts. Root Cause: Concepts from previous grade levels need to be mastered and spiraled due to the STAAR assessing those concepts which are not revisited within 5th curriculum. Teachers need additional support in proctoring lessons aligned to the 5E instructional model and developing both formative/ summative assessments to effectively monitor and adjust instruction to support the needs of diverse student learners.

School Processes & Programs

School Processes & Programs Summary

The CPAC Team reviewed the data listed above to identify areas of strengths and areas of focus:

Personnel:

Heritage Rose Elementary provides all instructional programs required by the district. The campus implements the district's curriculum located in Schoology. Differentiated instruction regularly occurs to reach all learners. Grade level teams meet regularly to discuss and plan instructional activities as well as determine the formative and summative assessments used to gauge student understanding and growth.

Heritage Rose Elementary works diligently to recruit, support, and retain highly qualified staff. We recruit staff through the FBISD Job Fair, Taleo, and professional recommendations. A Teachers Advancing Professional Practice (TAPP) mentor is assigned to all teachers with zero years of teaching experience to help ensure they have a structured support system. Our campus has one team leader per grade level (PK-5, SPED, and Outclass teams). There is one principal, two assistant principals, Campus Compliance Coordinator (CCC), and two counselors.

Professional Practices:

Grade level PLC meetings are held on a regular six day rotating schedule to ensure the district's curriculum is implemented with fidelity as well as to analyze data to determine next steps and needed student interventions. Teachers implement the appropriate instructional model for each content area and understand how to use formative assessment to guide their instructional decisions and next steps. Teachers, specialists, instructional coaches, and administrators collaborate during PLC meetings to identify areas of needed improvement and to celebrate strengths and accomplishments. Walkthroughs are done regularly, and data are analyzed to ensure teachers are on track with the curriculum as well as the level of rigor for each subject area. Regular feedback concerning instruction is provided to teachers via walk-throughs, conferences, T-TESS, and PLC meetings to identify strengths and areas of improvement.

Organizational and Administrative:

Heritage Rose Elementary administrators understand the importance of structured systems to support teachers and staff in providing a quality educational program to all students. Therefore, administrators and the instructional leadership team regularly provides feedback and communicate expectations and/or pertinent information via email, team leader meetings, faculty meetings, PLC meetings, T-TESS observations, walk-throughs, and individual meetings. Based on this, teachers and staff provide instructional opportunities for students that are differentiated, research-based, and aligned to the curriculum. The progress of identified tiered students are discussed each term in Student Support Team meetings with teachers, administrators, and specialists to review progress-monitoring data, determine tier 2 and 3 interventions, and identify next steps for individual students.

HRE Clubs

Students are able to further explore their interests and develop leadership skills through before and after school clubs including: Broadcast, Choir, Rosettes (Dance Club), Soccer, Basketball, HOLA (Latin music dance club), Kindness Club, Recycling Club, Girls on the Run,

| | Strengths |
|--|---|
| PLC | Consistency of PLC's |
| At Risk | Aware Meetings |
| Campus Enrollment – Diverse Population | • Data Digs (3rd, 4th, & 5th) – ELA/Math |
| | |
| | Area of Focus |
| | • Refine PLC structures to ensure deliberate and appropriate planning in all grade levels |
| | • During PLC's, providing teachers with opportunities to deepen their understanding of the content and instructional model (ELA/Math) |
| | • Increasing structures in the primary grades will ensure effective student outcomes |
| | |
| | Strengths |
| DD10 | |
| PBIS | Mustang Bucks/Mustang Incentive Cart |
| | The PBIS team meets regularly to discuss behavioral and PBIS strategies |
| | CHAMPS Posters in the common areas |
| | |
| | |
| | Area of Focus |
| | • We will improve our PBIS processes by focusing on CHAMPS across the campus, learner dispositions, restorative circles, and staff surveys |
| | • The additional areas of focus to address: teacher self-reflection, consistency of norms, flexibility to implement changes, and debriefing with grade level teams for needed support |

| | Strengths |
|--|--|
| | |
| PLC | Consistency of PLC's |
| At Risk | Aware Meetings |
| Campus Enrollment – Diverse Population | Data Digs (3rd, 4th, & 5th) – ELA/Math |
| | |
| | Area of Focus |
| | Refine PLC structures to ensure deliberate and appropriate planning in all grade levels |
| | During PLC's, providing teachers with opportunities to deepen their understanding of the content and instructional |
| | model (ELA/Math) |
| | • Increasing structures in the primary grades will ensure effective student outcomes |
| | |
| | Steers of he |
| | Strengths |
| Data Analysis to drive instruction | Teachers capturing timely data while using All in Learning |
| | ILT analyzing data and tracking our tiered students |
| | ILT identifying intentional small groups for needed intervention |
| | |
| | Area of Focus |
| | Teachers becoming more familiar with REN360, Circle, TX-KEA, and BAS reports to assist with student grouping and |
| | targeting of specific TEKS |
| | Increasing teacher efficacy of running reports to pull data that drives instruction |
| | Increase effectiveness of the SST/RTI process to address specific student needs |
| | Teachers providing clarity regarding intentional intervention practices |
| L | |

| | Strengths |
|--|--|
| PLC | • Consistency of PLC's |
| At Risk | Aware Meetings |
| Campus Enrollment – Diverse Population | • Data Digs (3rd, 4th, & 5th) – ELA/Math |
| | |
| | Area of Focus |
| | • Refine PLC structures to ensure deliberate and appropriate planning in all grade levels |
| | • During PLC's, providing teachers with opportunities to deepen their understanding of the content and instructional model (ELA/Math) |
| | Increasing structures in the primary grades will ensure effective student outcomes |
| | |
| | Strengths |
| SST meets regularly (6 weeks) | Teachers met consistently for SST every six weeks |
| | |
| | Area of Focus |
| | Increase effectiveness of the SST/RTI process to address specific student needs |
| | • Teachers will properly have data needed for: Formative Assessments, Skyward forms, anecdotal notes, parent contact, behavior documents and referrals |

| | Strengths |
|---|--|
| PLC | Consistency of PLC's |
| At Risk | Aware Meetings |
| Campus Enrollment – Diverse Population | • Data Digs (3rd, 4th, & 5th) – ELA/Math |
| | |
| | Area of Focus |
| | • Refine PLC structures to ensure deliberate and appropriate planning in all grade levels |
| | • During PLC's, providing teachers with opportunities to deepen their understanding of the content and instructional model (ELA/Math) |
| | • Increasing structures in the primary grades will ensure effective student outcomes |
| High level of engagement in after school activities | Strengths The campus has a variety of clubs and committees which provide extracurricular opportunities for students to learn new crafts, have goals and gain school pride |
| | Area of FocusIncrease the number of clubs available to the primary grades |

| | Strengths |
|---|---|
| PLC | Consistency of PLC's |
| At Risk | Aware Meetings |
| Campus Enrollment – Diverse Population | • Data Digs (3rd, 4th, & 5th) – ELA/Math |
| | |
| | Area of Focus |
| | • Refine PLC structures to ensure deliberate and appropriate planning in all grade levels |
| | • During PLC's, providing teachers with opportunities to deepen their understanding of the content and instructional model (ELA/Math) |
| | • Increasing structures in the primary grades will ensure effective student outcomes |
| | |
| | Strengths |
| Community partnerships that support the | Partnerships that provide donations to Heritage Rose Community |
| school with donations | |
| | Area of Focus |
| | |
| | Campus will increase parent volunteers to support campus initiatives |
| | Campus will encourage additional business and community partnerships |

| | Strengths |
|--|---|
| PLC | • Consistency of PLC's |
| At Risk | Aware Meetings |
| Campus Enrollment – Diverse Population | • Data Digs (3rd, 4th, & 5th) – ELA/Math |
| | |
| | Area of Focus |
| | • Refine PLC structures to ensure deliberate and appropriate planning in all grade levels |
| | • During PLC's, providing teachers with opportunities to deepen their understanding of the content and instructional model (ELA/Math) |
| | • Increasing structures in the primary grades will ensure effective student outcomes |
| | |
| | Strengths |
| Staff Retention | Coaches support teachers for Tier 1 instruction |
| | New staff partnered with a TAPP mentor |
| | |
| | Area of Focus |
| | Climate Culture Committee |
| | Improve staff retention by keeping teachers engaged with professional growth opportunities |
| GT Program | The Campus supports the identification of GT students at the Title 1 Campus. The campus utilizes the second grade universal screener. There are opportunities for students to participate in the GT Showcase at the end of the school year. This year, this campus is using the Innovation Hour program to address GT concerns. |

School Processes & Programs Strengths

Grade levels met in PLC on a 6 day rotation. PLCs were used to roll out campus and district initiatives.

PLCs are used to review and reflect on instructional practices.

HRE utilized Aware meetings for grades 2-5 to review and analyze student performance on common formative assessments.

The instructional team and grade level teachers reviewed assessments, instructional strategies, and formulated action steps to address any learning objectives that required mastery.

The PBIS team met bi-monthly to review discipline data. The PBIS Interventionist worked with tier 3 students on behavior and social skills to help students succeed in the classroom.

HRE utilized All in Learning to create assessments for math, reading, and science. It was used to organize and analyze data across the grade levels. Data was readily available upon student completion of the assessment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): HRE had 211 incidents for inappropriate physical contact this school year. Additionally, there were 32 incidents for disrupting the learning environment and 51 incidents of insubordination, which were the next highest in frequency. **Root Cause:** Teachers need support with setting and implementing management expectations. There is a need to teach students appropriate responses when there is a peer conflict to reduce the number of inappropriate physical contact incidents.

Perceptions

Perceptions Summary

Parent Participation

For the Parent and Family Engagement process, the community completes the Title 1 Survey. The TPAC Committee then collaborates with administration in regard to the survey's data. With this process, TPAC works to identify areas in which they can address parent/family involvement and enhance the current opportunities that are perceived as being successful.

The Parent Educator allows multiple opportunities for parents to participate in TPAC.

Parents are given information through the weekly newsletter, Title 1 Night, and Grade Level Compacts, and by meeting with the Title 1 Parent Educator.

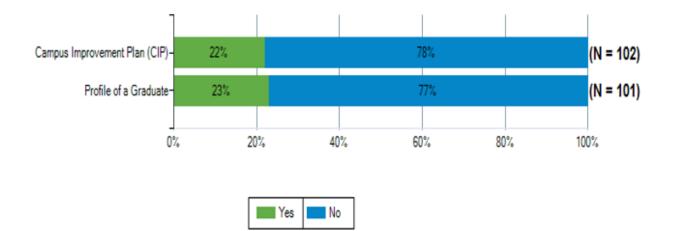
Title 1 Night was on Open House - September 13, 2023 and there will be second Title 1 Parent Night in the Spring Open House.

The surveys are distributed in English and Spanish.

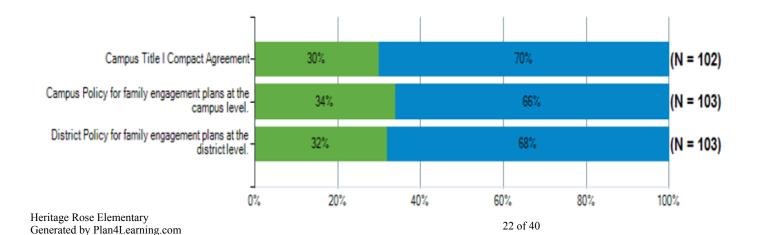
TPAC meets twice a semester (September, December, February, and May)

According to the 2022 Title 1 survey, parent involvement has improved. Although there are improvements, there are still areas HRE can grow within parent involvement. One area of improvement is parental awareness of campus information. Parents reported higher percentages of not being aware of HRE's Campus Improvement Plan (CIP). They also were not aware of the campus or district family engagement plan. In addition, there was low interest in the variety of activities HRE offers. Family Fun Night had a high percentage of 57% in comparison to all other events, which were lower than 40%. HRE will create systems to raise parental awareness of our CIP. Additionally, HRE will use marketing strategies to increase interest in the variety of activities across the campus.

Q:Are you aware of the following...



Q:Are you aware of the following...



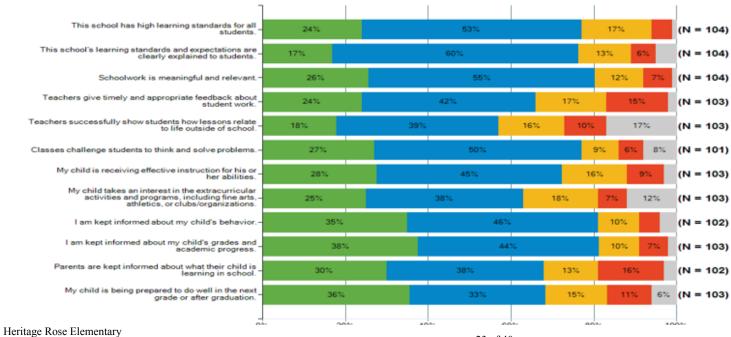


Perceptions Strengths

HRE's family survey shows that the parents perceive HRE to have high academic support for the students.

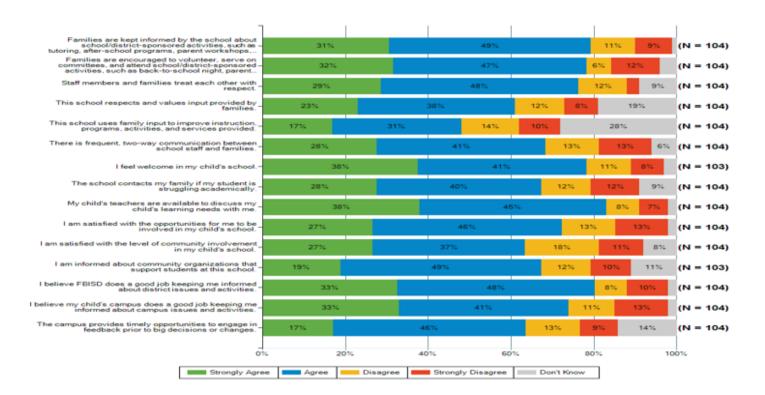
Family engagement also was rated over 75% in most areas such as family involvement, being treated with respect, valuing family input, and providing opportunities for families.

QAcademic Support: How strongly do you disagree or agree with the following statements?





QFamily Engagement: How strongly do you disagree or agree with the following statements?



Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): HRE personnel and the families need to align in collaboration for student achievement from our campus goals. Root Cause: More opportunities are needed to expose the parents to the CIP and our campus academic achievement goals. HRE will use communication strategies like flyers, newsletter, and parent Heritage Rose Elementary Campus #079-150 Generated by Plan4Learning.com
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educator to increase exposure to our CIP and the campus goals.

Priority Problem Statements

Problem Statement 1: Based on 2022-2023 End of the Year Renaissance 360, 1st through 3rd grade have not shown consistent growth in reading comprehension and fluency.
Root Cause 1: Teachers need consistency with the balanced literacy components to develop phonic skills, letter sounds, constructed response, and selected texts. There is a need to monitor for implementation with fidelity.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2023 STAAR (State of Texas Assessments of Academic Readiness) achievement data shows that the students underperformed on the Mathematics STAAR test.

Root Cause 2: Guided math practices are inconsistent and not properly documented. Teachers need help executing systems to help manage their small groups and guided math stations/instructional response in order to pull groups with fidelity. Additionally, due to the new STAAR Redesign, teacher need additional professional learning to teach the Extended Constructed Response (ECR).

Problem Statement 2 Areas: Student Learning

Problem Statement 3: HRE had 211 incidents for inappropriate physical contact this school year. Additionally, there were 32 incidents for disrupting the learning environment and 51 incidents of insubordination, which were the next highest in frequency.

Root Cause 3: Teachers need support with setting and implementing management expectations. There is a need to teach students appropriate responses when there is a peer conflict to reduce the number of inappropriate physical contact incidents.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: HRE personnel and the families need to align in collaboration for student achievement from our campus goals.

Root Cause 4: More opportunities are needed to expose the parents to the CIP and our campus academic achievement goals. HRE will use communication strategies like flyers, newsletter, and parent educator to increase exposure to our CIP and the campus goals.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: STAAR (State of Texas Assessments of Academic Readiness) achievement data indicates that students are developing their comprehension of priority Science TEKS (Texas Essential Knowledge and Skills) and need additional support to master core Science concepts.

Root Cause 5: Concepts from previous grade levels need to be mastered and spiraled due to the STAAR assessing those concepts which are not revisited within 5th curriculum. Teachers need additional support in proctoring lessons aligned to the 5E instructional model and developing both formative/ summative assessments to effectively monitor and adjust instruction to support the needs of diverse student learners.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Section 504 data
- Gifted and talented 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
- Teacher/Student Ratio
- 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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Performance Objective 1: By June 2024, HRE will improve effectiveness of literacy, mathematics, and science instruction through the implementation of aligned curriculum, student ownership of learning practices, PLC's, and targeted interventions as evidence through the indicators of success.

High Priority

Indicators of Success: STAAR, REN 360, BASS, TX KEA, CLI, DLAs, PLC Protocols, District Learning Practices

Formative Evidence:

By October, December, February, increase the alignment to the instruction model observed in classrooms by 10%.

From BOY to MOY, increase student growth on Ren 360 at/above benchmark performance by 5% for each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

From BOY to MOY, increase frequency of goal setting and revision observed in classrooms by 10%.

From BOY to MOY, 80% of teachers will implement intervention action plans during the 45-minute intervention block.

Summative Evidence:

By June 2024, HRE will increase student achievement on STAAR reading by 10% by ensuring that targeted interventions are consistent and intentional.

By June 2024, HRE increase the percentage of students meeting SGP from BOY to EOY in REN360 by 10%.

From BOY to EOY, increase alignment to Instruction model observed in classrooms by 20%

Summative: By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, service projects).

Resources:

Title 1 Funds (Professional development sessions, intervention & enrichment resources, activities and materials, Tracking tools for data/assessment, tutorials, Saturday School, small group resources, student materials, language and English Learners materials, subscriptions, centers, stations for all subject areas.)

| Strategy 1 Details | Reviews | | | | | |
|--|---------|-----------|-------|------|--|--|
| Strategy 1: HRE will monitor small group instructional practices, including intervention and enrichment. Monitoring small | | Summative | | | | |
| group instruction includes checking guided math and guided reading binders along with teacher anecdotal notes. | Oct | Dec | Feb | June | | |
| Strategy's Expected Result/Impact: The expected result is an increase in student ownership and student achievement. | 10% | | C.0.4 | | | |
| Staff Responsible for Monitoring: Administration and instructional leadership team. | 10% | 40% | 60% | | | |
| Title I: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | | | |
| Strategy 2 Details | | Rev | iews | | | |
| Strategy 2: HRE will provide field based instructional opportunities for students to make real world connections to TEKS | | Summative | | | | |
| standards. | Oct | Dec | Feb | June | | |
| Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Administration, instructional leadership team | 20% | 45% | 55% | | | |
| Title I: 2.4, 2.5, 2.6 | | | | | | |
| - TEA Priorities: | | | | | | |
| Build a foundation of reading and math | | | | | | |
| - ESF Levers: | | | | | | |
| Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | | | |
| Funding Sources: Field Trips - 211 Title I-A - 6412 - \$10,000, Contracts - 211 Title I-A - 6299 - \$50,000, Contracts - 199 General Fund SCE - \$2,000 | | | | | | |

| Strategy 3 Details Reviews | | | views | |
|---|--------------|------------------|------------|-------------------|
| Strategy 3: Teachers will be provided professional development opportunities and will engage in PLC practices that | Formative Su | | | Summative |
| support student ownership of learning through literacy, mathematics and science Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Admin, coaches Title I: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Contracts - 211 Title I-A - \$20,000, Region IV Training Registration - 199 General Fund SCE - \$1,000 | Oct | Dec 55% | Feb 70% | June |
| Strategy 4 Details | | Rev | views | 1 |
| Strategy 4: Students will receive additional instructional resources to enhance instruction in class and during tutorials. These resources include targeted learning paper and online resources, and hands-on materials. | Oct | Formative Dec | Feb | Summative June |
| Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Admin, coaches Title I: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Software Licenses - 211 Title I-A - 6398 - \$68,000, Instructional Books - 211 Title I-A - 6329 - \$2,500 | 10% | 55% | 65% | |

| Strategy 5 Details | Reviews | | | |
|---|---------------|------------|------------|-----------|
| Strategy 5: HRE will have an increase in enrichment opportunities for identified GT students. | | Summative | | |
| Strategy's Expected Result/Impact: Formative: By December 2023, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e. clubs, innovations hour, service projects). Summative: By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, service projects). Staff Responsible for Monitoring: Administrators, COGS | Oct | Dec 55% | Feb 65% | June |
| Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: Case Managers will use Performance Matters and data tracking spreadsheets to progress monitor their Special | Formative Sur | | | Summative |
| Education students and develop appropriate IEPs based on Ren 360 data, District Learning Assessments, and campus benchmarks. | Oct | Dec | Feb | June |
| Strategy's Expected Result/Impact: Special Education students will meet SGP on Ren 360. Staff Responsible for Monitoring: Case Managers, CCC, Administration | 20% | 35% | 55% | |
| Title I: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, | | | | |

Goal 2: Fort Bend ISD will provide a safe and supportive environment for learning and working.

Performance Objective 1: By June 2024, HRE will improve student behavior through the implementation of the aligned student ownership of behavior framework and targeted behavioral intervention as indicated by the indicators of success.

High Priority

Indicators of Success: SAS Self-Assessment Survey, BOQ (3 times a year), Discipline Referrals, PBIS Agendas/Meetings, PBIS Intervention & Supports (District Aide-PBIS Facilitator)/Monthly Data Analysis Reports (Bucks/Stores)

Formative Evidence:

At the BOY, teachers will be provided professional development sessions and implement the elements in our student ownership of behavior framework.

From BOY to MOY, teachers will increase the frequency of PBIS restorative circles in each classroom by 5%.

From BOY to MOY, counselors will support student goal setting regarding behavior in each classroom by 10%.

From BOY to MOY, 80% of teachers will submit targeted intervention plans provided by PBIS facilitator for students in Tier 3.

Summative Evidence:

By June 2024, HRE will decrease targeted discipline indicators in our SAS Self-Assessment Survey.

By June 2024, HRE will track BOQ data to decrease discipline referrals and show student improved behaviors while providing intervention support.

Resources:

Title 1 Funds (Professional development sessions, Items for the Mustang Store and Mustang Cart, Student Incentives, Class Incentives, Student of the Month materials, behavior rewards, goal setting incentives, bullying activities, social emotional learning support with external vendors in all subject areas)

| Strategy 1 Details | | Reviews | | | |
|--|-----------|---------|-----------|-----------|--|
| Strategy 1: HRE will implement Positive Behavior Interventions and Supports (PBIS) through strategic planning and | | | Summative | | |
| implementation. This strategy includes the school wide store, school wide monetary/token system, and student systems, social skills group lessons with PBIS Interventionist. | Oct | Dec | Feb | June | |
| Strategy's Expected Result/Impact: Student ownership of behavior as evidenced by a decrease in referrals. Staff Responsible for Monitoring: Administration, instructional leadership team, PBIS Committee, PBIS Interventionist, Counselors | 25% | 30% | 65% | | |
| Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies - 211 Title I-A - 6399 - \$24,000 | | | | | |
| Strategy 2 Details | | Reviews | | | |
| Strategy 2: Teachers will engage in professional development opportunities and PLC practices that enhance | Formative | | | Summative | |
| implementation of PBIS supports. Strategy's Expected Result/Impact: Stronger implementation of PBIS framework | Oct | Dec | Feb | June | |
| Staff Responsible for Monitoring: Administration, Instructional Leadership Team | 25% | 45% | 60% | | |
| Title I: 2.6 | | | | | |
| - TEA Priorities: | | | | | |
| Recruit, support, retain teachers and principals - ESF Levers: | | | | | |
| Lever 3: Positive School Culture | | | | | |
| Funding Sources: Region IV - 211 Title I-A - 6239 - \$15,000, Contracts - 211 Title I-A - 6299 - \$50,000 | | | | | |
| Strategy 3 Details | Reviews | | | | |
| Strategy 3: HRE will provide field based character building opportunities for students to learn strategies to enhance | Formative | | | Summative | |
| understanding of PBIS aligned goals by teaching conflict resolution, weapon awareness, and respect of peers and their physical space to reduce physical altercations. | Oct | Dec | Feb | June | |
| Title I: 2.6 - TEA Priorities: | 30% | 45% | 65% | | |
| Recruit, support, retain teachers and principals | | | | | |

| Strategy 4 Details | | Reviews | | | | |
|---|--------|-----------|-----|------|--|--|
| trategy 4: HRE will implement the campus attendance plan, which includes student recognitions for perfect attendance, | | Summative | | | | |
| nonitoring of attendance data quarterly, and provide early outreach efforts to address ongoing absenteeism. | Oct | Dec | Feb | June | | |
| Strategy's Expected Result/Impact: Participation, attendance, student growth and achievement | | | | | | |
| Staff Responsible for Monitoring: Attendance Committee, ADAs, and APs | 15% | 35% | 60% | | | |
| Title I: | | | | | | |
| 2.6 | | | | | | |
| - TEA Priorities: | | | | | | |
| Recruit, support, retain teachers and principals | | | | | | |
| - ESF Levers: | | | | | | |
| Lever 3: Positive School Culture | | | | | | |
| Funding Sources: Supplies - 211 Title I-A - 6399 - \$24,000 | | | | | | |
| No Progress Accomplished -> Continue/Modify | Discon | tinue | | | | |

Goal 3: Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.

Performance Objective 1: By June 2024, HRE will improve professional development by targeting culture and climate as evidence through indicators of success.

High Priority

Indicators of Success: Staff Climate Survey, Professional Learning Feedback, Staff Check-Ins

Formative Evidence:

HRE will increase the positive feedback from the staff to 80% as indicated by the staff climate surveys.

HRE will increase positive staff feedback to 80% for professional development by June 2024.

HRE will increase the number of opportunities stakeholders will have to engage in reflection. Therefore, by October 31, 2023, staff will engage in 2 reflection opportunities.

HRE will collect and evaluate the school climate by December 2023 and May 2024 by using the data from Climate and Culture Staff Survey.

By October 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

Summative Evidence:

By June 2024, HRE will evaluate the campus culture and climate through an ongoing stakeholder reflection piece.

By June 2024, HRE will evaluate data for the retention of teachers by comparing BOY and EOY staffing numbers and retain staff at a 90% rate.

By February 2024 100% of the GT teachers will have identified and began implementing from 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

Resources:

Title 1 Funds (Professional Learning Sessions, instructional content consultants, planning and instructional resources, sessions and trainings, resources and incentives for instructional staff in all subject areas)

| Strategy 1 Details | | Rev | iews | |
|--|---------------|-------|------|-----------|
| Strategy 1: HRE will work to continuously implement staff celebrations, seek staff input for professional learning | Formative | | | Summative |
| opportunities, and create opportunities for feedback and collaboration during PLCS. Strategy's Expected Result/Impact: Staff retainment is the expected result. HRE would also like to positively impact | Oct | Dec | Feb | June |
| the staff perception. | | | | |
| Staff Responsible for Monitoring: Administration. | 30% | 55% | 70% | |
| Title I: | | | | |
| 4.1, 4.2 | | | | |
| - TEA Priorities: | | | | |
| Recruit, support, retain teachers and principals - ESF Levers: | | | | |
| Lever 2: Strategic Staffing, Lever 3: Positive School Culture | | | | |
| Funding Sources: Supplies - 211 Title I-A - 6399 - \$24,000 | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: All GT teachers will participate in professional learning targeting individualized instruction and GT learning | Formative Sum | | | Summativ |
| plans. | Oct | Dec | Feb | June |
| Strategy's Expected Result/Impact: By October 2023, 100% of identified students will have an academic goal in the | | | | |
| GT learning plan. | 30% | 45% | 60% | |
| By February 2024, 100% of the GT teachers will have identified and gebal implementing from 2 to 10 individualized | | | | |
| instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric. | | | | |
| Staff Responsible for Monitoring: Administration, COGS | | | | |
| Title I: | | | | |
| 4.1, 4.2 | | | | |
| - TEA Priorities: | | | | |
| Recruit, support, retain teachers and principals - ESF Levers: | | | | |
| Lever 2: Strategic Staffing, Lever 3: Positive School Culture | | | | |
| | | | | |
| \sim No Progress \sim Accomplished \rightarrow Continue/Modify | X Discon | tinue | | |
| | | | | |

Goal 4: Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

Performance Objective 1: By June 2024, HRE will increase communication by improving community engagement as evidenced through the indicators of success.

High Priority

Indicators of Success: Communication frequencies, parent involvement frequencies, Community/Parent Participation, Title 1 Survey/Feedback, Student Increase Enrollment in Clubs & Committees, PTO-Fundraiser, Feeder Pattern Events (MS & HS)

Formative Evidence:

HRE will increase parent feedback for involvement to 75% by providing a number of opportunities parents by December 2023 and May 2024 as measured by the parent survey.

HRE will raise parental awareness to 80% by increasing number of communications sent to parents by each grade level and administration by December 2023 and May 2024. as measured by the parent survey.

By end of October 2023, we will have a 5% increase in Gifted and Talented referrals in comparison to last school year.

Summative Evidence:

By June 2024, HRE will evaluate parent involvement through participation and attendance numbers from all campus events.

By April 2024, we will have 1.3 % of students qualifying to receive gifted and talented services in comparison to April 2023 based on the Gifted and Talented assessment.

Resources:

Title 1 Funds (parent events, materials for parent classes, incentives, special programs from outside community members and vendors, onsite field trips and events, career day speakers, monthly community outreach opportunities in all subject areas)

| Strategy 1 Details | Reviews | | | | |
|--|---------|-----------|-----|------|--|
| Strategy 1: HRE will utilize multiple events to involve parents including academic evenings, parent meetings. parent | | Summative | | | |
| education courses, consistent communication from administration, and weekly newsletters. | | Dec | Feb | June | |
| Strategy's Expected Result/Impact: The expected result is an increase in parental involvement and parent perception. | | | | | |
| Staff Responsible for Monitoring: Administration, Parent Educator | 30% | 50% | 70% | | |
| Title I: | | | | | |
| 4.1, 4.2 | | | | | |
| Funding Sources: Supplies - 211 Title I-A - 6399 - \$24,000 | | | | | |
| | | | | | |

| 0% No Progress | Accomplished | Continue/Modify | X Discontinue |
|----------------|--------------|-----------------|---------------|
| | | | |

State Compensatory

Budget for Heritage Rose Elementary

Total SCE Funds: \$17,800.00 **Total FTEs Funded by SCE:** 0 **Brief Description of SCE Services and/or Programs**

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Specialist). Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-environment issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, etc.). We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. Identification and the responsibility of delivery of services for At-Risk students are initiated by our campus staff while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal and compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.