

Fort Bend Independent School District

Heritage Rose Elementary

2024-2025 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
Andrea Phillips	Assistant Principal
Shirley Traugher	Assistant Principal
Ailynne Abarado	Assistant Principal

Name	Role
Anabel Seymour	Pre-K
Goldie Sonnier	Kinder
Catherine Brito	1st
Shamiah Jones	2nd
Ebony Johnson	3rd
Latonia Bogany-Rowe	4th
Tina McNeal	5th
Zendy Moreno	Paraprofessional
Charlotte Jackson	SPED
Ashley Davidson	Ancillary
Nicola Matthews	Parent Educator
Cristina Bland	Parent
Kartia Zavala	Parent
Elizabeth Pena	Secretary
Renee Cosby	District Representative
Alex Soler	Business Representative
Josue Nequiz	Community Representative
Joe Chandler	DSL

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 in pursuing their future goals.

The attendance 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 2023-2024

2023-2024 Attendance	
Grade	Attendance Rate
PK	100%
Kinder	92.92%
First	93.15%
Second	93.64%
Third	94.43%
Fourth	94.80%
Fifth	94.16%

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
<i>Race</i>				
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%
<i>Programs</i>				
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%
ESL			45.36%	29.89%

STAAR 3-8 Performance Report

Approaches or Above all																					
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Migrant	Non Migrant	EL Current & Monitored
Subject Area - 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 Area - Mathematics																					
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 Area - 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 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. 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%

REN 360 EOY- MATH-ENGLISH

Ren 360- MATH- ENGLISH	
1 st	
2 nd	
3 rd	79%
4 th	85%

Ren 360- MATH- ENGLISH

5th

66%

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%
3rd	68%	50%	61%
4th	58%	63%	47%
5th	69%	54%	38%

REN 360 EOY - Reading -ENGLISH 2023-2024

Ren 360- Reading- ENGLISH

1 st	76%
2 nd	79%
3 rd	74%
4 th	77%

Ren 360- Reading- ENGLISH	
5 th	81%

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

2023 STAAR DATA

Approaches and Above					Meets and Above					Me
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		40%	63%	66%		17%	40%	34%		5
4th Grade		62%	63%	60%		34%	34%	32%		17
5th Grade		65%	60%	71%		32%	31%	35%		11
SCIENCE		2021	2022	2023		2021	2022	2023		20
5th Grade		33%	47%	45%		17%	23%	18%		N,

HRE STAAR DATA			
YEAR	MATH	READING	SCIENCE
2022-2023	61%*	66%*	39%*
2021-2022	61%	75%	46%
2020-2021	62%	57%	47%
2018-2019	77%	75%	80%
* Based on STAAR Interim Results - will update upon receiving scores			

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 there are no students in the group. * 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 Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2023-2024 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): 2024 preliminary 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. Teachers also needs to build their capacity in understanding each TEK and ensuring that they are teaching to the rigor that is required.

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: Teachers need help in building their knowledge of science TEKS and ensuring that their instructional is aligned and rigorous. 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.

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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,

<p>PLC</p> <p>At Risk</p> <p>Campus Enrollment – Diverse Population</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Consistency of PLC's • Aware Meetings • Data Digs (3rd, 4th, & 5th) – ELA/Math
<p>PBIS</p>	<p>Area of Focus</p> <ul style="list-style-type: none"> • 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

<p>PLC</p> <p>At Risk</p> <p>Campus Enrollment – Diverse Population</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Consistency of PLC's • Aware Meetings • Data Digs (3rd, 4th, & 5th) – ELA/Math <p>Area of Focus</p> <ul style="list-style-type: none"> • 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
<p>Data Analysis to drive instruction</p>	<p>Strengths</p> <ul style="list-style-type: none"> • 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 <p>Area of Focus</p> <ul style="list-style-type: none"> • 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

<p>PLC</p> <p>At Risk</p> <p>Campus Enrollment – Diverse Population</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Consistency of PLC's • Aware Meetings • Data Digs (3rd, 4th, & 5th) – ELA/Math
<p>SST meets regularly (6 weeks)</p>	<p>Area of Focus</p> <ul style="list-style-type: none"> • 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

<p>PLC</p> <p>At Risk</p> <p>Campus Enrollment – Diverse Population</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Consistency of PLC's • Aware Meetings • Data Digs (3rd, 4th, & 5th) – ELA/Math
<p>High level of engagement in after school activities</p>	<p>Area of Focus</p> <ul style="list-style-type: none"> • 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

<p>PLC</p> <p>At Risk</p> <p>Campus Enrollment – Diverse Population</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Consistency of PLC's • Aware Meetings • Data Digs (3rd, 4th, & 5th) – ELA/Math
<p>Community partnerships that support the school with donations</p>	<p>Area of Focus</p> <ul style="list-style-type: none"> • 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

<p>PLC</p> <p>At Risk</p> <p>Campus Enrollment – Diverse Population</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Consistency of PLC's • Aware Meetings • Data Digs (3rd, 4th, & 5th) – ELA/Math <p>Area of Focus</p> <ul style="list-style-type: none"> • 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
<p>Staff Retention</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Coaches support teachers for Tier 1 instruction • New staff partnered with a TAPP mentor <p>Area of Focus</p> <ul style="list-style-type: none"> • Climate Culture Committee • Improve staff retention by keeping teachers engaged with professional growth opportunities
<p>GT Program</p>	<p>The Campus supports the identification of GT students at the Title 1 Campus. The campus utilizes the second grade universal screener.</p> <p>There are opportunities for students to participate in the GT Showcase at the end of the school year.</p> <p>This year, this campus is using the Innovation Hour program to address GT concerns.</p>

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.

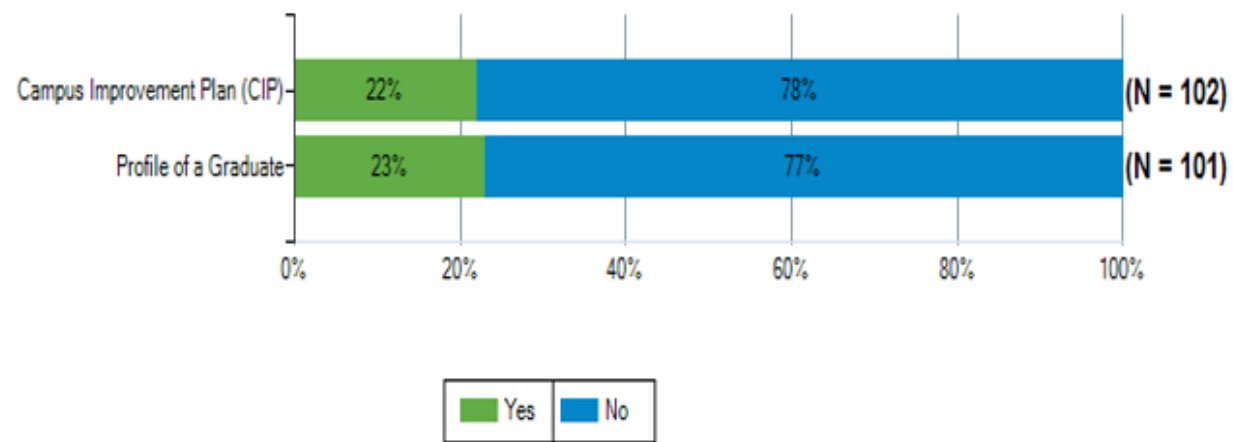
Title 1 Night was on Open House - September 13, 2023 and there will be second Title 1 Parent Night in the Spring Open House.

The surveys are distributed in English and Spanish.

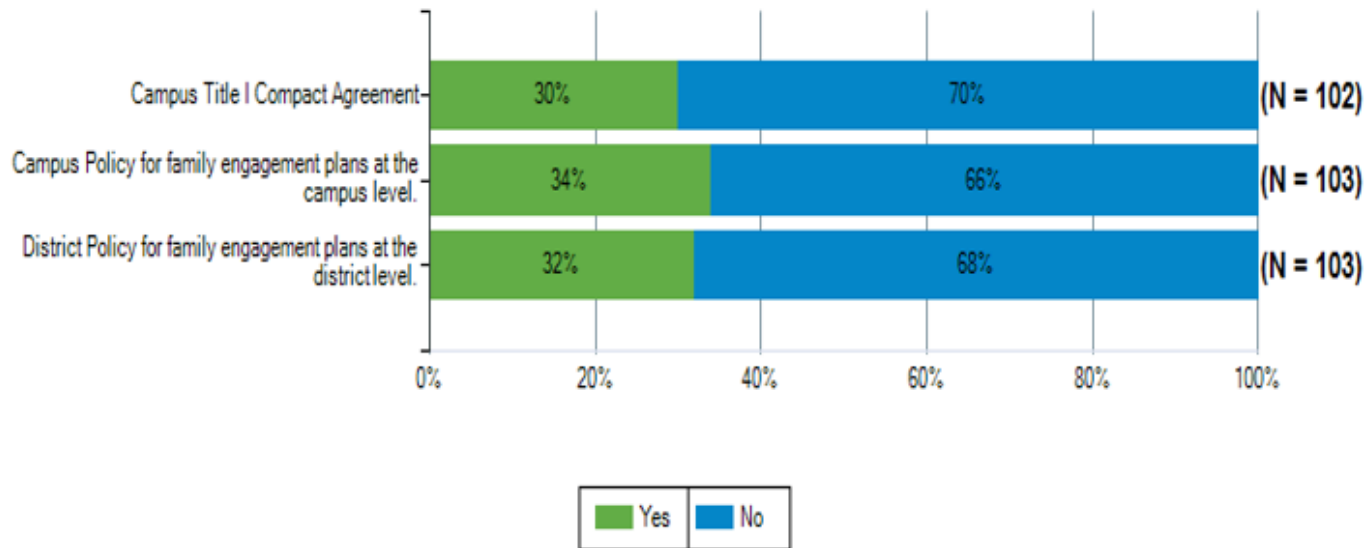
TPAC meets twice a semester (September, December, February, and May)

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...

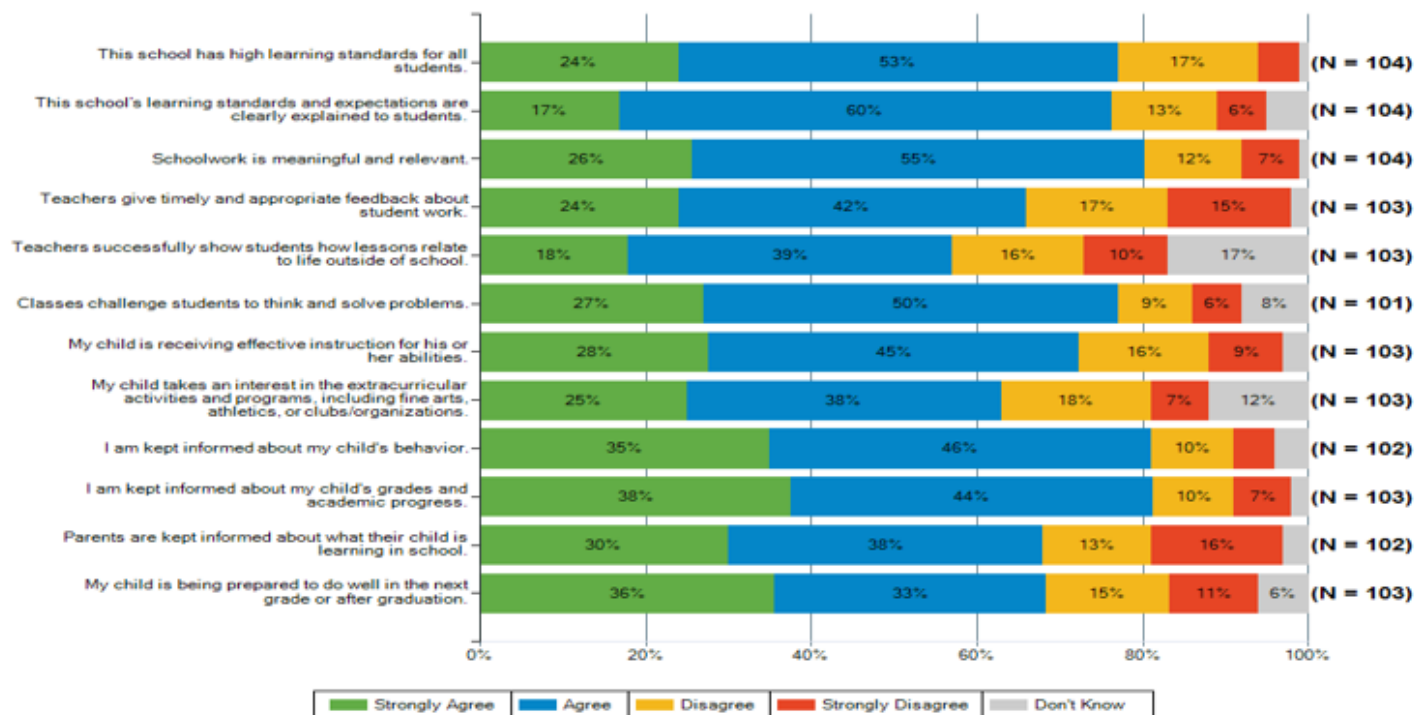


Perceptions Strengths

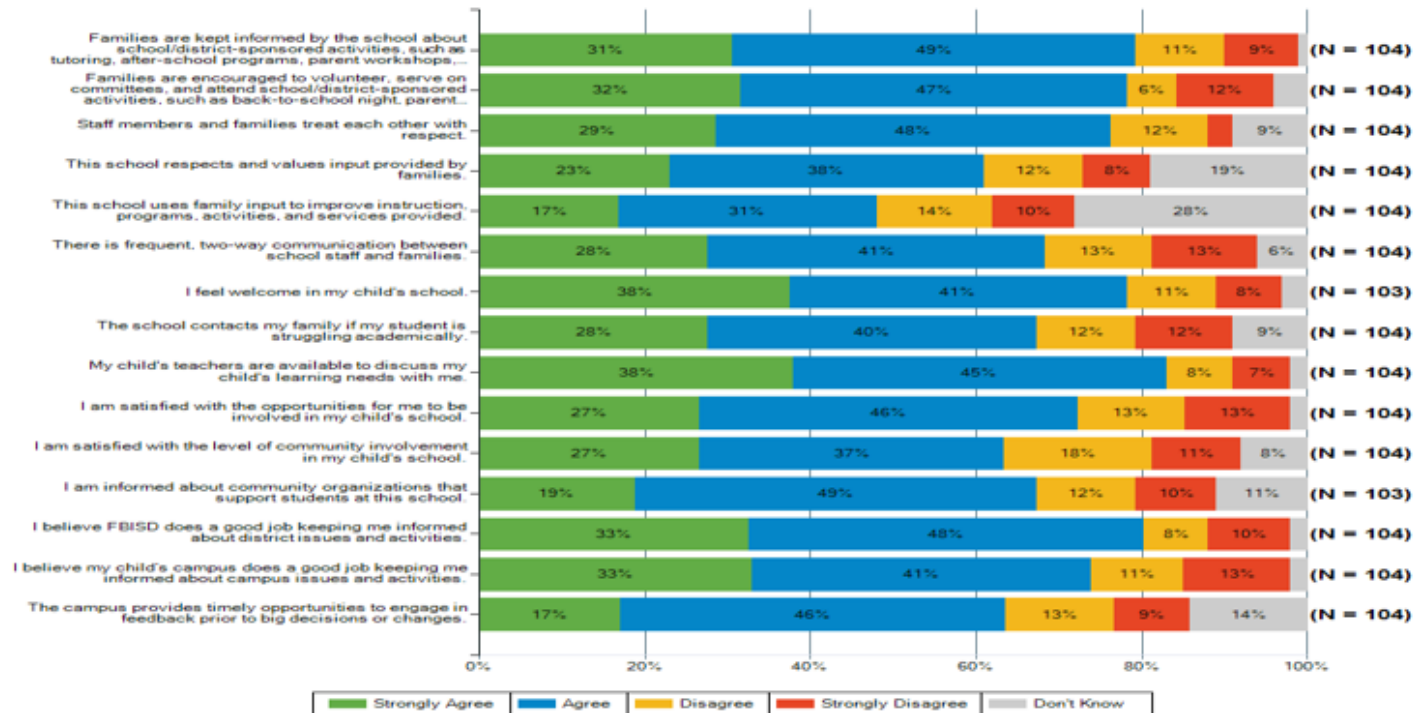
HRE's family survey shows that the parents perceive HRE to have high academic support for the students.

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 educator to increase exposure to our CIP and the campus goals.

Priority Problem Statements

Problem Statement 1: Based on 2023-2024 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: 2024 preliminary 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. Teachers also needs to build their capacity in understanding each TEK and ensuring that they are teaching to the rigor that is required.

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: Teachers need help in building their knowledge of science TEKS and ensuring that their instructional is aligned and rigorous. 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 2025, HRE will improve effectiveness of literacy, mathematics, and science instruction through the implementation of aligned, rigorous Tier 1 instruction, data driven PLC's, student ownership of learning practices, and targeted Tier 2 and Tier 3 interventions as evidence through the indicators of success.

High Priority

Indicators of Success: STAAR, MAPP, 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 MAPP 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 2025, HRE will increase student achievement on STAAR reading by 10% by ensuring that targeted interventions are consistent and intentional.







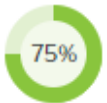

By June 2025, HRE increase the percentage MAP BOY to MAP EOY by 10%.





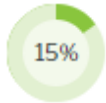

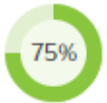

By February 2025, 100% of the GT teachers will have identified and began implementing from 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.








From BOY to EOY, increase alignment to Instructional model observed in classrooms during DDI walkthroughs by 20%









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			
<p>Strategy 1: HRE will monitor small group instructional practices, including intervention and enrichment. Monitoring small group instruction includes checking guided math and guided reading binders along with teacher anecdotal notes. Monitoring also includes monitoring implementation of intervention plans and completing intervention walks.</p> <p>Strategy's Expected Result/Impact: The expected result is an increase in student ownership and student achievement.</p> <p>Staff Responsible for Monitoring: Administration and instructional leadership team.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: HRE will provide field based instructional opportunities for students to make real world connections to TEKS standards.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Administration, instructional leadership team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>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</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will be provided professional development opportunities and will engage in PLC practices that support data driven instruction and 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 - Targeted Support Strategy Funding Sources: Contracts - 211 Title I-A - \$20,000, Region IV Training Registration - 199 General Fund SCE - \$1,000		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 4 Details		Reviews			
Strategy 4: Students will receive additional instructional resources to enhance instruction in class and during tutorials. These resources include targeted learning, online resources, and hands-on materials in all content areas. 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 - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Software Licenses - 211 Title I-A - 6398 - \$68,000, Instructional Books - 211 Title I-A - 6329 - \$2,500		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 5 Details		Reviews			
Strategy 5: HRE will provide multiple enrichment opportunities for identified GT students. Strategy's Expected Result/Impact: Formative: By December 2024, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e. clubs, innovation hour, service projects). Summative: By May 2025, 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 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 - Targeted Support Strategy		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 6 Details		Reviews			
Strategy 6: Case Managers will use Eduphoria and data tracking spreadsheets to progress monitor their Special Education students and develop appropriate IEPs based on MAPP, grades, and campus benchmarks. Strategy's Expected Result/Impact: Special Education students will make expected growth on MAPP. Staff Responsible for Monitoring: Case Managers, Sped Team Leader, CCC, Administration 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 - Targeted Support Strategy		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 7 Details		Reviews			
Strategy 7: By May 2025, HRE will increase the percentage of EB students achieving one level of growth on TELPAS composite by 10%. Strategy's Expected Result/Impact: There will not be a gap wider than 10% between EBs and non-EBs in academic achievement on campus, district, and state assessments Staff Responsible for Monitoring: LPAC administrator, instructional coaches (if applicable), EL Specialist, and classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Dec	Feb	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 1: By June 2025, 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/Monthly Data Analysis Reports (Bucks/Stores)

Formative Evidence:

At BOY, teachers will participate in PD surrounding campus wide PBIS expectations, and practice those expectations.

At the BOY, teachers will be provided professional development sessions and implement the elements in our student ownership of behavior framework. This will include training regarding our HRE PBIS Handbook.

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

From BOY to MOY, HRE will decrease referrals for inappropriate physical contact by 10% from the same time frame the previous year.

From BOY to MOY, 80% of teachers will implement targeted intervention plans developed with support from PBIS facilitator for students in Tier 3.









Summative Evidence:





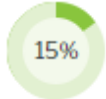

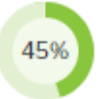





By June 2025, HRE will decrease targeted discipline indicators in our SAS Self-Assessment Survey.

By June 2025, 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			
<p>Strategy 1: HRE will implement Positive Behavior Interventions and Supports (PBIS) through strategic planning and implementation. This strategy includes the BOY systems training and implementation, PBIS walkthroughs, school wide store, school wide monetary/token system, and student systems, social skills group lessons with PBIS Interventionist.</p> <p>Strategy's Expected Result/Impact: Student ownership of behavior as evidenced by a decrease in referrals.</p> <p>Staff Responsible for Monitoring: Administration, instructional leadership team, PBIS Committee, PBIS Interventionist, Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Supplies - 211 Title I-A - 6399 - \$24,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will engage in professional development opportunities and PLC practices that enhance consistent implementation of PBIS supports.</p> <p>Strategy's Expected Result/Impact: Stronger implementation of PBIS framework</p> <p>Staff Responsible for Monitoring: Administration, Instructional Leadership Team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Region IV - 211 Title I-A - 6239 - \$15,000, Contracts - 211 Title I-A - 6299 - \$50,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: HRE will provide field based character building opportunities for students to learn strategies to enhance understanding of PBIS aligned goals by teaching conflict resolution, weapon awareness, and respect of peers and their physical space to reduce physical altercations. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: HRE will implement the campus attendance plan, which includes student recognitions for perfect attendance, monitoring of attendance data monthly, and provide early outreach efforts to address ongoing absenteeism. Strategy's Expected Result/Impact: Participation, attendance, student growth and achievement Staff Responsible for Monitoring: Attendance Committee, ADAs, and APs Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: Supplies - 211 Title I-A - 6399 - \$24,000	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By June 2025, 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 2025.

HRE will increase the number of opportunities stakeholders will have to engage in reflection. Therefore, by October 31, 2024, staff will engage in 2 reflection opportunities.

HRE will collect and evaluate the school climate by December 2024 and May 2025 by using the data from Climate and Culture Staff Survey.













Summative Evidence:

By June 2025, HRE will evaluate the campus culture and climate through an ongoing stakeholder reflection piece.

By June 2025, HRE will evaluate data for the retention of teachers by comparing BOY and EOY staffing numbers and retain staff at a 90% rate.

Resources:

Title I 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	Reviews			
Strategy 1: HRE will work to continuously implement staff celebrations, seek staff input for professional learning 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 the staff perception. Staff Responsible for Monitoring: Administration. 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	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: All GT teachers will participate in professional learning targeting individualized instruction and GT learning plans. Strategy's Expected Result/Impact: By February 2025 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. By October 2024, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan. 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 - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2025, 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 2024 and May 2025 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 2024 and May 2025 as measured by the parent survey.

By end of October 2024, we will have a 5% increase in Gifted and Talented referrals in comparison to last school year.


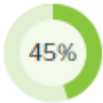


Summative Evidence:

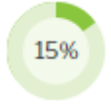







By June 2025, HRE will evaluate parent involvement through participation and attendance numbers from all campus events.

By April 2025, we will have 1.8 % of students qualifying to receive gifted and talented services in comparison to April 2024 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 education courses, consistent communication from administration, and weekly newsletters. Strategy's Expected Result/Impact: The expected result is an increase in parental involvement and parent perception. Staff Responsible for Monitoring: Administration, Parent Educator Title I: 4.1, 4.2 Funding Sources: Supplies - 211 Title I-A - 6399 - \$24,000	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will build meaningful relationships with students to build trust and a positive climate that would foster student success, time on task for learning, wellness and safety while collaborating with the School Health Advisory Committee.</p> <p>Strategy's Expected Result/Impact: Campus health strategies will be promoted through campus wellness committee, Saturday wellness market, and afterschool activities for students.</p> <p>Staff Responsible for Monitoring: Administration, Nurse</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Heritage Rose Elementary

Total SCE Funds: \$48,588.80

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.

Campus Funding Summary

199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Contracts		\$2,000.00
1	1	3	Region IV Training Registration		\$1,000.00
Sub-Total					\$3,000.00
211 Title I-A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Field Trips	6412	\$10,000.00
1	1	2	Contracts	6299	\$50,000.00
1	1	3	Contracts		\$20,000.00
1	1	4	Software Licenses	6398	\$68,000.00
1	1	4	Instructional Books	6329	\$2,500.00
2	1	1	Supplies	6399	\$24,000.00
2	1	2	Region IV	6239	\$15,000.00
2	1	2	Contracts	6299	\$50,000.00
2	1	4	Supplies	6399	\$24,000.00
3	1	1	Supplies	6399	\$24,000.00
4	1	1	Supplies	6399	\$24,000.00
Sub-Total					\$311,500.00