


**Birdville Independent School District**  
**Holiday Heights Elementary**  
**2023-2024 Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Holiday Heights Elementary, located in North Richland Hills, Texas, is a Pre-Kindergarten -5th grade Title 1 Campus in Birdville ISD that serves approximately 510 students. Holiday Heights' demographic information indicates a population that is approximately 37.1% (189 students) White, 33.9% (173 students) Hispanic, 16.7% (85 students) Black/African American, 7% (34 students) Two or More Races, 6.7% (34 students) Asian American, 5.3% (27 students), and .4% (2 students) Pacific Islander.

The campus is predominantly a neighborhood school, where most students reside within the community, with only one district bus serving Holiday Heights.

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

### Demographics Strengths

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### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student behavior has escalated over the past two years. **Root Cause:** Students Social Emotional Learning (SEL) is low lacking due to inconsistent attendance and other factors.

**Problem Statement 2 (Prioritized):** Campus has approximately 60% of students identified as At-Risk. **Root Cause:** Need to strengthen Tier 1 Priorities in order to close learning gaps.

**Problem Statement 3:** Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause:** Student Social Emotional Learning (SEL) is lacking due to inconsistent attendance and other factors.

# Student Learning

DISTRICT HHE

## Student Learning Summary

HHE

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SUBJECT	DISTRICT	HHE
SUBJECT	DISTRICT	HHE

SUBJECT	DISTRICT	HHE
MASTERS	34%	34%
5TH GRADE SCIENCE		
APPROACHES	68%	68%
MASTERS	19%	13%

**Student Learning Strengths**

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# School Processes & Programs

## School Processes & Programs Summary

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## School Processes & Programs Strengths

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# Perceptions

## Perceptions Summary



# Priority Problem Statements

**Problem Statement 1:** Campus has approximately 60% of students identified as At-Risk.

**Root Cause 1:** Need to strengthen Tier 1 Priorities in order to close learning gaps.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Student behavior has escalated over the past two years.

**Root Cause 2**





# Goals

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

All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

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

## High Priority



### HB3 Goal

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level.</p> <p><b>Actions:</b> a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity to implement campus literacy plans.                      b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources and literacy strategies.                      c) Provide coaching support for campus implementation plans.                      d) Use data to provide targeted support and progress monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Interventionists, Special Education Staff, Leaders of Learners (LOL) Members, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate and assist campus staff in implementing data informed instruction and responsive teaching.</p> <p><b>Actions:</b> a) Continue to conduct training on the personalized learning framework for all instructional staff.  b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the Professional Learning Committee (PLC) process.  c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement.  d) Use data from multiple assessments (mClass, Star Renaissance and Interims) to inform instruction.  e) Collect, analyze and use data for progress monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Central Office Staff</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p> <p><b>Funding Sources:</b> Coaches and Interventionists - 199 - General Funds: SCE - \$14,245</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals.</p> <p><b>Actions:</b> a) Identify trends by conducting data analysis to determine progress in reading, math and English language development.  b) Increase effective systems of support for student learning in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Interventionists, Multilingual Services, Classroom Teachers, Central Office Staff</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> </div>				

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

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

**Strategy 2 Details**

**Reviews**

**Strategy 2:** Establish the PDSA process as a standard operating procedure on the campus for improving instruction, data analysis, and student growth.

- Actions:** a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support.  
b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation.  
c) Collect examples during campus walkthroughs.  
d) Model examples of goal setting and digital data folders during PLCs, Staff Meetings and Newsletters.

**Staff Responsible for Monitoring:** Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers

**Problem Statements:**



**Problem Statement 1:** Not all staff has been trained in Continuous Improvement. **Root Cause:** Changes in staffing and new employees need proper training from district officials.

**Problem Statement 1:** Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause:** Student Social Emotional Learning (SEL) is low due to inconsistent attendance and other factors.

**Problem Statement 1:** Due to teacher/team workload, staff has not had many opportunities to interact horizontally. **Root Cause:** Since Covid, Holiday Heights has not had many cross-grade level/team opportunities for students and teachers to interact with each other.

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

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

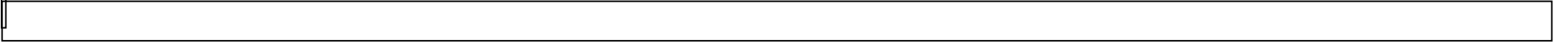
**Evaluation Data Sources:** Social-Emotional Learning survey, Monthly Classroom Check-In Data Points

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Create a culture that focuses students' social-emotional well-being.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"><li>a) Develop a plan for implementing Social Emotional Learning (SEL) curriculum into the classroom with consistency.</li><li>b) Design classroom counseling lessons addressing social-emotional well-being.</li><li>c) Implement a plan to recognize students and staff that demonstrate citizenship.</li><li>d) Implement activities and programs that will integrate values into school culture.</li><li>e) Implement a digital citizenship and safety program.</li></ul>	









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

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

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

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

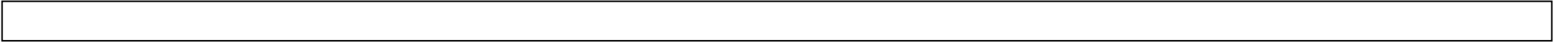
Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

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

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Implement a campus-wide safety awareness program.</p> <p><b>Actions:</b> a) View and complete all components of Safe Schools Training. b) Monitor the implementation of safety procedures throughout the campus (stepladders, extension cords, appliances). c) Review safety procedures and relevant topics during staff meetings.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p>	



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



# State Compensatory

## Budget for Holiday Heights Elementary

\$0.00

0.5

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## Personnel for Holiday Heights Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Stephanie Carney	Reading Interventionist	0.5

# Title I

## 1.1: Comprehensive Needs Assessment

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## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Lisa Walker	Principal
Chad Miller	Business Rep
DJ Roberts	Business Rep

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**2.2: Regular monitoring and revision**

Lisa Walker	Principal
Kenji Ford	Assistant Principal
Mirna Molina	Pre-K
Sarah Yamane	



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

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**3.1: Annually evaluate the schoolwide plan**

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

August Refresh Back to School Event at WG Thomas Coliseum



# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3	Coaches and Interventionists		\$14,245.00
<b>Sub-Total</b>					\$14,245.00
<b>Budgeted Fund Source Amount</b>					\$14,245.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials		\$5,735.00
1	2	1	Campus Personnel		\$24,642.00
1	2	1	Campus Personnel		\$40,937.00
1	2	1	Title I Tutors		\$20,000.00
1	2	3	Family Engagement Resources		\$1,074.00
1	3	1	Professional Development		\$15,000.00
<b>Sub-Total</b>					\$107,388.00
<b>Budgeted Fund Source Amount</b>					\$107,388.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$21,785.00
<b>Sub-Total</b>					\$21,785.00
<b>Budgeted Fund Source Amount</b>					\$21,785.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$143,418.00
<b>Grand Total Spent</b>					\$143,418.00
<b>+/- Difference</b>					\$0.00