

NORTH HEIGHTS EL

Campus Improvement Plan

2020/2021

We LEAD!
Love learning
Excel in what we do
Achieve goals together
Do what is right



Principal: Ms. Maytté Y. Soliz
2003 N Main Street
830-778-4770
maytte.soliz@sfdrcisd.org

NORTH HEIGHTS EL

Mission

At North Heights Elementary, our mission is to invest in our future by cultivating each student to their full potential. Simply stated, Every Student, Every Day.

Vision

North Heights Elementary will challenge all students to achieve high levels of success academically and socially through collaboration and leadership.

Nondiscrimination Notice

NORTH HEIGHTS EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Every child, prepared for success in college, a career or the military.

Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support
and retain teachers
and principals



Build a foundation
of reading
and math



Connect high
school to
career and college



Improve
low-performing
schools

Enablers



Increase **transparency**, **fairness** and **rigor** in district and campus
academic and financial performance



Ensure **compliance**, effectively **implement legislation**
and **inform** policymakers



Strengthen **organizational foundations**
(resource efficiency, culture, capabilities, partnerships)

**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

NORTH HEIGHTS EL Site Base

Name	Position
Rodriguez , Theela	Kindergarten Teacher
Campos, Brenda	3rd Grade Teacher
Duran, Luisa	2nd Grade Teacher
Hudgins, Lou Lou	Assistant Principal
Rivas, Melissa	Counselor
Sanchez, Rosalinda	ISS
Garza, Yolisma	Librarian
Soliz, Maytte	Principal
Sunderland, Carol	5th Grade Teacher
Lopez, Sobie	Resource Aide
De La Cruz, Rebecca	Parent/PTO President
Adams, Elida	Parent Liasion
Sanchez, Marla	SpEd Aide
Zaragoza, Angie	Dyslexia Therapist
Almaraz, Diego	Parent
Behr, Katherine	Parent
Ruiz, Monica	1st Grade Teacher
Jost, Jennifer	4th Grade Teacher
Lopez, Mayra	SpEd Teacher
Rodriguez, Nanca	Parent
Garza, Hatali	Community Rep
Lopez, Ashley	Parent
Rodriguez, Pablo	Community Rep



Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

Organizational Structure

TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board



Site Based Committee Sign In

District: San Felipe Del Rio - CISD

Date: 5/26/2020

Role	Name	Signature
Parent	Rebecca De La Cruz	Participated via Zoom 05/26/2020
Parent	Katherine Behr	Participated via Zoom 05/26/2020
Business Representative	Nanca Rodriguez	Participated via Zoom 05/26/2020
Business Representative	Pablo Rodriguez	Participated via Zoom 05/26/2020
Community Representative	Diego Almaraz	Participated via Zoom 05/26/2020
Community Representative	Blanca Ozuna	Participated via Zoom 05/26/2020
Kinder Teacher	Theela Rodriguez	Participated via Zoom 05/21/2020
1st Grade Teacher	Monica Ruiz	Participated via Zoom 05/21/2020
2nd Grade Teacher	Luisa Duran	Participated via Zoom 05/21/2020
3rd Grade Teacher	Brenda Campos	Participated via Zoom 05/21/2020
4th Grade Teacher	Jennifer Jost	Participated via Zoom 05/21/2020
5th Grade Teacher	Carol Sunderland	Participated via Zoom 05/21/2020
SpEd Unit Teacher	Mayra Alvarado-Lopez	Participated via Zoom 05/21/2020
ISS	Rosalinda Sanchez	Participated via Zoom 05/21/2020
3rd Grade Teacher	Mariella Sanchez	Participated via Zoom 05/21/2020
Dyslexia Teacher	Angela Zaragoza	Participated via Zoom 05/21/2020
Support Staff	Sobeida Lopez	Participated via Zoom 05/21/2020
SpEd Teacher	Gilbert Ochoa	Participated via Zoom 05/21/2020

** Refer to local policies for specific attendance/role requirements for a site-based committee.*

*** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community*

Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Data Wall Goals & Six Wks Updates	STAR Renaissance/Benchmarks	TEA School Report Card
STAAR/TELPAS Accountability Reports	Staffing Counts Report	Teacher Attendance Reports
Climate/Culture Survey	PD Feedback/Rtl Summaries	Attendance Data
Parent Input/Feedback from Trainings	Discipline Data Reports	Campus Climate Survey
TEA Academic Reports/ Accountability	Demographic Reports	School Report Card
Attendance Reports	Sign in Sheets for Events/Parent Activities	Community Partnerships on Campus
Parent Volunteer Information	Community Service Agencies	Assessment Data Reports
Instructional Reports (TPRI, Star R.)	Attendance Reports	Progress Monitoring Data

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<p>WIN time/Planning Protocol</p> <p>Teacher Academy Reading Cohorts</p> <p>Formative Assessments for all grade levels</p>	<p>Full time Speech Pathologist</p> <p>Intervention training for general educators to better support Sped students</p> <p>Full participation of certified teachers</p>	<p>Dedicate resources and PD opportunities to Rtl, including instructional materials, needs lists, wish lists for teachers, etc. Focus on core content areas and early literacy</p> <p>Ensure C&I is reached out to for modeling and coaching opportunities; contract with Region as needed for ongoing academic supports</p> <p>Parent supports directly related to accountability; establish a calendar of events and work with committees to achieve community involvement</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>We have intensely committed staff at NHE that are dedicated to delivering the best teaching practices</p> <p>New ELA and Math adoptions to support tier 1 instruction and training for teachers</p> <p>Rtl Data Days</p>	<p>Parent STAAR trainings to give parents more frequent access to hands on tools activities, resources to assist with learning outside of school hours to bridge home and school academic content learning.</p> <p>We need more specialists at our school who have the main purpose of serving both teachers and students in specific subjects.</p>	<p>Continue with dedicated support staff for areas of needs; consider K-2 modeling/mentoring supports for guided practices and balanced literacy</p>
Staff Quality	<p>Class dojo- teacher and school use</p> <p>Facebook- communicating with parents through various medias</p> <p>Student organizations- STUCO, STEM, LEAD</p> <p>100% highly qualified teachers</p> <p>Staff Development to assist in understanding systems, expectations, goals, etc.</p> <p>School culture; teachers enjoy teaching with colleagues</p>	<p>Training for general education staff with regards to academic achievement for Sped/Life skills students</p> <p>General education training for CNA's in order to help students they service</p> <p>Strong mentor program which supports new teachers to strengthen and develop content knowledge, learn effective classroom management plans, have access to valuable websites and resources and is given opportunities to attend professional development trainings would definitely help retain teachers.</p> <p>Staff development targeting guideding instruction</p>	<p>New teachers require more targeted supports; strengthen mentoring program or campus supports</p> <p>PD for instructional supports specific to Rtl, interventions, tier 1 instruction, guided practices and how to reach the needs of students; build confidence of teachers</p> <p>Review climate survey to create PD opportunities based on staff feedback</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Climate/ Safe & Healthy Schools	<p>Del Rio Cares</p> <p>LEAD Committee</p> <p>Well-trained teachers who use behavioral management and positive reinforcement rather than discipline.</p> <p>Discipline Committee continued efforts to align behaviors and responses to supports</p>	<p>More support for teachers with students who struggle with ongoing behavioral issues to preserve instructional time</p> <p>Walls in gym need padding</p> <p>Better fencing next to the gym</p> <p>Clarification of behavior plan/revisit behavior plan</p>	<p>Classroom/school management; use of clip charts to be mandatory, management of systems in place for classroom, enforcing campus rules/hallway transitions</p> <p>Keep up with discipline committee with key focuses on teacher feedback</p> <p>School counseling children need more supports; increase supports at this level</p> <p>Child study process continues to be a concern; identify root causes of training that is lacking and timeliness in plans</p>
College & Career Readiness/ Graduation/ Dropout Reduction	<p>Ability to mass communicate via a variety of online tools; and consistency campuswide with Class Dojo</p> <p>Celebrating those with natural academic aptitudes with opportunities to showcase their skills in</p> <p>STEM Club 3-5</p> <p>Campus Committees</p>	<p>Tracking system for remote learning</p> <p>Web based resources/technological updates</p> <p>We need clubs or events that encourage students without those same natural aptitudes and skills to keep growing. (Art club with a focus on using art in math, reading, etc.)</p> <p>Guest speakers from different careers or motivation speakers every 6 weeks</p>	<p>Continue with dedicated support staff for areas of needs; consider K-2 modeling/mentoring supports for guided practices and balanced literacy</p> <p>More resources/support for LEP, SpEd, behaviors</p> <p>Increase campus-wide events with a focus on college and career</p> <p>Live/shared calendars for school-wide events</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
		<p>Enrichment/STEM Nights: Maybe older students can guide younger students or some type of enrichment/critical thinking nights</p> <p>Special Pop Nights (Sped, Bilingual) or just an extra activity they can be a part of</p>	
Family and Community Involvement	<p>STAAR Parent Trainings</p> <p>PTO Organization and Parent Liason to support parent participation</p> <p>Career day and community involvement in campus events</p> <p>Increase use in positive feedback to parents through Class Dojo</p> <p>Postive Referrals Initiative</p>	<p>Reward parents for student attendance</p> <p>Continued communicaton for high risk students by all supports</p> <p>Post COVID 19 Guidance</p>	<p>Parental involvement at the classroom level and school wide level</p> <p>Increase involvement of community through motivational speakers for all grade levels</p> <p>Counsolor outreach for all classrooms for modeled lessons, focus on character ed. in a more timely and structured manner.</p> <p>Resources, makea and takes, parent involvement academically and for fun.</p>
	<p>Revisions of all assessments for alignment, print accuracy, etc</p> <p>TEKS Resource, Dashboard, Lead4ward, New adoptions districwide</p> <p>Continued communication with stakeholders</p>	<p>Additional or new curriculum for Autism Unit</p> <p>Create a checkout system for student accessibility to technology</p> <p>Technology Equipment not always working (including headphones)</p>	<p>Purchase materials resources that are aligned to STAAR and Rtl campus needs</p> <p>ELL/TELPAS rubric to prevent student failer; focus PD oportunities and resources purchases to ELL population</p> <p>Alignment for new TEKS and updates for a deeper understanding of TEKS, resources, tools, instructional materials, trainings</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
District/Campus Commitments	Analyzing data in DMAC/Use of dashboard as a teacher tool	<p>Programs are down too many times</p> <p>We still need more technology in our classrooms to improve the responsiveness of our instruction</p> <p>Opportunity to increase literacy in our community by building and taking advantage of a stronger partnership with our county library. We can also host huge literacy events at the school focusing on the cultural identities and stories of the families we</p>	<p>Consider revisiting master schedule to ensure fidelity to campus needs (computer labs, programs, RTI, instructional technology</p> <p>Include additional resource to better support PE/Health initiatives to include creating an instructional classroom setting and providing additional resources based on needs documented</p> <p>Commit to campus needs for academics based on 2019 data and implement a plan for instruction, resources and supports.</p>

NOTE : Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

NORTH HEIGHTS EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. By June 2021, STAAR reading scores will improve to 75% of students passing overall. (3rd - 5th grades)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous integrated reading/writing lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. Meet for planning protocol daily 2 x's per week and as IM teams monthly. (TI) (Title I SW: 2,10) (Target Group: All,H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT, AtRisk,Dys,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,7)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Librarian, Teachers	Aug - June	(F)Title I, (S)Local Funds	Criteria: Planning Protocol: curriculum documents, lesson plans, sign in sheets for IM mtgs. 09/17/20 - Significant Progress
2. All students, K-5, will participate in the Accelerated Reading Program by setting and meeting individual goals for reading as a school wide tracking system. AR goals will be used for accountability purposes at the midpoint and end of the grading period. Star Renaissance assessment data will be reviewed each grading period. (Title I SW: 1,6,10) (Title I TA: 1,3,4) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Librarian, Parents, Teachers	Sept - May	(S)Local Funds	Criteria: Star Renaissance reports 09/17/20 - Some Progress
3. All students will receive daily academic interventions in reading during ARI/AMI time and those at risk will be monitored on a three week basis. The use of new intervention online programs will be used/monitored for all students.(Exact Path, Lexia, Flocabulary) (TI) (Title I SW: 1,2,4,10) (Title I TA: 1,2,3,4,5) (Target Group: All,H,Migrant,LEP,SPED,GT,AtRisk,Dys,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 2)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Curriculum Coordinators, Dyslexia Teacher, Librarian, Master Reading Teachers, Special Ed Teacher, Teachers	Aug - May	(S)Local Funds	Criteria: Reports printed and reviewed using instructional tools. 09/17/20 - Pending
4. All teachers will utilize campus-wide comprehension strategies for reading and journals during content instruction in ELA, Math, Science and Social Studies to foster a	Campus Administrators, Cluster/Department Leaders, Teachers	Aug - June	(S)Local Funds	Criteria: Formative/Summative checks for student work. 09/24/20 - Some Progress

NORTH HEIGHTS EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. By June 2021, STAAR reading scores will improve to 75% of students passing overall. (3rd - 5th grades)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
collaborative approach to reading across the contents. (Title I SW: 1,4) (Title I TA: 4,5) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 4)				
5. Ensure all ELA teachers are properly trained and have access to year two ELA TEKS/adoption; have access to a variety of resources for tier 1 instruction, including the NHE Instructional Playbook. 5 NHE teachers will be monitored through the READ Cohort. (TI) (Title I SW: 1,2,4) (Title I TA: 1,2,3,4,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,7)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Aug - June	(S)Local Funds	Criteria: Planning Protocol participation, PD and tier I instructional feedback (walkthrough data) 10/12/20 - On Track
6. Monitor the implementation of District Initiatives such as but not limited to ELAR Literacy Block, Instructional Playbook, use of online learning platform/resources - Google Classroom, Planning Protocol, Five Dysfunctions of a Team, DR Cares and collaboration to ensure the best learning opportunities for all students. (TI) (Title I SW: 1,2,4) (Title I SW Elements: 1.1) (Title I TA: 1,6,7) (Target Group: All) (Strategic Priorities: 2) (CSFs: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Aug - June	(S)Local Funds	Criteria: Student achievement data, PD opportunities for staff focused on Google Classroom. 09/17/20 - Significant Progress
7. Parents will be afforded trainings/informational meetings and updates via Zoom to ensure reading is embraced at school and at home specifically aiming for growth measure grades; 4th and 5th. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,5)	Campus Administrators, PTO, Teachers	Each Six Wks	(S)Local Funds	Criteria: Sign in sheets, agendas 10/12/20 - On Track

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By June 2021, STAAR math scores will improve to 70% of students passing overall. (3rd - 5th grades)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous math lessons to include targeted, guided instruction and a variety of resources to track student growth. (TI) (Title I SW: 2,10) (Title I SW Elements: 2.6) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Aug - June	(F)Title I, (S)Local Funds	Formative - Curriculum Dashboard/New Math Curriculum Walkthrough Data Formative - daily math grades, math journals, quizzes, Vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results, Think Thru Math, Lone Star student data sheets 09/17/20 - On Track
2. Teachers will participate, via Zoom, in math district-wide weekly collaboratives. (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.6) (Title I TA: 2,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	Each grading period	(S)Local Funds	Criteria: Lesson plans, walkthrough feedback Formative - Sign in sheets for mtgs Goal setting sheets for vertical teams Math summative data reports from DMAC, formative checks 09/17/20 - On Track
3. All classrooms, (1st - 5th) will utilize the multiple representation chart (MCR) embedded in their daily schedule. (Target Group: All) (Strategic Priorities: 2)	Teachers	Daily	(F)Title I - \$250	Criteria: Walkthrough feedback, student engagement in daily schedule and activity. Summative - math TEKS formative checks, instructional rounds, evidence of completed multiplication charts to include time stamp, student binder data tracking sheets

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By June 2021, STAAR math scores will improve to 70% of students passing overall. (3rd - 5th grades)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				09/17/20 - On Track
4. All teachers will utilize vocabulary enrichment and guided math as components for tier 1 instruction. Students will use academic vocabulary in their daily collaboratives during all instructional models. (Title I SW: 1,2) (Title I SW Elements: 2.4) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(S)Local Funds - \$200	Formative - Use of math vocabulary outside of just math class (specials, library, etc.) Academic vocabulary identified in weekly lesson plans Formative assessments utilizing vocabulary checks and spiraled concepts 09/17/20 - Significant Progress
5. Teachers will purposefully plan (via Google Meets) for and implement the use of math journals, and students will actively use their math journals during instructional time. (Title I SW: 1,2) (Title I SW Elements: 2.4) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(S)Local Funds	Summative - math journals, TELPAS writing samples, formative assessments to include student written explanation of mathematical concepts. 09/17/20 - Some Progress
6. Students in Tier 2 and Tier 3 will receive academic interventions in math through guided instruction during school or as allowable through CDC guidelines. (Title I SW: 1,2) (Title I SW Elements: 2.6) (Target Group: All,ECD,Migrant,LEP,SPED,AtRisk,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Daily/Weekly/Quarterly	(S)Local Funds - \$500	Formative - Math formatives and summative assessments 09/17/20 - Discontinued

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By June 2021, STAAR science scores will improve to 68% in 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous science lessons to include targeted, guided instruction and a variety of resources to track student achievement. All self contained teachers will focus on planning for science instruction. (TI) (Title I SW: 2,10) (Title I SW Elements: 2.5,3.2) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 1,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Aug - June	(S)Local Funds	Formative - Curriculum Dashboard Usage Reports Walkthrough Data Formative - daily science grades, science journals, quizzes, vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results 09/17/20 - Significant Progress
2. All teachers will plan for and commit to focused science TEKS instructional minutes, using hands-on learning opportunities. (K-1; 60 minutes weekly, 2-3; 90 minutes weekly, 4; 150 minutes weekly, 5; 90 minutes daily) (Title I SW: 1,4,9) (Title I SW Elements: 2.4) (Title I TA: 4,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 1,4)	Campus Administrators, Cluster/Department Leaders, Teachers	Six Wks	(S)Local Funds - \$300	Summative - Curriculum Dashboard Walkthrough feedback 09/17/20 - Discontinued
3. Identify student areas of weakness and plan for scaffolded instruction/interventions to target/spiral individual student needs through small group/guided instructional practices in science. (Title I SW: 8,9) (Title I SW Elements: 2.6) (Target Group: All,ECD,LEP,SPED,AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3,4) (CSFs: 4)	Campus Administrators, Special Ed Teacher, Teachers	Weekly	(S)Local Funds - \$150	Formative - Six weeks summative reports Collaboration of data amongst SpEd and gen ed. teacher 09/17/20 - Some Progress
4. All teachers will utilize vocabulary enrichment through science journals and Lone Star Science (grades 2-5) during instruction. (Title I SW: 1,2) (Title I SW Elements: 2.5) (Target Group: 2nd,3rd,4th,5th) (Strategic	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(S)Local Funds - \$150	Summative - Use of science journal and academic vocabulary within lessons. Academic vocabulary identified in weekly lesson plans

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By June 2021, STAAR science scores will improve to 68% in 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 4) (CSFs: 1)				Formative assessments utilizing vocabulary checks and spiraled concepts 09/17/20 - Some Progress
5. All students will participate in hands on science activities/experiments during science instruction (K-5), to include real world experiences outside of the classroom (i.e. 3-5 Lessons on the Lake, Birds of Prey, Archeology Fair, etc.)K-1 teachers will plan for effective hands on lessons and activities to remain focused on foundational TEKS. (Title I SW: 10) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Weekly	(F)Title I, (S)Local Funds	Summative - Summative and STAAR results 09/17/20 - Discontinued
6. Student participation in the campus science fair in grades K-3 will increase by 10%. (Title I SW: 1,6,9) (Title I SW Elements: 2.1) (Title I TA: 4,7) (Target Group: All,K,1st,2nd,3rd) (Strategic Priorities: 4) (CSFs: 1,5)	Cluster/Department Leaders, Teachers	January 2019	(F)Title I, (S)Local Funds	Formative - Science talks and participation in collaborative labs, increase participation in District Science Fair, District winners 09/17/20 - Discontinued

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** By June 2021, all grade levels will integrate writing across all contents and utilize the writing initiative as a means of tracking student development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous writing lessons to include targeted, small group/guided instruction and a variety of resources. (Title I SW: 2,10) (Title I SW Elements: 2.2) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 7)	Campus Administrators, Cluster/Department Leaders, Teachers	Aug - June	(S)Local Funds - \$2,000	Formative - Curriculum Dashboard Walkthrough Data Formative - daily writing grades, journal writing samples, quizzes, vocabulary quizzes Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results 10/12/20 - On Track
2. All teachers will implement the Writing Project, use of Four Square Writing, and ELA curriculum components to ensure effective instructional practices. (Title I SW: 1,4,8,9) (Title I SW Elements: 1.1) (Title I TA: 4,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 1,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Each grading period	(S)Local Funds - \$200	Summative - Curriculum Dashboard,vertical team planning data, six weeks summatives, benchmark results, district campus comparison reports 10/12/20 - Discontinued
3. All writing teachers will incorporate the use of both teacher selected and student choice journals during content area instruction. (Title I SW: 1,2) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(S)Local Funds - \$200	Summative - writing journals, TELPAS writing samples, formative assessments to include student written explanation of grammar rules and concepts taught. 09/17/20 - On Track
4. Initiate the target of Power Moves during instructional time, which includes student feedback about learning in writing as a check for understanding. (TI) (Title I SW Elements: 1.1) (Target Group: All,3rd,4th,5th) (Strategic Priorities: 3,4) (CSFs: 1)	Cluster/Department Leaders, Master Reading Teachers, Teachers	Daily/Biweekly	(S)Local Funds	Criteria: Walkthrough feedback, IM mtg agendas and sign in sheets 10/12/20 - Some Progress

NORTH HEIGHTS EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 5. By June 2021, to meet Domain 3, Closing the Gap, all special pops (LEP, SpEd, 504) will be monitored and tracked using DMAC - Rtl component for six weeks goals and growth reporting.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will participate in learning talks for professional development, focused on our NHE Playbook and Power Moves to grow in Tier 1 instruction in varied learning models, and to grow teachers in developing lessons that target appropriate levels . (TI) (Title I SW: 1,3,4,9) (Title I SW Elements: 3.2) (Title I TA: 6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 7)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Monthly	(S)Local Funds - \$200	Criteria: IM mtg agendas and sign in sheets, Walkthrough feedback Formative - NHE Playbook, Learning walks feedback, EAR protocol, mentor program, IM mtgs, formative classroom checks. 10/12/20 - Some Progress
2. Targeted students (including +5 approaches and +4 meets), using Aim Hi, will be provided transportation to attend before/after school tutorials and will be invited to attend Saturday camps. (TSI) (Title I SW: 1,2,9) (Title I TA: 1,4) (Target Group: All,ECD,LEP,SPED,AtRisk,2nd,3rd,4th,5th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly/Quarterly	(F)Title I, (S)Local Funds - \$500	Summative - formative checks/quizzes, oral responses, student engagement in camps 10/12/20 - Discontinued
3. An increased focus will involve parents in informational meetings about student growth, reading and math supports, and online learning opportunities. (Title I SW: 1,2) (Title I SW Elements: 2.3,3.2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 5)	Campus Administrators, Teachers	Monthly	(O)Local Districts	Summative - Parent feedback surveys, agendas, meeting minutes, sign in sheets. 09/17/20 - Some Progress

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** By June 2021, the percentage of students achieving Meets or Masters on STAAR will continue to see a 5% increase. (3rd - 5th grade; all subjects)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure targeted, enrichment lesson activities that promote critical thinking and higher order thinking through daily tier 1 instruction. Teachers will collaborate and plan for the HOW of instruction during planning protocol. (Title I SW: 1,3) (Title I SW Elements: 2.2) (Target Group: All,GT,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,7)	Campus Administrators, Teachers	Daily		Summative - Curriculum Dashboard Six weeks summative 09/17/20 - Some Progress
2. Identify students by name that previously achieved Level III and include the names of students that fell just short (Level II) to ensure knowledge of 10% needed for all teachers who provide daily instruction. (TI) (Title I SW: 1,8) (Title I SW Elements: 2.2) (Target Group: GT,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Administrators, Teachers	Sept		Formative - DMAC data reports Student data tracking sheets 09/28/20 - Some Progress

NORTH HEIGHTS EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 7. By June 2021, all teachers teaching a core subject area will be highly qualified and participate in ongoing, job embedded professional development with a focus on student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Active participation and monitoring of Planning Protocol (daily) and IM collaboration (monthly) for all instructional staff. (TI) (Title I SW: 1,3,4,5,8,9) (Title I SW Elements: 1.1) (Title I TA: 4,5,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 2,7)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers	Ongoing	(F)Title I, (S)Local Funds	Formative - walkthrough data, teacher self reflections, DMAC data reports, lessons plans STAAR results, TTESS evaluations 09/17/20 - On Track
2. Hire highly qualified teachers in all grade levels including paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet system safeguards and campus performance objectives. (Title I SW: 1,3,4,5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators	Aug	(F)Title I	Summative - Texas teacher certifications, bilingual endorsements, Title 1 Part A qualifications, CNA, demographics reports, campus performance reports 08/06/20 - On Track
3. Provide campus professional development to fully understand TEKS (process, readiness and supporting), Power Moves & NHE Playbook. (TI) (Title I SW: 1,2,4,9,10) (Title I TA: 5,6) (Target Group: All,K,1st,2nd,3rd,4th,5th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Monthly	(F)Title I, (S)Local Funds	Summative - teacher feedback for trainings, surveys, CNA, walkthrough data, STAAR results, TTESS documentation - GSPD plans 09/17/20 - On Track

NORTH HEIGHTS EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 8. By October 2020, North Heights Elementary will receive annual training on the campus school-wide discipline plan. A discipline committee will continue to track progress monthly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will attend trainings on effective classroom management and restorative discipline techniques for all populations including special education and bilingual students. (Title I SW: 4) (Title I SW Elements: 2.2) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6)	Campus Administrators, Counselors, Teachers	Monthly	(F)Title I, (S)Local Funds	Formative - Sign in sheets for PD opportunities Campus-wide discipline plan & committee meetings 10/13/20 - On Track
2. Implement Del Rio Cares with fidelity campus-wide to promote leadership skills that support positive behavior and create an atmosphere of mutual respect while maintaining a safe, clean and orderly learning environment. (Title I SW: 1,2,4,10) (Title I SW Elements: 2.2) (Title I TA: 1,3,6) (Target Group: All,ECD,AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Weekly/Grading Periods	(S)Local Funds - \$500	Summative - SOP for DR Cares Training sign in sheets PD opportunities (sign in sheets) Monthly Discipline Reports/Skyward Reports 10/13/20 - On Track
3. Utilize the campus discipline plan to create cohesiveness and consistency for all; Monitor and adjust as necessary based on data and discipline committee input. (Title I SW: 2) (Title I SW Elements: 2.2) (Target Group: All,AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6)	Campus Administrators, Counselors, Teachers	Daily/Grading Period	(S)Local Funds - \$1,000	Formative - Monitor grading period discipline reports for consistency in consequences. 10/13/20 - On Track

NORTH HEIGHTS EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 9. By December 2020, North Heights Elementary will implement, with fidelity, the use of Del Rio Cares Curriculum activities using a dedicated instructional time, to continue to build bully awareness, character education, and health awareness through the seven habits.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NHE will collaborate and create an atmosphere of mutual respect built around student activities that promote health, character and bully awareness. (monthly calendar of events, promote participation via learning platforms and technology. (Title I SW: 1,6) (Title I SW Elements: 2.1,3.1) (Title I TA: 8) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (CSFs: 3,6)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Oct - May	(S)Local Funds - \$1,000	Formative - Campus Highlights Parent Involvement sign in sheets Calendar of events Surveys for parent, teachers, students NHE Committees mtgs minutes (staff) 10/04/20 - Pending
2. Implement activities that will target college and career readiness focusing on our campus HB5 student engagement evaluation. (i.e. career fair, community activities, guidance lessons) (Title I SW: 1,10) (Title I SW Elements: 2.1,3.1) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (CSFs: 5,6)	Counselors, Teachers	Quarterly	(S)Local Funds - \$500	Summative - Counseling records, parent/staff/student surveys, HB5 evaluation tools 10/13/20 - Pending
3. Physical education teachers will participate in staff development/training in areas including Fitness Gram, classroom management with large groups, and sessions relating to increased lessons on "Care"/health and physical fitness needs. (Title I SW: 4) (Title I SW Elements: 2.2) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (CSFs: 4,6)	Campus Administrators, Cluster/Department Leaders, Teachers	August - June	(S)Local Funds - \$200	Summative - Fitness Gram Results PE lesson plans rotations in PE schedule Use of Health Grade in report card 10/04/20 - On Track
4. Innovative ways to present guest speakers in a virtual setting will be scheduled to assist in creating a culture built around character, bullying awareness, health and organizations for instructional success outside of the school setting. (Title I SW: 1,2) (Title I SW Elements: 2.1) (Target Group: All,AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (CSFs: 3,5)	Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Montly	(S)Local Funds - \$600	Summative - parent, teacher, student surveys presentors calendar counselor/student suggestion box 10/04/20 - Some Progress

NORTH HEIGHTS EL

Goal 1. The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 10. North Heights Elementary will focus on creating opportunities to increase online learning attendance to maintain attendance at 96% or higher each six weeks for the 2020-21 academic school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will promote attendance within their class creating celebrations for students on an individual basis. Grade level recognitions for classes with the highest attendance will continue. The leadership team will continue to collaborate on ways to celebrate classes. (Title I SW: 1,6) (Title I SW Elements: 1.1,2.2) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 1,5)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	Daily, Weekly, Grading Period	(S)Local Funds - \$2,000	Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs 10/04/20 - Discontinued
2. Students with perfect attendance will receive incentives such as gift cards, pool parties, honorary lunches, leadership celebrations and yard signs. (six weeks, semester, end of year) (Title I SW: 1,6) (Title I SW Elements: 2.2,2.6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6)	Campus Administrators, Counselors, Librarian, Teachers	six wks/semester/E OY	(S)Local Funds - \$1,500	Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs 10/04/20 - Discontinued
3. Classes with perfect attendance will be acknowledged daily during announcements and by displaying a perfect attendance flag outside of their classroom. 100% of staff will follow the attendance incentive plan. (Title I SW: 1,6) (Title I SW Elements: 2.2,2.3,2.6) (Title I TA: 1,4,7) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6)	Campus Administrators, Teachers	Daily	(S)Local Funds - \$0	Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs 10/04/20 - Discontinued
4. NHE will commit to tracking (through a live Google doc) attendance and making connections with families daily to ensure clear expectations for participation in online learning. (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Teachers	December 2020	(F)Title I - \$500	Criteria: Google Form feedback; attendance increases by comparison to 1st six weeks 10/13/20 - Some Progress

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 11.** By September 2020, all staff will receive training (new and refresher) for district initiatives. The purchases of any resources needed to support district curriculum will be initiated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will participate in ongoing professional development based on district initiatives and targeted academic needs for North Heights Elementary. (TI) (Title I SW: 2,4) (Title I SW Elements: 2.4,2.6) (Title I TA: 4,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 7)	Campus Administrators, Cluster/Department Leaders, Teachers	Monthly	(S)Local Funds - \$1,000	Summative - TTESS GSPD Plans, district initiatives, scheduling, teacher surveys 10/02/20 - On Track
2. All new staff, upon being hired, will be set up with a campus mentor to train on district initiatives and campus non negotiables. (Title I SW: 2,4) (Title I SW Elements: 2.4,2.6) (Title I TA: 5,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 7)	Campus Administrators, Cluster/Department Leaders	Monthly	(S)Local Funds - \$500	Summative - New teacher surveys, dialogue in planning protocol, campus initiatives for a mentor support system. 10/02/20 - On Track
3. A campus weekly newsletter will be shared with staff to ensure the most updated training opportunities and campus news are known. (Title I SW: 4,10) (Title I SW Elements: 3.2) (Title I TA: 6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 7)	Campus Administrators, Cluster/Department Leaders, Counselors	Weekly/Each Grading Period	(S)Local Funds	Summative - TTESS GSPD Plan, Smore analysis report, staff meeting notes, newsletter feedback survey 10/04/20 - On Track
4. Utilize the budget to purchase/upgrade teacher resources based on student needs and build classroom consistency with resources that are age appropriate leveled, more hands on and/or electronic devices. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders	January 2021	(F)Title I - \$1,000, (O)Local Districts - \$5,000	Summative - formatives, summatives, benchmarks, STAAR results 10/02/20 - Some Progress

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 12.** Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is planned for and implemented using Power Moves (Look Fors) created by teachers and staff (TI). (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers, Teachers	December 2020		Criteria: Walkthrough feedback, Exit Ticket feedback from staff at end of PD sessions 10/02/20 - Some Progress
2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All)	Campus Administrators, Transportation Coordinator	Sept. 2020-Sept. 2021		Criteria: Distribution logs 08/06/20 - On Track
3. Technology resources including iPads, desktops, internet and hotspots available to students and families in need for remote instruction. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept. 2020-Sept. 2021		Criteria: Inventory and distribution logs 09/11/20 - Pending
4. Health and safety measures followed with guidance from the LHA & District; provided with necessary materials for all school areas including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. (Target Group: All)	Campus Administrators, Health, Safety & Nutrition Coordinator	May 2021		Criteria: Inventory and distribution logs 08/26/20 - On Track

NORTH HEIGHTS EL

Goal 2. The District shall be a good steward of the community's resources-financial, human, facilities-and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. By April 2021, North Heights Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus budget will align to the campus needs assessment and the campus improvement plan. (i.e. budget for mounting an LCD and including doc camera in PE health classroom, equipment for special needs, special pops resources, increase resources in ELA for balance literacy.) (Title I SW: 1,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3)	Campus Administrators	Annual	(S)Local Funds	Summative - Monthly review of the budget POs and requests for funds tied directly to CIP budget workbooks End of year financial reports 09/17/20 - On Track
2. The campus budget will be set up to include individualized accounts for each grade level/department. Monies will be allocated to these individual accounts based on needs documented in the CNA and CIP. (Title I SW: 1,10) (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 3)	Campus Administrators	Annual		Summative - Budget account reports/accounts created list 09/17/20 - On Track
3. NHE will collaborate with PTO for the academic year to ensure a plan of action for funding campus needs beyond our budget requests. (Title I SW: 1,6) (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,6)	Campus Administrators, Cluster/Department Leaders, Parental Aides, Parents, PTO	Monthly		Summative - PTO bylaws, officers and minutes for monthly meetings Feedback from teachers on grade level needs 10/09/20 - Some Progress

NORTH HEIGHTS EL

Goal 2. The District shall be a good steward of the community's resources-financial, human, facilities-and explore new opportunities for organizational efficiency and effectiveness.

Objective 2. Transition opportunities for students attending early childhood programs will occur prior to the end of the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. North Heights will foster a collaborative approach to transition and curriculum with Cardwell Head Start by having a representative attend collaborative meetings. (Title I SW: 7) (Title I SW Elements: 2.3) (Target Group: PRE K) (Strategic Priorities: 4) (CSFs: 5)	Cluster/Department Leaders, Counselors	May	(S)Local Funds	Summative - sign in sheets, Cardwell correspondence, progress of students in Kindergarten 09/17/20 - Pending
2. A campus tour will be established for all students who transition to NHE. (Pre-K, Life skills) (Title I SW: 7) (Title I SW Elements: 3.1) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 4) (CSFs: 5)	Campus Administrators, Counselors	Annually	(S)Local Funds - \$200	Summative - Counseling records, progress of students in kindergarten, collaboration with kinder cluster leader and Pre-K. 10/13/20 - Pending (S)
3. District wide Attendance SOP will be followed with fidelity; staff will be trained on procedures and attendance folders will be utilized daily; ongoing communication with between parental, teacher, student and parent. (Title I SW: 1,2,10) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Campus Administrators, Counselors, Parental Aides, Teachers	Annual Training/Daily Support	(F)Title I - \$500	Summative - Parental Aides mileage chart/home visit log Daily attendance check of folders, phone call logs, emails, District attendance report Weekly monitoring of attendance checks; submit logs 10/13/20 - Significant Progress
4. Parent trainings will include information on transitions, college and career readiness, attendance priority, incentive discussions and celebrations of campus successes. (Title I SW: 10) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Parental Aides, Parents	Annually	(F)Title I, (S)Local Funds - \$500	Summative - Sign in sheets Parent feedback forms 10/13/20 - On Track

NORTH HEIGHTS EL

Goal 3. The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and district partners.

Objective 1. NHE will ensure communication with all stakeholders about student academics, behaviors and campus updates. Various forms of media will be utilized to increase parent and community involvement and optimize the campus climate and culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will update the campus webpage on a consistent basis by designating a liaison and also reach out to more stakeholders on a more frequent basis using Facebook and social media. (Title I SW: 1,6,9) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,6)	Campus Administrators, Teachers	Weekly	(S)Local Funds - \$100	Summative - website visits, parent surveys 10/13/20 - On Track
2. Monthly calendars will be used to inform parents of campus events. A suggestion box for parents and adults will be placed in the main office for suggestions and input collections. (Title I SW: 1,6) (Title I SW Elements: 2.1,3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Counselors, Parental Aides, Teachers	Monthly	(S)Local Funds - \$500	Summative - Participation in events (sign in sheets) 08/27/20 - On Track
3. Photos and publications will be published on social media to share NHE success and upcoming events with parents. (Title I SW: 6) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Campus Administrators, Parental Aides	Weekly	(S)Local Funds	Summative - Likes/Shares on FB Comments 10/13/20 - On Track
4. Counselor's Corner Newsletter & Wellness Wednesday Nurse's Newsletter will be sent out monthly to provide tips to parents on things they can do at home to assist their child academically, socially, and emotionally. (Title I SW: 1,6) (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 3) (CSFs: 6)	Counselors, Parental Aides	Monthly	(S)Local Funds - \$100	Summative - Parent feedback 10/13/20 - Some Progress

NORTH HEIGHTS EL

Goal 3. The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and district partners.

Objective 2. Monthly parent trainings will be conducted based on parent survey results and activities will be scheduled to increase parent participation in campus-wide events. Teachers will nominate a classroom parent to represent each class as an active member of trainings/meetings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parental aide will collaborate with leadership committees/staff to provide monthly trainings in English and Spanish available to parents based on parent surveys. (i.e. Feedback from CIP included, but did not limit to - recording meeting and posting on social media, Make & Take virtual nights; teacher video lessons for parent/student learning. (Title I SW: 1,6) (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Campus Administrators, Cluster/Department Leaders, Parental Aides	Monthly	(S)Local Funds - \$200	Summative - Monthly sign in sheets, parents surveys 10/13/20 - Some Progress
2. The parental aide will communication via phone, marquee and social media messages about campus events. (Title I SW: 1,6) (Title I SW Elements: 3.1,3.2) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Parental Aides	Weekly	(S)Local Funds	Summative - Surveys and sign in sheets documenting participation in campus events 10/13/20 - On Track
3. Leadership events will promote parent involvement in academics, social and collaborative settings; students will take ownership of leadership and parents will celebrate successes of their children. (to include family nights, lock ins, raffles, incentives, etc.) (Title I SW: 1,6) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Quarterly	(S)Local Funds - \$500	Summative - Parent sign in sheets Parent volunteers Parent, teacher, student surveys 10/13/20 - Discontinued

NORTH HEIGHTS EL

Goal 3. The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and district partners.

Objective 3. Attendance interventions will be provided to all students who have three or more absences during a four week period to include case study sheets for monitoring, tracking and support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district-wide system for tracking attendance will be implemented with fidelity to include home visits, phone calls, Skyalert and written communication to target chronic absenteeism. (Title I SW: 1,6,10) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Daily	(F)Title I - \$150, (S)Local Funds - \$500	Summative - Attendance logs, Case Study sheets, Attendance folders 10/13/20 - Significant Progress
2. Use of School Dismissal Manager (SDM) will ensure students time on campus learning. (Title I SW: 1,6) (Title I SW Elements: 2.6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Campus Administrators, Counselors, Parental Aides	Three Week Periods	(S)Local Funds - \$150	Summative - SDM reports parent contact logs 10/13/20 - On Track

NORTH HEIGHTS EL

Goal 3. The District shall provide meaningful and effective communications in a timely manner to all parents, students, staff and district partners.

Objective 4. NHE will collaborate with PTO to ensure active involvement for parents to get to know the organization, campus needs and ways to be involved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PTO will commit to hosting virtual meetings to bring awareness of organization, needs and projects. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Campus Administrators, Parental Aides	Monthly		Summative - Increase in PTO participation & parent volunteers, supports for classrooms. 09/17/20 - Pending
2. Teachers, in collaboration with PTO will recruit a classroom parent; dedicating a targeted parent per classroom to increase the number of parents volunteering and participating in classroom/campus supports. (develop a teacher recruit plan for parent volunteers) (Target Group: All) (Strategic Priorities: 4)	Parental Aides, PTO	Monthly	(L)Principal Account	Criteria: classroom involvement; virtual parent supports 10/09/20 - Discontinued



Campus Improvement Plan Presentations

Aida V. Gomez, Chief Instructional Officer
Maytte Soliz, NHE Principal
Jane Villarreal, DFC Principal
Denise Rubio, Garfield Principal

October 21, 2019

State Intervention Requirements

TEC §39.101

- Campuses with an overall rating of C or better, and a final performance rating of D in at least one of the three domains:
 - Required to develop an improvement plan to target the identified areas of concern
 - Imbed the strategies in the Campus Improvement Plan
 - Present the plan of action to the board
 - Attain board approval
- Plans are not to be submitted to TEA

Campuses Receiving a D in any Domain

Campus	D in Domain	D in Domain
North Heights Elem	Domain 1 (60)	Domain 2 Part B (63)
Dr. Fermin Calderon	Doman 1 (60)	Domain 2 Part B (65)
Garfield Elem	Domain 1 (69)	

Accountability Ratings

Texas Education Agency 2019 Accountability Ratings Overall Summary NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		75	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		75	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 80.1%)	35	63	D
Closing the Gaps	66	75	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency 2019 Accountability Ratings Overall Summary GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		69	D
STAAR Performance	40	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	B
Academic Growth	75	80	B
Relative Performance (Eco Dis: 86.7%)	40	75	C
Closing the Gaps	64	74	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency 2019 Accountability Ratings Overall Summary DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		76	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	73	77	C
Relative Performance (Eco Dis: 85.2%)	35	65	D
Closing the Gaps	64	74	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

DOMAIN 1: Student Achievement

*NHE and DFC: Received a **60**

*Garfield: Received a **69**

Domain 2 Part A: Academic Performance

*NHE and DFC: Received a **75** and **77**

*Garfield: Received an **80**

Domain 2 Part B: Relative Performance:

*NHE and DFC received a **63** and **66**

*Garfield received a **75**

Domain 3: Closing the Gap

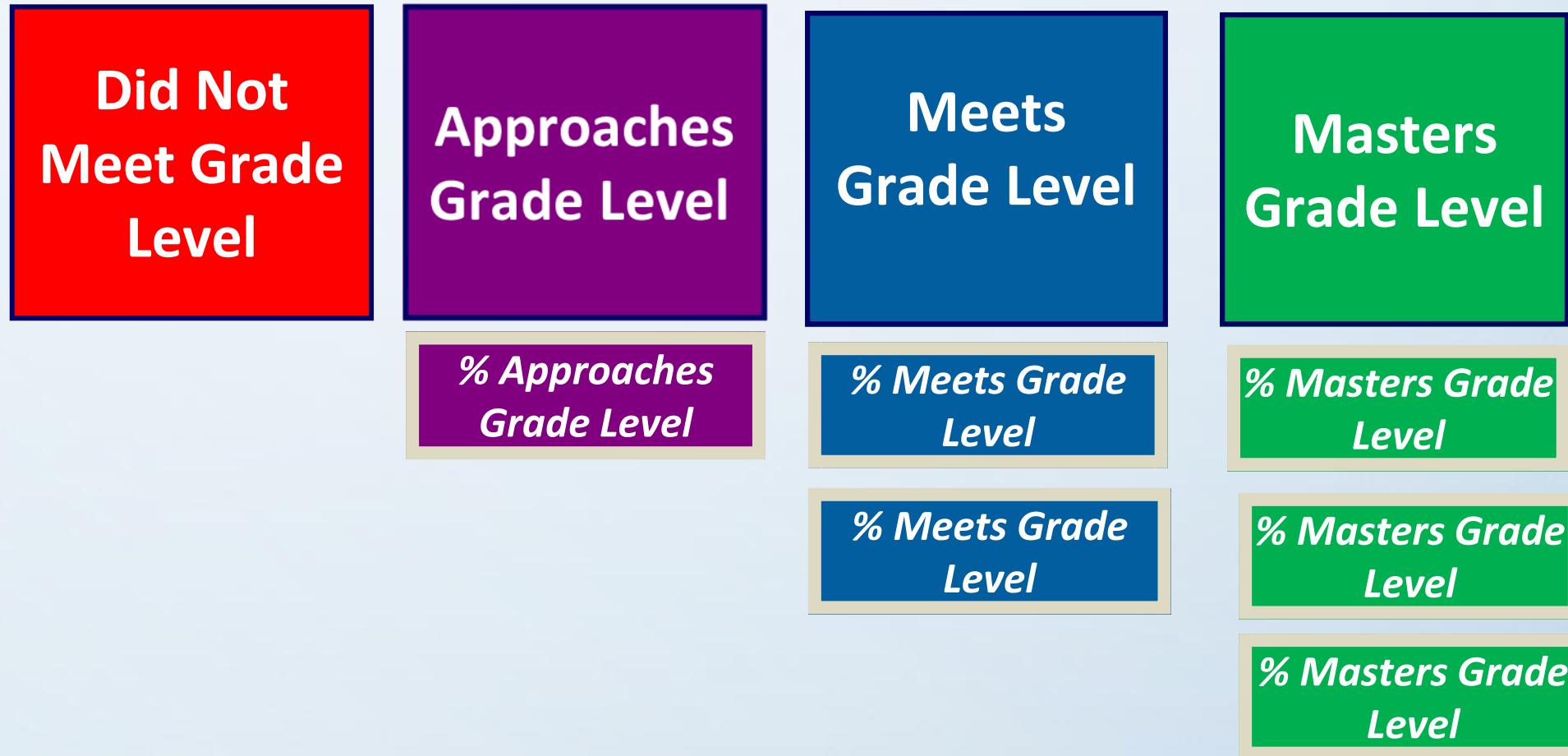
*All 3 campuses received a C

Student Achievement Domain 1

- Evaluates performance across all subjects for all students, on both general and alternate assessments
 - **3rd-5th Grade Reading, 4th Grade Writing and 5th Grade Science**
- STAAR assessments are scored at the Approaches, Meets and Masters performance standards
- The Student Achievement Domain for elementary campuses is calculated by adding the three campus performance percent scores for all tests at a given campus and divided by three. The domain score is then scaled to an alpha grade.

$$\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters} / 3 = \text{Student Achievement Score}$$

How Are the Assessments Calculated?



$$\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters} / 3 = \text{Student Achievement Score}$$

Example of Domain 1 Calculation

STAAR Performance	Reading	Math	Writing	Science	Totals	Percentage s
# of Assessments	480	430	100	105	1115	
Approaches	300	300	50	60	710	67%
Meets	200	170	25	30	425	38%
Masters	100	70	10	10	190	17%
Total Percentage Points						122
Student Achievement Domain STAAR Component Score (Total Percentage Points divided by 3)						41

Table 1: STAAR Component Scores

STAAR Component Score	Elementary
45	73
44	72
43	72
42	71
41	70
40	69
39	67
38	65
37	64
36	62
35	60
34	59
33	58
32	57
31	56

What is the Focus for 3rd-5th Grades?

- Increase student achievement in Reading and Math at the Approaches, Meets and Masters levels
 - Utilize 2018-2019 STAAR Data for 4th and 5th graders
 - Utilize Baseline assessment in Reading and Math for 3rd graders
- Monitor subgroups: Hispanic and Eco Disadvantaged in both Math and Reading
- Monitor subgroups: ELs and Special Education in both Math and Reading
- Maintain the success acquired in Student Growth
 - Continue to utilize Aim Hi
- Implement the Literacy Block with fidelity
 - All components and Guided Reading Instruction
- Continue the success in Math
- Identify targeted groups of students needing intervention

3rd- 5th Grade Teacher Support

Continuing Support

- Vertical Planning with 3rd-5th grade teachers
- Continued Accountability Training
- RtI Data Days
 - Utilize Specific DMAC Reports
 - Child Study Referrals
- Aim Hi Dashboard for Student Growth
- Second Year of Sandra Garza Math Implementation
- Lone Star Online Daily Review
- Strategists assist Bilingual Teachers during planning and class instructional delivery

New Support

- New ELAR Adoption
- Revised ELAR Curriculum Documents
- 150 minute ELAR Literacy Block
- Daily Planning Protocol Allotted time for 3rd-5th grade teachers
- Instructional Playbooks
- TEA READ Cohort Participation
 - READ Coach provides trainings for Cohort and Administrators
 - READ Coach meetings with principals to discuss observed practices and strategy implementation
- New Intervention Online Programs
 - Exact Path (All learners)
 - Lexia (Special Ed and Dyslexia)
 - Flocabulary
- Writing and Science Collaboratives during RTI days
- Baseline Assessment administered to all 3rd Graders in Math and Reading (Data to be shared in a board communique upon completion)
- Aim Hi Meets and Masters Dashboard in progress

Student and Parent Support

Student

- Target students identified who have failed a STAAR assessment in 3rd or 4th Grade with focused interventions.
- Create intervention groups based on the student needs.
 - During the day interventions
 - After School
- Students attend 30 minutes of daily intervention in 3rd-5th grade.
- Guided Instruction Targeting TEKS gaps for all groups (low-middle-high – new adoption provides differentiated resources)
- Ensure accommodations are practiced throughout the year for all qualifying students
 - Allowable resources
 - New McGraw Hill Online Assessments

Parent

- Meet with parents whose child failed Reading in 3rd or 4th grade (current 4th and 5th graders)
- Hold informational sessions on how to assist children:
 - TEA Website Resources
 - Gradebook
 - Importance of daily reading

Campus Focus: Reading

Campus	Grade	# Tested	# Failed	# Failed by 5 or less Questions	# Failed by 6+ Questions	# Missed "Meets" by 4 Questions
NHE	4th	111	38	18	20	19
	5th	106	46	22	24	17
DFC	4th	100	35	19	16	20
	5th	103	36	15	21	18
Garfield	4th	94	44	23	21	14
	5th	104	29	19	10	15

Campus Focus: Math

Campus	Grade	# Tested	# Failed	# Failed by 5 or less Questions	# Failed by 6+ Questions	# Missed "Meets" by 4 Questions
NHE	4th	111	43	26	17	27
	5th	106	53	25	28	15
DFC	4th	100	44	28	16	22
	5th	103	44	29	15	21
Garfield	4th	94	41	23	18	14
	5th	104	33	21	12	21

Foundational Support K-2nd

- Implementation of 150 minute Literacy Block
- New ELAR Pearson Adoption
- New ELAR Curriculum Documents
- Staff Development sessions on all of the literacy block components
- (36) K-2 teachers participating the READ cohort
- New Online Resource:
 - Reading Eggs
 - Flocabulary
- Instructional Support Specialist assist with planning and modeling
- Sandra Garza Math implementation in all 2nd Grade classrooms

Student Reading Level Monitoring

CAMPUS	1st 6-Weeks GE		CAMPUS	1st 6-Weeks GE
	8.23 - 10.4			8.23 - 10.4
Buena Vista			Lamar	
1st Grade	1.5		1st Grade	0.3
2nd Grade	2.2		2nd Grade	2.1
3rd Grade	3.2		3rd Grade	3.0
4th Grade	3.8		4th Grade	3.6
5th Grade	4.3		5th Grade	4.7
Calderon			Ruben Chavira	
1st Grade	0.7		1st Grade	0.3
2nd Grade	2.4		2nd Grade	2.0
3rd Grade	3.0		3rd Grade	2.8
4th Grade	3.6		4th Grade	3.0
5th Grade	4.3		5th Grade	4.3
Lonnie Green			North Heights	
1st Grade	1.4		1st Grade	1.0
2nd Grade	2.1		2nd Grade	2.1
3rd Grade	3.2		3rd Grade	2.9
4th Grade	3.6		4th Grade	3.7
5th Grade	4.3		5th Grade	3.8
Garfield			Laughlin	
1st Grade	0.4		1st Grade	Did not test
2nd Grade	2.0		2nd Grade	Did not test
3rd Grade	2.8		3rd Grade	Did not test
4th Grade	3.5		4th Grade	Did not test
5th Grade	3.9		5th Grade	Did not test

Questions?

