NORTH HEIGHTS EL

Campus Improvement Plan
2019/2020

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

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Date Reviewed: 05/01/2017   Date Approved:

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.
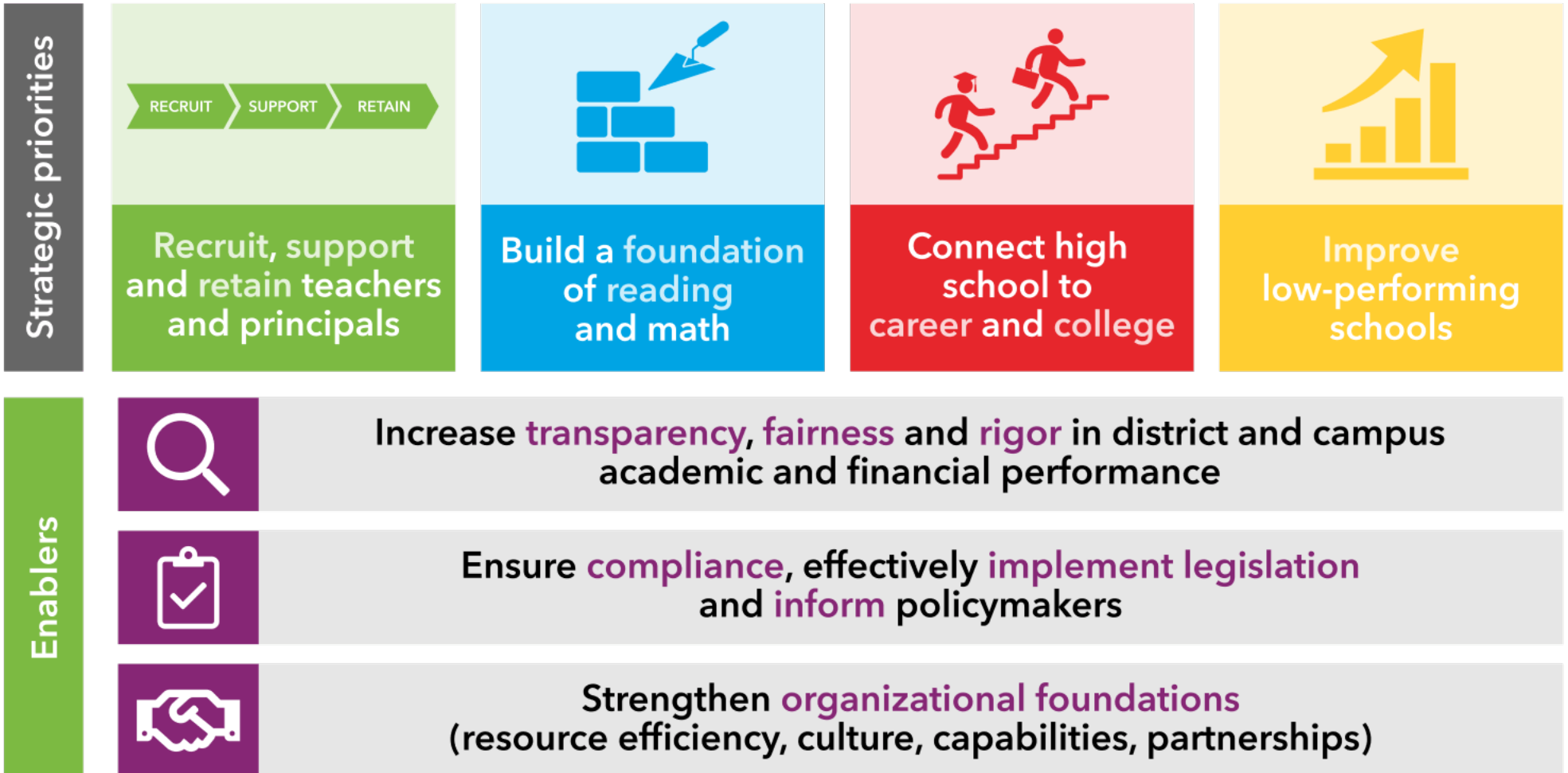
Vision

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

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
Adams, Elida	Parent Liasion
Almaraz, Diego	Community Member
Almaraz, Vicky	Parent
Amezcua, Eddie	Community Member
Amezcua, Leticia	2nd Grade Teacher
Bosquez, Ruby	Parent
Campos, Brenda	3rd Grade Teacher
De La Cruz, Rebecca	PTO President/Parent
Deleon, Thalia	Parent
Garza, Yolisma	Librarian
Gonzalez, Celia	Parent/Guardian
Hudgins, Lou Lou	Assistant Principal
Lewis, Ruby	Parent
Lopez, Sobie	Resource Aide
Manrique, Angelica	4th Grade Teacher
Martinez-Salinas, Amaris	1st Grade Teacher
Rivas, Melissa	Counselor
Rodriguez, Aaron	Community Member
Rodriguez, Amber	PTO Officer/Parent
Rodriguez, Johanna	Parent
Rodriguez , Theela	Kindergarten Teacher
Rodriguez, Victoria	5th Grade Teacher
Sanchez, Marla	SpEd Aide
Sanchez, Robert	Parent
Sanchez, Rosalinda	MRT
Soliz, Maytte	Principal
Zaragoza, Angie	Dyslexia Therapist

North Heights Elementary
Campus Improvement Team Meeting
Wednesday, May 1, 2019

Vision – North Heights Elementary will challenge all students to achieve high levels of success.

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.*

Motto – Welcome to Our Tribe! **Kind Hearts.** Fierce **Minds. Brave Spirits.**

Welcome

1. Campus Needs Assessment (CNA) Overview
    a. Why Engage in the Process?

2. Purpose of the Process
    a. CNA → CIP

3. Gallery Walk/Round Table Discussion of Parents/Community Members
    a. Celebrations
    b. Needs
    c. Ideas/Suggestions

4. Campus Improvement Plan (CIP) Review
    a. Cluster reviews of Goals and Objectives
    b. Suggestions for add ons and

SAN FELIPE DEL RIO CISD

COURSE: CIP Meeting

Course # North Heights		Presenter(s): Maytte Soliz	

Location: Lounge F-109	Date: May 1, 2019	Time: 3:00 PM

	PRINT NAME	DISTRICT	CAMPUS	SIGNATURE
1	Victoria Rodriguez	SFDRCISD	North Heights	Victoria Rodriguez
2	Aaron Rodriguez	SFDRCISD	North Heights	
3	Marla Sanchez	SFDRCISD	North Heights	M Sanchez
4	Angele Zaragoza	SFDRCISD	North Heights	
5	Brenda Campos	SFDRCISD	North Heights	
6	Leticia Amezcua	SFDRCISD	North Heights	Amezcua
7	Ruby Lewis	SFDRCISD	North Heights	
8	Amaris Martinez	SFDRCISD	North Heights	
9	Theela Rodriguez	SFDRCISD	North Heights	Theela M. Rod
10	Ruby Bosque	SFDRCISD	North Heights	
11	Angelica Manrique	SFDRCISD	NHE	Angelica M Que
12	Melissa Rivas	SFDRCISD	NHE	
13	Celia Gonzalez	SFDRCISD	NH E	Celia Gonzale
14	Robert Sanchez	SFDRCISD	NHE	
15	Soscida Lopez	SFDRCISD	NHE	
16	Rosalinda A Sanchez	SFDRCISD	NHE	Rosalinda A. Sanch
17	Eliam L. Adams	SFDRCISD	NHE	Eliam L
18	Amber Rodriguez	SFDRCISD	NHE	Amber Rodriguez
19	Thalia De Leon	SFDRCISD	NHE	Thalia De Leon
20	Eddie Amezcua Jr	SFDRCISD	NHE	
21	Vicky Almaraz	SFDRCISD	NHE	Vicky Almaraz
22	Johanna Rodriguez	SFDRCISD	NHE	Johanna Rodriguez
23		SFDRCISD		
24		SFDRCISD		
25		SFDRCISD		

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

Comprehensive Needs Assessment

Site Based Committee Sign In

District: _____

Date: _____

Role	Name	Signature
Parent		
Parent		
Business Representative		
Business Representative		
Community Representative		
Community Representative		
Teacher		
Teacher		
Teacher		
Teacher		
Teacher		
Teacher		
Teacher		
Teacher		
Teacher		
Teacher		
District Personnel		
District Personnel		
District Personnel		

* 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 members on the committee.

Academic Achievement

When evaluating student academic achievement, an LEA or campus should keep in mind that one data source will not encompass the totality of student academic growth and progress. Moreover, LEAs and campuses should disaggregate student data according to ethnicity, gender, socio-economic status, special programs, and other categories in order to see how various populations measure. Further, data sources may provide different insight across the content-areas, giving districts and schools a foundation for prioritizing focus for the upcoming school year.

Probing Questions

These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their data.

▪ What are growing enrollment populations? What is the LEAs/campus mobility rate?

▪ How is this data different than previous years?

▪ What is the enrollment in [special program]?

▪ How does this data change over time as students exit from [special program]?

▪ What are the teacher/student ratios? How do these correlate with performance?

▪ How does testing data disaggregate across demographics (ethnicity, gender, socioeconomic status, special program, etc)?

▪ How does demographic academic data change across the content areas?

▪ Which students are reaching their goals? How does this compare across programs/content areas/campuses?

▪ Are there Comprehensive/Targeted Support campuses? What does the data suggest about their specific needs?

▪ How does the LEA/campus provide an enriched, accelerated, and well-rounded curriculum?

▪ How does the LEA/campus increase the amount and quality of learning time?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

1. STAAR/EOC results
2. Texas Academic Performance Reports
3. TELPAS Results
4. Curriculum-Based Assessments
5. Formative Assessments
6. Student self-tracking/goal setting
7. Tutoring reports
8. Portfolios
9. AP/IB data
10. Computer Software Reports
11. Individual Education Plans
12. Tutoring reports
13. Graduation rate
14. SAT/ACT scores
15. Dual credit
16. Surveys

Comprehensive Needs Assessment

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Data Wall Goals & Six Wks Updates   STAR Renaissance/Benchmarks

TEA School Report Card   STAAR/TELPAS Accountability Reports

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
Dedicated data room with data walls set for student progress and academic achivievement goals.
RtI Data Days - District Initiative
Month at a Glance Instructional Supports
Dedicated campus-wide appraoch to tutoring
Planning Protocol
Additional support staff for campus needs (hired two certified teachers and two tutors)

Summary of Needs
Incentives for growth; target ways to provide small goals being met to increase student interest
Resources for RtI (including, but not limited to STAAR Master, Forde Ferrier resources, manipulatives classroom supplies)
Modeling Lessons; (mentors, C&I support, Region, targeted PD opportunities)
Parent STAAR Trainings (give parents more frequent access to hands on tools, activities, resources to assist with learning outside of school hours)
Saturday Camps to assist students for enrichment, rather than just reactive to data (once a six weeks)

Staff Quality

Maintaining quality administrators, teachers, and paraprofessionals in an LEA and school is essential to academic success. The CNA process allows teachers to express to district personnel concerns that may factor into future teacher retention and recruitment. Further, LEAs and schools can monitor other sources of data to determine areas of need in terms of recruitment and retention of education professionals. Finally, LEAs and schools can utilize available data to improve professional development opportunities for staff in order to match the changing academic needs of students.

Probing Questions

These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their data.

▪ What does the data reflect regardiing teacher effectiveness, experience, and appropriate certification for teaching assignments?

▪ What is the rate of recruitment for the district? What is the district's retention rate?

▪ What recruitment strategies does the district utilize to attract quality teachers? Results?

▪ How do [special program] teachers interact with other staff on campus/throughout district?

▪ Does the district have a teacher mentor program? How does this reflect in campus data?

▪ What has been the impact of [district initiative] on staff development?

▪ How is the implementation of staff development monitored? What is the follow through?

▪ How can staff provide feedback on administrative support? What is the impact of staff feedback? Are these opportunities anonymous? How does this effect academic

▪ What support is given to campus and district leadership personnel?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

1. STAAR/EOC results
2. Texas Academic Performance Reports
3. Teacher retention
4. Teacher attendance
5. Professional development feedback (including implementation and monitoring)
6. Staff surveys

7. Teacher leader input
8. Principal evaluation results
9. Teacher evaluation results
10. Exit interviews
11. Principal/teacher self-evaluation

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Staffing Counts Report	Teacher Attendance Reports
Climate/Culture Survey	PD Feedback/RtI Summaries

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
100% highly qualified teachers
District job fairs for recruitment
Staff development to assist in understanding of systems, expectations, goals, etc.
Mentor program for new teachers

Summary of Needs
More support for new teachers at the campus level; specific to campus needs
Trainings need to correlate with campus needs; specific to expectations, goals and campus
Mentor program needs to increase the accountabiiity on the supports given
Staff development targeting guided reading/reading/RtI in Tier 1 setting

School Climate/Safe & Healthy Schools

School climate encompasses the overall feeling and culture of the learning environment, from students feeling safe in the classroom, to ensuring specific security measures are followed by office staff. Positive and safe school environments allow students to grow in confidence, take risks, and learn from mistakes. When reviewing data, an LEA or school should take into account the various aspects of school climate and safety in order to holistically approach identified strengths and needs.

Probing Questions

▪ How do students describe the school climate? How does this compare to staff?

▪ What does the data regarding student behaviors/referrals reflect?

▪ Do our students feel safe? Does our staff feel safe?

▪ What do staff say about behavioral expectations? What do they say about how referrals are handled by administration?

▪ What does teacher observation data indicate about classroom management?

▪ How does classroom management reflect on student achievement data?

▪ What is the data regarding gangs, substance abuse, violence, weapons, and other safe-school areas?

▪ Who are the students involved in extracurricular activities? What are some barriers for underrepresented students in extracurricular involvement?

▪ What strategies are used to reduce unnecesary disciplinary classroom removals? How does the data reflect implementation of these strategies?

▪ Does the data reflect a disproportionate rate of disciplinary action towards specific demographics?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

1. Teacher retention rate
2. Student perception data
3. Staff perception data
4. Parent/community perception data
5. Discipline data
6. Attendance data
7. PEIMS data
8. PBIS activities and impact data
9. Teacher attendance
10. Extra-curricular involvement data
11. Walk-through observations
12. Campus cleanliness/upkeep
13. Community involvement
14. Discipline referral data

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Attendance Data	Parent Input/Feedback from Trainings
Discipline Data Reports	Campus Climate Survey

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
Single parent entry (building)
Relocation of behavior unit
7 Habits/The Leader in Me
Lighthouse/Jr. Lighthouse Committee
Student Organizations
Discipline Committee Meetings (every six weeks)

Summary of Needs
School security/police; outdoor campus is open to a possibility of bad situations happening
Clipchart/classoom management chart
Enfource school rules. Be consistent.
School counseling to include more ties to Leader in Me lessons
Child studies in a timely manner to include behavior concerns/needs
Smaller class counts in some grade levels (K-1; 4)

College and Career/Graduation/Dropout Reduction

In order to give students the tools to be successful beyond high school, LEAs and schools must address barriers to secondary graduation and post-secondary achievement. Throughout the CNA process, stakeholders should take into account the rapidly changing workforce. Community and business members may provide specific insight into the changing economic demographics of the community, presenting a realistic backdrop by which an LEA or school can base future college and career readiness programs.

Probing Questions

▪ What does data suggest about the alignment of curriculum, instruction, and assessment?

▪ Does instruction challenge all students? What does the data suggest?

▪ How does curriculum, instruction, and assessment align with current workforce needs?

▪ What are valuable 21st century skills?

▪ How does instruction encourage a positive learning environment, critical thinking, problem solving, and innovation?

▪ Who is dropping out? What barriers may have prevented their graduation?

▪ What processes are in place to help students transition into post-secondary life?

▪ What career training does the school provide? Are there a variety of paths available to students for post-secondary success?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

1. STAAR/EOC results
2. Texas Academic Performance Reports
3. Writing samples
4. Curriculum-Based Assessments
5. Formative Assessments
6. Student self-tracking/goal setting
7. Discipline records
8. GT enrollment
9. AP/IB data
10. Extracurricular enrollment
11. CTE enrollment
12. Student surveys
13. Graduation rate
14. SAT/ACT scores
15. Dual credit
16. Community/business member surveys

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

TEA Academic Reports/ Accountability	Demographic Reports
School Report Card	Attendance Reports

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
Upper grade teacher: student ratio has gone down
Student numbers are evenly distributed by demographics; plan in place for master schedule
Monthly calendar of events, weekly Smore, and six weeks matrix communications of events
Daily Emails/correspondence to academic school functions
Teacher Representatives in areas of needs (committees)
Cousnelor leads several college and career events

Summary of Needs
Additonal staff to lower grades (K-1)
More support staff for special pops (SpEd,, LEP, behavior)
Ability to mass communicate
With communication; changes as they happened without having to update parties not involved
Campus-wide events with a focus on college and career for each event

Family and Community Engagement

Districts and schools know that students are more likely to stay in school and succeed in the classroom when there is meaningful communication between home and school. In order to improve family and community engagement, LEAs and schools should take into account the various family structures found within a community. Moreover, the site-based committee should consider how coordination with various organizations in the local community could help parents and families overcome barriers to academic success for their students.

Probing Questions

▪ How are families and community members involved in meaningful activities that support student academic achievement?

▪ What activities welcome family and community input? Who are the parents and community members involved in these activities?

▪ How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?

▪ What is the district's policy on providing translation for those families that speak languages other than English?

▪ What community partnerships exist to support parent and family participation?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

1. Family and community perception survey
2. Number of parent conferences held
3. Notes from parent conferences
4. Number of activities/workshops held for parents and families
5. Records of home visits/transportation support services
6. Parent/teacher communication logs

7. Translated documents
8. PFE* meeting sign-in sheets
9. PFE* meeting agendas
10. Number of community partners
11. Participation data from PFE* activities

PFE = Parent and Family Engagement

Comprehensive Needs Assessment

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Sign in Sheets for Events/Parent Activities   Community Partnerships on Campus

Parent Volunteer Information   Community Service Agencies

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
Family Events have increased in counts and particpation (AR Night, Dr. Seuss Festival, Fine Arts Nights, Community Readers)
Wellness Activities for students (Xcountry, track, 5K)
PTO Organization initiated & Parental Liason continues to stay involved in parent assistants
Career Day and community involvement in events about jobs
Translation of important notes for reaching out all families
Class Dojo/Remind Me Apps used to communicate with families

Summary of Needs
Make and Take for parents/students
Career Day time becomes limited; not all kids get to see all community groups
Parent suggestion box for their input
Classroom Mom and Dads/Motivational spekers per cluster related to needs
Counselor involvment with parents; to include area of needs - tardies & meet with every class/lessons per six wks
SpEd communication with parents

District/Campus Commitments

Districts and campuses should evaluate the effectiveness and efficiency of the other operating costs that go into maintaining facilities that foster academic achievement. These costs include, but are not limited to, technological infrastructure, facilities maintenance, operations management, and transportation.

Probing Questions

▪ How is the district situated financially?

▪ Is the technological infrastructure of the district/campus up to date?

▪ How do campuses maintain inventory of instructional resources? Technology?

▪ What is the shape of the district's facilities? Are they up to date? How is the security of these facilities?

▪ How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?

▪ Is the district's operations management effective and efficient?

▪ What is the system of communication between campus administrators and maintenance/custodial staff?

▪ Is breakfast provided for all students? If so, is there an effective system in place to ensure that child-nutrition policies and procedures are being followed? What is the procedure for students who are tardy?

▪ Do we have enough transportation for students?

▪ What are the policies for intra- and inter- district transfers? How does this reflect on student mobility rates? How do campuses implement the policy?

▪ What are the district/campus strategies for providing services to foster students? Homeless? Students residing in neglected or delinquent facilities?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

1. Current/projected facility needs
2. Technology infrastructure
3. Transportation data
4. Census data
5. Educational materials inventory
6. Instructional materials inventory
7. Technology inventory
8. PEIMS data
9. Enrollment data
10. School Service Worker contact data

Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Assessment Data Reports	Instructional Reports (TPRI, Star R.)
Attendance Reports	Progress Monitoring Data

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
TEKS Resource, Dashboard, Lead4ward
New math curriculum welll put together; resources and vertically aligned
iPads for K-2; use of instructional technology (Smart boards, computer labs, increase in student computers 3-4)
Free online programs for reading and math were used more consistently campus-wide
Analyzing data in DMAC/Use of Dashboard for clear understanding of learning tools/needs
Increase communication in use of NHE FB and school website

Summary of Needs
Revisons of all assessments for alignment, print accuracy, etc.
Alignment to TEKS veritically and horizontally; phonics training. Resources for ELA & core contents; math assessments not STAAR aligned; ELA curriculum not following textbooks,
PE needs projectors (2), smart boards, motorize screens, document camera (instructional classroom setting)
More classroom computers for remainder of classes; 1:1 devices to include frequent updtes on apps
Online programs to purchase: Study Island, Think Thru Math; along with full time lab support
To increase awareness of discipine overview in bigger areas such as PE, purchase hand held radios for PE/Bullhorns for PE

Comprehensive Needs Assessment Summary – 2019-2020

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/RtI 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	Dedicated data room with data walls set for student progress and academic achivievement goals. RtI Data Days - District Initiative Month at a Glance Instructional Supports	Incentives for growth; target ways to provide small goals being met to increase student interest Resources for RtI (including, but not limited to STAAR Master, Forde Ferrier resources, manipulatives classroom supplies) Modeling Lessons; (mentors, C&I support, Region, targeted PD opportunities)	Dedicate resources and PD opportuniteis to RtI, including instructional materials, needs lists, wish lists for teachers, etc. Focus on core content areas and early literacy Ensure C&I is reached out to for modeling and coaching opportunities; contract with Region as needed for ongoing academic supports Parent supports directly related to accountability; establish a calendar of events and work with committees to achieve community involvement

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?
	Dedicated campus-wide appraoch to tutoring Planning Protocol Additional support staff for campus needs (hired two certified teachers and two tutors)	Parent STAAR Trainings (give parents more frequent access to hands on tools, activities, resources to assist with learning outside of school hours) Saturday Camps to assist students for enrichment, rather than just reactive to data (once a six weeks)	Continue with dedicated support staff for areas of needs; consider K-2 modeling/mentoring supports for guided practices and balanced literacy
Staff Quality	100% highly qualified teachers District job fairs for recruitment Staff development to assist in understanding of systems, expectations, goals, etc. Mentor program for new teachers	More support for new teachers at the campus level; specific to campus needs Trainings need to correlate with campus needs; specific to expectations, goals and campus Mentor program needs to increase the accountabiiity on the supports given Staff development targeting guided reading/reading/RtI in Tier 1 setting	New teachers require more targeted supports; strenthen mentoring program or campus supports PD for instructional supports specific to RtI, interventions, tier 1 instruction, guided practces and how to reach the needs of students; build confidence of teachers Review climate survey to create PD opportunites based on staff feedback

| 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** | Single parent entry (building)

Relocation of behavior unit

7 Habits/The Leader in Me

Lighthouse/Jr. Lighthouse Committee

Student Organizations
Discipline Committee Meetings (every six weeks) | School security/police; outdoor campus is open to a possibility of bad situations happening

Clipchart/classoom management chart

Enfource school rules. Be consistent.

School counseling to include more ties to Leader in Me lessons

Child studies in a timely manner to include behavior concerns/needs
Smaller class counts in some grade levels (K-1; 4) | Classroom/school management; use of clip charts to be mandatory, manaagment of systems in place for classroom, enforcing campus rules/hallway transitions

Keep up with discipline committee with key focuses on teacher feedback

School counseling children need more supports; increase supports at this level

Child study process continues to be a concern; identify root causes of training that is lacking and timeliness in plans |
| **College & Career Readiness/ Graduation/ Dropout Reducation** | Upper grade teacher: student ratio has gone down

Student numbers are evenly distributed by demographics; plan in place for master schedule
Monthly calendar of events, weekly Smore, and six weeks matrix communications of events | Additonal staff to lower grades (K-1)

More support staff for special pops (SpEd,, LEP, behavior)

Ability to mass communicate | Continue with dedicated support staff for areas of needs; consider K-2 modeling/mentoring supports for guided practices and balanced literacy

More resources/support for LEP, SpEd, behaviors

Increase campus-wide evetns with a focus on college and career |

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?
	Daily Emails/correspondence to academic school functions Teacher Representatives in areas of needs (committees) Cousnelor leads several college and career events	With communication; changes as they happened without having to update parties not involved Campus-wide events with a focus on college and career for each event	Live/shared calendars for school-wide events
Family and Community Involvement	Family Events have increased in counts and particpation (AR Night, Dr. Seuss Festival, Fine Arts Nights, Community Readers) Wellness Activities for students (Xcountry, track, 5K) PTO Organization initiated & Parental Liason continues to stay involved in parent assistants Career Day and community involvement in events about jobs Translation of important notes for reaching out all families Class Dojo/Remind Me Apps used to communicate with families	Make and Take for parents/students Career Day time becomes limited; not all kids get to see all community groups Parent suggestion box for their input Classroom Mom and Dads/Motivational spekers per cluster related to needs Counselor involvment with parents; to include area of needs - tardies & meet with every class/lessons SpEd communication with parents	Parental involvment at the classroom level and school wide level Increase involvment of community through motivational speakers for all grade levels Counsolor outreach for all classrooms for modeled lessons, focus on character ed. in a more timely and structured manner. Resources, makea and takes, parent involvement academically and for fun.
	TEKS Resource, Dashboard, Lead4ward New math curriculum welll put together; resources and vertically aligned	Revisons of all assessments for alignment, print accuracy, etc. Alignment to TEKS veritically and horizontally; phonics training. Resources for ELA & core contents; math assessments not STAAR aligned; ELA curriculum not following textbooks,	Purchase materials resources that are aligned to STAAR and RtI campus needs ELL/TELPAS rubric to prevent student failer; focus PD opportunties and resources purchases to ELL population

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	iPads for K-2; use of instructional technology (Smart boards, computer labs, increase in student computers 3-4)	PE needs projectors (2), smart boards, motorize screens, document camera (instructional classroom setting)	Alignment for new TEKS and updates for a deeper understanding of TEKS, resources, tools, instructional materials, trainings
	Free online programs for reading and math were used more consistently campus-wide	More classroom computers for remainder of classes; 1:1 devices to include frequent updtes on apps	Consider revisiting master schedule to ensure fidelity to campus needs (computer labs, programs, RtI, instructional technology
	Analyzing data in DMAC/Use of Dashboard for clear understanding of learning tools/needs	Online programs to purchase: Study Island, Think Thru Math; along with full time lab support	Include additonal resource to better support PE/Health initaitves to include creating an instrucitonal classroom setting and providing additional resources based on needs documented
	Increase communication in use of NHE FB and school website	To increase awareness of discipine overview in bigger areas such as PE, purchase hand held radios for PE/Bullhorns for PE	Committ to campus needs for academics based on 2019 data and implement a plan for instruction, resources and supports.

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.*

#	Name	Role	Signature
1	Acevedo, Sandy	Life Skills CNA	
2	Adams, Elida	Parental Aide	
3	Addair, Kevin	Music	
4	Alcantara, Merary	Third Grade Teacher	
5	Almaraz, Vicky	Computer Lab Aide	
6	Amezcua, Leticia	Second Grade Teacher	
7	Benavides-Duran, Luisa	Third Grade Teacher	
8	Bonilla-Maltos, Brenda	Second Grade Teacher	
9	Bowman, Domenica	Art	
10	Campos, Brenda	Third Grade Teacher	
11	Cantu, Deborah	Speech Pathologist	
12	Carbajal, Alicia	Nurse	
13	Cardenas, Leticia	Kinder Instructional Aide	
14	Dovalina, Cynthia	Fifth Grade Teacher	
15	Dovalina, Dora	Life Skills CNA	
16	Eaton, Sofia	Computer Lab	
17	Flores, Mary Lou	Second Grade Teacher	
18	Garza, Yolisma	Librarian	
19	Gutierrez, Lety	Tutor	
20	Hernandez, Kylie	Attendance Secretary	
21	Hernandez, Richard	Fourth Grade Teacher	
22	Hubbard, Allison	Third Grade Teacher	
23	Hudgins, Lou Lou	Asst Principal	
24	Jaquez, Jose	Sp. Ed. Life Skills Aide	
25	Johnson, Cindy	Kinder	
26	Jost, Jennifer	Fourth Grade Teacher	
27	Lemus, Julissa	Fifth Grade Teacher	
28	Lopez, Soby	Resource Aide	
29	Luna, Marisol	Sp. Ed. Life Skills Aide	
30	Manrique, Angelica	Fourth Grade Teacher	
31	Martinez, Angel	PE Aide	
32	Martinez, Angeles	Kinder Teacher	
33	Martinez, Lilly	Tutor	

34	Montoya, Janna	Third Grade Teacher	*(signature)*
35	Nuño, Chris	Fifth Grade Teacher	*(signature)*
36	Ochoa, Adrian	First Grade Teacher	*(signature)*
37	Ochoa, Gilberto	Sp Ed	*(signature)*
38	Patino, Veronica	Special Ed. - Life Skills	
39	Perez, Marisa	Fourth Grade Teacher	
40	Przepierski, Lois (Sue)	Fifth Grade Teacher	*(signature)*
41	Rivas, Melissa	Counselor	*(signature)*
42	Rizo, Rose	Kinder Teacher	*(signature)*
43	Rodriguez, Belinda	Principal Secretary	*(signature)*
44	Rodriguez, Christine	First Grade Teacher	
45	Rodriguez, Cruz	Tutor	*(signature)*
46	Rodriguez, Theela	Kinder Teacher	*(signature)*
47	Rodriguez, Victoria	Fifth Grade Teacher	*(signature)*
48	Romo, Elizabeth	CNA	
49	Ruiz, Monica	First Grade Teacher	*(signature)*
50	Salinas, Amaris	First Grade Teacher	*(signature)*
51	Sanchez, Guillermo	PE Coach	*(signature)*
52	Sanchez, Mariella	Third Grade Teacher	*(signature)*
53	Sanchez, Marla	Sp. Ed. Aide	*(signature)*
54	Sanchez, Rosalinda	MRT	*(signature)*
55	Shanahan, Priscilla	Life Skills Aide	
56	Solis, Jessica	Second Grade Teacher	*(signature)*
57	Soliz, Maytte	Principal	*(signature)*
58	Soto, Marisa	PE Coach	*(signature)*
59	Stephens, Marianne	Therapist	
60	Sunderland, Carol	Fifth Grade Teacher	*(signature)*
61	Vazquez, Carmen	Sp. Ed. Aide	*(signature)*
62	Velazco, Daniela	Fourth Grade Teacher	*(signature)*
63	Velazco, Gabriela	First Grade Teacher	*(signature)*
64	Villarreal, Nora	Second Grade Teacher	*(signature)*
65	Zaragoza, Angela	Dyslexia	*(signature)*
66	Cindy Johnson	K	*(signature)*

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 3-4-19

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

   ~~Paren~~ Being able to collaborat with other staff.
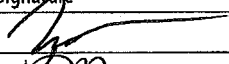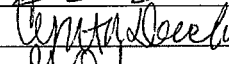
2. What might we improve and how?
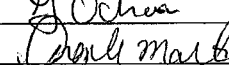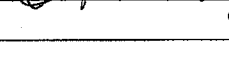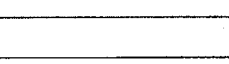
   Parent 'Night'

3. How is our organization better as a result of this process?

   We got to work with different grade levels + teams.

Committee Area:

☐ Demographics

☑ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Jenni Jost		4th Writing
Luisa Duran		3rd Math
Domenica Bowman		Art
Cynthia Davalina		5th Science
Gilberto Ochoa		SPED K-5th
Angeles Martinez		Kinder

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: _3-4-2019_

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

☑ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Allison Hubbard	O. Hubbard	Teacher
Maria L. Flores	M. Fr	Teacher
Chris Nume	Chr	teacher
Rosalinda R. Sanchez	Rosalinda R. Sanchez	MLT

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: **3|1|19**

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

☐ Demographics

☐ Student Achievement

☑ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Theela Rodriguez	*Theela Rodri*	K teacher
Rosa M. Rizo	*Rosa M. Rizo*	K-Teacher
Cindy Johnson		K-
Angeles Martinez	*Angela Mendry*	K teacher
Angela Zaragoza	*Anga Z*	Dyslexia teacher
Arraris Martinez		St
Angelica Manrique	*Angelica Manrique*	4th
Marla Sanchez	*Marla Sanch*	Sp. Ed Aide
Carmen Vazquez	*Carmen Vazquez*	Sp Ed Aide
Angel Martinez		PE Aide

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: March 4, 2019

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

    Teacher input to come up with solutions about concerns.

2. What might we improve and how?

    Review the summary of needs.

3. How is our organization better as a result of this process?

    We are able to identify and reflect on campus needs.

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☑ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☐ Technology

Name	Signature	Position
Victoria Rodriguez	Victoria Rodriguez	Teacher-5
Vicky Almaraz	Vicky Almaraz	Comp. Lab Aide 2
Jessica Solis	Solis	Teacher - 2
Rosa M. Rizo	Rosa M. Rizo	Teacher-K
Brenda Campos		Teacher - 3rd
Ricardo Hernandez	Ricardo Roberto	Teacher 4th

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 03 / 04 / 2019

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

    "Visualizing our strenghts and needs.

2. What might we improve and how?

    Organization and communications.

3. How is our organization better as a result of this process?

    Allow us to express our views

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☑ School Context and Organization

☐ Technology

Name	Signature	Position
Mariella Sanchez	Mariella Sanchez	3rd
Sue Piepenburg	Sue Piepenburg	5th
Sofia Eaton	S. Eat	C.L.
Sobeida Lopez	Sobeida	Resource/Library Aide
Kevin Adair	K Ad	Music

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: _March 4, 2019_

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

   The most beneficial part of the process was having a group discussion.
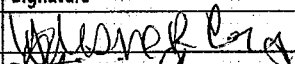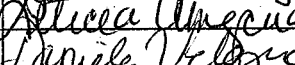
2. What might we improve and how?
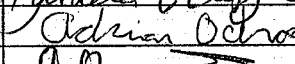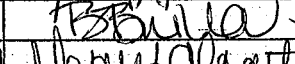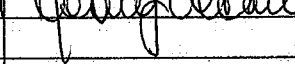
   One area we can continue with is the pre-plan time. Cluster leaders get to meet with their cluster beforehand to brainstorm ideas to present to new groups.

3. How is our organization better as a result of this process?

   The organization is better as a result of this process because it's a collaborative process that brings the team together.

Committee Area:

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment, and Retention
- ☐ Curriculum, Instruction, and Assessment
- ☑ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

Name	Signature	Position
Yolismo Cicra	Yolismo Cicra	Librarian
Leticia Amezcua	Leticia Amezcua	Teacher 2nd grade
Daniela Velazco	Daniela Velazco	Teacher 4th
Adrian Ochoa	Adrian Ochoa	Teacher 1st
Cruz Rodriguez	CR	Teacher - Tutor
María Leticia Gutiérrez	Maria R. Gutierrez	Teacher - Tutor 4th-5th
Brenda Bonilla	B Bonilla	Teacher 2nd
Merary Alcantara	Merary Alcantara	Teacher (3rd)

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: ___March 4, 2019___

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

☑ Demographics
☐ Student Achievement
☐ School Culture and Climate
☐ Staff Quality, Recruitment, and Retention
☐ Curriculum, Instruction, and Assessment
☐ Family and Community Involvement
☐ School Context and Organization
☐ Technology

Name	Signature	Position
Janna Montoya	Janna Montoy	teacher
Gabriela Velazco	G. Velazco	teacher
Cindy Johnson		K-longterm
Marisa Soto	M. Sot	PE
Julissa B. Lemus	JB Lemus	5th-Science
Angela Zaragoza	A. Z.	Diplomer

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: _March 4, 2019_

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

   Knowing the financial aspect of the CIP and Knowing the CNA develops our CIP.

2. What might we improve and how?

3. How is our organization better as a result of this process? Gathers everyone's input

Committee Area:

☐ Demographics

☐ Student Achievement

☐ School Culture and Climate

☐ Staff Quality, Recruitment, and Retention

☐ Curriculum, Instruction, and Assessment

☐ Family and Community Involvement

☐ School Context and Organization

☑ Technology

Technology	Lead
Carol Sunderland	
Christine Rodriguez	
Nora Villarreal	
Marisa Perez	Absent
Guillermo Sanchez	

Name	Signature	Position
Carol Ramos Sunderland	CRSunderland	teacher
Nora E. Villarreal	NEVille	teacher
Guillermo Sanchez	Guillermo Sanchez	Teacher
Christine Rodriguez	Christ R	teacher

North Heights Elementary
Tribe Meeting
Monday, March 4, 2019
3:30 PM

Vision – North Heights Elementary will challenge all students to achieve high levels of success.

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.*

Motto – Welcome to Our Tribe! **Kind Hearts. Fierce Minds. Brave Spirits.**

1. Welcome & Sign In
2. Attendance Celebrations   M. Soliz
3. Launching TLiM Survey   M. Rivas
4. Potential Failures List   M. Rivas
5. Campus Procedures and Follow Through   L. Hudgins
   a. Restroom use
   b. Kids in and out of classrooms
   c. Monitoring behaviors
   d. Hallway manners
6. Instructional Focus – Tutoring Plan   M. Soliz
   a. All hands on deck!
7. Campus Needs Assessment   M. Soliz

Reminders:

- Federal Programs Parent Surveys 100% Goal Collect Daily *(Due to Mrs. Adams by March 25th)*
- NHE McTeacher's Night Door Judging Contest Mon. March 18th
- STAAR Training Mon. March 18th (all staff)
- NHE McTeacher's Night Tues. March 19th 5-8 PM
- Focus on instruction/interventions. Student growth. Every student. Every day.

Notes:

_____
_____
_____
_____
_____
_____
_____

Leadership is communicating people's worth and potential so clearly that they are inspired to see it in themselves. - Dr. Stephen Covey

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 2020, 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 and as vertical teams monthly. (TSI) (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	
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	Summative - Formative - AR reading student test grades; 80% or higher Summative - end of grading period Star report, AR reading report/goal sheet, AR folder log
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) (TSI) (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,2 nd,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	Summative - Formative - RtI grade level mtgs, PP mtgs Summative - RtI tracking data for: Read Naturally, Comp. Toolkit, iLit, Success Maker, Star Renaissance, Rewards, TPRI
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	Summative - Student Data Binders 3 week formative and six week summatives

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 2020, 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)				Journals, writing portfolios, Comp. Toolkit strategy extension lessons/formative checks
5. Ensure all ELA teachers are properly trained and have access to the newly revised ELA TEKS; have access to a variety of resources for tier 1 instruction, including the NHE Instructional Playbook. 14 NHE teachers will be monitored through the READ Cohort. (TSI) (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	Summative - Use of Curriculum Dashboard/lesson plans District collaborative participation sign in sheets Vertical team planning sign in sheets Success Maker Reports, DMAC data reports, TPRI BOY, MOY, EOY
6. Monitor the implementation of District Initiatives such as but not limited to ELAR Literacy Block, Instructional Playbook, QTEL, Abydos, Planning Protocol, Five Dysfunctions of a Team, DR Cares and collaboration to ensure the best learning opportunities for all students. (TSI) (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	Summative - Curriculum Dashboard Usage Reports Ongoing PD opportunities in monthly faculty mtgs (sign in sheets) Ldrshp Team Mtgs (sign in sheets) District PD opportunities (sign in sheets)
7. Parents will be afforded trainings/informational meetings and updates 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	Summative - Parent feedback from trainings; surveys

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 2020, 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. (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	Summative - 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
2. Vertical team planning will take place on campus prior to the start of each grading period to ensure math TEKS are reviewed for depth and rigor across grade levels. Additionally, ongoing collaboratives for grade level pairs will be utilized; (K-1), (2-3) & (4-5). (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	Summative - Sign in sheets for mtgs Goal setting sheets for vertical teams Math summative data reports from DMAC, formative checks
3. All teachers will utilize vocabulary enrichment and guided math as components for tier 1 instruction. Students will use academic vocabulary in their daily collaboratives. (i.e. centers for academic vocabulary, turn and talk, number talks, etc.) (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	Summative - 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
4. Teachers will purposefully plan for and	Campus Administrators,	Weekly	(S)Local Funds	Summative - math journals,

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 2020, STAAR math scores will improve to 70% of students passing overall. (3rd - 5th grades)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)	Cluster/Department Leaders, Teachers			TELPAS writing samples, formative assessments to include student written explanation of mathematical concepts.
5. Students in Tier 2 and Tier 3 will receive academic interventions in math through guided instruction during school, before and after school tutorials, and/or Saturday camps. (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	Summative - RtI data, DMAC reports, math formatives and summative assessments
6. Increase the use of number talks led by GT students within class to promote a growth in mental math. (Title I SW: 1,2) (Title I TA: 1,8) (Target Group: All,GT,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)	Campus Administrators, Teachers	Biweekly	(S)Local Funds	Summative - formative assessment results, problem solving task cards, GT report cards, STAAR results

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 2020, 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. 5th grade science teachers will collaborate with teachers across the District in the planning and fidelity to implementing curriculum. (TSI) (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	Summative - 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
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 Vertical Team Mtgs; Data Day Agendas
3. Identify student areas of weakness and plan for scaffolded instruction/interventions to target/spiral individual student needs through 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	Summative - Six weeks summative reports/DMAC reports Student data binders Collaboration of data amongst SpEd and gen ed. teacher
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 2020, 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
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
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	Summative - Science talks and participation in collaborative labs, increase participation in District Science Fair, District winners

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 2020, 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, 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	Summative - Curriculum Dashboard Walkthrough Data Formative - daily writing grades, journal writing samples, quizzes, vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results
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
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.
4. Ensure all ELA teachers are properly trained and have access to the newly revised ELA TEKS; have access to a variety of resources for tier 1 instruction. Vertical team planning will take place on campus each month to ensure writing TEKS are reviewed for continuous depth of mastery by grade level.	Campus Administrators, Cluster/Department Leaders, Teachers	Each grading period	(F)Title I, (S)Local Funds - $200	Summative - Sign in sheets for mtgs Goal setting sheets for vertical teams Writing summative data reports from DMAC, formative checks

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 2020, 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
(Title I SW: 1,2,4) (Title I SW Elements: 1.1) (Title I TA: 2,6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 2,7)				
5. Create a campus-wide writing time for students to be able to use both; selected by an adult and student selected writing topics. This dedicated time will lead to a Writing Club to be created for 3rd - 5th graders. (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	Summative - Writing Journal checks; writing initiative checks, feedback from writing collaboratives, writing awards.

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 2020, to meet Domain 3, Closing the Gap, all special pops (LEP, SpEd, 504) will be monitored and tracked using DMAC - RtI component for six weeks goals and growth reporting.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will participate in learning walks for professional development, focused on our NHE Playbook, to grow in Tier 1 instruction that meets the needs of all students, and to grow teachers in developing lessons that target appropriate levels. (TSI) (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	Summative - NHE Playbook, Learning walks feedback, EAR protocol, mentor program, vertical team planning talks, formative classroom checks.
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
3. An increased focus will involve parents in informational meetings about student growth, reading and math supports, and make and take workshops. (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.

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 2020, 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 Use of GT lesson ideas Six weeks summative/DMAC reports
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. (TSI) (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		Summative - DMAC data reports Student 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 7. By June 2020, 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), RtI meetings (six wks) and vertical team collaboration (monthly) for all teachers. (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	Summative - walkthrough data, teacher self reflections, DMAC data reports, lessons plans STAAR results, TTESS evaluations, Data Days
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
3. Provide professional development to fully understand TEKS (process, readiness and supporting) and vertical team training. (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

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 September 2019, North Heights Elementary will receive annual training on the newly developed 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	Summative - Sign in sheets for PD opportunities Campus-wide discipline plan & committee meetings
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) Data Binders/Planners (Teachers/students) Monthly Discipline Reports/Skyward Reports
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	Summative - Monitor grading period discipline reports for consistency in consequences.

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 2019, 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 committees will collaborate and create an atmosphere of mutual respect built around student activities outside of instructional time to increase student participation in health, character and bully awareness. (Robotics, UIL, StuCo, Ldrshp rallies, Art Club, Yearbook, Perfect Attendance, Choir, district wide athletic events, Health and Fitness clubs, etc.) (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	Summative - Awards earned Campus Highlights Ldrshp opportunities permission slips Parent Involvement sign in sheets Calendar of events Surveys for parent, teachers, students NHE Committees mtgs minutes (staff)
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
3. Utilize Del Rio Cares as an embedded part of campus culture and curriculum. (Title I SW: 1) (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 3,6)	Campus Administrators, Counselors, Teachers	Weekly	(S)Local Funds - $2,000	Summative - Visibility of school culture Language awareness utilizing Del Rio Cares Weekly Lessons targeted at a campus wide time parent, teacher, student surveys Participation in school-wide presentations
4. 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	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

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 2019, 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
SW Elements: 2.2) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (CSFs: 4,6)				
5. Guest speakers and presentations 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

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 increase student attendance to 98% for the 2019-20 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
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/EOY	(S)Local Funds - $1,500	Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs
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

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 2019, 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. (TSI) (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, ARI/AMI Intervention data, scheduling, teacher surveys
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, Curriculum Coordinators	Monthly	(S)Local Funds - $1,500	Summative - New teacher surveys, dialogue in planning protocol, campus initiatives for a mentor support system.
3. A campus grading period matrix and 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, matrix checklist, staff meeting notes, newsletter feedback survey
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	December	(F)Title I - $1,000, (O)Local Districts - $5,000	Summative - formatives, summatives, benchmarks, STAAR results

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 organizatinal efficiency and effectiveness.

Objective 1. By April 2020, 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
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
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

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 organizatinal 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
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.
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
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

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
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)
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
4. Counselor's Corner 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 survey

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 - meetings during awards assemblies; recording meeting and posting on social media, Make & Take nights aligned with AR nights; teacher lessons for parents in evenings. (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
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
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

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, phones 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
2. The sign out log will be reviewed to communicate with parents how early checkouts and academic success correlate for students. (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 - Sign out logs parent contact logs parent training agendas/sign in sheets

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 a booth at majority of school events 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.
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)				

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
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.

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.

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**
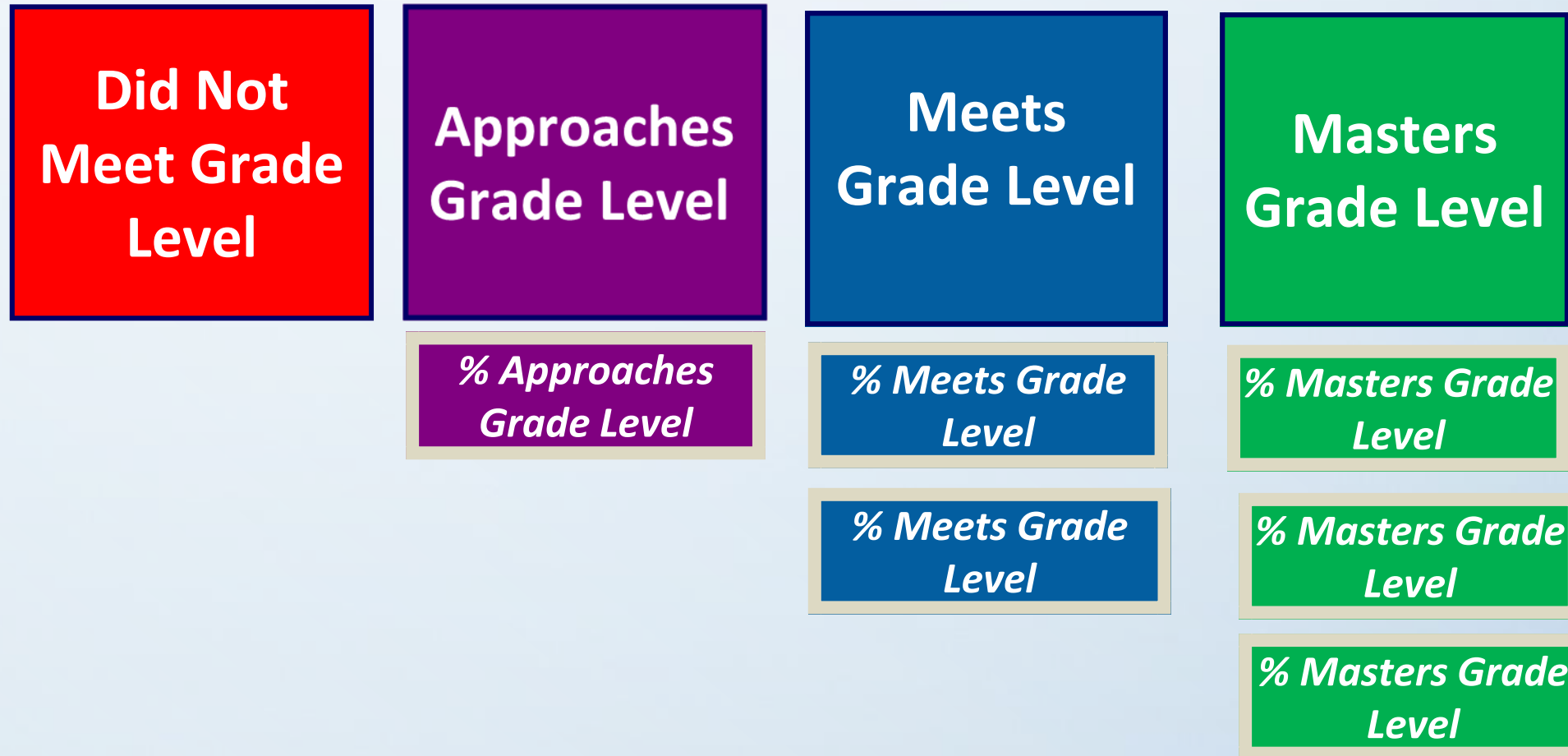
Domain 3: Closing the Gap
　　　　*All 3 campuses received a C

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.

% Approaches + % Meets + % Masters / 3 = Student Achievement Score

Example of Domain 1 Calculation

STAAR Performance	Reading	Math	Writing	Science	Totals	Percentages
# 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 Compon

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 Teaches 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 8.23 - 10.4		CAMPUS	1st 6-Weeks GE 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?