

NORTH HEIGHTS EL

Campus Improvement Plan

2021/2022

*Este plan de mejoramiento del campus está disponible en español a pedido.
Por favor, póngase en contacto con la oficina de la escuela. 830-778-4770*

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



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

Date Reviewed: 06/14/2021

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.

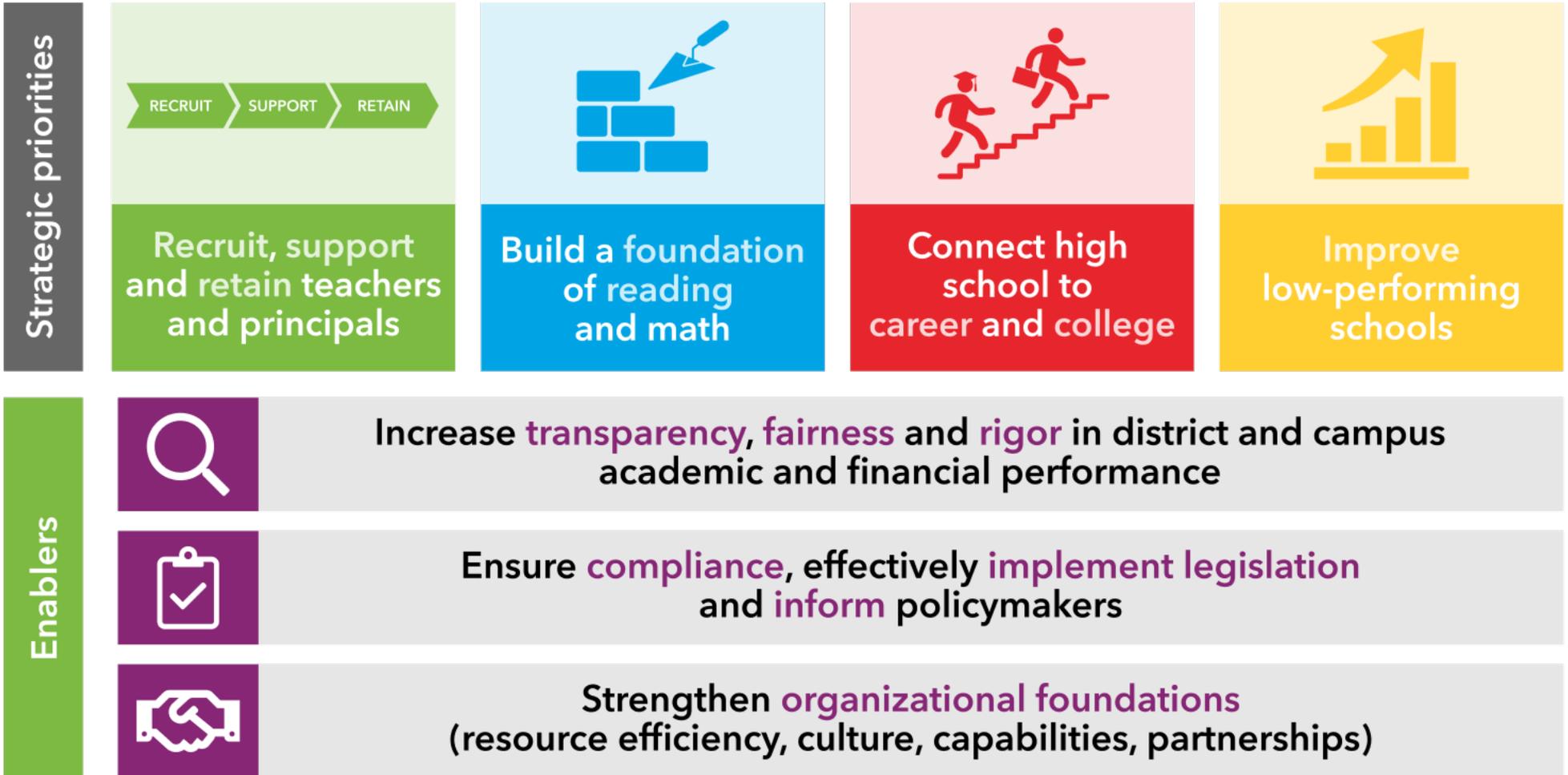
Vision

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

Nondiscrimination Notice

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

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



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

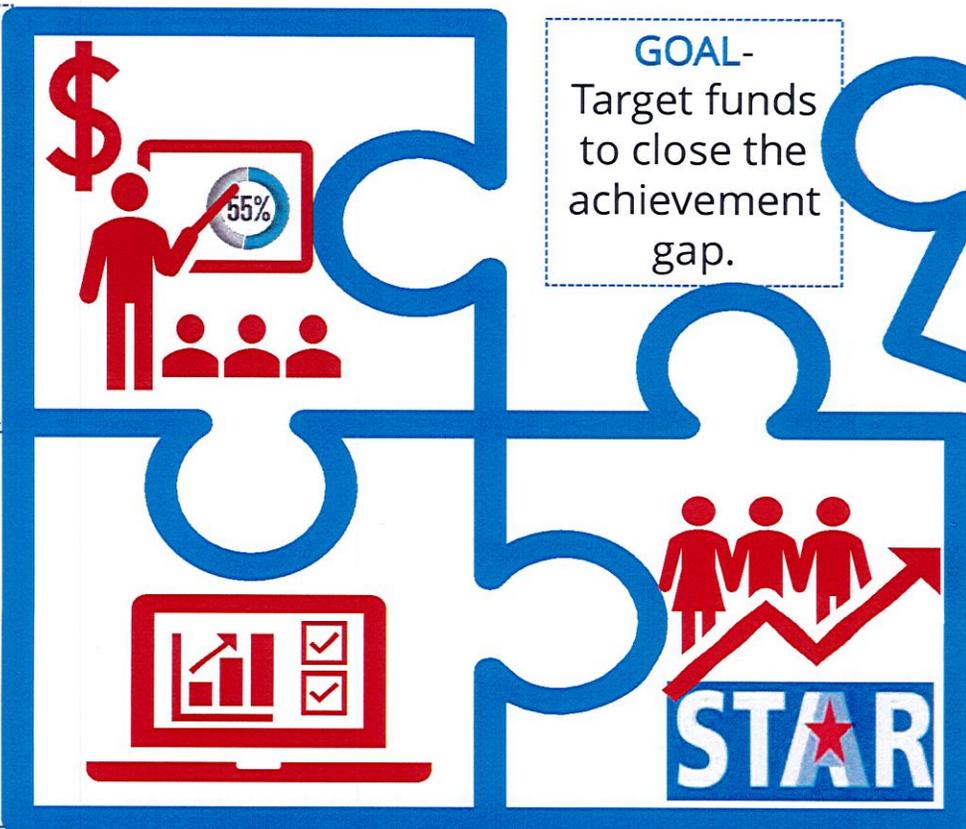
State Compensatory Education Program

STATE FUNDS for supplemental programs and services to support at-risk and educationally disadvantaged students

ANALYSIS of the school's CNA - to identify the priority needs and direction for the SCE program

GOAL- Target funds to close the achievement gap.

PURPOSE - to increase academic achievement and reduce the drop-out rate.



TEC, §29.081

TEC, §48.104



**adapted from TEA State Compensatory Education*

NORTH HEIGHTS EL Site Base

Name	Position
Rodriguez , Theela	Kindergarten Teacher
Campos, Brenda	3rd Grade Teacher
Duran, Luisa	2nd Grade Teacher
Castillo, Danielle	Assistant Principal
Morgan, Tanya	Counselor
Garza, Yolisma	Librarian
Soliz, Maytte	Principal
Lemus, Julissa	5th Grade Teacher
Lopez, Sobie	Resource Aide
De La Cruz, Rebecca	Parent/PTO President
Adams, Elida	Parent Liasion
Sanchez, Marla	SpEd Aide
Zaragoza, Angie	Dyslexia Therapist
Almaraz, Diego	Parent
Behr, Katherine	Parent
Salinas, Amaris	1st Grade Teacher
Jost, Jennifer	4th Grade Teacher
Lopez, Mayra	SpEd Teacher
Rodriguez, Nanca	Parent
Lopez, Ashley	Parent



Introduction

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

Organizational Structure

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

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

Using this template

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

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

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

Site Based Committee Sign In

District: San Felipe Del Rio - CISD

Date: 6/7/2021

Role	Name	Signature
Parent	Rebecca Behr	Participate via Zoom
Parent	Rebecca De La Cruz	Participate via Zoom
Business Representative	Ashley Lopez	Participate via Zoom
Business Representative	Elisabeth Ruiz	Participate via Zoom
Community Representative	Diego Almaraz	Participate via Zoom
Community Representative	Nanca Rodriguez	Participate via Zoom
Kinder Teacher	Theela Rodriguez	Signature Page as an attachment
1st Grade Teacher	Amaris Salinas	Signature Page as an attachment
2nd Grade Teacher	Luisa Duran	Signature Page as an attachment
3rd Grade Teacher	Brenda Campos	Signature Page as an attachment
4th Grade Teacher	Jennifer Jost	Signature Page as an attachment
5th Grade Teacher	Julissa Lemus	Signature Page as an attachment
SpEd Unit Teacher	Mayra Alvarado-Lopez	Signature Page as an attachment
Dyslexia Teacher	Angela Zaragoza	Signature Page as an attachment
Instructional Support Staff	Marla Sanchez	Signature Page as an attachment
Support Staff	Sobeida Lopez	Signature Page as an attachment
Specials Teacher/Elective	Domenica Bowman	Signature Page as an attachment

** 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.*

Comprehensive Needs Assessment Summary – 2021-2022 North Heights Elementary School

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	<p>Teacher Academy Reading Cohorts</p> <p>Formative Assessments for all grade levels</p> <p>We have intensely committed staff at NHE that are dedicated to delivering the best teaching practices</p>	<p>Bilingual Training/support/fully certified</p> <p>Intervention training for general educators to better support Sped students</p> <p>Resources for Small Group Instruction example:digital version of read naturally Math resources</p>	<p>Dedicate resources and PD opportunities to RtI, including instructional materials, needs lists, wish lists for teachers, etc. Focus on core content areas and early literacy</p> <p>Ensure C&I is reached out to for modeling and coaching opportunities; contract with Region as needed for ongoing academic supports</p> <p>Parent supports directly related to accountability; establish a calendar of events and work with committees to achieve community involvement</p>

		<p>Parent STAAR trainings to give parents more frequent access to hands on tools activities, resources to assist with learning outside of school hours to bridge home and school academic content learning.</p> <p>We need more specialists at our school who have the main purpose of serving both teachers and students in specific subjects.</p>	<p>Continue with dedicated support staff for areas of needs; consider K-2 modeling/mentoring supports for guided practices and balanced literacy</p>
<p>Staff Quality</p>	<p>Class dojo- teacher and school use</p> <p>Welcoming atmosphere to new teachers entering the school</p> <p>Student organizations- STUCO, STEM, Robotics, UIL, Science Fair, AR Nights</p> <p>100% highly qualified teachers</p>	<p>Training for general education staff with regards to academic achievement for LEP/Sped/Gifted/Life skills students</p> <p>General education training for CNA's in order to help students they service</p> <p>Strong mentor program which will allow for teachers to observe other classes to strengthen and develop content knowledge, learn effective classroom management plans, have access to valuable websites and resources and is given opportunities to attend professional development trainings would definitely help retain teachers.</p> <p>Staff development targeting tier 1 instructional interventions</p>	<p>New teachers require more targeted supports; strengthen mentoring program or campus supports</p> <p>PD for instructional supports specific to Rtl, interventions, tier 1 instruction, guided practices and how to reach the needs of students; build confidence of teachers</p> <p>Review climate survey to create PD opportunities based on staff feedback</p>

	<p>Staff Development to assist in understanding systems, expectations, goals, etc.</p> <p>School culture; teachers enjoy teaching with colleagues</p>	<p>Constructive feedback from administrators on any walkthroughs/NEIT visits/learning walks/classroom observations.</p> <p>Staff development targeting small groups and tier 3 interventions</p>	
<p>School Climate/ Safe & Healthy Schools</p>	<p>Del Rio Cares</p> <p>LEAD Committee</p> <p>Well-trained teachers who use behavioral management and positive reinforcement rather than discipline.</p> <p>Discipline Committee continued efforts to align behaviors and responses to supports</p>	<p>More support for teachers with students who struggle with ongoing behavioral issues to preserve instructional time</p> <p>Walls in gym need padding</p> <p>Better fencing next to the gym</p> <p>Clarification of behavior plan/revisit behavior plan</p> <p>School wide rules that all students must follow when walking around campus or attending other classes.</p> <p>Consideration of a PBIS</p>	<p>Classroom/school management; use of clip charts to be mandatory, management of systems in place for classroom, enforcing campus rules/hallway transitions</p> <p>Keep up with discipline committee with key focuses on teacher feedback</p> <p>School counseling children need more supports; increase supports at this level</p> <p>Child study process continues to be a concern; identify root causes of training that is lacking and timeliness in plans</p>
	<p>Ability to mass communicate via a variety of online tools; and consistency campuswide with Class Dojo</p>	<p>Web based resources/technological updates through school web page</p>	<p>Continue with dedicated support staff for areas of needs; consider K-2 modeling/mentoring supports for guided practices and balanced literacy</p>

<p>College & Career Readiness/ Graduation/ Dropout Reducation</p>	<p>Celebrating those with natural academic aptitudes with opportunities to showcase their skills in extracurricular activities (UIL, Robotics, etc)</p> <p>STEM Club 3-5</p> <p>Campus Committees</p>	<p>Incorporate CTE based afterschool clubs that promote teaching entrepreneurship. Students will learn specific career skills while in elementary school (Photography, Science, Culinary, Marketing & Sales, Agriculture). This will be a pilot program in 5th grade.</p> <p>We need clubs or events that encourage students without those same natural aptitudes and skills to keep growing. (Art club, Music club, etc.)</p> <p>Guest speakers from different careers or motivation speakers every 6 weeks (F2F)</p> <p>Enrichment/STEM Nights/ NHE Nights (Reading, Math & Science): Maybe older students can guide younger students or some type of enrichment/critical thinking nights</p> <p>Incorporate field trip to encourage CCR (Southwest Texas Junior College & Early College Highschool)</p>	<p>More resources/support for LEP, SpEd, behaviors</p> <p>Increase campus-wide events with a focus on college and career</p> <p>Live/shared calendars for school-wide events</p>
<p>Family and Community</p>	<p>STAAR Parent Trainings</p> <p>PTO Organization and Parent Liason to support parent participation</p> <p>Career day and community involvement in campus events</p>	<p>Reward parents for student attendance</p> <p>Continued communication for high risk students by all supports</p> <p>Post COVID 19 Guidance</p>	<p>Parental involvement at the classroom level and school wide level</p> <p>Increase involvement of community through motivational speakers for all grade levels</p> <p>Counselor outreach for all classrooms for modeled lessons, focus on character ed. in a more timely and structured manner.</p>

<p>Involvement</p>	<p>Increase use in positive feedback to parents through Class Dojo</p> <p>Postive Referrals Initiative</p> <p>Constant communication with parents on a campus-wide level due to Covid and different learning models</p>	<p>Parents will be made aware that all communication will be documented and utilized for EOY decisions.</p> <p>Better communication about retention and summer school criteria so that parents are aware from the very beginning.</p> <p>Literacy family empowerment nights</p>	<p>Resources, makea and takes, parent involvement academically and for fun.</p>
<p>District/Campus Commitments</p>	<p>Create a checkout system for student accessibility to technology</p> <p>TEKS Resource, Dashboard, Lead4ward, New adoptions districwide</p> <p>Continued communication with stakeholders</p> <p>Meals were provided to students</p> <p>Getting more technology equipment (teacher and students)</p>	<p>Additional or new curriculum for Autism Unit</p> <p>Analyzing data in DMAC/Use of dashboard as a teacher tool (Kinder needs)</p> <p>Technology Equipment not always working (including headphones)</p> <p>Revisions of all assessments for alignment, print accuracy, etc (Kinder assessments)</p> <p>Opportunity to increase literacy in our community by building and taking advantage of a stronger partnership with our county library. We can also host huge literacy events at the school focusing on the cultural identities and stories of the families we serve</p>	<p>Purchase materials resources that are aligned to STAAR and Rtl campus needs</p> <p>ELL/TELPAS rubric to prevent student failer; focus PD oportunities and resources purchases to ELL population</p> <p>Alignment for new TEKS and updates for a deeper understanding of TEKS, resources, tools, instructional materials, trainings</p> <p>Consider revisiting master schedule to ensure fidelity to campus needs (computer labs, programs, Rtl, instructional technology</p> <p>Include additional resource to better support PE/Health initaitves to include creating an instrucional classroom setting and providing additional resources based on needs documented</p>

	Platforms available for technology use	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.*

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 2022, 100% of teachers in grades K-5 will be trained and given 1-3 coaching opportunities to ensure fidelity to Planning Protocol and evidence of its actions in the classroom. (Growth in Student Ownership of Learning)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Ensure Master Schedule is designed to prioritize planning with limited interruptions. Seek supports from all stake holders in the design and implementation. Set clear expectations for all to support teaching and learning. (Title I SW: 2) (Title I SW Elements: 1.1) (Title I TA: 4) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 7) (ESF: 1,1.2)</p>	<p>Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Teachers</p>	<p>End of the 2nd Six Wks</p>	<p>(S)Local Funds</p>	<p>Criteria: Completed Master Schedule; Implementation in the first three weeks.</p> <p>Formative - Checks in system; monitor the implementation and make adjustments as needed.</p> <p>05/23/22 - Completed (S) 11/17/21 - Completed</p>
<p>2. Ensure teachers have clear, written roles and responsibilities through Planning Protocol and are supported with data to keep the end goal in mind. Create a calendar to visualize the learning focus for teacher development and to plan for student ownership of learning. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Weekly</p>	<p>(S)Local Funds</p>	<p>Formative - Calendars, Written Goals & Responsibilities</p> <p>05/23/22 - Completed (S) 02/17/22 - Completed 11/17/21 - On Track</p>
<p>3. Collaborates with staff (cluster leaders) to monitor implementation of Planning Protocol that consistently maximize learning time and operations that enable student learning. Teachers will participate in learning walks for professional development, focused on our NHE Playbook and NIET strategies to grow in Tier 1 instruction in varied learning models, and to grow teachers in developing lessons that target student ownership. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Monthly</p>	<p>(O)Local Districts</p>	<p>Formative - Quarterly review of CIP Goal 1, Coaching feedback in DMAC, Get Better Fast Tools in Action</p> <p>05/23/22 - On Track (S) 02/17/22 - On Track 11/17/21 - On Track</p>
<p>4. Utilize DMAC to provide written feedback and to track weekly conferences for formal and informal observations. Utilize the Get Better Faster model along with NIET supports to ensure coaching captures data trends and tracks progress over time (See It, Name It, Do It model) (Title I SW Elements: 1.1,2.5)</p>	<p>Campus Administrators, Region 15, Teachers</p>	<p>April 2022</p>	<p>(S)Local Funds, (S)State Grant</p>	<p>Criteria: Coaching feedback from Region 15. Coaching documentation in DMAC.</p> <p>05/23/22 - Significant Progress (S) 02/17/22 - On Track 11/17/21 - Some Progress</p>

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 2022, 100% of teachers in grades K-5 will be trained and given 1-3 coaching opportunities to ensure fidelity to Planning Protocol and evidence of its actions in the classroom. (Growth in Student Ownership of Learning)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (ESF: 1,1.2,5,5.2)				
5. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1) (ESF: 2)	Campus Administrators, Chief Instructional Officers	June 2021-June 2022	(S)State Compensatory	Criteria: Payroll/HR Documentation 05/23/22 - Completed (S) 02/17/22 - On Track 11/17/21 - On Track

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By June 2022, the percent of 3rd grade students that will score at the "Meets" level or above on STAAR will increase from 33% to 56% in reading and 20% to 54% in math. (HB3)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Increase student achievement by monitoring teachers' delivery of lesson (tier 1 instruction) to grow from student engagement to student ownership of learning. (Look Fors: evidence of planning transferred into classrooms) (Target Group: 3rd) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Oct - May</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Formative - Usage Reports Curriculum Dashboard Walkthrough Data Formative - Progress Monitoring, daily grades, exit tickets Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results</p> <p>05/23/22 - On Track (S) 02/17/22 - Significant Progress 11/17/21 - Some Progress</p>
<p>2. Ongoing PD driven by teacher feedback in surveys, student data and Planning Protocol feedback to continue to grow teacher's fidelity to planning, teaching and learning. (Title I SW Elements: 1.1) (Target Group: 3rd) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.2,5.3)</p>	<p>Campus Administrators, Cluster/Department Leaders, Region 15, Teachers</p>	<p>Monitor Monthly</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Formative - NIET surveys, ESF Grant surveys</p> <p>05/23/22 - Completed (S) 02/17/22 - On Track 11/17/21 - Some Progress</p>
<p>3. Create a strategic student driven intervention plan for each child to ensure fidelity to progress monitoring through WIN Time/Small Group Interventions (Customized lessons using Education Galaxy to measure student growth on grade level TEKS) and monitor data to continue to customize student plans. (Title I SW Elements: 1.1,2.5) (Target Group: 3rd) (Strategic Priorities: 2) (ESF: 1,1.2,5,5.1,5.3)</p>	<p>Campus Administrators, Teachers</p>	<p>Six Weeks</p>	<p>(F)Title I</p>	<p>Formative - WIN Time trackers/anecdotal notes, Education Galaxy Reports, Progress Monitoring</p> <p>05/23/22 - Significant Progress (S) 02/17/22 - On Track 11/18/21 - Some Progress</p>

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 of 2022, 85% of 4th and 5th grade students will obtain growth measure success on STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous ELA/math lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. (Look Fors: evidence of planning transferred into classrooms) (Title I SW Elements: 2.2,2.5,2.6) (Target Group: 4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.2,5.3)</p>	<p>Campus Administrators, Teachers</p>	<p>Nov - May</p>	<p>(F)Title I</p>	<p>Criteria: Progress Monitoring/Summatives, Star Renaissance data, Benchmark/STAAR performance</p> <p>05/23/22 - On Track (S) 02/17/22 - On Track 11/17/21 - Significant Progress</p>
<p>2. All students will receive weekly academic interventions in ELA/Math based on needs during WIN Time (previous grade level TEKS through HB4545 goals, closing the gap supports for current grade level TEKS, enrichment to grow learners) (Lone Star, Renaissance Learning, Brainpop) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED,GT,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)</p>	<p>Campus Administrators, Computer Aides, Librarian, Special Ed Teacher, Teachers</p>	<p>Aug - May</p>	<p>(S)State Compensatory - \$26,463.25</p>	<p>Criteria: WIN Time data, Star Renaissance, Formatives and Summatives</p> <p>05/23/22 - On Track (S) 02/17/22 - Significant Progress 11/17/21 - Some Progress</p>
<p>3. All teachers will utilize campus-wide comprehension and testing strategies (Unwrap) to ensure students can model thinking through written questions/texts. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1)</p>	<p>Campus Administrators, Teachers</p>	<p>Aug - June</p>	<p>(F)Title I</p>	<p>Criteria: Formative/Summative checks for student work.</p> <p>05/23/22 - Completed (S) 02/17/22 - Completed 11/17/21 - On Track</p>
<p>4. Parents will be afforded trainings/informational meetings and updates to ensure ELA and math is embraced at school and at home. (literacy/math nights) (Title I SW Elements: 3.1) (Target Group: All,4th,5th) (Strategic Priorities: 2,4) (ESF: 3,3.3,3.4)</p>	<p>Campus Administrators, PTO, Teachers</p>	<p>Each Six Wks</p>	<p>(F)Title I</p>	<p>Criteria: Sign in sheets, agendas</p> <p>05/23/22 - Significant Progress (S) 02/17/22 - Significant Progress 11/17/21 - Some Progress</p>

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 2022, 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
<p>1. Ensure instructional materials and resources are intentionally designed with expected rigor, key ideas and essential questions, 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 specific to enrichment and extended learning. (Title I SW Elements: 2.5) (Target Group: All,GT,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.2)</p>	<p>Campus Administrators, Teachers</p>	<p>Daily</p>	<p>(F)Title I</p>	<p>Formative - Curriculum Dashboard Six weeks summative 05/23/22 - On Track (S) 02/17/22 - Significant Progress 11/17/21 - Significant Progress</p>
<p>2. Identify students by name that previously achieved Masters and include the names of students that fell just short (Meets) to ensure knowledge of students by homeroom class. Teachers will take this data, then identify select students per content to ensure a 5% increase overall. (Title I SW: 8) (Title I SW Elements: 2.5,2.6) (Target Group: GT,3rd,4th,5th) (ESF: 4,4.1,5,5.2,5.3)</p>	<p>Campus Administrators, Teachers</p>	<p>Midyear RTI Data Day</p>	<p>(F)Title I</p>	<p>Formative - DMAC data reports Student data tracking sheets 05/23/22 - Completed (S) 02/17/22 - Completed 11/17/21 - On Track</p>

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 2022, STAAR science scores will grow to 68% in 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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. (Title I SW Elements: 2.2,2.5) (Target Group: All,5th) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.3)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Aug - May</p>	<p>(F)Title I</p>	<p>Formative - Curriculum Dashboard Usage Reports Walkthrough Data Formative - daily science grades, science journals, quizzes, vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results</p> <p>05/23/22 - Some Progress (S) 02/17/22 - Some Progress 11/17/21 - Some Progress</p>
<p>2. All teachers will plan for and commit to focused science instructional minutes, to ensure lessons on grade level TEKS that promote using hands-on learning opportunities. This will include real world connections and vocabulary enrichment through science journals and Lone Star Science (grades 2-5).</p> <p>Instructional minutes: K-1; 60 minutes weekly, 2-3; 90 minutes weekly, 4; 150 minutes weekly, 5; 60-75 minutes daily (Title I SW Elements: 2.2,2.5) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Six Wks</p>	<p>(F)Title I</p>	<p>Formative - Stem Scopes use, formative/summative data Academic vocabulary identified in weekly lesson plans Formative assessments utilizing vocabulary checks and spiraled concepts</p> <p>05/23/22 - Some Progress (S) 02/17/22 - Some Progress 11/17/21 - No Progress</p>
<p>3. Identify student areas of weakness and plan for scaffolded instruction/interventions to target/spiral individual student needs through small group/guided instructional practices in science. (i.e. Science Saturday Camps) (Title I SW Elements: 2.2,2.5) (Target Group: 5th)</p>	<p>Campus Administrators, Special Ed Teacher, Teachers</p>	<p>Weekly</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Formative - Six weeks summative reports Collaboration amongst SpEd and gen ed. teachers to review data and plan for supports. Science Saturday Camps</p>

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 2022, STAAR science scores will grow to 68% in 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 4) (ESF: 5,5.3,5.4)				Attendance and Exit Tickets 05/23/22 - Some Progress (S) 02/17/22 - Some Progress 11/17/21 - No Progress
4. Student participation in the campus science fair in grades K-4 will increase by 10%. (Target Group: K,1st,2nd,3rd,4th) (Strategic Priorities: 4) (ESF: 3,3.4,5,5.1)	Cluster/Department Leaders, Teachers	Semester	(S)Local Funds	Formative - Science talks and participation in collaborative labs, increase participation in District Science Fair, District winners, Family Make and Take opportunities 05/23/22 - Completed (S) 02/17/22 - Completed 11/17/21 - On Track

NORTH HEIGHTS EL

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

Objective 6. By January 2022, North Heights Elementary will have an established discipline committee with three week follow ups/checks of our system in place for a campus-wide discipline plan to ensure less than 7% of the student population is see for discipline.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will attend trainings on PPD Demerit System and effective classroom management and restorative discipline techniques for all populations (emphasizing special education student supports) (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1,3.2,5.1)	Campus Administrators, Counselors, Teachers	Quarterly	(F)Title IIA Principal and Teacher Improvement	Formative - Sign in sheets for PD opportunities Campus-wide discipline plan & committee meetings 05/23/22 - On Track (S) 02/17/22 - Significant Progress 11/17/21 - Some Progress
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 Elements: 1.1) (Target Group: All,ECD,AtRisk,K,1st,2nd,3rd,4th,5th) (ESF: 3,3.1,3.2)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Weekly/Grading Periods	(S)Local Funds	Formative - SOP for DR Cares Training sign in sheets PD opportunities (sign in sheets) Monthly Discipline Reports/Skyward Reports 05/23/22 - Completed 02/17/22 - On Track 11/19/21 - On Track
3. Utilize the campus discipline plan (PPD Demerit System) to create cohesiveness and consistency for all discipline actions; Monitor and adjust as necessary based on data and discipline committee input. (Title I SW Elements: 1.1) (Target Group: All,AtRisk,K,1st,2nd,3rd,4th,5th) (ESF: 3,3.1,3.2)	Campus Administrators, Counselors, Teachers	Daily/3rd & 6th Week	(S)Local Funds	Formative - Monitor grading period discipline reports for consistency in consequences. 05/23/22 - Completed 02/17/22 - Some Progress 11/19/21 - Some Progress

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 7.** NHE will track and grow attendance each month so that we are back at 96% or higher by the end of the 2021-22 academic school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. NHE will commit to our system for tracking attendance through folders and making connections with families daily to ensure clear expectations for attendance. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3,3,3.4)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>May</p>	<p>(O)Local Districts</p>	<p>Criteria: Attendance folder documentation, Tracking system for 3rd, 5th, 7th and 10th absence, documentation for parent referrals; six weeks reports to show growth in attendance</p> <p>05/23/22 - Completed 02/17/22 - On Track 11/17/21 - On Track</p>
<p>2. 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. (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers</p>	<p>Daily, Weekly, Grading Period</p>	<p>(S)Local Funds</p>	<p>Formative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs</p> <p>11/17/21 - Discontinued</p>
<p>3. 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) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	<p>Campus Administrators, Counselors, Librarian, Teachers</p>	<p>six wks/semester/E OY</p>	<p>(S)Local Funds</p>	<p>Formative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs</p> <p>11/17/21 - Discontinued</p>
<p>4. 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. (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	<p>Campus Administrators, Teachers</p>	<p>Daily</p>	<p>(S)Local Funds</p>	<p>Formative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs</p> <p>05/23/22 - Completed (S) 02/17/22 - Significant Progress 11/17/21 - Discontinued</p>

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 2021, 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. 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) (ESF: 3,3.1,3.3)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Teachers	2nd Semester	(O)Local Districts	Formative - formatives, summatives, benchmarks, STAAR results 05/23/22 - Completed 02/17/22 - On Track 11/17/21 - On Track
2. All staff will participate in ongoing professional development based on district initiatives and targeted academic needs for the campus. (NIET, ESF) This includes ensuring 100% of all grade level staff is highly qualified, 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 Elements: 2.2,2.5) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 2,2.1)	Campus Administrators, Cluster/Department Leaders, Region 15, Teachers	Monthly	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Formative - TTESS GSPD Plans, district initiatives, scheduling, teacher surveys 05/23/22 - Completed (S) 02/17/22 - On Track 11/17/21 - On Track
3. All new staff, upon being hired, will be set up with a campus mentor to train on district initiatives and campus-wide systems/expectations for teaching and learning. (Title I SW Elements: 2.5) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 2,2.1)	Campus Administrators, Cluster/Department Leaders	Monthly	(F)Title IIA Principal and Teacher Improvement	Formative - New teacher surveys, dialogue in planning protocol, campus initiatives for a mentor support system. 05/23/22 - Completed (S) 02/17/22 - On Track 11/17/21 - On Track
4. A campus bi-weekly newsletter will be shared with staff to ensure the most updated training opportunities and campus news are known. (Title I SW Elements: 2.3) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.3)	Campus Administrators, Cluster/Department Leaders, Counselors	Annual	(S)Local Funds	Formative - TTESS GSPD Plan, Smore analysis report, staff meeting notes, newsletter feedback survey 05/23/22 - Completed 02/17/22 - On Track 11/17/21 - On Track

NORTH HEIGHTS EL

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

Objective 9. By December 2021, 100% of NHE students will receive instruction utilizing the Del Rio Cares Curriculum to continue to build bully awareness, character education, and health awareness through the five pillars of character.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NHE will collaborate and create an atmosphere of mutual respect built around student activities that promote health, character and bully awareness. (monthly calendar of events, Del Rio Cares, family fun nights, etc.) (Target Group: All) (ESF: 3,3.1,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Oct - May	(F)Title IV SSAEP	Formative - Campus Highlights Parent Involvement sign in sheets Calendar of events Surveys for parent, teachers, students NHE Committees mtgs minutes (staff) 05/23/22 - Completed (S) 02/17/22 - On Track 11/17/21 - On Track
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) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.4)	Counselors, Teachers	Quarterly	(F)Title I, (F)Title IV SSAEP	Formative - Counseling records, parent/staff/student surveys 05/23/22 - Completed 02/17/22 - On Track 11/17/21 - On Track
3. Physical education teachers will participate in staff development/training in areas including Fitness Gram, classroom management with large groups, and sessions relating to increased lessons on "Care"/health and physical fitness needs. They will lead campus-wide participation in District health events. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.1,3.4)	Campus Administrators, Cluster/Department Leaders, Teachers	Annually	(F)Title IIA Principal and Teacher Improvement	Trainings are in place and well on their way. 05/23/22 - Completed (S) 02/17/22 - On Track 11/17/21 - On Track

NORTH HEIGHTS EL

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

Objective 10. Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is planned for and implemented using Power Moves (Look Fors) created by teachers and staff (TI). (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers, Teachers	December 2020	(F)Title I	Criteria: Walkthrough feedback, Exit Ticket feedback from staff at end of PD sessions 05/23/22 - Completed 05/10/21 - Some Progress
2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All)	Campus Administrators, Transportation Coordinator	Sept. 2020-Sept. 2021	(F)Federal Grant	Criteria: Distribution logs 05/23/22 - Completed (S) 05/24/21 - Completed
3. Technology resources including iPads, desktops, internet and hotspots available to students and families in need for remote instruction. (Title I SW Elements: 2.5) (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept. 2020-Sept. 2021	(F)Federal Grant, (S)Technology Grant	Criteria: Inventory and distribution logs 05/23/22 - Completed (S) 06/07/21 - Completed
4. Health and safety measures followed with guidance from the LHA & District; provided with necessary materials for all school areas including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. (Target Group: All)	Campus Administrators, Health, Safety & Nutrition Coordinator	May 2021	(F)Federal Grant	Criteria: Inventory and distribution logs 05/23/22 - Completed (S) 06/07/21 - Completed

NORTH HEIGHTS EL

- Goal 2.** The District shall be a good steward of the community's resources-financial, human, facilities-and explore new opportunities for organizational efficiency and effectiveness.
- Objective 1.** By April 2022, 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. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 1,1.2)	Campus Administrators	Annual	(O)Local Districts	Formative - Monthly review of the budget POs and requests for funds tied directly to CIP budget workbooks End of year financial reports 05/23/22 - Completed 02/17/22 - On Track 11/17/21 - On Track
2. The campus budget will be set up to include individualized accounts for each grade level/department. Monies will be allocated to these individual accounts based on needs documented in the CNA and CIP. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 1,1.2)	Campus Administrators	Annual	(O)Local Districts	Formative - Budget account reports/accounts created list 05/23/22 - Completed (S) 02/17/22 - Significant Progress 12/01/21 - On Track
3. NHE will collaborate with PTO for the academic year to ensure a plan of action for funding campus needs beyond our budget requests. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3,3.4)	Campus Administrators, Cluster/Department Leaders, Parental Aides, PTO	Monthly	(S)Local Funds	Formative - PTO bylaws, officers and minutes for monthly meetings Feedback from teachers on grade level needs 05/23/22 - Some Progress (S) 02/17/22 - Some Progress 12/01/21 - Some Progress

NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. North Heights will foster a collaborative approach to transition and curriculum with Cardwell Head Start by having a representative attend collaborative meetings. (Target Group: PRE K) (ESF: 3,3.3)	Cluster/Department Leaders, Counselors	May	(F)Title I	Formative - sign in sheets, Cardwell correspondence, progress of students in Kindergarten 05/23/22 - Completed (S) 02/17/22 - On Track 11/17/21 - On Track
2. A campus tour will be established for all students who transition to NHE. (Pre-K, Life skills) (Target Group: PRE K,K,1st,2nd) (ESF: 3,3.3)	Campus Administrators, Counselors	Annually	(F)Title I	Formative - Counseling records, progress of students in kindergarten, collaboration with kinder cluster leader and Pre-K. 05/23/22 - Completed (S) 02/17/22 - On Track 11/17/21 - On Track
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 between parental, teacher, student and school. (Title I SW Elements: 3.2) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	Annual Training/Daily Support	(F)Title I, (O)Local Districts	Criteria: Daily reports for 3, 5, 7, 10th absences assigned to each individual in our office team. Formative - 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 05/23/22 - Completed (S) 02/17/22 - On Track 11/17/21 - Some Progress
4. Parent trainings will include information on academic supports from home for students, transitions, college and career readiness, attendance priority, incentive discussions and celebrations of campus successes. (Title I SW Elements: 3.1,3.2) (Target Group: All) (ESF:	Campus Administrators, Parental Aides, Parents	Annually	(F)Title I	Formative - Sign in sheets Parent feedback forms 05/23/22 - Significant Progress (S) 02/17/22 - Significant Progress 11/17/21 - Significant Progress

NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3,3.1,3.3,3.4)				

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 Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Teachers	Weekly	(F)Title I	Formative - website visits, parent surveys 05/23/22 - Completed (S) 11/17/21 - On Track
2. Monthly calendars will be used to inform parents of campus events. A suggestion box for parents and adults will be placed in the main office for suggestions and input collections. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Counselors, Parental Aides, Teachers	Monthly	(F)Title I	Formative - Participation in events (sign in sheets) 05/23/22 - Completed (S) 11/17/21 - On Track
3. Photos and publications will be published on social media to share NHE success and upcoming events with parents. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Campus Administrators, Parental Aides	Weekly	(F)Title I	Formative - Likes/Shares on FB Comments 05/23/22 - Completed (S) 11/17/21 - On Track
4. Counselor's Corner Newsletter & Wellness Wednesday Nurse's Newsletter will be sent out monthly to provide tips to parents on things they can do at home to assist their child academically, socially, and emotionally. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Counselors, Parental Aides	Monthly	(F)Title I	Formative - Parent feedback 11/17/21 - Discontinued

NORTH HEIGHTS EL

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

Objective 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 - Understanding academic needs for students, Make & Take nights, Literacy and Math nights) (Title I SW Elements: 3.1,3.2) (Target Group: All) (ESF: 3,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Parental Aides	Monthly	(F)Title I	Formative - Monthly sign in sheets, parents surveys 05/23/22 - Significant Progress (S) 11/17/21 - Some Progress 11/17/21 - Pending
2. Administration, through the parental liaison, will communication via Skyward email, marquee and social media messages about campus events. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	Parental Aides	Weekly	(F)Title I	Formative - Surveys and sign in sheets documenting participation in campus events 05/23/22 - Completed (S) 02/17/22 - On Track 11/17/21 - On Track
3. Leadership events will promote parent involvement in academics, social and collaborative settings; students will take ownership of leadership and parents will celebrate successes of their children. (to include family nights, lock ins, raffles, incentives, etc.) (Title I SW: 1,6) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Quarterly	(F)Title I	Summative - Parent sign in sheets Parent volunteers Parent, teacher, student surveys 11/17/21 - Discontinued

NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district-wide system for tracking attendance will be implemented with fidelity to include home visits, phone calls, Skyalert and written communication to target chronic absenteeism. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Daily	(O)Local Districts	Formative - Attendance logs, Case Study sheets, Attendance folders 05/23/22 - Completed (S) 11/17/21 - On Track
2. Use of School Dismissal Manager (SDM) will document and track student learning time on campus. (arrival, checkouts, etc.) (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1,1.2,3.3)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	Three Week	(O)Local Districts	SDM is used to track students who leave early or arrive late. These reports allow us to make personal contact with families to discuss academic needs and loss of learning. 05/23/22 - Discontinued (S) 11/17/21 - Significant Progress

NORTH HEIGHTS EL

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

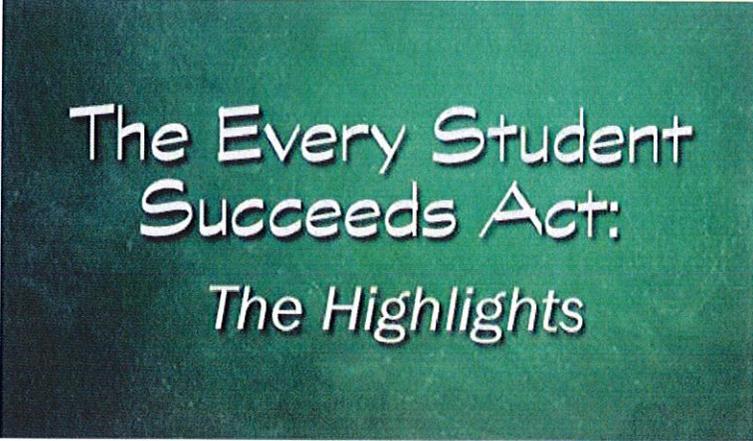
Objective 4. NHE will collaborate with PTO to ensure active involvement for parents to get to know the organization, campus needs and ways to be involved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PTO will develop a plan of action to host meetings to bring awareness of organization, needs and projects. (Title I SW Elements: 2.1,2.3,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Parental Aides	2nd Semester	(L)Principal Account, (S)Local Funds	Formative - Increase in PTO participation & parent volunteers, supports for classrooms. 05/23/22 - No Progress (S) 11/17/21 - No Progress
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) (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Parental Aides, PTO	Monthly	(L)Principal Account, (S)Local Funds	Criteria: classroom involvement; virtual parent supports 05/23/22 - No Progress (S) 11/17/21 - No Progress 09/08/21 - Discontinued

San Felipe Del Rio CISD
Annual Title I Parent Training
North Heights Elementary
Zoom, September 8, 2021, 10 am

Agenda

- I. What is Title I and ESSA Grant**
- II. Parent and Family Engagement Policy**
- III. School-Parent Compacts**
- IV. Parents Right to Know**
- V. How can parents get involved?**
- VI. Questions/Answers**



**The Every Student
Succeeds Act:
*The Highlights***

09:51:14 From Rufina Adams to Everyone:
North Heights Elementary Title I, Parent Engagement and Parent Compact
Training, Wednesday, September 8, 2021, 10 am

09:51:33 From Rufina Adams to Everyone:
Ruby Adams, Federal Programs Director

09:59:20 From Lizet Simental to Everyone:
Lizet Torres

10:00:02 From Elijah Blankenship to Everyone:
Good Morning!

10:04:50 From Lizet Simental to Everyone:
Belen Martinez

10:06:21 From Belen Martinez to Everyone:
English is fine

10:26:28 From Belen Martinez to Everyone:
No questions

10:26:54 From Elijah Blankenship to Everyone:
No questions thank you! Sorry it shows my sons name. my name is Rebekah
Blankenship

10:27:52 From Belen Martinez to Everyone:
Thank you

10:28:02 From Lizet Simental to Everyone:
M. Soliz

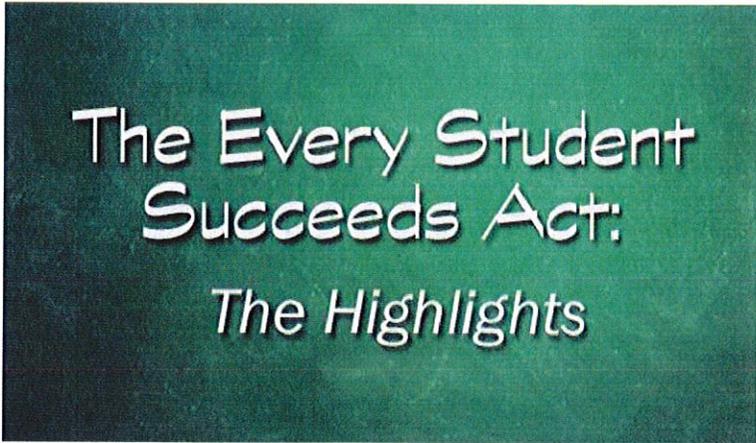
10:28:11 From Danielle Castillo to Everyone:
D Castillo

10:28:11 From Lizet Simental to Everyone:
D.Castillo

San Felipe Del Rio CISD
Annual Title I Parent Training
North Heights Elementary
October 19, 2021, 2 pm

Agenda

- I. What is Title I and ESSA Grant**
- II. Parent and Family Engagement Policy**
- III. School-Parent Compacts**
- IV. Parents Right to Know**
- V. How can parents get involved?**
- VI. Questions/Answers**



**The Every Student
Succeeds Act:
*The Highlights***

114

Title I Parent Training

North Heights
Campus

10/19/21
Date of Meeting

Parent Name	Student Name	Parent Signature
Rosaura Martinez	Sean P. Schaler	Rosaura Martinez
Chul Saldaña	↓	Chul Saldaña
Belinda Rodriguez	Aniana Gomez	Belinda Rodriguez
Rebekah Blankenship	Elijah Blankenship	Rebekah Blankenship
Maythe Y Soliz	Adnan Garcia	Maythe Y Soliz
Larisa Espinoza	Natalya Salas	Larisa Espinoza
Esther Zamoripa	Jesus Zamoripa	Esther Zamoripa
Kassandra Soto	Andie Soto	Kassandra Soto
Evolet Soto	Evolet Soto	Evolet Soto
Yolisma Garza	AA Avy Salore	Yolisma Garza
Ydisma Garza	Miguel Garza	Ydisma Garza
Ydisma Garza	Juan M. Garza	Ydisma Garza
Brandee Calo	Liam McGillicuddy	Brandee Calo
MAFAEL FLORES	Nicolas Flores MARCELO FLORES	MAFAEL FLORES
Marco Zambrun	Aubrey/Joey Zambrun	Marco Zambrun
Juan Flores	Adriana Flores	Juan Flores
Yarixa Espinoza	Eric Espinoza	Yarixa Espinoza
Sara Hernandez	Isaac G. Rosa Hernandez	Sara Hernandez
Piscilla Redilla	Arturo Redilla	Piscilla Redilla
Melina Garcia	Jazzmyne Coronado	Melina Garcia



**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL
DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2021-2022**

North Heights Elementary

STATEMENT OF PURPOSE

- I. The San Felipe Del Rio Consolidated Independent School District administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the district’s improvement plan process.

The district values the role parents’ play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School.

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

- II. The TEAM of the San Felipe Del Rio Consolidated Independent School District Board of Trustees, administrators, teachers, support staff, parents and community, in partnership with public and private agencies, is committed to provide the support, resources and academic rigor to ensure that all students achieve educational and social excellence.

SCHOOL- PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children’s teacher during the first six weeks. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- IV. The District’s capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Migrant Parent Advisory Council (PAC), District Planning and Decision Making Committee (DPDM), Language Proficiency Assessment Committee (LPAC) committees and trainings. In addition, parent skills workshops, campus volunteers, School readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement.

Information on the “Value and Utility of Parent’s Contributions,” and on how to reach out and communicate with parents as equal partners in the education of their children shall be scheduled and provided to staff during faculty meetings or other campus-level initiatives. The district will extend feasible and appropriate communication to integrate parent involvement programs, activities with Special Ed program, community agencies and private schools.

STAFF AND PARENT COMMUNICATION

- V. **North Heights Elementary**: will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the District Parent and Family Engagement Policy and practices. They will also consider:
- Academic quality of Title I, Part A Schools
 - Identifying way to overcome barriers which may limit participation by parents
 - Review and revision of Campus School – Parent Compact
 - Increase parent involvement

The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level.

RESERVATION OF FUNDS

- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **North Heights Elementary** on and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before **North Heights Elementary**. notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.

**SAN FELIPE DEL RIO CISD
POLÍTICA DE COMPROMISO DE PADRES Y
FAMILIAS 2021-2022**

North Heights Elementary

LA DECLARACION DE PROPOSITO

- I. La administración, los profesores, la facultad, el apoyo de personal, los padres de familia y miembros de la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio desarrollaran, se pondrán de acuerdo y les distribuirán a los padres por escrito una Póliza de Participación de Padres de Familia y un Convenio de Escuela – Padre – Estudiante. La póliza expondrá expectativas y establecerá un sistema para participación de calidad de los padres. Esto será realizado como parte del proceso del plan de mejoramiento del distrito.

El distrito valora el papel que toman los padres como el primer maestro de sus hijos y la influencias del apoyo continuo para lograr que sus hijos satisfagan las normas estatales del funcionamiento de un estudiante.

La siguiente póliza está de acuerdo con los requisitos legales del Acta de ESSA, Sección 1116 (b).

PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO del Consejo Directivo, los administradores, los profesores, el apoyo de personal, los padres de familia y la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio, al asociarse con las agencias públicas y privadas, están comprometidos a proveer el apoyo, los recursos y el rigor académico para asegurar que todos los estudiantes lleven a cabo excelencia educativa y social.

EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE

- III. El Convenio de Escuela – Padre – Estudiante buscara los medios por los cuales los padres, la escuela y los estudiantes compartirán responsabilidad para una realización académica mejora al estudiante o un dominio de las altas normas del estado. Un repaso y una revisión anual, si es necesario, serán parte del proceso del plan de mejoramiento al nivel del distrito y el campo escolar.

Aunque las firmas no serán requeridas, se les urge a los padres que firmen y discutan el convenio con sus hijos y profesores.

La Póliza de la Participación de Padres y el Convenio de Escuela – Padre – Estudiante serán repasados y distribuidos a los padres durante las primeras seis semanas del año escolar por medio de la matrícula, Conocer el Maestro, juntas llamadas especiales y otros iniciativas al nivel del campo escolar.

LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA

- IV. La capacidad del distrito al hacer una sociedad colectiva fuerte con los padres será realizada al ofrecer oportunidades para que los padres provean información y hagan recomendaciones relativo a los programas del Título I. Además, el distrito les ayudara a los padres a entender el contenido académico del estado y normas de realización, evaluación estatales y locales y como observar el progreso de sus hijos. Estas oportunidades serán programadas en el Consejo Consultivo de Padres Migrantes (PAC), Comité de Planeación y Toma de Decisiones del Distrito (DPDM), y el Comité de Apreciación de Idioma y Pre eficiencia (LPAC), juntas llamadas especiales, y entrenamientos. Además, talleres de habilidades donde se aprenderá a ser buenos padres, alfabetismo, voluntarios del plantel, entrenamiento y uso de tecnología serán proveídos al personal durante las juntas de facultad del campo escolar y otros iniciativas al nivel del campo escolar.

La información en “el valor y servicio de las contribuciones de los padres” y como extenderse y comunicarse con los padres como compañeros iguales en la educación de sus hijos. Estos serán programados y proveídos al personal durante las juntas de la facultad del campo escolar y otros iniciativas al nivel del campo escolar.

Al punto factible y apropiado el distrito coordinara e integrara programas de participación del padre y actividades.

COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

- V. **North Heights Elementary** hará cada esfuerzo para comunicarle a los padres información sobre el Título I, Programas Parte A, descripciones y explicaciones del currículo, evaluación académicos usados para medir el progreso del estudiante, niveles de pre eficiencia de los estudiantes que se esperan satisfacer. Toda la información oral o escrita relacionada a los padres de familia será proveída en una forma y lenguaje que los padres pueden entender durante conferencias con padres.
- VI. Los boletines, las notas de maestro, la marquesina de escuela, las conferencias, el contacto personal, las llamadas de teléfono, Skylert del distrito email del distrito escolar, internet del distrito escolar, Facebook del distrito escolar , notas escritas se usaran para establecer y mantener las líneas abiertas de comunicación con padres de familia.

LA EVALUACIÓN

- VII. Los padres participara en la evaluación anual de contenido y el efecto de las prácticas y Póliza de la Participación de los padres del distrito. Ellos también consideran:

- La calidad académica del Título I, Escuelas Parte A
- Identificar las maneras para vencer las barreras cuales pueden limitar la participación de los padres
- El repaso y revisión de la Póliza de Participación de Padres de Familia y del Convenio de la Escuela – Padre – Estudiante
- Aumentar la participación de los padres de familia

Los descubrimientos de la evaluación anual serán usados para revisar y hacer estrategias y prácticas de póliza de los padres para mejorar la participación de los padres a los niveles del distrito y el plantel escolar.

RESERVACIÓN DE FONDOS

- VIII. Los padres de estudiantes que reciben servicios a través del Título I, Parte A deben tener la oportunidad de participar en las decisiones, en cuanto a la distribución de los fondos destinados para las actividades de los padres de familia.

ADOPCIÓN

Esta Póliza de Participación de Padres de Familia del Plantel se ha desarrollado de común acuerdo, con los padres de los estudiantes que participan en los programas Título I, Parte A según evidenciado por Padres de Familia, Administradores, y Consejeros. Esta póliza fue aprobada por North Heights Elementary el y será proporcionada efectivo para el período del 2021-2022. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del El plantel North Heights Elementary notificara a los padres de familia de esta póliza que estará en un Formato comprensible y uniforme, al grado practicable, proporcionara una copia de esta póliza a los padres de familia en el idioma que los padres puedan entender.

What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan

Jointly Developed

Parents, students, and staff work together and share ideas to develop our School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meeting.
- The Compact ensures that students are provided with the best opportunity for academic achievement by the school and family working together.

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Literacy Nights
- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Principal Chats/Meetings

Communication is Key

We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Monthly newsletters
- Access to Skyward Grades
- SFDRCS District and School Website

NORTH HEIGHTS ELEMENTARY SCHOOL



EMPOWERING CHILDREN TO REACH THEIR FULL POTENTIAL

MAYTTE SOLIZ
2003 N MAIN ST
Del Rio, Texas 78840

830-778-4777

GOALS FOR STUDENT ACHIEVEMENT– School, Teachers, Parents, Students

SFDR CISD District Vision

San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction. We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

SFDR CISD Shared Beliefs

We believe:

- It takes a united community to produce citizens with 21st century skills.
- Our community should provide a safe, nurturing, and trusting environment.
- Each individual should be inspired and inspire others to exceed their own expectations.
- Each individual should be motivated to take ownership of their own learning.

We must provide EVERYONE with the resources to meet the individual needs of all students.

SFDR CISD District Goals

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

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

District Goal 3 – Communication
The District shall provide meaningful communication in a timely manner to all parents, students, staff and District partners.

District Goal 4 – Del Rio Middle School
The District shall study the current level of satisfaction which will lead to a plan for improvement at Del Rio Middle School.

District Goal 5 – Literacy-The District shall prioritize reading as a skill for lifelong learning.

School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.
- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide a quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.

Teacher Agreement

- As a teacher, I agree to:
- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.
- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.
- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

Parent Agreement

As a parent, I agree to:

- Ensure my child is punctual and attends school daily.
- Establish a time for homework and provide a quiet, well-lit place for study.
- Volunteer and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at school.



North Heights Elementary
Title I
Parental Liaison
Lizet S. Torres
830-778-4777
lizet.simental@sldr-cisd.org

North Heights Elementary School
McKinney Vento/Families in Transition
Staff Training, November 7, 2021, 3:30 pm

AGENDA

- I. Welcome
- II. McKinney-Vento Act
- III. How do families become homeless?
- IV. Parent and Student Warning Signs
- V. Parent and Student Reactions
- VI. Key Provisions
- VII. Questions/Concerns/Discussion



McKinney-Vento

Serving Students In Transition

**McKinney-Vento/Families in Transition
Staff Training
Sign In Sheet**

North Heights Elementary

10-07-2021

Campus _____

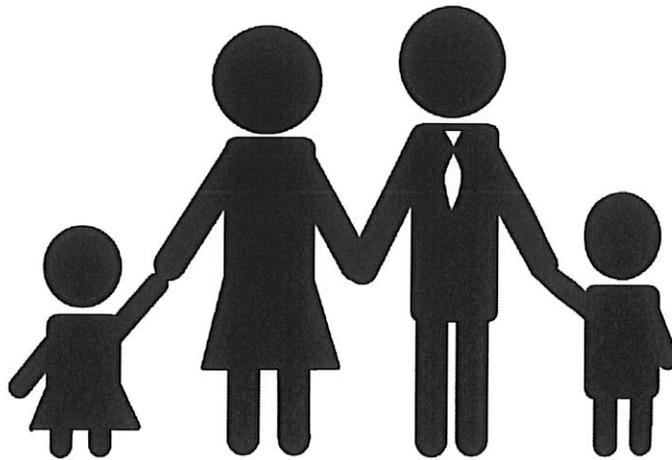
Date _____

Staff Name	Position	Signature
Dana Bay-Valle	4 th	Dana Bay-Valle
CLARA GORDON	7 th GARD	CLARA G
Melissa Bryant	4 th	Melissa Bryant
Araceli Martinez	4 th	Araceli Martinez
Aurora Rivera	4 th	Aurora Rivera
Cynthia M. Davalera	2 nd	Cynthia M. Davalera
Jessica Solis	2 nd NHE	Jessica Solis
Brenda Bonilla	2 nd NHE	Bonilla
Marylou Flores	1 st NHE	Mari F
Susan Almaraz	5 th NHE	Susan Almaraz
Julissa B. Lemus	5 th NHE	Julissa B. Lemus
Jennifer Juarez	5 th NHE	Jennifer Juarez
Daniela Velazco	5 th NHE	Daniela Velazco
Sandy Arce	Life Skills	Sandy Arce
Marisel Luna	Life Skills	Marisel Luna
Maythé V. Solis	Principal	MS

North Heights Elementary School
The Value and Utility of Parental Engagement
Staff Training, November 7, 2021, 3:30 pm

AGENDA

- I. Welcome
- II. ESSA Title I requirements
- III. What is Parent and Family Engagement?
- IV. Benefits
- V. Barriers
- VI. Reflection
- VII. Questions/Concerns/Discussion



LifeJourneyToPerfection.blogspot.com 2013

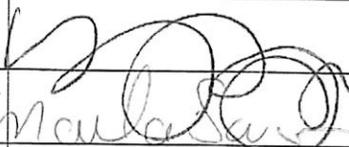
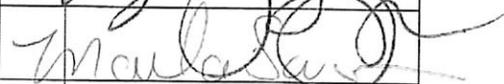
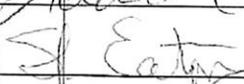
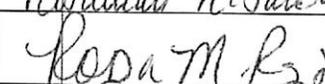
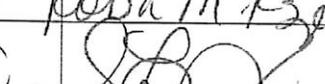
**The Value and Utility of Parent and Family Engagement
Staff Training
Sign In Sheet**

North Heights Elementary

10-07-2021

Campus _____

Date _____

Staff Name	Position	Signature
Yolisma Gora	Librarian	
Marla Sanchez	Sp Ed Aide	
Leticia Cardenas	Kinder aide	
Sofia Eaton	Lab manager	
Justine Perkins	Sp Ed Aide	
Rosulinda L Sanchez	Resource	
Rosa M. Rizo	Kinder teacher	
Soberida Lopez	Resource/Library Aide	
Victoria Rodriguez	3rd grade	
Brenda Campos	3rd grade	
Angelica Mtz	Kinder	
Cindy Johnson	1st teacher	
Marisol Luna	Aide	
Julissa B. Lemus	5th Grade	
Jennifer Juarez	5th Grade	



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	Domain 1 (60)	Domain 2 Part B (65)
Garfield Elem	Domain 1 (69)	

Accountability Ratings

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

Accountability Rating Summary

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

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

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

Accountability Rating Summary

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

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

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

Accountability Rating Summary

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

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

DOMAIN 1: Student Achievement

- *NHE and DFC: Received a **60**
- *Garfield: Received a **69**

Domain 2 Part A: Academic Performance

- *NHE and DFC: Received a **75** and **77**
- *Garfield: Received an **80**

Domain 2 Part B: Relative Performance:

- *NHE and DFC received a **63** and **66**
- *Garfield received a **75**

Domain 3: Closing the Gap

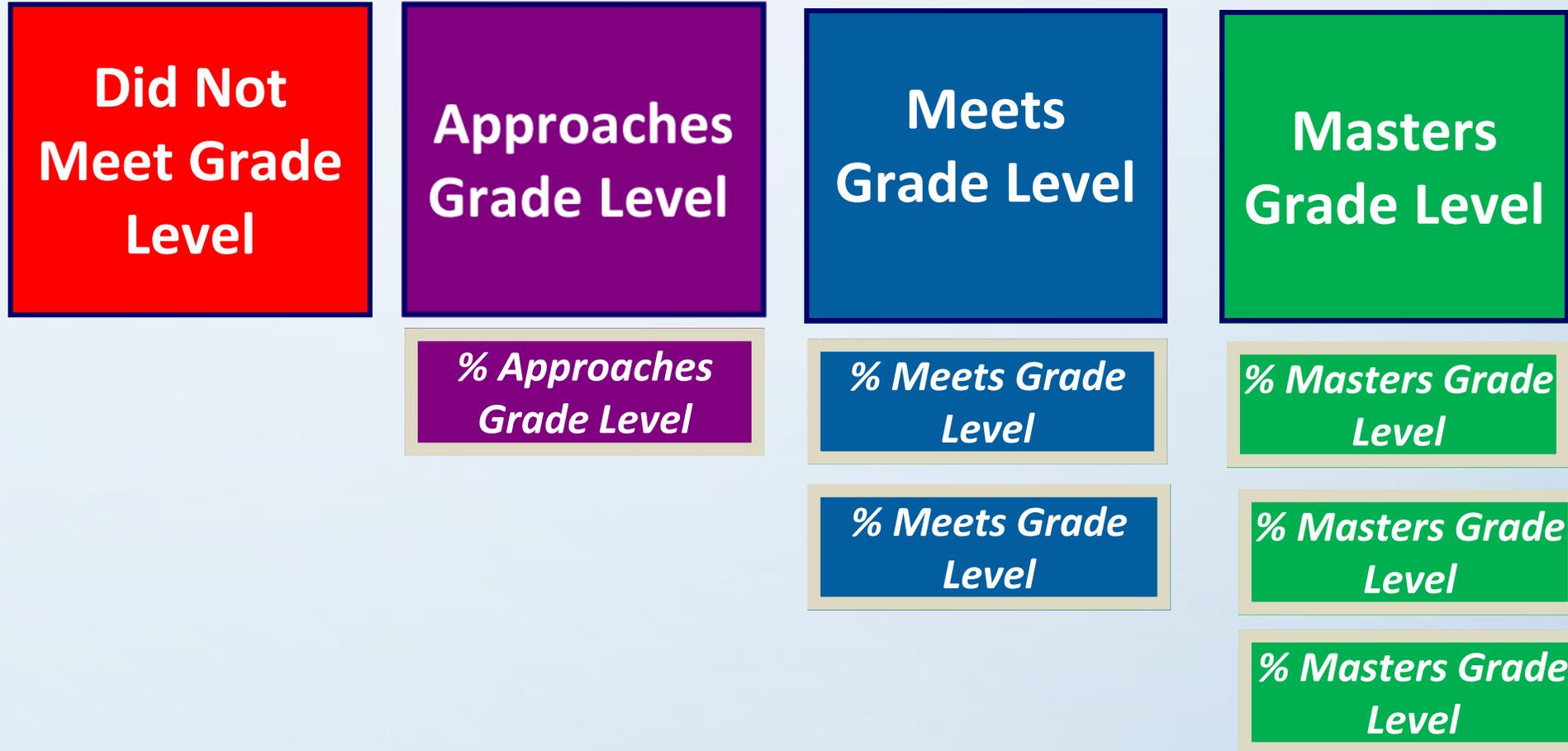
- *All 3 campuses received a C

Student Achievement Domain 1

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

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

How Are the Assessments Calculated?



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

Example of Domain 1 Calculation

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

Table 1: STAAR Component

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

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

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

3rd-5th Grade Teacher Support

Continuing Support

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

New Support

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

Student and Parent Support

Student

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

Parent

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

Campus Focus: Reading

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

Campus Focus: Math

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

Foundational Support K-2nd

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

Student Reading Level Monitoring

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

Questions?



Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All Students	67%	58%	58%	*	57%	100%	-	-	-	*	50%	100%	47%	60%	33%	60%	54%	*	-	-	-	
	CWD	42%	43%	47%	-	38%	*	-	-	-	-	38%	*	47%	-	-	54%	*	-	-	-	-	
	CWOD	70%	60%	60%	*	60%	*	-	-	-	*	52%	100%	-	60%	33%	63%	58%	*	-	-	-	
	EL	54%	28%	33%	-	33%	-	-	-	-	-	33%	-	-	33%	33%	*	*	-	-	-	-	-
	Male	64%	55%	60%	*	60%	*	-	-	-	*	52%	100%	54%	63%	*	60%	-	-	-	-	-	-
	Female	70%	61%	54%	-	53%	*	-	-	-	-	47%	100%	*	58%	*	-	54%	*	-	-	-	-
Mathematics	All Students	61%	46%	48%	*	46%	80%	-	-	-	*	43%	79%	33%	51%	17%	56%	37%	*	-	-	-	
	CWD	40%	32%	33%	-	31%	*	-	-	-	-	31%	*	33%	-	-	38%	*	-	-	-	-	
	CWOD	64%	48%	51%	*	49%	*	-	-	-	*	45%	83%	-	51%	17%	61%	39%	*	-	-	-	
	EL	51%	27%	17%	-	17%	-	-	-	-	-	17%	-	-	17%	17%	*	*	-	-	-	-	-
	Male	63%	49%	56%	*	54%	*	-	-	-	*	51%	78%	38%	61%	*	56%	-	-	-	-	-	-

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	Female	59%	43%	37%	-	35%	*	-	-	-	-	30%	80%	*	39%	*	-	37%	*	-	-	-
Grade 4																						
Reading	All Students	62%	55%	53%	-	52%	*	-	-	-	-	48%	80%	17%	63%	*	52%	55%	-	-	-	-
	CWD	34%	27%	17%	-	17%	-	-	-	-	-	17%	-	17%	-	*	27%	0%	-	-	-	-
	CWOD	66%	59%	63%	-	62%	*	-	-	-	-	58%	80%	-	63%	*	61%	66%	-	-	-	-
	EL	48%	25%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	59%	48%	52%	-	51%	*	-	-	-	-	49%	71%	27%	61%	*	52%	-	-	-	-	-
	Female	66%	61%	55%	-	54%	*	-	-	-	-	47%	88%	0%	66%	*	-	55%	-	-	-	-
Mathematics	All Students	58%	44%	39%	-	40%	*	-	-	-	-	34%	60%	29%	41%	*	43%	34%	-	-	-	-
	CWD	35%	25%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	*	36%	17%	-	-	-	-
	CWOD	62%	47%	41%	-	42%	*	-	-	-	-	36%	60%	-	41%	*	45%	37%	-	-	-	-
	EL	46%	24%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	61%	43%	43%	-	44%	*	-	-	-	-	38%	71%	36%	45%	*	43%	-	-	-	-	-
	Female	56%	44%	34%	-	35%	*	-	-	-	-	30%	50%	17%	37%	*	-	34%	-	-	-	-
Grade 5																						
Reading	All Students	72%	63%	68%	-	68%	60%	-	*	-	-	63%	86%	25%	74%	0%	65%	70%	*	-	-	-
	CWD	41%	30%	25%	-	25%	-	-	-	-	-	25%	-	25%	-	-	17%	33%	-	-	-	-
	CWOD	77%	70%	74%	-	74%	60%	-	*	-	-	70%	86%	-	74%	0%	73%	75%	*	-	-	-
	EL	61%	22%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	69%	60%	65%	-	67%	*	-	-	-	-	59%	89%	17%	73%	*	65%	-	*	-	-	-
	Female	76%	67%	70%	-	69%	*	-	*	-	-	67%	83%	33%	75%	*	-	70%	*	-	-	-
Mathematics	All Students	69%	59%	46%	-	46%	40%	-	*	-	-	39%	71%	25%	49%	20%	50%	43%	*	-	-	-
	CWD	47%	35%	25%	-	25%	-	-	-	-	-	25%	-	25%	-	-	17%	33%	-	-	-	-
	CWOD	73%	63%	49%	-	49%	40%	-	*	-	-	42%	71%	-	49%	20%	55%	44%	*	-	-	-
	EL	59%	34%	20%	-	20%	-	-	-	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	70%	57%	50%	-	52%	*	-	-	-	-	41%	89%	17%	55%	*	50%	-	*	-	-	-
	Female	69%	60%	43%	-	40%	*	-	*	-	-	38%	58%	33%	44%	*	-	43%	*	-	-	-
Science	All Students	61%	47%	44%	-	43%	40%	-	*	-	-	40%	57%	18%	47%	0%	58%	32%	*	-	-	-
	CWD	36%	23%	18%	-	18%	-	-	-	-	-	18%	-	18%	-	-	20%	17%	-	-	-	-
	CWOD	65%	52%	47%	-	47%	40%	-	*	-	-	44%	57%	-	47%	0%	63%	34%	*	-	-	-
	EL	43%	15%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	63%	50%	58%	-	59%	*	-	-	-	-	50%	89%	20%	63%	*	58%	-	*	-	-	-
	Female	59%	44%	32%	-	31%	*	-	*	-	-	32%	33%	17%	34%	*	-	32%	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	38%	28%	34%	*	33%	60%	-	-	-	*	27%	71%	20%	37%	33%	30%	40%	*	-	-	-
	CWD	23%	19%	20%	-	15%	*	-	-	-	-	15%	*	20%	-	-	23%	*	-	-	-	-
	CWOD	40%	29%	37%	*	37%	*	-	-	-	*	30%	75%	-	37%	33%	33%	42%	*	-	-	-
	EL	24%	7%	33%	-	33%	-	-	-	-	-	33%	-	-	33%	33%	*	*	-	-	-	-
	Male	36%	25%	30%	*	30%	*	-	-	-	-	*	20%	78%	23%	33%	*	30%	-	-	-	-

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	40%	32%	40%	-	38%	*	-	-	-	-	37%	60%	*	42%	*	-	40%	*	-	-	-
Mathematics	All Students	30%	20%	21%	*	20%	60%	-	-	-	*	17%	43%	33%	19%	0%	26%	14%	*	-	-	-
	CWD	21%	19%	33%	-	31%	*	-	-	-	-	31%	*	33%	-	-	38%	*	-	-	-	-
	CWOD	31%	21%	19%	*	17%	*	-	-	-	*	15%	42%	-	19%	0%	22%	15%	*	-	-	-
	EL	20%	5%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	-	-	-
	Male	33%	21%	26%	*	25%	*	-	-	-	*	20%	56%	38%	22%	*	26%	-	-	-	-	-
	Female	27%	19%	14%	-	12%	*	-	-	-	-	13%	20%	*	15%	*	-	14%	*	-	-	-
Grade 4																						
Reading	All Students	36%	27%	27%	-	27%	*	-	-	-	-	21%	53%	6%	32%	*	27%	26%	-	-	-	-
	CWD	20%	15%	6%	-	6%	-	-	-	-	-	6%	-	6%	-	*	9%	0%	-	-	-	-
	CWOD	38%	30%	32%	-	33%	*	-	-	-	-	26%	53%	-	32%	*	33%	31%	-	-	-	-
	EL	22%	9%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	34%	23%	27%	-	28%	*	-	-	-	-	22%	57%	9%	33%	*	27%	-	-	-	-	-
	Female	38%	33%	26%	-	27%	*	-	-	-	-	21%	50%	0%	31%	*	-	26%	-	-	-	-
Mathematics	All Students	35%	21%	19%	-	19%	*	-	-	-	-	17%	27%	18%	19%	*	14%	24%	-	-	-	-
	CWD	22%	14%	18%	-	18%	-	-	-	-	-	18%	-	18%	-	*	18%	17%	-	-	-	-
	CWOD	37%	22%	19%	-	20%	*	-	-	-	-	17%	27%	-	19%	*	12%	26%	-	-	-	-
	EL	23%	7%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	38%	21%	14%	-	14%	*	-	-	-	-	11%	29%	18%	12%	*	14%	-	-	-	-	-
	Female	32%	20%	24%	-	25%	*	-	-	-	-	24%	25%	17%	26%	*	-	24%	-	-	-	-
Grade 5																						
Reading	All Students	45%	32%	30%	-	31%	0%	-	*	-	-	23%	57%	17%	32%	0%	35%	26%	*	-	-	-
	CWD	22%	15%	17%	-	17%	-	-	-	-	-	17%	-	17%	-	-	17%	17%	-	-	-	-
	CWOD	49%	36%	32%	-	33%	0%	-	*	-	-	24%	57%	-	32%	0%	38%	27%	*	-	-	-
	EL	30%	4%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	42%	30%	35%	-	38%	*	-	-	-	-	24%	78%	17%	38%	*	35%	-	*	-	-	-
	Female	49%	35%	26%	-	25%	*	-	*	-	-	21%	42%	17%	27%	*	-	26%	*	-	-	-
Mathematics	All Students	43%	32%	22%	-	21%	20%	-	*	-	-	16%	43%	17%	23%	0%	26%	19%	*	-	-	-
	CWD	24%	15%	17%	-	17%	-	-	-	-	-	17%	-	17%	-	-	17%	17%	-	-	-	-
	CWOD	46%	35%	23%	-	22%	20%	-	*	-	-	16%	43%	-	23%	0%	28%	19%	*	-	-	-
	EL	30%	13%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	45%	32%	26%	-	26%	*	-	-	-	-	16%	67%	17%	28%	*	26%	-	*	-	-	-
	Female	42%	32%	19%	-	17%	*	-	*	-	-	17%	25%	17%	19%	*	-	19%	*	-	-	-
Science	All Students	30%	17%	13%	-	13%	20%	-	*	-	-	8%	33%	18%	13%	0%	22%	6%	*	-	-	-
	CWD	20%	14%	18%	-	18%	-	-	-	-	-	18%	-	18%	-	-	20%	17%	-	-	-	-
	CWOD	32%	17%	13%	-	12%	20%	-	*	-	-	6%	33%	-	13%	0%	23%	4%	*	-	-	-
	EL	14%	4%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	34%	22%	22%	-	22%	*	-	-	-	-	11%	67%	20%	23%	*	22%	-	*	-	-	-
	Female	27%	11%	6%	-	6%	*	-	*	-	-	5%	8%	17%	4%	*	-	6%	*	-	-	-

STAAR Percent at Masters Grade Level

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 3																						
Reading	All Students	19%	11%	11%	*	12%	0%	-	-	-	*	8%	29%	7%	12%	0%	11%	11%	*	-	-	-
	CWD	7%	3%	7%	-	8%	*	-	-	-	-	8%	*	7%	-	-	8%	*	-	-	-	-
	CWOD	21%	12%	12%	*	13%	*	-	-	-	*	8%	33%	-	12%	0%	13%	12%	*	-	-	-
	EL	11%	2%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	-	-	-
	Male	17%	10%	11%	*	13%	*	-	-	-	*	11%	11%	8%	13%	*	11%	-	-	-	-	-
	Female	20%	13%	11%	-	12%	*	-	-	-	-	3%	60%	*	12%	*	-	11%	*	-	-	-
Mathematics	All Students	14%	7%	9%	*	10%	0%	-	-	-	*	7%	21%	13%	8%	0%	11%	6%	*	-	-	-
	CWD	7%	5%	13%	-	15%	*	-	-	-	-	15%	*	13%	-	-	15%	*	-	-	-	-
	CWOD	15%	7%	8%	*	9%	*	-	-	-	*	5%	25%	-	8%	0%	10%	6%	*	-	-	-
	EL	8%	1%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	-	-	-
	Male	16%	7%	11%	*	13%	*	-	-	-	*	9%	22%	15%	10%	*	11%	-	-	-	-	-
	Female	12%	7%	6%	-	6%	*	-	-	-	-	3%	20%	*	6%	*	-	6%	*	-	-	-
Grade 4																						
Reading	All Students	17%	11%	8%	-	8%	*	-	-	-	-	6%	20%	0%	10%	*	9%	7%	-	-	-	-
	CWD	6%	1%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	19%	13%	10%	-	11%	*	-	-	-	-	8%	20%	-	10%	*	12%	9%	-	-	-	-
	EL	8%	2%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	16%	9%	9%	-	9%	*	-	-	-	-	5%	29%	0%	12%	*	9%	-	-	-	-	-
	Female	19%	12%	7%	-	7%	*	-	-	-	-	6%	13%	0%	9%	*	-	7%	-	-	-	-
Mathematics	All Students	21%	9%	5%	-	5%	*	-	-	-	-	3%	13%	0%	6%	*	5%	5%	-	-	-	-
	CWD	9%	1%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	10%	6%	-	6%	*	-	-	-	-	4%	13%	-	6%	*	6%	6%	-	-	-	-
	EL	11%	2%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	23%	8%	5%	-	5%	*	-	-	-	-	3%	14%	0%	6%	*	5%	-	-	-	-	-
	Female	18%	9%	5%	-	5%	*	-	-	-	-	3%	13%	0%	6%	*	-	5%	-	-	-	-
Grade 5																						
Reading	All Students	29%	18%	14%	-	15%	0%	-	*	-	-	8%	38%	0%	16%	0%	17%	11%	*	-	-	-
	CWD	8%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	33%	21%	16%	-	17%	0%	-	*	-	-	9%	38%	-	16%	0%	20%	13%	*	-	-	-
	EL	15%	1%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	27%	16%	17%	-	19%	*	-	-	-	-	8%	56%	0%	20%	*	17%	-	*	-	-	-
	Female	32%	20%	11%	-	12%	*	-	*	-	-	7%	25%	0%	13%	*	-	11%	*	-	-	-
Mathematics	All Students	24%	15%	11%	-	10%	20%	-	*	-	-	6%	29%	0%	13%	0%	13%	9%	*	-	-	-
	CWD	9%	5%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	26%	17%	13%	-	11%	20%	-	*	-	-	7%	29%	-	13%	0%	15%	10%	*	-	-	-
	EL	14%	5%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	25%	16%	13%	-	12%	*	-	-	-	-	8%	33%	0%	15%	*	13%	-	*	-	-	-
	Female	23%	14%	9%	-	8%	*	-	*	-	-	5%	25%	0%	10%	*	-	9%	*	-	-	-

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	12%	7%	3%	-	3%	0%	-	*	-	-	0%	14%	0%	3%	0%	7%	0%	*	-	-	-
	CWD	6%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	13%	7%	3%	-	4%	0%	-	*	-	-	0%	14%	-	3%	0%	8%	0%	*	-	-	-
	EL	4%	3%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	14%	9%	7%	-	7%	*	-	-	-	-	0%	33%	0%	8%	*	7%	-	*	-	-	-
	Female	10%	4%	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	*	-	0%	*	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	67%	58%	51%	*	50%	62%	-	*	-	*	46%	75%	28%	55%	18%	55%	47%	82%	-	-	-
	CWD	38%	28%	28%	-	26%	*	-	-	-	-	26%	*	28%	-	*	34%	17%	-	-	-	-
	CWOD	71%	63%	55%	*	55%	60%	-	*	-	*	50%	75%	-	55%	19%	60%	51%	82%	-	-	-
	EL	47%	26%	18%	-	18%	-	-	-	-	-	20%	*	*	19%	18%	17%	20%	-	-	-	-
	Male	65%	55%	55%	*	55%	59%	-	-	-	*	49%	85%	34%	60%	17%	55%	-	*	-	-	-
	Female	69%	61%	47%	-	46%	71%	-	*	-	-	42%	66%	17%	51%	20%	-	47%	75%	-	-	-
Reading	All Students	68%	61%	60%	*	59%	83%	-	*	-	*	54%	88%	29%	66%	21%	59%	61%	*	-	-	-
	CWD	35%	28%	29%	-	26%	*	-	-	-	-	26%	*	29%	-	*	37%	13%	-	-	-	-
	CWOD	72%	67%	66%	*	66%	80%	-	*	-	*	61%	88%	-	66%	23%	65%	67%	*	-	-	-
	EL	46%	24%	21%	-	21%	-	-	-	-	-	23%	*	*	23%	21%	14%	29%	-	-	-	-
	Male	63%	55%	59%	*	59%	78%	-	-	-	*	53%	88%	37%	65%	14%	59%	-	*	-	-	-
	Female	72%	67%	61%	-	60%	*	-	*	-	-	55%	88%	13%	67%	29%	-	61%	*	-	-	-
Mathematics	All Students	65%	53%	45%	*	44%	50%	-	*	-	*	39%	70%	30%	47%	21%	50%	38%	*	-	-	-
	CWD	39%	28%	30%	-	29%	*	-	-	-	-	29%	*	30%	-	*	33%	21%	-	-	-	-
	CWOD	68%	57%	47%	*	47%	50%	-	*	-	*	41%	71%	-	47%	23%	54%	41%	*	-	-	-
	EL	49%	28%	21%	-	21%	-	-	-	-	-	23%	*	*	23%	21%	29%	14%	-	-	-	-
	Male	65%	52%	50%	*	50%	44%	-	-	-	*	44%	80%	33%	54%	29%	50%	-	*	-	-	-
	Female	65%	54%	38%	-	37%	*	-	*	-	-	33%	60%	21%	41%	14%	-	38%	*	-	-	-
Science	All Students	70%	60%	44%	-	43%	40%	-	*	-	-	40%	57%	18%	47%	0%	58%	32%	*	-	-	-
	CWD	42%	27%	18%	-	18%	-	-	-	-	-	18%	-	18%	-	-	20%	17%	-	-	-	-
	CWOD	74%	65%	47%	-	47%	40%	-	*	-	-	44%	57%	-	47%	0%	63%	34%	*	-	-	-
	EL	47%	25%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	70%	59%	58%	-	59%	*	-	-	-	-	50%	89%	20%	63%	*	58%	-	*	-	-	-
	Female	71%	60%	32%	-	31%	*	-	*	-	-	32%	33%	17%	34%	*	-	32%	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	41%	30%	24%	*	23%	28%	-	*	-	*	18%	46%	18%	25%	6%	26%	21%	27%	-	-	-
	CWD	21%	13%	18%	-	17%	*	-	-	-	-	17%	*	18%	-	*	22%	11%	-	-	-	-
	CWOD	44%	33%	25%	*	25%	24%	-	*	-	*	19%	46%	-	25%	6%	27%	23%	27%	-	-	-
	EL	20%	8%	6%	-	6%	-	-	-	-	-	7%	*	*	6%	6%	6%	7%	-	-	-	-
	Male	40%	28%	26%	*	26%	27%	-	-	-	*	18%	63%	22%	27%	6%	26%	-	*	-	-	-
	Female	42%	33%	21%	-	21%	29%	-	*	-	-	19%	31%	11%	23%	7%	-	21%	13%	-	-	-

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	44%	35%	30%	*	31%	25%	-	*	-	*	24%	60%	13%	34%	14%	31%	30%	*	-	-	-
	CWD	20%	13%	13%	-	12%	*	-	-	-	-	12%	*	13%	-	*	17%	7%	-	-	-	-
	CWOD	47%	39%	34%	*	34%	20%	-	*	-	*	27%	60%	-	34%	15%	35%	33%	*	-	-	-
	EL	20%	7%	14%	-	14%	-	-	-	-	-	15%	*	*	15%	14%	14%	14%	-	-	-	-
	Male	40%	30%	31%	*	32%	22%	-	-	-	*	22%	72%	17%	35%	14%	31%	-	*	-	-	-
	Female	48%	41%	30%	-	29%	*	-	*	-	-	25%	48%	7%	33%	14%	-	30%	*	-	-	-
Mathematics	All Students	37%	25%	21%	*	20%	33%	-	*	-	*	17%	38%	23%	20%	0%	22%	19%	*	-	-	-
	CWD	21%	12%	23%	-	21%	*	-	-	-	-	21%	*	23%	-	*	27%	14%	-	-	-	-
	CWOD	39%	27%	20%	*	20%	30%	-	*	-	*	16%	38%	-	20%	0%	21%	20%	*	-	-	-
	EL	20%	8%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	37%	24%	22%	*	22%	33%	-	-	-	*	16%	52%	27%	21%	0%	22%	-	*	-	-	-
	Female	36%	25%	19%	-	18%	*	-	*	-	-	18%	24%	14%	20%	0%	-	19%	*	-	-	-
Science	All Students	43%	30%	13%	-	13%	20%	-	*	-	-	8%	33%	18%	13%	0%	22%	6%	*	-	-	-
	CWD	22%	14%	18%	-	18%	-	-	-	-	-	18%	-	18%	-	-	20%	17%	-	-	-	-
	CWOD	46%	32%	13%	-	12%	20%	-	*	-	-	6%	33%	-	13%	0%	23%	4%	*	-	-	-
	EL	17%	7%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	44%	31%	22%	-	22%	*	-	-	-	-	11%	67%	20%	23%	*	22%	-	*	-	-	-
	Female	42%	28%	6%	-	6%	*	-	*	-	-	5%	8%	17%	4%	*	-	6%	*	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	10%	9%	*	9%	3%	-	*	-	*	5%	24%	3%	10%	0%	11%	7%	9%	-	-	-
	CWD	7%	4%	3%	-	3%	*	-	-	-	-	3%	*	3%	-	*	5%	0%	-	-	-	-
	CWOD	19%	11%	10%	*	10%	4%	-	*	-	*	6%	25%	-	10%	0%	12%	8%	9%	-	-	-
	EL	7%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	17%	9%	11%	*	11%	5%	-	-	-	*	7%	29%	5%	12%	0%	11%	-	*	-	-	-
	Female	19%	11%	7%	-	7%	0%	-	*	-	-	4%	19%	0%	8%	0%	-	7%	0%	-	-	-
Reading	All Students	18%	11%	11%	*	12%	0%	-	*	-	*	7%	30%	2%	13%	0%	13%	10%	*	-	-	-
	CWD	6%	3%	2%	-	2%	*	-	-	-	-	2%	*	2%	-	*	3%	0%	-	-	-	-
	CWOD	20%	12%	13%	*	14%	0%	-	*	-	*	8%	31%	-	13%	0%	15%	11%	*	-	-	-
	EL	7%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	16%	9%	13%	*	14%	0%	-	-	-	*	8%	32%	3%	15%	0%	13%	-	*	-	-	-
	Female	21%	13%	10%	-	10%	*	-	*	-	-	6%	28%	0%	11%	0%	-	10%	*	-	-	-
Mathematics	All Students	17%	9%	8%	*	8%	8%	-	*	-	*	5%	22%	5%	9%	0%	10%	7%	*	-	-	-
	CWD	8%	4%	5%	-	5%	*	-	-	-	-	5%	*	5%	-	*	7%	0%	-	-	-	-
	CWOD	18%	10%	9%	*	9%	10%	-	*	-	*	5%	23%	-	9%	0%	11%	8%	*	-	-	-
	EL	8%	3%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	9%	10%	*	10%	11%	-	-	-	*	7%	24%	7%	11%	0%	10%	-	*	-	-	-
	Female	16%	9%	7%	-	6%	*	-	*	-	-	4%	20%	0%	8%	0%	-	7%	*	-	-	-

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	19%	10%	3%	-	3%	0%	-	*	-	-	0%	14%	0%	3%	0%	7%	0%	*	-	-	-
	CWD	8%	4%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	20%	11%	3%	-	4%	0%	-	*	-	-	0%	14%	-	3%	0%	8%	0%	*	-	-	-
	EL	4%	3%	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-	-	-	-
	Male	20%	10%	7%	-	7%	*	-	-	-	-	0%	33%	0%	8%	*	7%	-	*	-	-	-
	Female	18%	10%	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	*	-	0%	*	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
34	4	12%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

◇ Indicates data reporting does not meet for Minimum Size.

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	28	*	27	31	-	*	-	*	23	16	8
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	95%	*	95%	100%	-	*	-	*	95%	98%	99%	95%	86%	98%	93%	76%
	CWD	99%	-	99%	*	-	-	-	-	99%	*	99%	-	*	100%	97%	-
	CWOD	95%	*	95%	100%	-	*	-	*	94%	98%	-	95%	85%	97%	92%	76%
	EL	86%	-	86%	-	-	-	-	-	85%	*	*	85%	86%	90%	81%	33%
	Male	98%	*	97%	100%	-	-	-	*	97%	100%	100%	97%	90%	98%	-	67%
	Female	93%	-	93%	100%	-	*	-	*	92%	95%	97%	92%	81%	-	93%	82%

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	97%	*	97%	100%	-	*	-	*	96%	98%	100%	96%	100%	98%	95%	100%
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	96%	*	96%	100%	-	*	-	*	95%	98%	-	96%	100%	97%	94%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	*
	Male	98%	*	98%	100%	-	-	-	*	98%	100%	100%	97%	100%	98%	-	*
	Female	95%	-	96%	*	-	*	-	*	95%	96%	100%	94%	100%	-	95%	*
Mathematics	All Students	95%	*	96%	100%	-	*	-	*	95%	98%	98%	95%	82%	98%	93%	67%
	CWD	98%	-	98%	*	-	-	-	-	98%	*	98%	-	*	100%	93%	-
	CWOD	95%	*	95%	100%	-	*	-	*	94%	98%	-	95%	81%	97%	93%	67%
	EL	82%	-	82%	-	-	-	-	-	81%	*	*	81%	82%	88%	78%	*
	Male	98%	*	98%	100%	-	-	-	*	98%	100%	100%	97%	88%	98%	-	*
	Female	93%	-	93%	*	-	*	-	*	92%	96%	93%	93%	78%	-	93%	*
Science	All Students	92%	-	91%	100%	-	*	-	-	91%	95%	100%	91%	63%	96%	88%	60%
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	-	100%	100%	-
	CWOD	91%	-	90%	100%	-	*	-	-	89%	95%	-	91%	63%	95%	87%	60%
	EL	63%	-	63%	-	-	-	-	-	57%	*	-	63%	63%	80%	*	*
	Male	96%	-	95%	*	-	-	-	-	95%	100%	100%	95%	80%	96%	-	*
	Female	88%	-	88%	*	-	*	-	-	87%	92%	100%	87%	*	-	88%	*
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	5%	*	5%	0%	-	*	-	*	5%	2%	1%	5%	14%	2%	7%	24%
	CWD	1%	-	1%	*	-	-	-	-	1%	*	1%	-	*	0%	3%	-
	CWOD	5%	*	5%	0%	-	*	-	*	6%	2%	-	5%	15%	3%	8%	24%
	EL	14%	-	14%	-	-	-	-	-	15%	*	*	15%	14%	10%	19%	67%
	Male	2%	*	3%	0%	-	-	-	*	3%	0%	0%	3%	10%	2%	-	33%
	Female	7%	-	7%	0%	-	*	-	*	8%	5%	3%	8%	19%	-	7%	18%
Reading	All Students	3%	*	3%	0%	-	*	-	*	4%	2%	0%	4%	0%	2%	5%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	4%	*	4%	0%	-	*	-	*	5%	2%	-	4%	0%	3%	6%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*
	Male	2%	*	2%	0%	-	-	-	*	2%	0%	0%	3%	0%	2%	-	*
	Female	5%	-	4%	*	-	*	-	*	5%	4%	0%	6%	0%	-	5%	*

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	5%	*	4%	0%	-	*	-	*	5%	2%	2%	5%	18%	2%	7%	33%
	CWD	2%	-	2%	*	-	-	-	-	2%	*	2%	-	*	0%	7%	-
	CWOD	5%	*	5%	0%	-	*	-	*	6%	2%	-	5%	19%	3%	7%	33%
	EL	18%	-	18%	-	-	-	-	-	19%	*	*	19%	18%	12%	22%	*
	Male	2%	*	2%	0%	-	-	-	*	2%	0%	0%	3%	12%	2%	-	*
	Female	7%	-	7%	*	-	*	-	*	8%	4%	7%	7%	22%	-	7%	*
Science	All Students	8%	-	9%	0%	-	*	-	-	9%	5%	0%	9%	37%	4%	12%	40%
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	-	0%	0%	-
	CWOD	9%	-	10%	0%	-	*	-	-	11%	5%	-	9%	37%	5%	13%	40%
	EL	37%	-	37%	-	-	-	-	-	43%	*	-	37%	37%	20%	*	*
	Male	4%	-	5%	*	-	-	-	-	5%	0%	0%	5%	20%	4%	-	*
	Female	12%	-	12%	*	-	*	-	-	13%	8%	0%	13%	*	-	12%	*
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	9	0	9	0	0	0	0	0	2		
	Female	7	0	7	0	0	0	0	0	2		
	Total	16	0	16	0	0	0	0	0	4		
Out-of-School Suspensions												
	Male	12	0	11	1	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	14	0	13	1	0	0	0	0	2		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	5	0	4	1	0	0	0	0	0		4
	Female	0	0	0	0	0	0	0	0	0		1
	Total	5	0	4	1	0	0	0	0	0		5
Out-of-School Suspensions												
	Male	3	0	3	0	0	0	0	0	0		1
	Female	1	0	1	0	0	0	0	0	0		1
	Total	4	0	4	0	0	0	0	0	0		2
Expulsions												

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	31	-8	29	2	-8	-8	-8	-8	1	12	-8
	Female	28	-8	27	-8	-8	-8	-8	1	1	5	-8
	Total	59	-8	56	2	-8	-8	-8	1	2	17	-8

											Total
Incidents of Violence											
Incidents of rape or attempted rape											0
Incidents of sexual assault (other than rape)											0
Incidents of robbery with a weapon											0
Incidents of robbery with a firearm or explosive device											0
Incidents of robbery without a weapon											0
Incidents of physical attack or fight with a weapon											0
Incidents of physical attack or fight with a firearm or explosive device											0
Incidents of physical attack or fight without a weapon											2
Incidents of threats of physical attack with a weapon											0
Incidents of threats of physical attack with a firearm or explosive device											0
Incidents of threats of physical attack without a weapon											3

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Total
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Texas Education Agency
2021 Federal Report Card
NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.1	11.4%
Teachers Teaching with Emergency or Provisional Credentials	4.2	12.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.3	6.7%

- Indicates there are no data available in the group.
Blank cell indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	9	1%	*	1%
Mathematics	4,961	1%	9	1%	*	1%
Grade 4						
Reading	5,046	1%	10	1%	*	2%
Mathematics	5,040	1%	10	1%	*	2%
Grade 5						
Reading	5,133	1%	10	1%	*	2%
Mathematics	5,138	1%	10	1%	*	2%
Science	5,130	1%	10	1%	*	2%
Grade 6						
Reading	4,925	1%	9	1%	-	-
Mathematics	4,923	1%	9	1%	-	-
Grade 7						
Reading	4,586	1%	6	1%	-	-
Mathematics	4,581	1%	6	1%	-	-
Grade 8						
Reading	4,513	1%	6	1%	-	-
Mathematics	4,507	1%	6	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	4,492	1%	6	1%	-	-
End of Course						
English I	4,504	1%	10	1%	-	-
English II	4,092	1%	7	1%	-	-
Algebra I	4,514	1%	9	1%	-	-
Biology	4,424	1%	11	1%	-	-
All Grades						
All Subjects	85,481	1%	153	1%	12	2%
Reading	37,771	1%	67	1%	5	2%
Mathematics	33,664	1%	59	1%	5	2%
Science	14,046	1%	27	1%	*	2%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
		Mathematics	Overall	32	31	68	69	30	34	7
	Black		48	53	52	47	16	14	2	2
	Hispanic		37	43	63	57	21	20	3	4
	White		20	20	80	80	44	44	13	13
	American Indian		*	49	*	51	*	15	*	3
	Asian		10	12	90	88	71	64	36	33
	Pacific Islander		*	45	*	55	*	21	*	4
	Two or More Races		25	27	75	73	41	38	11	12
	Econ Disadv	41	46	59	54	19	18	2	3	
Students with Disabilities	73	73	27	27	5	6	1	2		
English Language Learners	60	72	40	28	8	5	1	1		

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	5.8%	0.0%	6.0%	0.0%	-	*	-	*	6.4%	5.6%	8.9%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

**Texas Education Agency
2020-21 School Report Card
NORTH HEIGHTS EL (233901103)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 575
Grade Span: KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about NORTH HEIGHTS EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	99.0%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.7%	0.7%	12.7%
Hispanic	94.1%	93.6%	52.9%
White	4.2%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.3%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.7%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	79.7%	71.3%	60.3%
Special Education	12.0%	13.0%	11.1%
Emergent Bilingual/EL	6.1%	17.3%	20.7%
Mobility Rate (2019-20)	9.9%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	23.2%	19.1%	17.7%
Grade 1	15.8%	19.9%	18.0%
Grade 2	19.2%	19.3%	18.0%
Grade 3	18.0%	18.3%	18.2%
Grade 4	22.3%	19.3%	18.3%
Grade 5	22.0%	20.3%	19.8%

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,076	\$10,349	\$10,406
Instruction	\$5,418	\$5,401	\$5,929
Instructional Leadership	\$116	\$205	\$173
School Leadership	\$423	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	50%	*	49%	62%	-	*	-	*	45%
	2019	78%	72%	61%	67%	61%	69%	*	-	-	-	59%
ELA/Reading	2021	68%	62%	60%	*	60%	82%	-	*	-	*	54%
	2019	75%	69%	65%	*	64%	87%	*	-	-	-	63%
Mathematics	2021	66%	54%	45%	*	44%	55%	-	*	-	*	39%
	2019	82%	77%	62%	*	62%	53%	*	-	-	-	59%
Writing	2021	58%	51%	40%	-	40%	*	-	-	-	*	40%
	2019	68%	58%	51%	-	50%	*	-	-	-	-	48%
Science	2021	71%	60%	43%	-	43%	40%	-	*	-	-	40%
	2019	81%	75%	57%	*	57%	60%	*	-	-	-	55%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	22%	*	22%	24%	-	*	-	*	18%
	2019	50%	40%	31%	0%	31%	28%	*	-	-	-	29%
ELA/Reading	2021	45%	36%	30%	*	30%	18%	-	*	-	*	24%
	2019	48%	38%	33%	*	34%	33%	*	-	-	-	30%
Mathematics	2021	37%	25%	21%	*	20%	36%	-	*	-	*	17%
	2019	52%	43%	29%	*	29%	20%	*	-	-	-	27%
Writing	2021	30%	21%	11%	-	11%	*	-	-	-	*	10%
	2019	38%	28%	24%	-	23%	*	-	-	-	-	22%
Science	2021	44%	30%	13%	-	13%	20%	-	*	-	-	8%
	2019	54%	43%	35%	*	37%	20%	*	-	-	-	36%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	8%	*	8%	3%	-	*	-	*	5%
	2019	24%	17%	13%	0%	14%	13%	*	-	-	-	12%
ELA/Reading	2021	18%	11%	12%	*	12%	0%	-	*	-	*	7%
	2019	21%	13%	15%	*	15%	20%	*	-	-	-	14%
Mathematics	2021	18%	9%	9%	*	8%	9%	-	*	-	*	5%
	2019	26%	20%	14%	*	14%	7%	*	-	-	-	12%
Writing	2021	9%	4%	1%	-	1%	*	-	-	-	*	0%
	2019	14%	8%	5%	-	4%	*	-	-	-	-	6%
Science	2021	20%	10%	3%	-	3%	0%	-	*	-	-	0%
	2019	25%	16%	15%	*	16%	0%	*	-	-	-	15%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	96%	*	96%	100%	-	*	-	60%	95%
	2019	99%	99%	100%	100%	100%	100%	*	-	-	-	100%
ELA/Reading	2021	89%	94%	97%	*	97%	100%	-	*	-	*	96%
	2019	99%	99%	100%	*	100%	100%	*	-	-	-	100%
Mathematics	2021	88%	93%	95%	*	96%	100%	-	*	-	*	95%
	2019	100%	100%	100%	*	100%	100%	*	-	-	-	100%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.