

# NORTH HEIGHTS EL

## Campus Improvement Plan

### 2018/2019

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



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

# NORTH HEIGHTS EL

## **Mission**

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

## **Vision**

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

### Nondiscrimination Notice

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

# Strategic Priorities

**Priority 1.** Recruit, support, and retain teachers and principals

**Priority 2.** Build a foundation of reading and math

**Priority 3.** Connect high school to career and college

**Priority 4.** Improving low-performing schools

# NORTH HEIGHTS EL Site Base

Name	Position
Adams, Elida	Parent Liasion
Amezcuca, Leticia	2nd Grade Teacher
Arizpe, Maria	Parent
Campos, Brenda	1st Grade Teacher
De La Cruz, Rebecca	Parent
Garza, Yolisma	Librarian
Hernandez, Alejandra	Parent
Hudgins, Lou Lou	Assistant Principal
Lopez, Sobie	Resource Aide
Manrique, Angelica	GT Teacher
Muzquiz, Lou Edna	Parent
Ochoa, Gilbert	Special Ed Teacher
Perez, Joann	3rd Grade Teacher
Ramirez, Rosalinda	MRT
Rivas, Melissa	Counselor
Robles, Yasmin	Parent
Rodriguez, Amber	Parent
Rodriguez, Nanca	Community Member
Rodriguez , Theela	Kindergarten Teacher
Sanchez, Marla	SpEd Aide
Solis, Jessica	4th Grade Teacher
Soliz, Maytte	Principal
Sunderland, Carol	5th Grade Teacher



# CIP Team Meeting - Tuesday, May 29, 2018

NHE Teacher's Lounge 3:30 PM

Name	Position	Signature
Adams, Elida	Parental Liason	Elida Adams
Amezcu, Leticia	2nd Grade Teacher	L Amezcu
Arizpe, Maria	Parent	Maria Arizpe
Campos, Brenda	1st Grade Teacher	Brenda Campos
De La Cruz, Rebecca	Parent	Rebecca De La Cruz
Garza, Yolisma	Librarian	Yolisma Garza
Hernandez, Alejandra	Parent	Alejandra Hernandez
Hudgins, Lou Lou	Assistant Principal	Lou Lou Hudgins
Lopez, Sobie	Resource Aide	Sobie Lopez
Manrique, Angelica	GT Teacher	Angelica Manrique
Muzquiz, Lou Edna	Parent	Lou Edna Muzquiz
Ochoa, Gilbert	SpEd Teacher	Gilbert Ochoa
Perez, Joann	3rd Grade Teacher	Joann Perez
Ramirez, Rosalinda	MRT	Rosalinda Ramirez
Rivas, Melissa	Counselor	Melissa Rivas
Robles, Yasmin	Parent	Yasmin Robles
Rodriguez, Amber	Parent	Amber Rodriguez
Rodriguez, Nanca	Community Member	Nanca Rodriguez
Rodriguez, Theela	Kindergarten Teacher	Theela M. Rodriguez
Sanchez, Marla	SpEd Aide	M. Sanchez
Solis, Jessica	4th Grade Teacher	Jessica Solis
Soliz, Maytte	Principal	Maytte Soliz
Sunderland, Carol	5th Grade Teacher	Carol Sunderland



## Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

## Data Sources Reviewed

***Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt***

List the actual data sources reviewed below.

- |                                   |         |
|-----------------------------------|---------|
| ● Demographic Report              | ● _____ |
| ● Special Program Rosters w/ Demo | ● _____ |
| ● Enrollment Report               | ● _____ |
| ● Accountability Report           | ● _____ |
| ● TEA School Report Card          | ● _____ |

See page 7 of the guide for probing questions related to Demographics.

# Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

- Teacher Ethnicity reflects that of student population (642 Hispanic)
- Male:Female student ratio balanced (345 M:336 F)
- At least 1 male teacher per grade level or program
- Student to teacher ratio was reduced this academic year
- PH continues to target at risk population
- Increase in overall attendance
- 
- 
- 
- 
- 

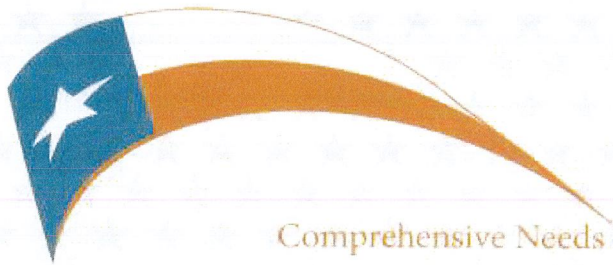
## Needs

- Better system for identifying students who need to be serviced by special programs through testing
- More in-school tutors
- Timeliness in training and understanding of Child Study process
- Mentor program for student support in college and career readiness
- 
- 
- 
- 
- 
- 
- 

# Summary of Needs

- Better understanding and timeliness of Child Study process/testing for students in need
- Funds allocated to meet student needs; (push in tutoring model, resources for guided practices/tier 1 instructional needs)
- Parent participation/involvement in academic supports for all students; target training by sub pop, etc.
- 
- 
-





## Comprehensive Needs Assessment

### Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

#### Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

### Data Sources Reviewed

***We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt***

List the actual data sources reviewed below.

- |                                       |   |
|---------------------------------------|---|
| ● DMAC Result Reports                 | ● Power Hour: Read Naturally; iLit; ToolKit |
| ● Benchmarks; Summatives; TTESS; TPRI | ● Bilingual Program/TELPAS                  |
| ● STAAR results (5th Grade data)      | ● Pink & Blue Forms                         |
| ● Attendance Report                   | ● Accelerated Reading Program               |
| ● Special Pops Reports                | ●   |

See page 8 of the guide for probing questions related to Student Achievement.

## Findings/Analysis

**"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

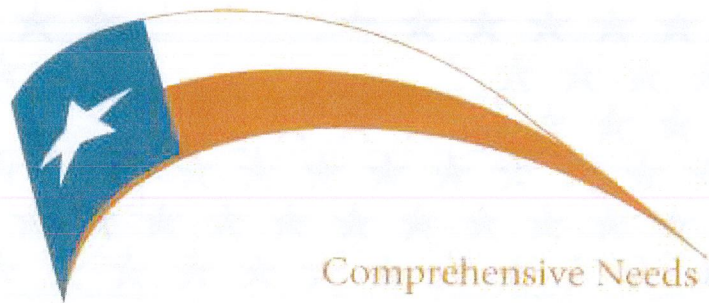
- DMAC: Immediate Feedback on Summatives; Benchmarks; STAAR; TPRI; TEKS; TTESS
- Reflections on where we are, where we need to go, and how to target getting to goals.
- Skyward: Academic history; grades
- Clear system for attendance
- NHE holds the record for 100 consecutive days with Ms Rodriguez' k class
- Students present=Students learning
- 
- 
- 
- 
- 
- 

### Needs

- Behavior Mangement Plan: campus; district - we began the work with it 2nd semester
- Math Interventions: campus/district
- Prepare students for STEM programs/college
- Vertical Alignment between grade levels on campus and district level - we began the work, but need it to be ongoing and with fidelity
- 
- 
- 
- 
- 
- 
- 

## Summary of Needs

- Behavior Management Campus Plan
- Possible Solutions: Consistent/ Clear campus plan with incentives/consequences
- Copies of referrrals to teachers when submitted to office (duplicate forms)
- Teachers should be informed of consequences when student referrals are submitted
- Math Interventions: Student preparation for STEM/graduation/college via a Math/Computer Lab with programs such as "Think Through Math" or "Study Island." Possibly 30 min of Power Hour-Math
- Expose students to STEM related jobs via field trips, community visitors targeting sp pops such as GT
- Grade level competitions such as a Spelling Bee, but targeted at math facts (+, x)
- Vertical Alignment between grade levels: 1st & Kinder; 2nd and 1st; 3rd & 2nd; trargeted at campus goal for 5th grade to prep students for 6th



## Comprehensive Needs Assessment

### School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
- 
- 
- 
- 

### Data Sources Reviewed

***Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown***

List the actual data sources reviewed below.

- |   |                          |
|---|--------------------------|
| ● HB5 Parent Survey Results                                 | ● Student Failure Report |
| ● Climate/Culture Survey Results                            | ●                        |
| ● Attendance Initiative Reports (# Participating in events) | ●                        |
| ● Parent Feedback Forms (after school functions)            | ●                        |
| ● Discipline Reports  | ●                        |

See page 9 of the guide for probing questions related to School Culture and Climate.



## Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

● Consistency in mtgs set at start of year

● Discipline Committee/Leadership Mtg.

● Facilities are always up to par regarding cleanliness

● Parent liason/parental room

● Attendance tracker folder

●

●

●

●

●

### Needs

● ISS - Staff member and location

● Training on discipline referrals

● Revise discipline referral form

● Recess/Lunch - No structure or equipment to create structure for safe  
Parent alert due to referral

● Key pad for life skills(safety)

● Campus needs check perimeter for safety issues

●

●

●

## Summary of Needs

● Consistency in creating a safe environment to prepare in advance of situations, not just for when a situation might actually happen.

● Campus wide discipline system

● System for feedback for discipline

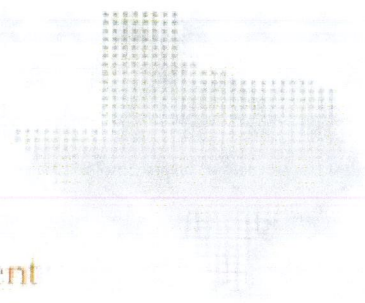
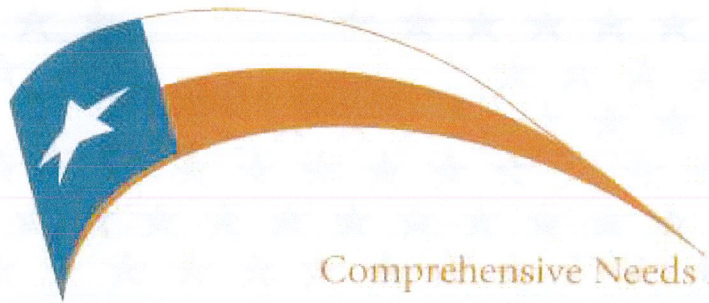
● Play equipment for more structure; buddy benches to promote kindness

● Feedback from staff for staff incentives/celebrations

● Acknowledgment of progress for small celebrations to keep us going

● TLiM visible around campus, but still lacks with fidelity within classrooms.

●



## Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

## Data Sources Reviewed

***An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey***

List the actual data sources reviewed below.

- |                                  |   |       |
|----------------------------------|---|-------|
| ● Climate/Culture Survey Results | ● | _____ |
| ● Attendance Reports (staff)     | ● | _____ |
| ● DMAC Reports                   | ● | _____ |
| ● School Report Card             | ● | _____ |
| ● CPOs                           | ● | _____ |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.



## Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

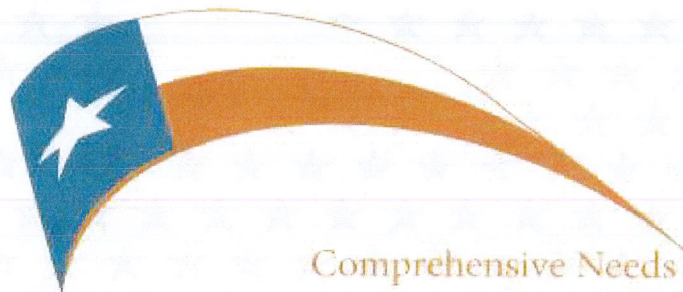
- Instructional aides are degreed
- Teacher attendance recognition showed large counts monthly
- Hired tutors
- Initiated Discipline committee with expertise on supports
- Ldrshp mtgs to discuss upcoming events, teacher input/feedback
- Navigating through TTESS is easy
- Job fairs
- Changes made yearly based on student needs
- New teacher mentor assignments
- 
- 

### Needs

- Ability grouping needs high quality support staff
- Student oriented PD opportunities
- TTESS more postivie feedback/Too much negative feedback
- Assigned time slots for teacher/mentor program
- Regardless of experience, teachers should be tutored/mentored in technology and updates.
- Support staff must also be part of PD for behaviors and needs of students.
- Evenly distribute needs of students amongst pods.
- Team building across grade levels
- 
- 
- 

## Summary of Needs

- Continue to build on mentor program for new teachers
- Create opporutnties for vertical team meetings to help support one another in strengths and areas of need
- Inclusion of all staff for quality trainings
- Face to face feedback as a follow up to TTESS concerns or successes
- 
- 
-



## Comprehensive Needs Assessment

### Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

#### Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

### Data Sources Reviewed

***There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English***

List the actual data sources reviewed below.

- |                                     |                            |
|-------------------------------------|----------------------------|
| ● PP Data Walls                     | ● Benchmark Data Results   |
| ● Curriculum Dashboard Usage Report | ● Master Schedule/Programs |
| ● DMAC Data Reports                 | ●                          |
| ● CPOs                              | ●                          |
| ● Team Mtg Agendas                  | ●                          |

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.



## Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

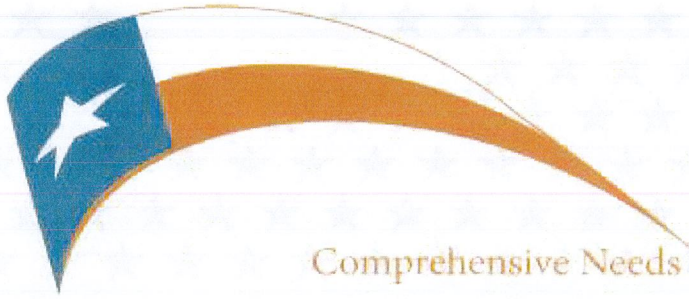
- Pathway to follow (K-2) for ELA
- All TEKS are covered
- Implementation of Dashboard
- Upward growth in PH groups (# of students tier 3 initial vs. final)
- Common lesson planning fidelity
- PP collaboratives (Across grade levels and contents)
- 
- 
- 
- 

### Needs

- Dashboard changes are not timely
- Resources needed per six weeks
- Depth of curriculum; touch and go type
- Reading Street pathway for all grade levels
- Resources not readily available
- Need for writing consistency/Vertical alignment
- Formative assessments needed in Dashboard
- SS/Sc resources
- Collaboration for non-core content
- SpEd curriculum needs to be reviewed or embedded w/ core curriculum

## Summary of Needs

- Vertical team planning dates with structured agendas for fidelity to teaching/learning
- Review curriculum to support additional resources and alignment as needed
- Formative assessments; create and upload in Dashboard through curriculum review
- Resources for each six weeks across all contents
- All changes in Dashboard should be done in a timely manner (well before start of six weeks)
- 
-



## Comprehensive Needs Assessment

### Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
- 
- 
- 
- 

### Data Sources Reviewed

***The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson***

List the actual data sources reviewed below.

- |  |   |  |
|--|---|--|
| ● HB5 Parent Survey results                    | ● |  |
| ● Evaluation Reviews (parent trainings/events) | ● |  |
| ● CIP Review                                   | ● |  |
| ●  | ● |  |
| ●  | ● |  |

See page 12 of the guide for probing questions related to Family and Community Involvement.



# Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

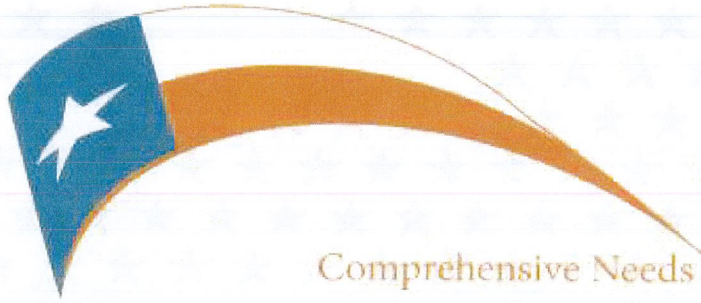
- District webpage/Campus Site Updates
- FB NHE Parent Communication Page
- NHE Calendar/Flyers (six wks)
- Parent Mtgs/Trainings (over district requirement)
- AR After Hours Nights
- Grade Level Presentations
- Career Day/Dr. Seuss Event
- Awards Assemblies/Parent Welcomed on
- 
- 

## Needs

- Evening Parent Mtgs (Nutrition Info.)
- Parent Volunteers (How to get involved)
- Family/Community Functions (Zumba/Movie Night/Walk Events)
- Increase Student Showcases
- Principal/Parent Mtgs (Donuts w/Dad)
- PTO
- Ways to help parents feel welcomed
- 
- 
- 

# Summary of Needs

- Increase opportunities to communicate with parents on welcoming and ways to be a part of the school
- Increase in family events (focus on health and fitness/student showcases)
- Annual calendar of parent events
- Parent surveys for best time to meet or ideas on what to discuss
- PTO with preplanned items for supporting grades levels, teachers, and school
- 
- 
-



## Comprehensive Needs Assessment

### School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

### Data Sources Reviewed

***Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown***

List the actual data sources reviewed below.

- |                            |                                 |
|----------------------------|---------------------------------|
| ● Master schedules         | ● Organizational Chart          |
| ● Duty schedules           | ● School's Physical Environment |
| ● Registration forms       | ●                               |
| ● Program Support Services | ●                               |
| ● Meeting with teachers    | ●                               |

See page 13 of the guide for probing questions related to School Context and Organization.



# Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

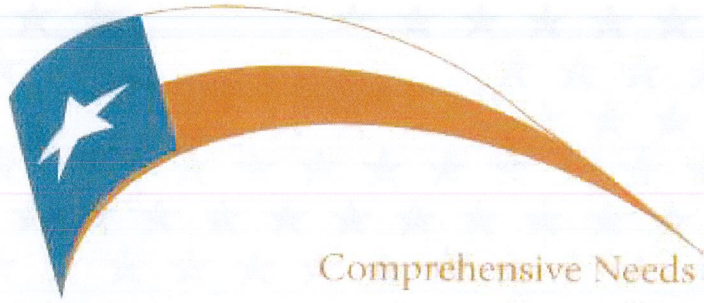
- Library time during Power Hour allows for an increase in students reading
- Morning teacher duty allows teachers to have time after school to plan for instruction
- Pink and Blue forms allows for successful grouping of students
- Teacher student ratio has improved
- Extracurricular activities-UIL, Robotics, Art Club, Choir, Student Council
- Calendar matrix keeps teachers informed of school events
- 
- 
- 
- 

## Needs

- Mentors needed for new teachers-time allotted for mentors to help teachers
- Entry codes for gates
- Monitor transitions across grade levels to avoid congestion for safety
- Revise/specify duty roles and expectations
- Teacher involvement in duty schedules
- More security and clean-up for football field
- Set schedule for students to meet with counselor
- Review of student needs and teaching groups; (self contained, team teach, etc.)
- 
- 

# Summary of Needs

- Growth in mentor program based on new teacher and mentor feedback
- Clear plan for monitoring and transitioning; grade level congestion was noted this year
- Review safety plans; consider gate entrance, library and K-1 entrance to use ID scanning
- Revise/specify duty roles and expectations
- Teacher involvement in duty schedules
- More security and clean-up for football field
-



## Comprehensive Needs Assessment

### Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
- 

### Data Sources Reviewed

***The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent***

List the actual data sources reviewed below.

- |                                       |         |
|---------------------------------------|---------|
| ● Data Reports from Computer Programs | ● _____ |
| ● _____                               | ● _____ |
| ● DMAC Data Reports                   | ● _____ |
| ● Curriculum Dashboard Usage Reports  | ● _____ |
| ● _____                               | ● _____ |
| ● _____                               | ● _____ |
| ● _____                               | ● _____ |

See page x of the guide for probing questions related to Demographics.



## Findings/Analyses

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

- Computer Instructional Programs focused on students (PH)
- Computers - 2 student computers per classroom
- iPads in K-1
- Listening Centers
- Dashboard/DMAC
- Skyward for Gradebook, data
- 
- 
- 
- 

### Needs

- PD for incorporating technology
- More PD to learn technology tools
- Extra student computers (3+)
- iPads keep moving up grade levels
- Less restrictions for learning sites
- More informative trainings on existing software
- Current updated programs that are student friendly and interactive
- System for printers that are going out; Xerox copiers increase
- 
- 

## Summary of Needs

- Ongoing PD on use of equipment and programs
- More student computers per classroom (small group center)
- iPads throughout grade levels (every year include a new grade level)
- Program training to see benefits of what we currently have
- Personal devices allowed on school wifi
- Update printers/technology equipment
- Extra Xerox machines
-



San Felipe Del Rio C.I.S.D.  
North Heights Elementary

Date: April 30, 2018

Name	Title	Signature
Cardenas, Leticia	Kinder Instructional Aide	Leticia Cardenas
Acosta, Guadalupe	Kinder Teacher	GB. Acosta
Castellanos, Griselda	Kinder Teacher	
Hernandez, Richard	Kinder Teacher	Richard Hernandez
Rizo, Rose	Kinder Teacher	Rosa M. Rizo
Rodriguez, Theela	Kinder Teacher	Theela M. Rodriguez
Aguirre, Monica	First Grade Teacher	M. Aguirre
Campos, Brenda	First Grade Teacher	
Montoya, Janna	First Grade Teacher	Janna Montoya
Perez, Marisa	First Grade Teacher	Marisa Perez
Velazco, Gabriela	First Grade Teacher	Gabriela Velazco
Amezcu, Leticia	Second Grade Teacher	Leticia Amezcu
Benavides, Luisa	Second Grade Teacher	
Carrillo, Christopher	Second Grade Teacher	Christopher Carrillo
Forester, Winnie	Second Grade Teacher	Winnie Forester
Reyna, Juanita	Second Grade Teacher	Juanita Reyna
Villarreal, Nora	Second Grade Teacher	
Alcantara, Merary	Third Grade Teacher	Merary Alcantara
Cardenas, Chris	Third Grade Teacher	Chris Cardenas
Bonilla-Maltos, Brenda	Third Grade Teacher	Bonilla-Maltos
Martinez, Krystal	Third Grade Teacher	Krystal Martinez
Perez, Joann	Third Grade Teacher	Joann Perez
St. Germain, Mary Lou	Third Grade Teacher	Mary Lou St. Germain
Jost, Jennifer	Fourth Grade Teacher	Jennifer Jost
Ochoa, Adrian	Fourth Grade Teacher	Adrian Ochoa
Przepierski, Lois ( Sue)	Fourth Grade Teacher	Lois Przepierski
Rountree, Selina	Fourth Grade Teacher	
Salinas, Amaris	Fourth Grade Teacher	Amaris Salinas
Solis, Jessica	Fourth Grade Teacher	Jessica Solis
Dovalina, Cynthia	Fifth Grade Teacher	Cynthia Dovalina
Lemus, Julissa	Fifth Grade Teacher	Julissa Lemus
Nuño, Chris	Fifth Grade Teacher	Chris Nuño
Ortiz, Nelda	Fifth Grade Teacher	Nelda Ortiz
Rodriguez, Victoria	Fifth Grade Teacher	Victoria Rodriguez
Sunderland, Carol	Fifth Grade Teacher	Carol Sunderland





San Felipe Del Rio C.I.S.D.

North Heights Elementary

Date: April 30, 2018

Name	Title	Signature
Soliz, Maytte	Principal	
Hudgins, Lou Lou	Asst Principal	
Rivas, Melissa	Counselor	
Rodriguez, Belinda	Principal Secretary	
Castro, Martha	Attendance Secretary	
Carbajal, Alicia	Nurse	
Adams, Elida	Parental Aide	
Lopez, Soby	Resource Aide	
Garza, Yolisma	Librarian	
Acevedo, Sandy	Life Skills CNA	
Addair, Kevin	Music	
Bowman, Domenica	Art	
Benson, Destiny	BSC	
Cantu, Vicente	Computer Lab	
Denney, Marta	Deaf Ed	
Dovalina, Dora	Life Skills CNA	
Eaton, Sofia	Computer Lab	
Lewis, Ruby	Power Hour	
Maldonado, John	BSC Aide	
Manrique, Angelica	GT	
Martinez, Angel	PE Aide	
Ochoa, Gilberto	Sp Ed	
Ojeda, Patricia	Dyslexia	
Ramirez, Rosalinda	MRT	
Romo, Elizabeth	CNA	
Sanchez, Guillermo	PE Coach	
Sanchez, Marla	Sp. Ed. Aide	
Smith, Norma	Power Hour	
Soto, Marisa	PE Coach	
Torre, Maribel	BSC Aide	
Vazquez, Carmen	Sp. Ed. Aide	

## North Heights Elementary - Critical Needs Assessment 2018

<u>Demographics</u>	<u>Curriculum, Instruction and Assessment</u>
Rosalinda Ramirez	Brenda Campos
Guadalupe Acosta	Grace Castellanos
Marisa Perez	Christopher Carrillo
Brenda Maltos	Krystal Martinez
Chris Nuno	Victoria Rodriguez
Destiny Benson	Martha Denney
Angel Martinez	Marla Sanchez
<u>Student Achievement</u>	<u>Family and Community Involvement</u>
JoAnn Perez	Yolisma Garza
Richard Hernandez	Soby Lopez
Gabriela Velazco	Luisa Benavides
Jennifer Jost	Chris Cardenas
Nelda Ortiz	Sue Przepierski
Sofia Eaton	Kevin Addair
Patricia Ojeda	Marisa Soto
<u>School Culture and Climate</u>	<u>School Context and Organization</u>
Leticia Amezcua	Carol Sunderland
Rose Rizo	Lety Cardenas
Merary Alcantara	Winnie Forester
Adrian Ochoa	Mary Lou St. Germain
Julissa Lemus	Selina Rountree
Domenica Bowman	Ruby Lewis
Carmen Vazquez	Gilbert Ochoa
<u>Staff Quality, Recruitment and Retention</u>	<u>Technology</u>
Jessica Solis	Theela Rodriguez
Monica Aguirre	Janna Montoya
Nora Villarreal	Juanita Reyna
Cynthia Dovalina	Amaris Martinez
Angelica Manrique	Vicente Cantu
Guillermo Sanchez	Norma Smith

# 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 2019, STAAR reading scores will improve to 65% overall. (3rd - 5th grades)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous integrated reading/writing lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. (Title I SW: 2,10) (Target Group: All, H, W, AA, ECD, ESL, Migrant, LEP, SPED, GT, AtRisk, Dys, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Librarian, Teachers	Aug 2018 - June 2019	(F)Title I, (S)Local Funds	Summative - Planning Protocol Lesson Plans Walkthrough Data Formative - daily reading grades, journal writing samples, quizzes, vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - Star Renaissance, benchmarks, summatives, failure report, iLit, teacher self reports, Read Naturally, Success Maker, Comprehension Toolkits, STAAR results, TPRI
2. All students, K-5, will participate in the Accelerated Reading Program by setting and meeting individual goals for reading as a school wide tracking system. AR goals will be used for accountability purposes at the midpoint and end of the grading period. Star Renaissance assessment data will be reviewed each grading period. (Title I SW: 1,6,10) (Title I TA: 1,3,4) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Librarian, Parents, Teachers	Aug 2018 - June 2019	(S)Local Funds	Summative - Formative - AR reading student test grades; 80% or higher Summative - end of grading period Star report, AR reading report/goal sheet, AR folder log
3. All students will receive daily academic interventions in reading during Power Hour and those at risk will be monitored using DMAC student portfolios on a three week basis. (Title I SW: 1,2,4,10) (Title I TA: 1,2,3,4,5) (Target Group: All, H, Migrant, LEP, SPED, GT, AtRisk, Dys, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Curriculum Coordinators, Dyslexia Teacher, Librarian, Master Reading Teachers, Special Ed Teacher, Teachers	Aug 2018 - May 2019	(S)Local Funds	Summative - Formative - Rtl grade level mtgs, PP mtgs Summative - PH Program data - Read Naturally, Comp. Toolkit, iLit, Success Maker, Star Renaissance, Rewards, TPRI

# 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 2019, STAAR reading scores will improve to 65% overall. (3rd - 5th grades)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. All teachers will utilize campus-wide comprehension strategies for reading and journals during content instruction in ELA, Math, Science and Social Studies to foster a collaborative approach to reading across the contents. (Title I SW: 1,4) (Title I TA: 4,5) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	Sept 2018 - Junen 2019	(S)Local Funds	Summative - Student Data Binders 3 week formative and six week summatives Journals, writing portfolios, Comp. Toolkit strategy extension lessons/formative checks
5. Ensure all ELA teachers have access to a full component of the Reading Street curriculum resources, (i.e. flip books for centers, readers, etc.) and are properly trained to utilize resources for tier 1 instruction. (Title I SW: 1,2,4) (Title I TA: 1,2,3,4,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Aug 2018 - June 2019	(S)Local Funds	Summative - Use of Curriculum Dashboard/lesson plans District collaborative participation sign in sheets Vertical team planning sign in sheets Success Maker Reports, DMAC data reports, TPRI BOY, MOY, EOY
6. Monitor the implementation of District Initiatives such as QTEL, Abydos, Planning Protocol, Power Hour, Five Dysfunctions of a Team, TLIM and collaboration to ensure the best learning opportunities for all students. (Title I SW: 1,2,4) (Title I TA: 1,6,7) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Aug 2018 - June 2019	(S)Local Funds	Summative - Curriculum Dashboard Usage Reports Ongoing PD opportunities in monthly faculty mtgs (sign in sheets) Ldrshp Team Mtgs (sign in sheets) District PD opportunities (sign in sheets)

# 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 2019, STAAR math scores will improve to 62% overall. (3rd - 5th grades)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous math lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. (Title I SW: 2,10) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Aug 2018 - June 2019	(F)Title I, (S)Local Funds	Summative - Curriculum Dashboard Walkthrough Data Formative - daily math grades, math journals, quizzes, Vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results, Think Thru Math, Lone Star student data sheets
2. Vertical team planning will take place on campus prior to the start of each grading period to ensure math TEKS are reviewed for depth and rigor across grade levels. (Title I SW: 1,2,4) (Title I TA: 2,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	Each grading period	(S)Local Funds	Summative - Sign in sheets for mtgs Goal setting sheets for vertical teams Math summative data reports from DMAC, formative checks
3. All students will participate in a campus-wide math round up during morning announcements to build fluency in numbers. (Title I SW: 1,2) (Title I TA: 1) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Cluster/Department Leaders, Teachers	Daily	(S)Local Funds	Summative - math TEKS formative checks, instructional rounds, math minute results, student binder data tracking sheets
4. All teachers will utilize vocabulary enrichment and guided math as components for tier 1 instruction. (Title I SW: 1,2) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(S)Local Funds - \$200	Summative - Use of math vocabulary outside of just math class (specials, library, etc.) Academic vocabulary identified in weekly lesson plans Formative assessments utilizing vocabulary checks and spiraled concepts

# 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 2019, STAAR math scores will improve to 62% overall. (3rd - 5th grades)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. All teachers will utilize math journals during content instruction in Math. (Title I SW: 1,2) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(S)Local Funds	Summative - math journals, TELPAS writing samples, formative assessments to include student written explanation of mathematical concepts.
6. Students in Tier 2 and Tier 3 will receive academic interventions in math through guided instruction during school, before and after school tutorials, and/or Saturday camps. (Title I SW: 1,2) (Target Group: All, ECD, Migrant, LEP, SPED, AtRisk, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Sept 2018 - June 2019	(S)Local Funds - \$500	Summative - RtI data, DMAC reports, math formatives and summative assessments
7. Increase the use of number talks led by GT students within class to promote a growth in mental math. (Title I SW: 1,2) (Title I TA: 1,8) (Target Group: All, GT, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Teachers	Biweekly	(S)Local Funds	Summative - formative assessment results, problem solving task cards, GT report cards, STAAR results



# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By June 2019, STAAR science scores will improve to 68% in 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous math lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. (Title I SW: 2,10) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Aug 2018 - June 2019	(S)Local Funds	Summative - Curriculum Dashboard Usage Reports Walkthrough Data Formative - daily science grades, science journals, quizzes, vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results
2. All teachers will dedicate 60 minutes of science instruction daily, using hands-on learning opportunities. (Title I SW: 1,4,9) (Title I TA: 4,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	Daily	(S)Local Funds - \$300	Summative - Curriculum Dashboard Vertical Team Mtgs; Data Day Agendas
3. Identify student areas of weakness and plan for scaffolded instruction/interventions to target/spiral individual student needs through guided instructional practices in science. (Title I SW: 8,9) (Target Group: All, ECD, LEP, SPED, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 3)	Campus Administrators, Special Ed Teacher, Teachers	Weekly	(S)Local Funds - \$150	Summative - Six weeks summative reports/DMAC reports Student data binders Collaboration of data amongst SpEd and gen ed. teacher
4. All teachers will utilize vocabulary enrichment through science journals and Lone Star Science (grades 2-5) during instruction. (Title I SW: 1,2) (Target Group: All, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(S)Local Funds - \$150	Summative - Use of science journal and academic vocabulary within lessons. Academic vocabulary identified in weekly lesson plans Formative assessments utilizing vocabulary checks and spiraled concepts

# 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 2019, STAAR science scores will improve to 68% in 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. All students will participate in hands on science lessons, to include real world experiences outside of the classroom (i.e. Lessons on the Lake, Birds of Prey, Archeology Fair, etc.) (Title I SW: 10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Annual	(F)Title I, (S)Local Funds	Summative - Summative and STAAR results
6. Student participation in the campus science fair in grades K-3 will increase by 10%. (Title I SW: 1,6,9) (Title I TA: 4,7) (Target Group: All, K, 1st, 2nd, 3rd)	Cluster/Department Leaders, Teachers	January 2019	(F)Title I, (S)Local Funds	Summative - Science talks and participation in collaborative labs, increase participation in District Science Fair, District winners

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** By June 2019, STAAR writing scores will improve to 60% in 4th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous writing lessons to include targeted, guided instruction and a variety of resources. (Title I SW: 2,10) (Title I TA: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	Aug 2018 - June 2019	(S)Local Funds - \$2,000	Summative - Curriculum Dashboard Walkthrough Data Formative - daily writing grades, journal writing samples, quizzes, vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results
2. All teachers will implement the District Writing Initiative, use of Four Square Writing, and curriculum components to ensure effective instructional practices. (Title I SW: 1,4,8,9) (Title I TA: 4,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Each grading period	(S)Local Funds - \$200	Summative - Curriculum Dashboard, vertical team planning data, six weeks summatives, benchmark results, district campus comparison reports
3. All writing teachers will incorporate the use of both teacher selected and student choice journals during content area instruction. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(S)Local Funds - \$200	Summative - writing journals, TELPAS writing samples, formative assessments to include student written explanation of grammar rules and concepts taught.
4. Vertical team planning will take place on campus each month to ensure writing TEKS are reviewed for continuous depth of mastery by grade level. (Title I SW: 1,2,4) (Title I TA: 2,6) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Teachers	Each grading period	(F)Title I, (S)Local Funds - \$200	Summative - Sign in sheets for mtgs Goal setting sheets for vertical teams Writing summative data reports from DMAC, formative checks

# NORTH HEIGHTS EL

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

**Objective 5.** By June 2019, to meet Domain 3, Closing the Gap, all special pops (LEP, SpEd, 504) will be monitored and tracked using DMAC - Rtl component for six weeks goals and growth reporting.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will participate in learning walks for professional development, focused on district initiatives, to grow in Tier 1 instruction that meets the needs of all students. (Title I SW: 1,3,4,9) (Title I TA: 6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Monthly	(S)Local Funds - \$200	Summative - Learning walks feedback, mentor program, vertical team planning talks, formative classroom checks.
2. Students will be provided transportation to attend before/after school tutorials and will be invited to attend Saturday camps. (Title I SW: 1,2,9) (Title I TA: 1,4) (Target Group: All, ECD, LEP, SPED, AtRisk, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly/Quarterly	(F)Title I, (S)Local Funds - \$500	Summative - formative checks/quizzes, oral responses, student engagement in camps
3. Students will participate in a campus-wide "Drop Everything and Do Math" for a scheduled time of the day. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Teachers	Weekly		Summative - Holy Cards Math Minute Sheets

# NORTH HEIGHTS EL

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

**Objective 6.** By June 2019, the percentage of students achieving Meets or Masters on STAAR will increase by 10% overall. (3rd - 5th grade; all subjects)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure targeted enrichment lessons that promote critical thinking and higher order thinking through daily Power Hour. (Title I SW: 1,3) (Target Group: All, GT, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Teachers	Aug 2018 - June 2019		Summative - Curriculum Dashboard Power Hour GT teacher lesson plans submitted Six weeks summative/DMAC reports
2. Identify students by name that previously achieved Level III and include the names of students that fell just short to ensure knowledge of 10% needed for all teachers who provide daily instruction. (Title I SW: 1,8) (Target Group: GT, 3rd, 4th, 5th) (Strategic Priorities: 2)	Campus Administrators, Teachers	Sept 2018		Summative - DMAC data reports Student data tracking sheets

# NORTH HEIGHTS EL

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

**Objective 7.** By June 2019, all teachers teaching a core subject area will be highly qualified and participate in ongoing, job embedded professional development with a focus on tracking, monitoring and adjusting student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Active participation and monitoring of Planning Protocol (weekly), RtI meetings (biweekly) and vertical team collaboration (monthly) for all teachers. (Title I SW: 1,3,4,5,8,9) (Title I TA: 4,5,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers	weekly, biweekly, monthly	(F)Title I, (S)Local Funds	Summative - walkthrough data, teacher self reflections, DMAC data reports, lessons plans STAAR results, TTESS evaluations.
2. Hire highly qualified teachers in all grade levels including paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet system safeguards and campus performance objectives. (Title I SW: 1,3,4,5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators	Aug 2018	(F)Title I	Summative - Texas teacher certifications, bilingual endorsements, Title 1 Part A qualifications, CNA, demographics reports, campus performance reports
3. Provide professional development to fully understand TEKS (process, readiness and supporting) and vertical team training. (Title I SW: 1,2,4,9,10) (Title I TA: 5,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Monthly	(F)Title I, (S)Local Funds	Summative - teacher feedback for trainings, surveys, CNA, walkthrough data, STAAR results, TTESS documentation - GSPD plans

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 8.** By September 2018, North Heights Elementary will train and begin the implementation of the newly developed school-wide discipline plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will attend trainings on effective classroom management and restorative discipline techniques for all populations including special education and bilingual students. (Title I SW: 4) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Counselors, Teachers	Monthly	(F)Title I, (S)Local Funds	Summative - Sign in sheets for PD opportunities Campus-wide discipline plan
2. Implement TLIM with fidelity campus wide to promote leadership skills that support positive behavior and create an atmosphere of mutual respect while maintaining a safe, clean and orderly learning environment. (Title I SW: 1,2,4,10) (Title I TA: 1,3,6) (Target Group: All, ECD, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Monthly	(S)Local Funds - \$3,000	Summative - SOP for TLIM Training sign in sheets TLIM PD opportunities (sign in sheets) Data Binders (Teachers/students) Monthly Discipline Reports/Skyward Reports
3. Utilize the campus discipline plan to create cohesiveness and consistency for all. (Title I SW: 2) (Target Group: All, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Counselors, Teachers	daily	(S)Local Funds - \$1,000	Summative - Monthly discipline reports
4. Implement TLiM student led mentoring program. (application process and evaluation) Big brother/Big sister system (Title I SW: 9) (Title I TA: 1,4,7) (Target Group: All, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th)	Counselors, Parental Aides, Teachers	Each grading period	(S)Local Funds	Summative - Student success/mentee evaluation

# 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 2018, North Heights Elementary will implement, with fidelity, the use of TLiM lessons and activities using a dedicated instructional time, to continue to build bully awareness, character education, and health awareness through the seven habits.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will collaborate and create an atmosphere of mutual respect built around student activities outside of instructional time to increase student participation in health, character and bully awareness. (Robotics, UIL, StuCo, Ldrshp rallies, Art Club, Yearbook, Perfect Attendance, Choir, district wide athletic events, Health and Fitness clubs, TLiM Lighthouse etc.) (Title I SW: 1,6) (Title I TA: 8) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 3)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Oct 2018 - May 2019	(S)Local Funds - \$1,000	Summative - Awards earned Campus Highlights Ldrshp opportunities permission slips Parent Involvement sign in sheets calendar of events surveys for parent, teachers, students Light House team mtgs minutes (students/staff)
2. Implement activities that will target college and career readiness focusing on our campus HB5 student engagement evaluation. (i.e. career fair, community activities, guidance lessons) (Title I SW: 1,10) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 3)	Counselors, Teachers	Quarterly	(S)Local Funds - \$500	Summative - Counseling records, parent/staff/student surveys, HB5 evaluation tools
3. Utilize TLiM as an embedded part of campus culture and curriculum. (Title I SW: 1) (Target Group: All)	Campus Administrators, Counselors, Teachers	Weekly	(S)Local Funds - \$2,000	Summative - Visibility of school culture Language awareness utilizing TLiM Weekly Lessons targeted at a campus wide time parent, teacher, student surveys Participation in school-wide presentations
4. Physical education teachers will participate in staff development/training in areas including Fitness Gram, classroom management with large groups, and sessions relating to increased TLiM, health and physical fitness needs. (Title I SW: 4) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 3)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2017 - June 2018	(S)Local Funds - \$200	Summative - Fitness Gram Results PE lesson plans rotations in PE schedule Use of Health Grade in report card



# NORTH HEIGHTS EL

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

**Objective 9.** By December 2018, North Heights Elementary will implement, with fidelity, the use of TLiM lessons and activities using a dedicated instructional time, to continue to build bully awareness, character education, and health awareness through the seven habits.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Guest speakers and presentations will be scheduled to assist in creating a culture built around character, bullying awareness, health and organizations for instructional success outside of the school setting. (Title I SW: 1,2) (Target Group: All, AtRisk, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 3)	Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Montly	(S)Local Funds - \$600	Summative - parent, teacher, student surveys presentors calendar counselor/student suggestion box

# NORTH HEIGHTS EL

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

**Objective 10.** North Heights Elementary will increase student attendance to 98% for the 2018-19 academic school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade level recognitions for classes with the highest attendance will continue. The leadership team will continue to collaborate on ways to celebrate classes. (Title I SW: 1,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	Each Grading Period	(S)Local Funds - \$800	Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs
2. Students with perfect attendance will receive incentives to include gift cards, pool parties, honorary lunches, leadership celebrations and yard signs. (six weeks, semester, end of year) (Title I SW: 1,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Counselors, Librarian, Teachers	six wks/semester/E OY	(S)Local Funds	Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs
3. Classes with perfect attendance will be acknowledged daily during announcements and by displaying a perfect attendance flag outside of their classroom. 100% of staff will follow the attendance incentive plan. (Title I SW: 1,6) (Title I TA: 1,4,7) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 4)	Campus Administrators, Teachers	Daily	(S)Local Funds - \$100	Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs

# NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 11.** By September 2018, all staff will receive training (new and refresher) for district initiatives, including Power Hour/Interventions. The purchases of any resources needed to support district curriculum will be initiated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will participate in ongoing professional development based on district initiatives and targeted academic needs for North Heights Elementary. (Title I SW: 2,4) (Title I TA: 4,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	Monthly	(S)Local Funds - \$500	Summative - TTESS GSPD Plans, district initiatives, Power Hour updates, scheduling, teacher surveys,
2. All new staff, upon being hired, will be set up with a campus mentor to train on district initiatives and campus non negotiables. (Title I SW: 2,4) (Title I TA: 5,6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators	Monthly	(S)Local Funds	Summative - New teacher surveys, dialogue in planning protocol, campus initiatives for a mentor support system.
3. A campus grading period matrix and weekly newsletter will be shared with staff to ensure the most updated training opportunities and campus news are known. (Title I SW: 4,10) (Title I TA: 6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Counselors	Weekly/Each Grading Period	(S)Local Funds	Summative - TTESS GSPD Plan, matrix checklist, staff meeting notes, newsletter feedback survey

# 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 2018, 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. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators	Annual	(S)Local Funds	Summative - Monthly review of the budget POs and requests for funds tied directly to CIP budget workbooks End of year financial reports
2. The campus budget will be set up to include individualized accounts for each grade level/department. Monies will be allocated to these individual accounts based on needs documented in the CNA and CIP. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators	Annual		Summative - Budget account reports/accounts created list
3. NHE will partner with the newly created PTO for the 2018-2019 academic year to ensure a plan of action for funding campus needs within our budget. (Title I SW: 1,6) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Parental Aides, Parents	Monthly		Summative - PTO bylaws, officers and minutes for monthly meetings Feedback from teachers on grade level needs

# NORTH HEIGHTS EL

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

**Objective 2.** Transition opportunities for students attending early childhood programs will occur an North Heights Elementary during the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. North Heights will foster a collaborative approach to transition and curriculum with Cardwell Head Start by having a representative attend collaborative meetings. (Title I SW: 7) (Target Group: PRE K)	Cluster/Department Leaders, Counselors	May - June 2018	(S)Local Funds	Summative - sign in sheets, Cardwell correspondence, progress of students in Kindergarten
2. A campus tour will be established for all students who transition to NHE. (Pre-K, Life skills) (Title I SW: 7) (Target Group: PRE K, K, 1st, 2nd)	Campus Administrators, Counselors	Annually	(S)Local Funds - \$200	Summative - Counseling records, progress of students in kindergarten, collaboration with kinder cluster leader and Pre-K.
3. District wide Attendance SOP will be followed with fidelity; staff will be trained on procedures and attendance folders will be utilized daily; ongoing communication with between parental, teacher, student and parent. (Title I SW: 1,2,10) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides, Teachers	Annual Training/Daily Support	(F)Title I	Summative - Parental Aides mileage chart/home visit log Daily attendance check of folders, phone call logs, emails, District attendance report Weekly monitoring of attendance checks; submit logs
4. Parent trainings will include information on transitions, college and career readiness, attendance priority, incentive discussions and celebrations of campus successes. (Title I SW: 10) (Target Group: All)	Campus Administrators, Parental Aides, Parents	Annually	(F)Title I, (S)Local Funds	Summative - Sign in sheets Parent feedback forms

# NORTH HEIGHTS EL

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

**Objective 1.** During the 2018-2019 school year, communication with all stakeholders about student academics, behaviors and campus updates will happen utilizing various forms of media to increase parent and community involvement and optimize the campus climate and culture (TLIM).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will update the new campus webpage on a consistent basis by designating a liaison and also reach out to more stakeholders on a more frequent basis using Facebook and social media. (Title I SW: 1,6,9) (Title I TA: 7) (Target Group: All)	Campus Administrators, Teachers	September 2017 - June 2018	(S)Local Funds - \$100	Summative - website visits, parent surveys
2. Monthly calendars will be used to inform parents of campus events in both English and Spanish. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All)	Counselors, Parental Aides	Monthly	(S)Local Funds - \$100	Summative - Participation in events (sign in sheets)
3. Photos and publications will be published on social media to share NHE success and upcoming events with parents. (Title I SW: 6) (Title I TA: 7) (Target Group: All)	Parental Aides	Weekly	(S)Local Funds	Summative - Likes/Shares on FB Comments
4. Home connection newsletter (TLIM) will be sent out monthly in both English and Spanish to provide tips to parents on things they can do at home to assist their child academically, socially, and emotionally. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 3)	Counselors, Parental Aides	Monthly	(S)Local Funds - \$100	Summative - Parent survey

# NORTH HEIGHTS EL

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

**Objective 2.** Monthly parent trainings will be conducted based on parent survey results and activities will be scheduled to increase parent participation in campus-wide events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parental aide will provide monthly trainings in English and Spanish available to parents in collaboration with grade level teachers and staff members based on parent surveys. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All)	Parental Aides	Monthly	(S)Local Funds - \$200	Summative - Monthly sign in sheets, parents surveys
2. The parental aide will communication via phone, marquee and social media messages about campus events. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All)	Parental Aides	Weekly	(S)Local Funds	Summative - Surveys and sign in sheets documenting participation in campus events
3. Leadership Rallies 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, etc.) (Title I SW: 1,6) (Title I TA: 7) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Quarterly	(S)Local Funds - \$500	Summative - Parent sign in sheets Parent volunteers Parent, teacher, student surveys

# NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district-wide system for tracking attendance will be implemented with fidelity to include home visits, phones calls, Skylert and written communication to target chronic absenteeism. (Title I SW: 1,6,10) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Daily	(F)Title I - \$150, (S)Local Funds - \$150	Summative - Attendance logs, Case Study sheets, Attendance folders
2. The sign out log will be reviewed to communicate with parents how early checkouts and academic success correlate for students. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides	Three Week Periods	(S)Local Funds - \$150	Summative - Sign out logs parent contact logs parent training agendas/sign in sheets