

NORTH HEIGHTS EL

Campus Improvement Plan

2020/2021

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

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



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Date Reviewed: 10/13/2020

DMAC Solutions ®

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Date Approved:

7/29/2021

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.

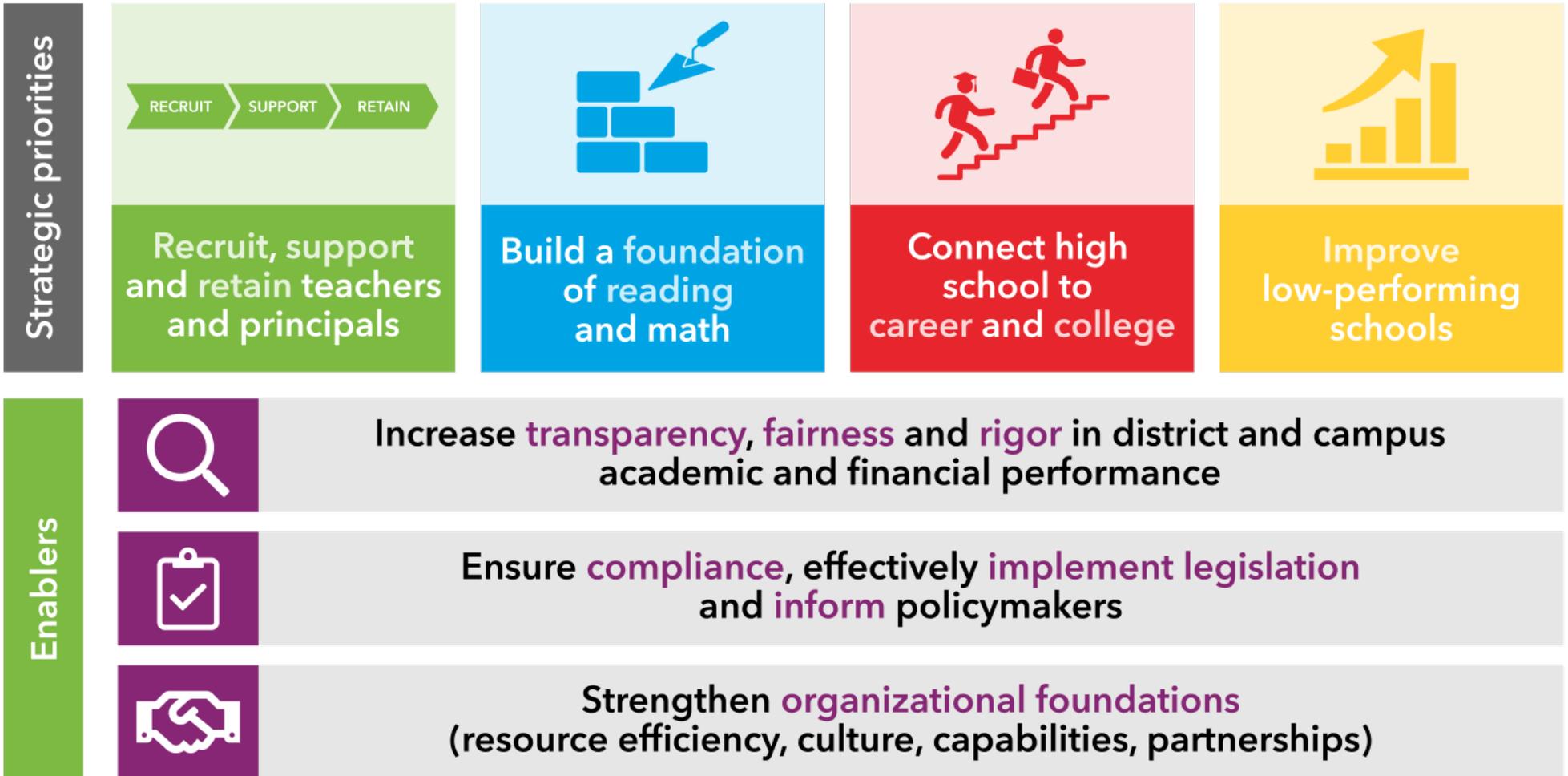
Vision

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>*

NORTH HEIGHTS EL Site Base

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



Introduction

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

Organizational Structure

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

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

Using this template

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

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

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



Site Based Committee Sign In

District: San Felipe Del Rio - CISD

Date: 5/26/2020

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

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

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

Comprehensive Needs Assessment Summary – 2020-2021

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

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

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

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

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

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

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

NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous integrated reading/writing lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. Meet for planning protocol daily 2 x's per week and as IM teams monthly. (TI) (Title I SW: 2,10) (Target Group: All,H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT, AtRisk,Dys,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,7)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Librarian, Teachers</p>	<p>Aug - June</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: Planning Protocol: curriculum documents, lesson plans, sign in sheets for IM mtgs. 09/17/20 - Significant Progress</p>
<p>2. All students, K-5, will participate in the Accelerated Reading Program by setting and meeting individual goals for reading as a school wide tracking system. AR goals will be used for accountability purposes at the midpoint and end of the grading period. Star Renaissance assessment data will be reviewed each grading period. (Title I SW: 1,6,10) (Title I TA: 1,3,4) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)</p>	<p>Campus Administrators, Cluster/Department Leaders, Computer Aides, Librarian, Parents, Teachers</p>	<p>Sept - May</p>	<p>(S)Local Funds</p>	<p>Criteria: Star Renaissance reports 05/10/21 - Significant Progress</p>
<p>3. All students will receive daily academic interventions in reading during ARI/AMI time and those at risk will be monitored on a three week basis. The use of new intervention online programs will be used/monitored for all students.(Exact Path, Lexia, Flocabulary) (TI) (Title I SW: 1,2,4,10) (Title I TA: 1,2,3,4,5) (Target Group: All,H,Migrant,LEP,SPED,GT,AtRisk,Dys,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Curriculum Coordinators, Dyslexia Teacher, Librarian, Master Reading Teachers, Special Ed Teacher, Teachers</p>	<p>Aug - May</p>	<p>(S)Local Funds</p>	<p>Criteria: Reports printed and reviewed using instructional tools. 05/10/21 - Some Progress</p>
<p>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</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Aug - June</p>	<p>(S)Local Funds</p>	<p>Criteria: Formative/Summative checks for student work. 09/24/20 - Some Progress</p>

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
collaborative approach to reading across the contents. (Title I SW: 1,4) (Title I TA: 4,5) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 4)				
5. Ensure all ELA teachers are properly trained and have access to year two ELA TEKS/adoption; have access to a variety of resources for tier 1 instruction, including the NHE Instructional Playbook. 5 NHE teachers will be monitored through the READ Cohort. (TI) (Title I SW: 1,2,4) (Title I TA: 1,2,3,4,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,7)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Aug - June	(S)Local Funds	Criteria: Planning Protocol participation, PD and tier I instructional feedback (walkthrough data) 05/10/21 - On Track
6. Monitor the implementation of District Initiatives such as but not limited to ELAR Literacy Block, Instructional Playbook, use of online learning platform/resources - Google Classroom, Planning Protocol, Five Dysfunctions of a Team, DR Cares and collaboration to ensure the best learning opportunities for all students. (TI) (Title I SW: 1,2,4) (Title I SW Elements: 1.1) (Title I TA: 1,6,7) (Target Group: All) (Strategic Priorities: 2) (CSFs: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Aug - June	(S)Local Funds	Criteria: Student achievement data, PD opportunities for staff focused on Google Classroom. 06/07/21 - On Track
7. Parents will be afforded trainings/informational meetings and updates via Zoom to ensure reading is embraced at school and at home specifically aiming for growth measure grades; 4th and 5th. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,5)	Campus Administrators, PTO, Teachers	Each Six Wks	(S)Local Funds	Criteria: Sign in sheets, agendas 06/07/21 - 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 2021, STAAR math scores will improve to 70% of students passing overall. (3rd - 5th grades)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous math lessons to include targeted, guided instruction and a variety of resources to track student growth. (TI) (Title I SW: 2,10) (Title I SW Elements: 2.6) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers</p>	<p>Aug - June</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Formative - Curriculum Dashboard/New Math Curriculum Walkthrough Data Formative - daily math grades, math journals, quizzes, Vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results, Think Thru Math, Lone Star student data sheets</p> <p>06/07/21 - On Track</p>
<p>2. Teachers will participate, via Zoom, in math district-wide weekly collaboratives. (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.6) (Title I TA: 2,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Each grading period</p>	<p>(S)Local Funds</p>	<p>Criteria: Lesson plans, walkthrough feedback</p> <p>Formative - Sign in sheets for mtgs Goal setting sheets for vertical teams Math summative data reports from DMAC, formative checks</p> <p>05/10/21 - On Track</p>
<p>3. All classrooms, (1st - 5th) will utilize the multiple representation chart (MCR) embedded in their daily schedule. (Target Group: All) (Strategic Priorities: 2)</p>	<p>Teachers</p>	<p>Daily</p>	<p>(F)Title I - \$250</p>	<p>Criteria: Walkthrough feedback, student engagement in daily schedule and activity.</p> <p>Summative - math TEKS formative checks, instructional rounds, evidence of completed multiplication charts to include time stamp, student binder data tracking sheets</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 2. By June 2021, STAAR math scores will improve to 70% of students passing overall. (3rd - 5th grades)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				05/10/21 - On Track
4. All teachers will utilize vocabulary enrichment and guided math as components for tier 1 instruction. Students will use academic vocabulary in their daily collaboratives during all instructional models. (Title I SW: 1,2) (Title I SW Elements: 2.4) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(S)Local Funds - \$200	Formative - Use of math vocabulary outside of just math class (specials, library, etc.) Academic vocabulary identified in weekly lesson plans Formative assessments utilizing vocabulary checks and spiraled concepts 09/17/20 - Significant Progress
5. Teachers will purposefully plan (via Google Meets) for and implement the use of math journals, and students will actively use their math journals during instructional time. (Title I SW: 1,2) (Title I SW Elements: 2.4) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(S)Local Funds	Summative - math journals, TELPAS writing samples, formative assessments to include student written explanation of mathematical concepts. 05/10/21 - Some Progress
6. Students in Tier 2 and Tier 3 will receive academic interventions in math through guided instruction during school or as allowable through CDC guidelines. (Title I SW: 1,2) (Title I SW Elements: 2.6) (Target Group: All,ECD,Migrant,LEP,SPED,AtRisk,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Daily/Weekly/Quarterly	(S)Local Funds - \$500	Formative - Math formatives and summative assessments 05/10/21 - Discontinued

NORTH HEIGHTS EL

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<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. All self contained teachers will focus on planning for science instruction. (TI) (Title I SW: 2,10) (Title I SW Elements: 2.5,3.2) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 1,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers</p>	<p>Aug - June</p>	<p>(S)Local Funds</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>05/10/21 - Some Progress</p>
<p>2. All teachers will plan for and commit to focused science TEKS instructional minutes, using hands-on learning opportunities. (K-1; 60 minutes weekly, 2-3; 90 minutes weekly, 4; 150 minutes weekly, 5; 90 minutes daily) (Title I SW: 1,4,9) (Title I SW Elements: 2.4) (Title I TA: 4,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 1,4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Six Wks</p>	<p>(S)Local Funds - \$300</p>	<p>Summative - Curriculum Dashboard Walkthrough feedback</p> <p>09/17/20 - Discontinued</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. (Title I SW: 8,9) (Title I SW Elements: 2.6) (Target Group: All,ECD,LEP,SPED,AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3,4) (CSFs: 4)</p>	<p>Campus Administrators, Special Ed Teacher, Teachers</p>	<p>Weekly</p>	<p>(S)Local Funds - \$150</p>	<p>Formative - Six weeks summative reports Collaboration of data amongst SpEd and gen ed. teacher</p> <p>09/17/20 - Some Progress</p>
<p>4. All teachers will utilize vocabulary enrichment through science journals and Lone Star Science (grades 2-5) during instruction. (Title I SW: 1,2) (Title I SW Elements: 2.5) (Target Group: 2nd,3rd,4th,5th) (Strategic</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Weekly</p>	<p>(S)Local Funds - \$150</p>	<p>Summative - Use of science journal and academic vocabulary within lessons. Academic vocabulary identified in weekly lesson plans</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 2021, STAAR science scores will improve to 68% in 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 4) (CSFs: 1)				Formative assessments utilizing vocabulary checks and spiraled concepts 05/10/21 - Some Progress
5. All students will participate in hands on science activities/experiments during science instruction (K-5), to include real world experiences outside of the classroom (i.e. 3-5 Lessons on the Lake, Birds of Prey, Archeology Fair, etc.)K-1 teachers will plan for effective hands on lessons and activities to remain focused on foundational TEKS. (Title I SW: 10) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Weekly	(F)Title I, (S)Local Funds	Summative - Summative and STAAR results 09/17/20 - Discontinued
6. Student participation in the campus science fair in grades K-3 will increase by 10%. (Title I SW: 1,6,9) (Title I SW Elements: 2.1) (Title I TA: 4,7) (Target Group: All,K,1st,2nd,3rd) (Strategic Priorities: 4) (CSFs: 1,5)	Cluster/Department Leaders, Teachers	January 2019	(F)Title I, (S)Local Funds	Formative - Science talks and participation in collaborative labs, increase participation in District Science Fair, District winners 09/17/20 - Discontinued

NORTH HEIGHTS EL

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous writing lessons to include targeted, small group/guided instruction and a variety of resources. (Title I SW: 2,10) (Title I SW Elements: 2.2) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 7)	Campus Administrators, Cluster/Department Leaders, Teachers	Aug - June	(S)Local Funds - \$2,000	Formative - Curriculum Dashboard Walkthrough Data Formative - daily writing grades, journal writing samples, quizzes, vocabulary quizzes Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results 05/10/21 - Completed
2. All teachers will implement the Writing Project, use of Four Square Writing, and ELA curriculum components to ensure effective instructional practices. (Title I SW: 1,4,8,9) (Title I SW Elements: 1.1) (Title I TA: 4,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 1,4)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Each grading period	(S)Local Funds - \$200	Summative - Curriculum Dashboard,vertical team planning data, six weeks summatives, benchmark results, district campus comparison reports 10/12/20 - Discontinued
3. All writing teachers will incorporate the use of both teacher selected and student choice journals during content area instruction. (Title I SW: 1,2) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	Weekly	(S)Local Funds - \$200	Summative - writing journals, TELPAS writing samples, formative assessments to include student written explanation of grammar rules and concepts taught. 06/07/21 - Completed
4. Initiate the target of Power Moves during instructional time, which includes student feedback about learning in writing as a check for understanding. (TI) (Title I SW Elements: 1.1) (Target Group: All,3rd,4th,5th) (Strategic Priorities: 3,4) (CSFs: 1)	Cluster/Department Leaders, Master Reading Teachers, Teachers	Daily/Biweekly	(S)Local Funds	Criteria: Walkthrough feedback, IM mtg agendas and sign in sheets 06/07/21 - 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 5. By June 2021, to meet Domain 3, Closing the Gap, all special pops (LEP, SpEd, 504) will be monitored and tracked using DMAC - Rtl component for six weeks goals and growth reporting.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will participate in learning talks for professional development, focused on our NHE Playbook and Power Moves to grow in Tier 1 instruction in varied learning models, and to grow teachers in developing lessons that target appropriate levels . (TI) (Title I SW: 1,3,4,9) (Title I SW Elements: 3.2) (Title I TA: 6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 7)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers</p>	<p>Monthly</p>	<p>(S)Local Funds - \$200</p>	<p>Criteria: IM mtg agendas and sign in sheets, Walkthrough feedback</p> <p>Formative - NHE Playbook, Learning walks feedback, EAR protocol, mentor program, IM mtgs, formative classroom checks.</p> <p>06/07/21 - Some Progress</p>
<p>2. Targeted students (including +5 approaches and +4 meets), using Aim Hi, will be provided transportation to attend before/after school tutorials and will be invited to attend Saturday camps. (TSI) (Title I SW: 1,2,9) (Title I TA: 1,4) (Target Group: All,ECD,LEP,SPED,AtRisk,2nd,3rd,4th,5th) (Strategic Priorities: 4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Weekly/Quarterly</p>	<p>(F)Title I, (S)Local Funds - \$500</p>	<p>Summative - formative checks/quizzes, oral responses, student engagement in camps</p> <p>10/12/20 - Discontinued</p>
<p>3. An increased focus will involve parents in informational meetings about student growth, reading and math supports, and online learning opportunities. (Title I SW: 1,2) (Title I SW Elements: 2.3,3.2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 5)</p>	<p>Campus Administrators, Teachers</p>	<p>Monthly</p>	<p>(O)Local Districts</p>	<p>Summative - Parent feedback surveys, agendas, meeting minutes, sign in sheets.</p> <p>05/10/21 - 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 6. By June 2021, the percentage of students achieving Meets or Masters on STAAR will continue to see a 5% increase. (3rd - 5th grade; all subjects)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Ensure targeted, enrichment lesson activities that promote critical thinking and higher order thinking through daily tier 1 instruction. Teachers will collaborate and plan for the HOW of instruction during planning protocol. (Title I SW: 1,3) (Title I SW Elements: 2.2) (Target Group: All,GT,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,7)</p>	<p>Campus Administrators, Teachers</p>	<p>Daily</p>		<p>Summative - Curriculum Dashboard Six weeks summative 06/07/21 - Some Progress</p>
<p>2. Identify students by name that previously achieved Level III and include the names of students that fell just short (Level II) to ensure knowledge of 10% needed for all teachers who provide daily instruction. (TI) (Title I SW: 1,8) (Title I SW Elements: 2.2) (Target Group: GT,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,4)</p>	<p>Campus Administrators, Teachers</p>	<p>Sept</p>		<p>Formative - DMAC data reports Student data tracking sheets 06/07/21 - 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 7. By June 2021, all teachers teaching a core subject area will be highly qualified and participate in ongoing, job embedded professional development with a focus on student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Active participation and monitoring of Planning Protocol (daily) and IM collaboration (monthly) for all instructional staff. (TI) (Title I SW: 1,3,4,5,8,9) (Title I SW Elements: 1.1) (Title I TA: 4,5,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 2,7)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers	Ongoing	(F)Title I, (S)Local Funds	Formative - walkthrough data, teacher self reflections, DMAC data reports, lessons plans STAAR results, TTESS evaluations 05/10/21 - Significant Progress
2. Hire highly qualified teachers in all grade levels including paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet system safeguards and campus performance objectives. (Title I SW: 1,3,4,5) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators	Aug	(F)Title I	Summative - Texas teacher certifications, bilingual endorsements, Title 1 Part A qualifications, CNA, demographics reports, campus performance reports 06/07/21 - Completed
3. Provide campus professional development to fully understand TEKS (process, readiness and supporting), Power Moves & NHE Playbook. (TI) (Title I SW: 1,2,4,9,10) (Title I TA: 5,6) (Target Group: All,K,1st,2nd,3rd,4th,5th)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	Monthly	(F)Title I, (S)Local Funds	Summative - teacher feedback for trainings, surveys, CNA, walkthrough data, STAAR results, TTESS documentation - GSPD plans 06/07/21 - 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 8. By October 2020, North Heights Elementary will receive annual training on the campus school-wide discipline plan. A discipline committee will continue to track progress monthly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will attend trainings on effective classroom management and restorative discipline techniques for all populations including special education and bilingual students. (Title I SW: 4) (Title I SW Elements: 2.2) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6)	Campus Administrators, Counselors, Teachers	Monthly	(F)Title I, (S)Local Funds	Formative - Sign in sheets for PD opportunities Campus-wide discipline plan & committee meetings 06/07/21 - On Track
2. Implement Del Rio Cares with fidelity campus-wide to promote leadership skills that support positive behavior and create an atmosphere of mutual respect while maintaining a safe, clean and orderly learning environment. (Title I SW: 1,2,4,10) (Title I SW Elements: 2.2) (Title I TA: 1,3,6) (Target Group: All,ECD,AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Weekly/Grading Periods	(S)Local Funds - \$500	Summative - SOP for DR Cares Training sign in sheets PD opportunities (sign in sheets) Monthly Discipline Reports/Skyward Reports 10/13/20 - On Track
3. Utilize the campus discipline plan to create cohesiveness and consistency for all; Monitor and adjust as necessary based on data and discipline committee input. (Title I SW: 2) (Title I SW Elements: 2.2) (Target Group: All,AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6)	Campus Administrators, Counselors, Teachers	Daily/Grading Period	(S)Local Funds - \$1,000	Formative - Monitor grading period discipline reports for consistency in consequences. 06/07/21 - 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 2020, North Heights Elementary will implement, with fidelity, the use of Del Rio Cares Curriculum activities using a dedicated instructional time, to continue to build bully awareness, character education, and health awareness through the seven habits.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. NHE will collaborate and create an atmosphere of mutual respect built around student activities that promote health, character and bully awareness. (monthly calendar of events, promote participation via learning platforms and technology. (Title I SW: 1,6) (Title I SW Elements: 2.1,3.1) (Title I TA: 8) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (CSFs: 3,6)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Teachers</p>	<p>Oct - May</p>	<p>(S)Local Funds - \$1,000</p>	<p>Formative - Campus Highlights Parent Involvement sign in sheets Calendar of events Surveys for parent, teachers, students NHE Committees mtgs minutes (staff) 05/10/21 - Significant Progress</p>
<p>2. Implement activities that will target college and career readiness focusing on our campus HB5 student engagement evaluation. (i.e. career fair, community activities, guidance lessons) (Title I SW: 1,10) (Title I SW Elements: 2.1,3.1) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (CSFs: 5,6)</p>	<p>Counselors, Teachers</p>	<p>Quarterly</p>	<p>(S)Local Funds - \$500</p>	<p>Summative - Counseling records, parent/staff/student surveys, HB5 evaluation tools 06/07/21 - Discontinued</p>
<p>3. Physical education teachers will participate in staff development/training in areas including Fitness Gram, classroom management with large groups, and sessions relating to increased lessons on "Care"/health and physical fitness needs. (Title I SW: 4) (Title I SW Elements: 2.2) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (CSFs: 4,6)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>August - June</p>	<p>(S)Local Funds - \$200</p>	<p>Summative - Fitness Gram Results PE lesson plans rotations in PE schedule Use of Health Grade in report card 05/10/21 - Completed</p>
<p>4. Innovative ways to present guest speakers in a virtual setting will be scheduled to assist in creating a culture built around character, bullying awareness, health and organizations for instructional success outside of the school setting. (Title I SW: 1,2) (Title I SW Elements: 2.1) (Target Group: All,AtRisk,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (CSFs: 3,5)</p>	<p>Cluster/Department Leaders, Counselors, Parental Aides, Teachers</p>	<p>Montly</p>	<p>(S)Local Funds - \$600</p>	<p>Summative - parent, teacher, student surveys presentors calendar counselor/student suggestion box 06/07/21 - 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 10. North Heights Elementary will focus on creating opportunities to increase online learning attendance to maintain attendance at 96% or higher each six weeks for the 2020-21 academic school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will promote attendance within their class creating celebrations for students on an individual basis. Grade level recognitions for classes with the highest attendance will continue. The leadership team will continue to collaborate on ways to celebrate classes. (Title I SW: 1,6) (Title I SW Elements: 1.1,2.2) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 1,5)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers</p>	<p>Daily, Weekly, Grading Period</p>	<p>(S)Local Funds - \$2,000</p>	<p>Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs 10/04/20 - Discontinued</p>
<p>2. Students with perfect attendance will receive incentives such as gift cards, pool parties, honorary lunches, leadership celebrations and yard signs. (six weeks, semester, end of year) (Title I SW: 1,6) (Title I SW Elements: 2.2,2.6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6)</p>	<p>Campus Administrators, Counselors, Librarian, Teachers</p>	<p>six wks/semester/E OY</p>	<p>(S)Local Funds - \$1,500</p>	<p>Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs 10/04/20 - Discontinued</p>
<p>3. Classes with perfect attendance will be acknowledged daily during announcements and by displaying a perfect attendance flag outside of their classroom. 100% of staff will follow the attendance incentive plan. (Title I SW: 1,6) (Title I SW Elements: 2.2,2.3,2.6) (Title I TA: 1,4,7) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 4,6)</p>	<p>Campus Administrators, Teachers</p>	<p>Daily</p>	<p>(S)Local Funds - \$0</p>	<p>Summative - daily attendance reports, case study reports, attendance folders/trackers, student data binders, home visit logs 10/04/20 - Discontinued</p>
<p>4. NHE will commit to tracking (through a live Google doc) attendance and making connections with families daily to ensure clear expectations for participation in online learning. (Target Group: All) (Strategic Priorities: 4)</p>	<p>Campus Administrators, Counselors, Teachers</p>	<p>December 2020</p>	<p>(F)Title I - \$500</p>	<p>Criteria: Google Form feedback; attendance increases by comparison to 1st six weeks 10/13/20 - 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 11. By September 2020, all staff will receive training (new and refresher) for district initiatives. The purchases of any resources needed to support district curriculum will be initiated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will participate in ongoing professional development based on district initiatives and targeted academic needs for North Heights Elementary. (TI) (Title I SW: 2,4) (Title I SW Elements: 2.4,2.6) (Title I TA: 4,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 7)	Campus Administrators, Cluster/Department Leaders, Teachers	Monthly	(S)Local Funds - \$1,000	Summative - TTESS GSPD Plans, district initiatives, scheduling, teacher surveys 06/07/21 - Some Progress
2. All new staff, upon being hired, will be set up with a campus mentor to train on district initiatives and campus non negotiables. (Title I SW: 2,4) (Title I SW Elements: 2.4,2.6) (Title I TA: 5,6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 7)	Campus Administrators, Cluster/Department Leaders	Monthly	(S)Local Funds - \$500	Summative - New teacher surveys, dialogue in planning protocol, campus initiatives for a mentor support system. 05/10/21 - Completed
3. A campus weekly newsletter will be shared with staff to ensure the most updated training opportunities and campus news are known. (Title I SW: 4,10) (Title I SW Elements: 3.2) (Title I TA: 6) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 7)	Campus Administrators, Cluster/Department Leaders, Counselors	Weekly/Each Grading Period	(S)Local Funds	Summative - TTESS GSPD Plan, Smore analysis report, staff meeting notes, newsletter feedback survey 05/24/21 - Completed
4. Utilize the budget to purchase/upgrade teacher resources based on student needs and build classroom consistency with resources that are age appropriate leveled, more hands on and/or electronic devices. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders	January 2021	(F)Title I - \$1,000, (O)Local Districts - \$5,000	Summative - formatives, summatives, benchmarks, STAAR results 05/10/21 - 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 12. Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is planned for and implemented using Power Moves (Look Fors) created by teachers and staff (TI). (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers, Teachers	December 2020		Criteria: Walkthrough feedback, Exit Ticket feedback from staff at end of PD sessions 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		Criteria: Distribution logs 05/24/21 - Completed
3. Technology resources including iPads, desktops, internet and hotspots available to students and families in need for remote instruction. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept. 2020-Sept. 2021		Criteria: Inventory and distribution logs 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		Criteria: Inventory and distribution logs 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 2021, North Heights Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus budget will align to the campus needs assessment and the campus improvement plan. (i.e. budget for mounting an LCD and including doc camera in PE health classroom, equipment for special needs, special pops resources, increase resources in ELA for balance literacy.) (Title I SW: 1,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3)</p>	<p>Campus Administrators</p>	<p>Annual</p>	<p>(S)Local Funds</p>	<p>Summative - Monthly review of the budget POs and requests for funds tied directly to CIP budget workbooks End of year financial reports 06/07/21 - Completed</p>
<p>2. The campus budget will be set up to include individualized accounts for each grade level/department. Monies will be allocated to these individual accounts based on needs documented in the CNA and CIP. (Title I SW: 1,10) (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 3)</p>	<p>Campus Administrators</p>	<p>Annual</p>		<p>Summative - Budget account reports/accounts created list 05/10/21 - On Track</p>
<p>3. NHE will collaborate with PTO for the academic year to ensure a plan of action for funding campus needs beyond our budget requests. (Title I SW: 1,6) (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,6)</p>	<p>Campus Administrators, Cluster/Department Leaders, Parental Aides, Parents, PTO</p>	<p>Monthly</p>		<p>Summative - PTO bylaws, officers and minutes for monthly meetings Feedback from teachers on grade level needs 05/10/21 - Significant Progress</p>

NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. North Heights will foster a collaborative approach to transition and curriculum with Cardwell Head Start by having a representative attend collaborative meetings. (Title I SW: 7) (Title I SW Elements: 2.3) (Target Group: PRE K) (Strategic Priorities: 4) (CSFs: 5)	Cluster/Department Leaders, Counselors	May	(S)Local Funds	Summative - sign in sheets, Cardwell correspondence, progress of students in Kindergarten 05/24/21 - Completed
2. A campus tour will be established for all students who transition to NHE. (Pre-K, Life skills) (Title I SW: 7) (Title I SW Elements: 3.1) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 4) (CSFs: 5)	Campus Administrators, Counselors	Annually	(S)Local Funds - \$200	Summative - Counseling records, progress of students in kindergarten, collaboration with kinder cluster leader and Pre-K. 05/10/21 - Discontinued (S)
3. District wide Attendance SOP will be followed with fidelity; staff will be trained on procedures and attendance folders will be utilized daily; ongoing communication with between parental, teacher, student and parent. (Title I SW: 1,2,10) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Campus Administrators, Counselors, Parental Aides, Teachers	Annual Training/Daily Support	(F)Title I - \$500	Summative - Parental Aides mileage chart/home visit log Daily attendance check of folders, phone call logs, emails, District attendance report Weekly monitoring of attendance checks; submit logs 06/07/21 - Discontinued
4. Parent trainings will include information on transitions, college and career readiness, attendance priority, incentive discussions and celebrations of campus successes. (Title I SW: 10) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Parental Aides, Parents	Annually	(F)Title I, (S)Local Funds - \$500	Summative - Sign in sheets Parent feedback forms 05/10/21 - On Track

NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will update the campus webpage on a consistent basis by designating a liaison and also reach out to more stakeholders on a more frequent basis using Facebook and social media. (Title I SW: 1,6,9) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,6)	Campus Administrators, Teachers	Weekly	(S)Local Funds - \$100	Summative - website visits, parent surveys 05/10/21 - Completed
2. Monthly calendars will be used to inform parents of campus events. A suggestion box for parents and adults will be placed in the main office for suggestions and input collections. (Title I SW: 1,6) (Title I SW Elements: 2.1,3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Counselors, Parental Aides, Teachers	Monthly	(S)Local Funds - \$500	Summative - Participation in events (sign in sheets) 05/10/21 - On Track
3. Photos and publications will be published on social media to share NHE success and upcoming events with parents. (Title I SW: 6) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Campus Administrators, Parental Aides	Weekly	(S)Local Funds	Summative - Likes/Shares on FB Comments 05/10/21 - 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: 1,6) (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 3) (CSFs: 6)	Counselors, Parental Aides	Monthly	(S)Local Funds - \$100	Summative - Parent feedback 05/10/21 - Some Progress

NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parental aide will collaborate with leadership committees/staff to provide monthly trainings in English and Spanish available to parents based on parent surveys. (i.e. Feedback from CIP included, but did not limit to - recording meeting and posting on social media, Make & Take virtual nights; teacher video lessons for parent/student learning. (Title I SW: 1,6) (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Campus Administrators, Cluster/Department Leaders, Parental Aides	Monthly	(S)Local Funds - \$200	Summative - Monthly sign in sheets, parents surveys 05/10/21 - Some Progress
2. The parental aide will communication via phone, marquee and social media messages about campus events. (Title I SW: 1,6) (Title I SW Elements: 3.1,3.2) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Parental Aides	Weekly	(S)Local Funds	Summative - Surveys and sign in sheets documenting participation in campus events 05/10/21 - Completed
3. Leadership events will promote parent involvement in academics, social and collaborative settings; students will take ownership of leadership and parents will celebrate successes of their children. (to include family nights, lock ins, raffles, incentives, etc.) (Title I SW: 1,6) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Quarterly	(S)Local Funds - \$500	Summative - Parent sign in sheets Parent volunteers Parent, teacher, student surveys 05/10/21 - 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: 1,6,10) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Daily	(F)Title I - \$150, (S)Local Funds - \$500	Summative - Attendance logs, Case Study sheets, Attendance folders 10/13/20 - On Track
2. Use of School Dismissal Manager (SDM) will ensure students time on campus learning. (Title I SW: 1,6) (Title I SW Elements: 2.6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Campus Administrators, Counselors, Parental Aides	Three Week Periods	(S)Local Funds - \$150	Summative - SDM reports parent contact logs 06/07/21 - Completed

NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PTO will commit to hosting virtual meetings to bring awareness of organization, needs and projects. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5)	Campus Administrators, Parental Aides	Monthly		Summative - Increase in PTO participation & parent volunteers, supports for classrooms. 09/17/20 - Some 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) (Target Group: All) (Strategic Priorities: 4)	Parental Aides, PTO	Monthly	(L)Principal Account	Criteria: classroom involvement; virtual parent supports 05/10/21 - Discontinued

2019-20 Texas Academic Performance Report

District Name: **SAN FELIPE-DEL RIO CISD**

Campus Name: **NORTH HEIGHTS EL**

Campus Number: **233901103**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2019	76%	65%	67%	-	66%	83%	-	-	-	33%	*	68%	58%	62%	74%
	2018	77%	65%	56%	-	56%	57%	-	-	-	50%	-	57%	38%	57%	65%
At Meets Grade Level or Above	2019	45%	32%	37%	-	36%	50%	-	-	-	33%	*	38%	25%	31%	32%
	2018	43%	31%	21%	-	20%	29%	-	-	-	25%	-	19%	38%	21%	35%
At Masters Grade Level	2019	27%	18%	21%	-	20%	33%	-	-	-	17%	*	23%	0%	18%	26%
	2018	25%	16%	7%	-	7%	0%	-	-	-	0%	-	7%	0%	7%	6%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2019	79%	66%	60%	-	62%	17%	-	-	-	33%	*	60%	58%	53%	79%
	2018	78%	65%	49%	-	48%	57%	-	-	-	42%	-	50%	38%	49%	53%
At Meets Grade Level or Above	2019	49%	32%	27%	-	28%	0%	-	-	-	33%	*	28%	17%	24%	47%
	2018	47%	31%	21%	-	19%	43%	-	-	-	33%	-	21%	13%	17%	29%
At Masters Grade Level	2019	25%	12%	8%	-	8%	0%	-	-	-	17%	*	8%	8%	4%	5%
	2018	23%	11%	2%	-	1%	14%	-	-	-	0%	-	2%	0%	2%	6%
Grade 4 Reading																
At Approaches Grade Level or Above	2019	75%	70%	60%	-	60%	*	-	-	-	36%	*	62%	50%	60%	57%
	2018	73%	64%	54%	*	55%	*	*	-	-	18%	*	53%	64%	53%	49%
At Meets Grade Level or Above	2019	44%	37%	28%	-	27%	*	-	-	-	18%	*	29%	21%	27%	29%
	2018	46%	35%	25%	*	26%	*	*	-	-	9%	*	24%	36%	22%	22%
At Masters Grade Level	2019	22%	19%	12%	-	12%	*	-	-	-	0%	*	12%	14%	11%	14%
	2018	24%	15%	9%	*	10%	*	*	-	-	0%	*	8%	14%	7%	8%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2019	75%	65%	52%	-	51%	*	-	-	-	27%	*	57%	21%	50%	52%
	2018	78%	65%	32%	*	33%	*	*	-	-	0%	*	32%	29%	33%	43%
At Meets Grade Level or Above	2019	48%	35%	27%	-	25%	*	-	-	-	18%	*	30%	7%	24%	29%
	2018	49%	32%	8%	*	8%	*	*	-	-	0%	*	8%	7%	8%	14%
At Masters Grade Level	2019	28%	18%	16%	-	16%	*	-	-	-	0%	*	18%	0%	12%	10%
	2018	27%	13%	3%	*	3%	*	*	-	-	0%	*	2%	7%	2%	0%
Grade 4 Writing																
At Approaches Grade Level or Above	2019	67%	56%	51%	-	50%	*	-	-	-	18%	*	57%	14%	48%	48%
	2018	63%	51%	43%	*	46%	*	*	-	-	18%	*	45%	29%	43%	49%
At Meets Grade Level or Above	2019	35%	24%	24%	-	23%	*	-	-	-	18%	*	26%	7%	22%	29%
	2018	39%	27%	18%	*	19%	*	*	-	-	0%	*	19%	7%	16%	24%
At Masters Grade Level	2019	11%	4%	5%	-	4%	*	-	-	-	0%	*	4%	7%	6%	14%
	2018	11%	4%	3%	*	4%	*	*	-	-	0%	*	4%	0%	4%	5%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																
At Approaches Grade Level or Above	2019	86%	80%	68%	*	66%	100%	*	-	-	23%	-	67%	80%	67%	63%
	2018	84%	78%	70%	*	69%	83%	-	*	-	27%	*	73%	50%	64%	64%
At Meets Grade Level or Above	2019	54%	40%	34%	*	37%	0%	-	-	-	23%	-	35%	30%	31%	34%
	2018	54%	41%	36%	*	35%	50%	-	*	-	18%	*	39%	17%	32%	36%
At Masters Grade Level	2019	29%	19%	13%	*	14%	0%	*	-	-	15%	-	12%	20%	13%	11%
	2018	26%	17%	13%	*	11%	17%	-	*	-	9%	*	13%	8%	13%	18%
Grade 5 Mathematics^																
At Approaches Grade Level or Above	2019	90%	88%	73%	*	73%	80%	*	-	-	54%	-	73%	70%	73%	71%
	2018	91%	88%	84%	*	85%	83%	-	*	-	50%	*	88%	57%	80%	82%
At Meets Grade Level or Above	2019	58%	49%	32%	*	34%	0%	*	-	-	15%	-	31%	40%	33%	39%
	2018	58%	39%	33%	*	31%	50%	-	*	-	21%	*	34%	29%	28%	36%
At Masters Grade Level	2019	36%	27%	17%	*	18%	0%	*	-	-	0%	-	17%	20%	18%	26%
	2018	30%	15%	9%	*	6%	33%	-	*	-	7%	*	9%	7%	8%	14%
Grade 5 Science																
At Approaches Grade Level or Above	2019	75%	70%	57%	*	57%	60%	*	-	-	23%	-	57%	60%	55%	58%
	2018	76%	73%	60%	*	59%	83%	-	*	-	29%	*	63%	43%	54%	59%
At Meets Grade Level or Above	2019	49%	43%	35%	*	37%	20%	*	-	-	8%	-	35%	40%	36%	39%
	2018	41%	34%	25%	*	23%	50%	-	*	-	7%	*	25%	21%	25%	27%
At Masters Grade Level	2019	24%	20%	15%	*	16%	0%	*	-	-	8%	-	15%	20%	15%	13%
	2018	17%	14%	10%	*	6%	50%	-	*	-	7%	*	9%	14%	9%	14%
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	72%	61%	67%	61%	69%	*	-	-	31%	69%	63%	49%	59%	63%
	2018	77%	68%	56%	39%	56%	59%	*	*	-	30%	56%	58%	44%	54%	55%
At Meets Grade Level or Above	2019	50%	40%	31%	0%	31%	28%	*	-	-	19%	31%	32%	22%	29%	35%
	2018	48%	36%	23%	33%	23%	34%	*	*	-	15%	22%	24%	20%	21%	26%
At Masters Grade Level	2019	24%	17%	13%	0%	14%	13%	*	-	-	6%	8%	14%	10%	12%	15%
	2018	22%	13%	7%	33%	6%	16%	*	*	-	3%	0%	7%	7%	6%	8%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	69%	65%	*	64%	87%	*	-	-	30%	40%	66%	61%	63%	64%
	2018	74%	66%	60%	50%	60%	59%	*	*	-	32%	67%	61%	53%	58%	57%
At Meets Grade Level or Above	2019	48%	38%	33%	*	34%	33%	*	-	-	23%	20%	34%	25%	30%	32%
	2018	46%	35%	28%	33%	27%	35%	*	*	-	18%	33%	27%	29%	25%	29%
At Masters Grade Level	2019	21%	13%	15%	*	15%	20%	*	-	-	10%	0%	16%	11%	14%	15%
	2018	19%	11%	10%	33%	9%	6%	*	*	-	3%	0%	10%	9%	9%	11%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	77%	62%	*	62%	53%	*	-	-	40%	100%	64%	47%	59%	68%
	2018	81%	73%	55%	33%	56%	59%	*	*	-	32%	67%	57%	42%	53%	57%
At Meets Grade Level or Above	2019	52%	43%	29%	*	29%	20%	*	-	-	20%	60%	30%	19%	27%	38%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	37%	20%	33%	19%	35%	*	*	-	-	19%	17%	21%	17%	17%	24%
	2019	26%	20%	14%	*	14%	7%	*	-	-	-	3%	20%	14%	8%	12%	17%
	2018	24%	15%	5%	33%	3%	18%	*	*	-	-	3%	0%	5%	6%	4%	5%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	58%	51%	-	50%	*	-	-	-	-	18%	*	57%	14%	48%	48%
	2018	66%	55%	43%	*	46%	*	*	-	-	-	18%	*	45%	29%	43%	49%
At Meets Grade Level or Above	2019	38%	28%	24%	-	23%	*	-	-	-	-	18%	*	26%	7%	22%	29%
	2018	41%	29%	18%	*	19%	*	*	-	-	-	0%	*	19%	7%	16%	24%
At Masters Grade Level	2019	14%	8%	5%	-	4%	*	-	-	-	-	0%	*	4%	7%	6%	14%
	2018	13%	6%	3%	*	4%	*	*	-	-	-	0%	*	4%	0%	4%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	75%	57%	*	57%	60%	*	-	-	-	23%	-	57%	60%	55%	58%
	2018	80%	70%	60%	*	59%	83%	-	*	-	-	29%	*	63%	43%	54%	59%
At Meets Grade Level or Above	2019	54%	43%	35%	*	37%	20%	*	-	-	-	8%	-	35%	40%	36%	39%
	2018	51%	38%	25%	*	23%	50%	-	*	-	-	7%	*	25%	21%	25%	27%
At Masters Grade Level	2019	25%	16%	15%	*	16%	0%	*	-	-	-	8%	-	15%	20%	15%	13%
	2018	23%	14%	10%	*	6%	50%	-	*	-	-	7%	*	9%	14%	9%	14%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	55	-	53	*	-	-	-	-	55	*	53	67	55	50
	2018	63	62	57	*	58	*	*	-	-	-	50	*	60	39	56	67
Grade 4 Mathematics	2019	65	65	62	-	62	*	-	-	-	-	73	*	65	42	60	60
	2018	65	59	34	*	35	*	*	-	-	-	36	*	35	29	29	29
Grade 5 ELA/Reading	2019	81	79	78	*	77	70	*	-	-	-	69	-	81	50	77	87
	2018	80	77	75	*	75	67	-	*	-	-	73	*	75	70	73	70
Grade 5 Mathematics	2019	83	88	90	*	90	80	*	-	-	-	85	-	91	80	91	94
	2018	81	76	82	*	82	92	-	*	-	-	82	*	83	75	83	84
All Grades Both Subjects	2019	69	70	72	*	71	81	*	-	-	-	71	58	73	59	71	77
	2018	69	67	62	45	62	58	*	*	-	-	62	67	63	51	59	59
All Grades ELA/Reading	2019	68	68	67	*	65	83	*	-	-	-	63	*	68	59	66	73
	2018	69	66	66	50	67	44	*	*	-	-	61	75	67	52	64	68
All Grades Mathematics	2019	70	72	77	*	76	78	*	-	-	-	79	*	79	59	76	81
	2018	70	68	58	40	58	72	*	*	-	-	62	58	59	50	54	50

District Name: SAIV FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	39%	37%	*	35%	*	-	-	-	-	6%	40%	26%
	2018	38%	32%	22%	*	22%	*	*	-	-	-	*	21%	*
Mathematics	2019	45%	45%	43%	*	41%	*	*	-	-	-	33%	41%	28%
	2018	47%	44%	35%	*	36%	*	*	-	-	-	*	31%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	68%	62%	*	60%	80%	*	-	-	-	23%	59%	26%
Students Requiring Accelerated Instruction														
	2019	22%	32%	38%	*	40%	20%	*	-	-	-	77%	41%	74%
STAAR Cumulative Met Standard														
	2019	86%	79%	68%	*	66%	100%	*	-	-	-	23%	67%	32%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	72%	73%	*	71%	*	-	-	-	-	100%	74%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 5	2019	63%	76%	38%	-	38%	-	-	-	-	-	-	33%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	81%	58%	*	59%	60%	*	-	-	-	23%	58%	32%
Students Requiring Accelerated Instruction														
	2019	17%	19%	42%	*	41%	40%	*	-	-	-	77%	42%	68%
STAAR Cumulative Met Standard														
	2019	90%	88%	73%	*	73%	80%	*	-	-	-	54%	73%	47%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	89%	89%	*	88%	*	-	-	-	-	100%	89%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 5	2019	65%	78%	*	-	*	-	-	-	-	-	-	*	*

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 610
 Grade Span: KG - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	72%	61%	-	-	-	-	-	34%	22%	53%	33%	34%	34%
	2018	77%	68%	56%	-	-	-	-	-	18%	-	18%	50%	18%	21%
At Meets Grade Level or Above	2019	50%	40%	31%	-	-	-	-	-	8%	4%	16%	17%	8%	9%
	2018	48%	36%	23%	-	-	-	-	-	5%	-	5%	20%	5%	7%
At Masters Grade Level	2019	24%	17%	13%	-	-	-	-	-	3%	2%	6%	0%	3%	3%
	2018	22%	13%	7%	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	65%	-	-	-	-	-	35%	22%	54%	*	35%	33%
	2018	74%	66%	60%	-	-	-	-	-	8%	-	8%	*	8%	13%
At Meets Grade Level or Above	2019	48%	38%	33%	-	-	-	-	-	3%	0%	8%	*	3%	3%
	2018	46%	35%	28%	-	-	-	-	-	4%	-	4%	*	4%	3%
At Masters Grade Level	2019	21%	13%	15%	-	-	-	-	-	0%	0%	0%	*	0%	0%
	2018	19%	11%	10%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	77%	62%	-	-	-	-	-	42%	28%	62%	*	42%	42%
	2018	81%	73%	55%	-	-	-	-	-	31%	-	31%	*	31%	33%
At Meets Grade Level or Above	2019	52%	43%	29%	-	-	-	-	-	13%	6%	23%	*	13%	15%
	2018	50%	37%	20%	-	-	-	-	-	8%	-	8%	*	8%	13%
At Masters Grade Level	2019	26%	20%	14%	-	-	-	-	-	10%	6%	15%	*	10%	9%
	2018	24%	15%	5%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	58%	51%	-	-	-	-	-	0%	0%	-	*	0%	0%
	2018	66%	55%	43%	-	-	-	-	-	13%	-	13%	*	13%	17%
At Meets Grade Level or Above	2019	38%	28%	24%	-	-	-	-	-	0%	0%	-	*	0%	0%
	2018	41%	29%	18%	-	-	-	-	-	6%	-	6%	*	6%	6%
At Masters Grade Level	2019	14%	8%	5%	-	-	-	-	-	0%	0%	-	*	0%	0%
	2018	13%	6%	3%	-	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	75%	57%	-	-	-	-	-	28%	25%	33%	*	28%	32%
	2018	80%	70%	60%	-	-	-	-	-	17%	-	17%	-	17%	17%
At Meets Grade Level or Above	2019	54%	43%	35%	-	-	-	-	-	11%	8%	17%	*	11%	11%
	2018	51%	38%	25%	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	25%	16%	15%	-	-	-	-	-	0%	0%	0%	*	0%	0%
	2018	23%	14%	10%	-	-	-	-	-	0%	-	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	72%	-	-	-	-	-	76%	75%	83%	*	76%	76%
	2018	69%	67%	62%	-	-	-	-	-	52%	-	52%	*	52%	55%
All Grades ELA/Reading	2019	68%	68%	67%	-	-	-	-	-	74%	75%	*	*	74%	71%
	2018	69%	66%	66%	-	-	-	-	-	52%	-	52%	*	52%	57%
All Grades Mathematics	2019	70%	72%	77%	-	-	-	-	-	79%	75%	*	*	79%	81%
	2018	70%	68%	58%	-	-	-	-	-	52%	-	52%	*	52%	54%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	37%	-	-	-	-	-	29%	20%	*	*	29%	26%
	2018	38%	32%	22%	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2019	45%	45%	43%	-	-	-	-	-	25%	21%	*	*	25%	28%
	2018	47%	44%	35%	-	-	-	-	-	*	-	*	*	*	*

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 632
 Grade Span: KG - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	*	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	97%	100%	97%	100%	*	-	-	-	86%	97%	94%
Not Included in Accountability													
Mobile	4%	3%	3%	0%	3%	0%	*	-	-	-	11%	3%	6%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	-	-	3%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%
Included in Accountability	94%	95%	95%	100%	95%	86%	*	*	-	*	92%	95%	97%
Not Included in Accountability													
Mobile	4%	3%	5%	0%	4%	14%	*	*	-	*	6%	5%	3%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	*	-	*	2%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	94.6%	96.3%	*	96.3%	95.5%	*	-	-	*	95.2%	96.0%	96.5%
2017-18	95.4%	94.7%	96.6%	97.6%	96.7%	96.2%	*	*	-	*	95.0%	96.4%	97.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	82.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	83.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	88.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	664	355,615
By Ethnicity:				
African American	-	-	3	43,953
Hispanic	-	-	612	180,673
White	-	-	44	105,577
American Indian	-	-	0	1,293
Asian	-	-	3	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	4	1,090
Foundation H.S. Program (No Endorsement)	-	-	51	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	608	285,538
Special Education Graduates	-	-	62	27,598
Economically Disadvantaged Graduates	-	-	439	186,364
LEP Graduates	-	-	57	25,189
At-Risk Graduates	-	-	383	146,432

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	74.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	69.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	47.2%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	32.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	30.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	30.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	45.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	37.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	57.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	52.2%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	22.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	71.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	77.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	9.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	7.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	25.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	27.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	71.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	78.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	2.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	2.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	2.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	18.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	19.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	10.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	12.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	19.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	17.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	22.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	6.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	1.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	43.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	43.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	32.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1012	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1010	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	512	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	501	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	503	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject	44.6%	59.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	43.4%	53.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18			-	-	-	-	-	-	-	-	-	-	-
English Language Arts	17.8%	40.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	17.3%	36.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18			-	-	-	-	-	-	-	-	-	-	-
Mathematics	20.4%	12.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	20.7%	12.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18			-	-	-	-	-	-	-	-	-	-	-
Science	21.7%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	21.2%	14.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18			-	-	-	-	-	-	-	-	-	-	-
Social Studies	23.6%	30.5%	-	-	-	-	-	-	-	-	-	-	-
2018-19	22.8%	27.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18			-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	49.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	55.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: NORTH HEIGHTS EL
Campus Number: 233901103

Total Students: 610
Grade Span: KG - 05
School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	610	100.0%	10,311	5,479,173	610	100.0%	10,331	5,493,940
Students by Grade:								
Early Childhood Education								
Pre-Kindergarten	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.5%
Kindergarten	0	0.0%	4.9%	4.5%	0	0.0%	4.9%	4.5%
Grade 1	85	13.9%	6.5%	7.0%	85	13.9%	6.5%	7.0%
Grade 2	101	16.6%	7.5%	7.1%	101	16.6%	7.5%	7.1%
Grade 3	95	15.6%	6.9%	7.1%	95	15.6%	6.9%	7.1%
Grade 4	96	15.7%	7.0%	7.1%	96	15.7%	7.0%	7.1%
Grade 5	117	19.2%	7.3%	7.3%	117	19.2%	7.3%	7.3%
Grade 6	116	19.0%	7.6%	7.6%	116	19.0%	7.6%	7.6%
Grade 7	0	0.0%	6.7%	7.7%	0	0.0%	6.6%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	0	0.0%	7.3%	8.2%	0	0.0%	7.3%	8.2%
Grade 10	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 11	0	0.0%	7.3%	6.4%	0	0.0%	7.3%	6.4%
Grade 12	0	0.0%			0	0.0%		
Ethnic Distribution:								
African American	4	0.7%	0.7%	12.6%	4	0.7%	0.7%	12.6%
Hispanic	575	94.3%	93.0%	52.8%	575	94.3%	93.0%	52.8%
White	26	4.3%	5.5%	27.0%	26	4.3%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	1	0.2%	0.4%	4.6%	1	0.2%	0.4%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	4	0.7%	0.3%	2.5%	4	0.7%	0.3%	2.5%
Sex:								
Female	304	49.8%	49.5%	48.8%	304	49.8%	49.5%	48.8%
Male	306	50.2%	50.5%	51.2%	306	50.2%	50.5%	51.2%
Economically Disadvantaged	483	79.2%	72.7%	60.3%	483	79.2%	72.6%	60.2%
Non-Educationally Disadvantaged	127	20.8%	27.3%	39.7%	127	20.8%	27.4%	39.8%
Section 504 Students	39	6.4%	9.3%	6.9%	39	6.4%	9.3%	6.9%
English Learners (EL)	40	6.6%	17.1%	20.3%	40	6.6%	17.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.8%	1.5%	0	0.0%	1.8%	1.5%
Students w/ Dyslexia	22	3.6%	3.7%	4.1%	22	3.6%	3.7%	4.1%
Foster Care	3	0.5%	0.1%	0.3%	3	0.5%	0.1%	0.3%
Homeless	2	0.3%	1.1%	1.4%	2	0.3%	1.1%	1.4%
Immigrant	3	0.5%	1.6%	2.3%	3	0.5%	1.6%	2.3%
Migrant	8	1.3%	1.9%	0.3%	8	1.3%	1.9%	0.3%
Title I	610	100.0%	99.8%	65.1%	610	100.0%	99.8%	65.1%
Military Connected	8	1.3%	2.8%	1.9%	8	1.3%	2.8%	1.9%
At-Risk	414	67.9%	68.4%	50.6%	414	67.9%	68.3%	50.5%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	35	5.7%	16.8%	20.6%	35	5.7%	16.7%	20.6%
Career & Technical Education	0	0.0%	32.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	84.2%	50.8%	0	-	84.2%	50.8%
Gifted & Talented Education	37	6.1%	8.7%	8.1%	37	6.1%	8.7%	8.1%
Special Education	77	12.6%	12.1%	10.5%	77	12.6%	12.2%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	77							
By Type of Primary Disability								
Students with Intellectual Disabilities	24	31.2%	45.3%	42.4%				
Students with Physical Disabilities	26	33.8%	25.1%	21.4%				
Students with Autism	6	7.8%	6.6%	13.8%				
Students with Behavioral Disabilities	21	27.3%	22.6%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	65	11.0%	11.3%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	60	10.2%						
White	5	0.8%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	87	16.7%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	2.6%	5.5%
Grade 1	5.7%	5.4%	2.9%	8.3%	13.3%	4.9%
Grade 2	2.3%	2.9%	1.6%	11.1%	6.6%	2.0%
Grade 3	3.0%	2.7%	0.9%	0.0%	0.9%	0.8%
Grade 4	2.2%	2.0%	0.5%	0.0%	1.8%	0.4%
Grade 5	7.7%	4.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	1.1%	0.5%
Grade 7	-	1.3%	0.5%	-	1.0%	0.6%
Grade 8	-	9.7%	0.4%	-	0.0%	0.6%
Grade 9	-	4.0%	7.8%	-	10.4%	13.1%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.0	19.9	19.0
Grade 1	20.0	20.6	18.9
Grade 2	18.8	19.2	18.8
Grade 3	18.8	19.0	19.0
Grade 4	19.2	20.1	19.2
Grade 5	22.9	21.0	20.9
Grade 6	-	22.6	20.4
Secondary:			
English/Language Arts	-	20.0	16.4
Foreign Languages	-	21.7	18.7
Mathematics	-	20.3	17.8
Science	-	23.4	18.8
Social Studies	-	22.9	19.3

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	55.9	100.0%	100.0%	100.0%
Professional Staff:	43.9	78.5%	53.3%	63.7%
Teachers	36.7	65.7%	42.4%	49.4%
Professional Support	5.2	9.2%	7.6%	10.2%
Campus Administration (School Leadership)	2.0	3.6%	2.3%	3.0%
Educational Aides:	12.0	21.5%	11.8%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	29.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	52.2	93.4%	88.5%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.8%
Hispanic	33.2	90.4%	80.4%	28.1%
White	2.4	6.6%	16.5%	57.7%
American Indian	1.0	2.7%	0.6%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.1	0.2%	0.5%	1.1%
Males	5.7	15.6%	22.0%	23.8%
Females	31.0	84.4%	78.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.3%
Bachelors	30.0	81.6%	76.4%	73.4%
Masters	6.8	18.4%	21.8%	24.5%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.1	5.7%	6.0%	7.4%
1-5 Years Experience	15.2	41.3%	28.7%	27.9%
6-10 Years Experience	4.6	12.5%	17.7%	19.4%
11-20 Years Experience	11.1	30.4%	25.5%	29.4%
Over 20 Years Experience	3.7	10.2%	22.1%	15.9%
Number of Students per Teacher	16.6	n/a	16.6	15.1

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	5.3	6.2
Average Years Experience of Principals with District	4.0	5.3	5.3
Average Years Experience of Assistant Principals	3.0	3.7	5.3
Average Years Experience of Assistant Principals with District	3.0	3.5	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers with District:	10.8	12.9	11.1
	9.8	11.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,192	\$44,299	\$49,868
1-5 Years Experience	\$49,258	\$53,338	\$52,823
6-10 Years Experience	\$51,885	\$51,757	\$55,756
11-20 Years Experience	\$56,777	\$57,950	\$59,308
Over 20 Years Experience	\$62,673	\$63,632	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$53,173	\$55,969	\$57,091
Professional Support	\$66,963	\$72,455	\$67,352
Campus Administration (School Leadership)	\$77,493	\$85,531	\$82,512
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: NORTH HEIGHTS EL
 Campus Number: 233901103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 610
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	2.4%	9.0%	6.5%
Career & Technical Education	0.0	0.0%	6.5%	5.0%
Compensatory Education	0.0	0.0%	6.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	32.3	88.1%	69.2%	70.9%
Special Education	3.5	9.5%	5.5%	9.3%
Other	0.0	0.0%	3.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)



Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	April 2, 2020
SUBJECT:	Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

Background

As announced in the *To the Administrator Addressed* letter dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>.

If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or SIDivision@tea.texas.gov.

Sincerely,

Mike Morath
Commissioner

Texas Education Agency 2020 Accountability Ratings Overall Summary NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

[Click here to read the official announcement.](#)

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

Distinction designations were not awarded in 2020.

Texas Education Agency 2020 Accountability Ratings Overall Summary NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

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Texas Education Agency
2019-20 School Report Card
NORTH HEIGHTS EL (233901103)

Accountability Rating

School Information

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

District Name: SAN FELIPE-DEL RIO CISD
 Campus Type: Elementary
 Total Students: 610
 Grade Span: KG - 05

Not Rated

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

For more information about this campus, see <https://txschools.gov> or the Texas Academic Performance Report at <https://pitsvr1.tea.texas.gov/perfreport/tap1/2020/index.html>

Distinction Designations

[Click here to read the official announcement.](#)

Distinction designations were not awarded in 2020.

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 (2018-19)	96.3%	94.6%	95.4%
Enrollment by Race/Ethnicity			
African American	0.7%	0.7%	12.6%
Hispanic	94.3%	93.0%	52.8%
White	4.3%	5.5%	27.0%
American Indian	0.0%	0.1%	0.4%
Asian	0.2%	0.4%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.7%	0.3%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	79.2%	72.6%	60.2%
Special Education	12.6%	12.2%	10.7%
English Learners	6.6%	17.1%	20.3%
Mobility Rate (2018-19)	11.0%	11.3%	15.3%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.0	19.9	19.0
Grade 1	20.0	20.6	18.9
Grade 2	18.8	19.2	18.8
Grade 3	18.8	19.0	19.0
Grade 4	19.2	20.1	19.2
Grade 5	22.9	21.0	20.9

School Financial Information (2018-19)

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 Staff Percent	n/a	58.3%	64.6%
Instructional Expenditure Ratio	n/a	53.7%	62.8%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,296	\$9,763	\$9,913
Instruction	\$4,911	\$5,147	\$5,558
Instructional Leadership	\$68	\$188	\$162
School Leadership	\$383	\$465	\$589

**Texas Education Agency
2019-20 School Report Card
NORTH HEIGHTS EL (233901103)**

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.

	State	District	Campus	Ethnicity					Two or More Races	Econ Disadv
				African American	Hispanic	White	American Indian	Asian		
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)										
All Subjects	2019	78%	72%	61%	67%	61%	69%	*	-	59%
	2018	77%	68%	56%	39%	56%	59%	*	-	54%
ELA/Reading	2019	75%	69%	65%	*	64%	87%	*	-	63%
	2018	74%	66%	60%	50%	60%	59%	*	-	58%
Mathematics	2019	82%	77%	62%	*	62%	53%	*	-	59%
	2018	81%	73%	55%	33%	56%	59%	*	-	53%
Writing	2019	68%	58%	51%	-	50%	*	-	-	48%
	2018	66%	55%	43%	*	46%	*	-	-	43%
Science	2019	81%	75%	57%	*	57%	60%	*	-	55%
	2018	80%	70%	60%	*	59%	83%	-	-	54%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)										
All Subjects	2019	50%	40%	31%	0%	31%	28%	*	-	29%
	2018	48%	36%	23%	33%	23%	34%	*	-	21%
ELA/Reading	2019	48%	38%	33%	*	34%	33%	*	-	30%
	2018	46%	35%	28%	33%	27%	35%	*	-	25%
Mathematics	2019	52%	43%	29%	*	29%	20%	*	-	27%
	2018	50%	37%	20%	33%	19%	35%	*	-	17%
Writing	2019	38%	28%	24%	-	23%	*	-	-	22%
	2018	41%	29%	18%	*	19%	*	-	-	16%
Science	2019	54%	43%	35%	*	37%	20%	*	-	36%
	2018	51%	38%	25%	*	23%	50%	-	-	25%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)										
All Subjects	2019	24%	17%	13%	0%	14%	13%	*	-	12%
	2018	22%	13%	7%	33%	6%	16%	*	-	6%
ELA/Reading	2019	21%	13%	15%	*	15%	20%	*	-	14%
	2018	19%	11%	10%	33%	9%	6%	*	-	9%
Mathematics	2019	26%	20%	14%	*	14%	7%	*	-	12%
	2018	24%	15%	14%	33%	3%	18%	*	-	4%
Writing	2019	14%	8%	5%	-	4%	*	-	-	6%
	2018	13%	6%	3%	*	4%	*	-	-	4%
Science	2019	25%	16%	15%	*	16%	0%	*	-	15%
	2018	23%	14%	10%	*	6%	50%	-	-	9%
Academic Growth Score (All Grades Tested)										
Both Subjects	2019	69	70	72	*	71	81	*	-	71
	2018	69	67	62	45	62	58	*	-	59
ELA/Reading	2019	68	68	67	*	65	83	*	-	66
	2018	69	66	66	50	67	44	*	-	64
Mathematics	2019	70	72	77	*	76	78	*	-	76
	2018	70	68	58	40	58	72	*	-	54

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 - Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

**Texas Education Agency
2019-20 School Report Card
NORTH HEIGHTS EL (233901103)**

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.

	State	District	Campus	Race						
				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
Progress of Prior-Year Non-Proficient Students										
Sum of Grades 4-8										
Reading										
2019	41%	39%	37%	*	35%	*	-	-	-	40%
2018	38%	32%	22%	*	22%	*	-	-	-	21%
Mathematics										
2019	45%	45%	43%	*	41%	*	*	-	-	41%
2018	47%	44%	35%	*	36%	*	*	-	-	31%
Students Success Initiative										
Grade 5 Reading										
Students Meeting Approaches Grade Level on First STAAR Administration										
2019	78%	68%	62%	*	60%	80%	*	-	-	59%
Students Requiring Accelerated Instruction										
2019	22%	32%	38%	*	40%	20%	*	-	-	41%
STAAR Cumulative Met Standard										
2019	86%	79%	68%	*	66%	100%	*	-	-	67%
Grade 5 Mathematics										
Students Meeting Approaches Grade Level on First STAAR Administration										
2019	83%	81%	58%	*	59%	60%	*	-	-	58%
Students Requiring Accelerated Instruction										
2019	17%	19%	42%	*	41%	40%	*	-	-	42%
STAAR Cumulative Met Standard										
2019	90%	88%	73%	*	73%	80%	*	-	-	73%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 * Indicates zero observations reported for this group.
 n/a Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2019-20 School Report Card
NORTH HEIGHTS EL (233901103)

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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

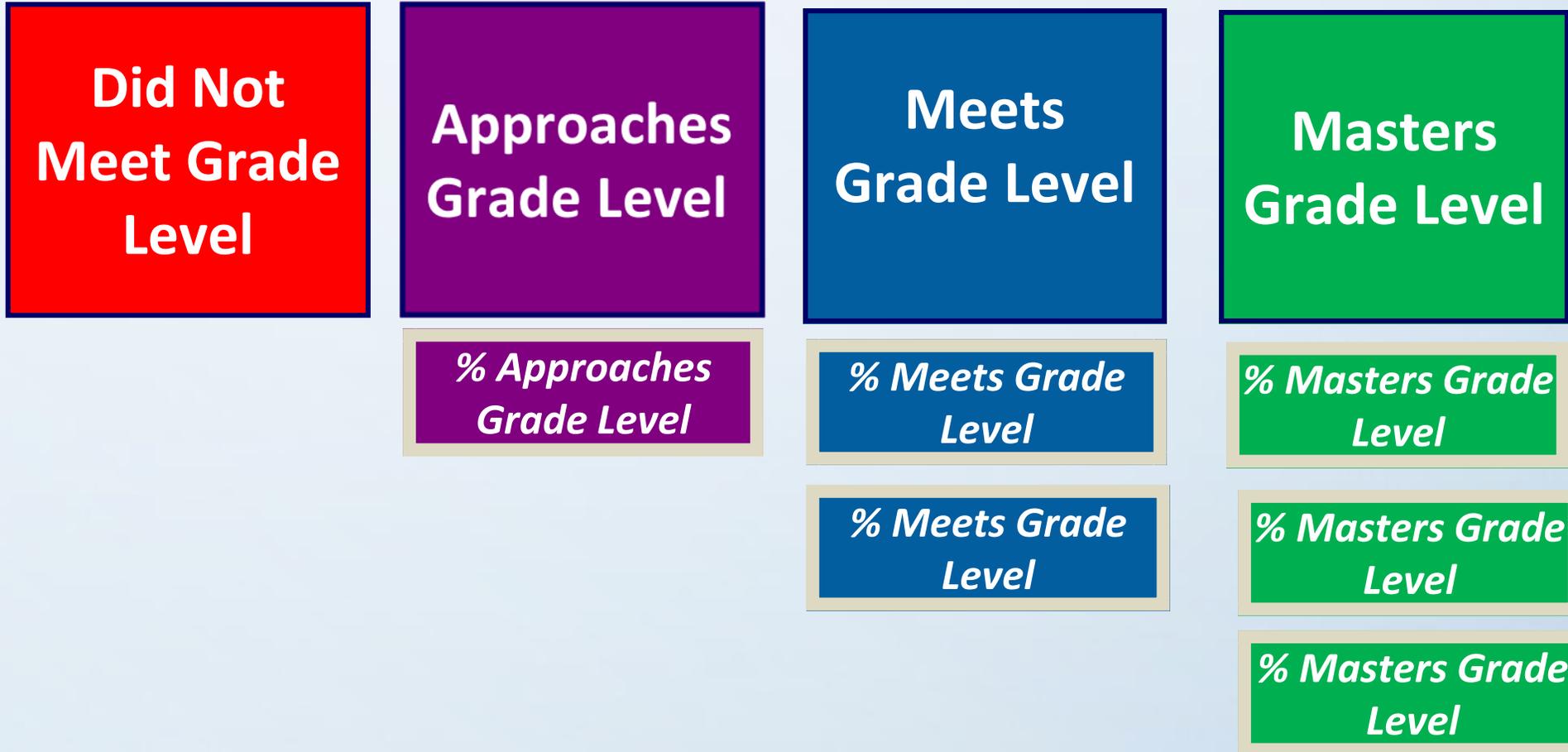
- *All 3 campuses received a C

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 Scores

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

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

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

3rd-5th Grade Teacher Support

Continuing Support

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

New Support

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

Student and Parent Support

Student

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

Parent

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

Campus Focus: Reading

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

Campus Focus: Math

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

Foundational Support K-2nd

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

Student Reading Level Monitoring

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

Questions?



**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
PARENT AND FAMILY ENGAGEMENT POLICY
2020-2021**

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 October 6, 2020 and will be in effect for the period of 2020-2021. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 16, 2020. 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
2020-2021

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 deteléfono, Skylert del distrito email del distrito escolar, internet del distrito escolar, Facebook del distrito escolar , notasescritas 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

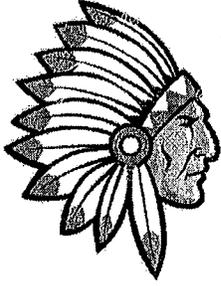
Los descubrimientos de la evaluación anual serán usados para revisar y hacer estrategias y prácticas de póliza de los padres para mejorar la participación de los padres a los niveles del distrito y el plantel escolar.

RESERVACIÓN DE FONDOS

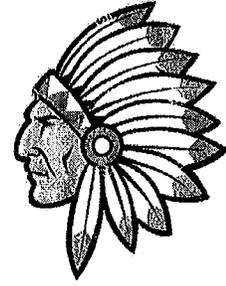
- VIII. Los padres de estudiantes que reciben servicios a través del Título I, Parte A deben tener la oportunidad de participar en las decisiones, en cuanto a la distribución de los fondos destinados para las actividades de los padres de familia.

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 **October 6, 2020** y será proporcionada efectivo para el período del 2020-2021. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del **October 16, 2020**. 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.



North Heights Elementary



October 6, 2020

10:00 am

School/ Family Compact of Shared Responsibilities Agenda

I. School-Parent Compact

II. District & Campus Plans

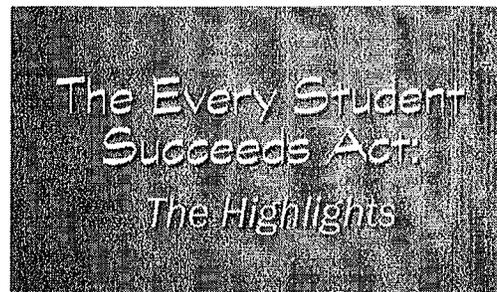
- Curriculum

- Assessment

III. Parents Right to Know

IV. How can I be involved?

V. Questions????



North Heights Elementary

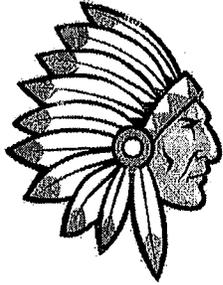
"We are Warriors! We are Chiefs! We are NHE!"

Sign-In Sheet / 2020 - 2021

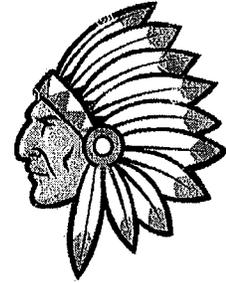
Topic: "School/ Family Compact of Shared Responsibilities" by Ruby Adams
October 6, 2020 at 10:00 am

10:30:09 From rufina.adams@sfdr-cisd.org : Parent Compact/Family
Engagement Policy Meeting, October 6,2020 at 10:30 am
10:30:20 From rufina.adams@sfdr-cisd.org : Ruby Adams
10:30:39 From Elida Adams : Elida Adams; Parental Liaison Aide
10:30:43 From Johanna Rodriguez : Johanna Rodriguez parent
10:30:47 From Zerexis Ojeda : zerexis ojeda parent
10:30:48 From Kathryn Behr : Kathryn Behr parent
10:30:52 From Siomara Trevino : Siomara Trevino parent
10:30:59 From Gracie Rosales : gracie Rosales parent
10:31:00 From Ami Nana : Ami Nava parent
10:31:17 From Joanna torres : Joanna Torres parent
10:31:24 From Dora Biby : Ami Nava parent
10:33:40 From Christi Jalomos : Linda Jalomos parent
10:36:26 From Johanna Rodriguez : sign me up mam
10:39:08 From Kathryn Behr : lots of good information! thanks
10:39:20 From Rebecca De La Cruz (parent) : Rebecca De La Cruz PTO
President if you would like to be the next President call me
830-488-5549
10:40:37 From Rebecca De La Cruz (parent) : sounds good just remind
me again

14 # of Attending



North Heights Elementary



October 14, 2020

3:50 pm

School/ Family Compact of Shared Responsibilities Agenda

I. School-Parent Compact

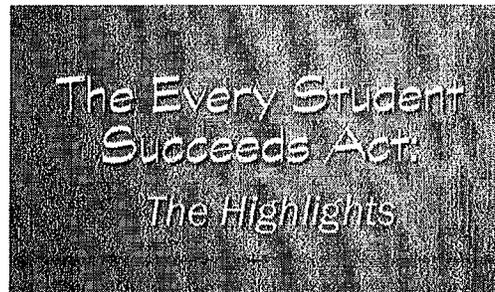
II. District & Campus Plans

- Curriculum
- Assessment

III. Parents Right to Know

IV. How can I be involved?

V. Questions????



North Heights Elementary
"We are Warriors! We are Chiefs! We are NHE!"
Sign-In Sheet / 2020 - 2021

Topic: "School/ Family Compact of Shared Responsibilities"
by Ruby Adams (Federal Programs)
October 14, 2020 at 3:50 pm

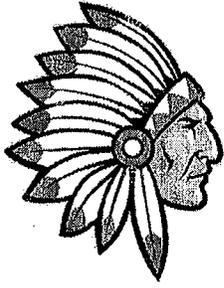
03:55:02 From Elida Adams to Everyone:
Parents please sign in for the second part of our meeting.
School/ Family Compact at 3:50 pm on October 14, 2020

03:55:06 From Me to Everyone:
Elida Adams; Parental Liaison Aide/ Parent

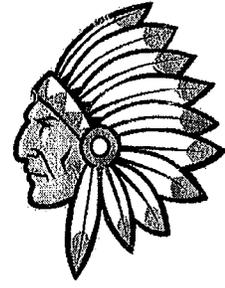
03:55:07 From Johanna Rodriguez to Everyone:
Maria Rodriguez grandparent

04:00:00 From Rosalba Esquivel to Everyone:
Rosalba Esquivel mother

04:01:11 From Me to Everyone:
Monica; Parent
Ruby Adams; Presentor
Luna Santellanes: Parent
Daisy Saldivar



North Heights Elementary



October 14, 2020

4:15 pm

Compacto Escolar/ Familiar de Responsabilidades Compartidas - Agenda

- I. Pacto Escuela-Padre
- II. Planes de Distrito y Campus
 - o Currículo
 - o Evaluación
- III. Derecho de los padres a saber
- IV. ¿Cómo puedo participar?
- V. Preguntas????

The Every Student
Succeeds Act:
The Highlights

North Heights Elementary

"We are Warriors! We are Chiefs! We are NHE!"

Sign-In Sheet / 2020 - 2021

Topic: "School/ Family Compact Meeting" by Ruby Adams (Federal Programs)
October 14, 2020 at 4:15 pm (*Spanish*)

- 04:16:03 From Me to Everyone: Parent Zoom Meeting at 4:15 pm on October 14, 2020
Elida Adams; Parental Liaison Aide/ Parent
Ruby Adams; Presenter
Luna Santellanes
- 04:17:01 From Cassandra Martinez to Everyone:
Cassandra Martinez parent/ mom; Eric Martinez
- 04:26:01 From Me to Everyone:
Meeting was adjourned at 4:26 pm



Student-Parent-School Compact

Student Agreement

As a student, I agree to:

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

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; attend parent conferences and school activities.
- Keep communication with my child's teacher and be available for questions.
- Read with my child and/or encourage daily reading at home.

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 quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.



Compacto estudiante-padre-escuela

Acuerdo estudiantil

Como estudiante, acepto:

- Asistir a la escuela todos los días ya tiempo.
- Siga todas las reglas de la escuela y sea respetuoso con los demás.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo positivo para mis compañeros de clase y otros en la escuela.

Acuerdo de padres

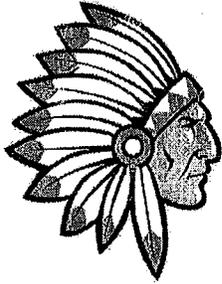
Como padre, acepto:

- Asegurarme de que mi hijo sea puntual y asista a la escuela todos los días.
- Establezca un tiempo para la tarea y proporcione un lugar tranquilo y bien iluminado para estudiar.
- Voluntario, asistir a conferencias de padres y actividades escolares.
- Mantener comunicación con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o fomentar la lectura diaria en casa.

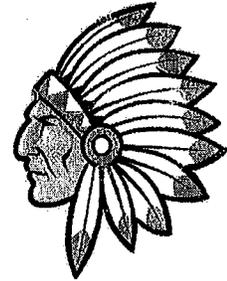
Acuerdo escolar

Como escuela, aceptamos:

- Haga de la escuela un lugar positivo, de apoyo, seguro y con un ambiente de aprendizaje saludable.
- Brindar oportunidades para reuniones de padres y capacitaciones que mejoren la participación de los padres.
- Proporcionar un currículo de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos efectivos y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación padre-escuela.



North Heights Elementary



October 6, 2020

10:00 am

Annual Title 1 - Agenda

- I. Welcome and Introductions
- II. What is Title 1?
- III. How does Title 1 work?
- IV. How the district uses the ESSA Grant Funds?
- V. Campus Allocations
- VI. Parent and Family Engagement Policy
 - Working Together!
- VII. Questions and Answers

The Every Student
Succeeds Act:
The Highlights

North Heights Elementary

"We are Warriors! We are Chiefs! We are NHE!"

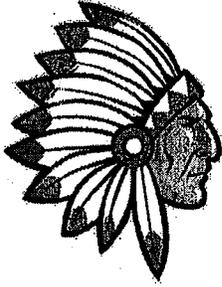
Sign-In Sheet / 2020 - 2021

Topic: "Title Meeting" by Ruby Adams

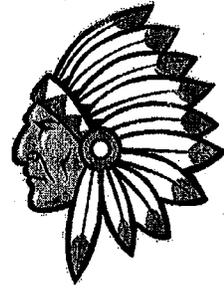
October 6, 2020 at 10:00 am

10:00:11 From rufina.adams@sfdr-cisd.org : First Title I meeting,
North Heights Elementary, October 6, 2020 at 10 am
10:00:20 From rufina.adams@sfdr-cisd.org : Ruby Adams
10:00:58 From Kathryn Behr : Kathryn Behr
10:01:03 From Elida Adams : Elida Adams; Parental Liaison Aide
10:02:56 From Yesica Moreno : Yesica Moreno
10:04:12 From Joanna torres : Joanna Torres
10:04:19 From Christi Jalomos : Linda Jalomos
10:05:08 From Joycee Ann : Joycee Ann
10:06:16 From Graciela Rosales : Graciela Rosales
10:06:58 From Johanna Rodriguez : Johanna Rodriguez
10:08:50 From Erika Partida : Erika Partida
10:12:41 From Ami Nana : Ami Nava
10:13:46 From Dora Biby: Dora Biby
10:16:17 From Zerexis Ojeda : zerexis Ojeda
10:19:13 From Maria Lara : Maria Lara
10:20:11 From Rebecca De La Cruz : Rebecca De La Cruz
10:29:41 From Siomara Trevino : Siomara Trevino

16 # of Attending



North Heights Elementary



October 6, 2020

10:00 am

Minutes

Presentation Topic: "Annual Title 1 Meeting" by *Ruby Adams (Federal Programs)*

Total Parents Attending: 16

Method of Invitation: *All Calls; Direct Parent Calls; Parent Flyers (Class Dojo);*

North Heights Elementary Parents & Teacher Group Facebook Page

Meeting Summary:

Our meeting was presented by Ms. Ruby Adams from our Federal Programs. Parents were greeted as they signed on to our Zoom Meeting and asked to sign in to our Chat. During this meeting, parents were attentive as the PowerPoint was shown. She explained how everyone in the community comes together as a team (parents, teachers, and students), how the funds are disbursed, and how the money helps the campus.



North Heights Elementary

*Please join us
Tuesday, October 6th at 10:00 am
on our Zoom Link:*

Meeting Id: 946 6171 9734

Password: 034002

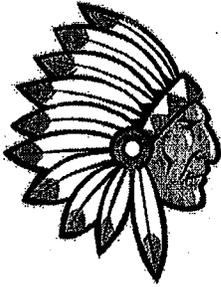


North Heights Elementary

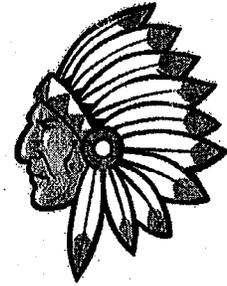
*Por Favor acompañanos
Martes, 6 de Octubre a las
10:00 de la mañana en
nuestro enlace Zoom:*

Meeting Id: 946 6171 9734

Password: 034002



North Heights Elementary



October 6, 2020

10:00 am

Minutes

Presentation Topic: "School/ Family Compact of Shared Responsibilities"

by Ruby Adams (Federal Programs)

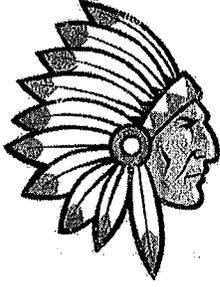
Total Parents Attending: 16

Method of Invitation: *All Calls; Direct Parent Calls; Parent Flyers (Class Dojo);*

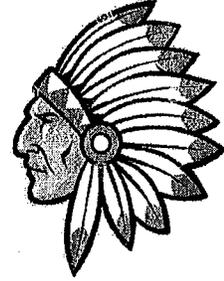
North Heights Elementary Parents & Teacher Group Facebook Page

Meeting Summary:

Our meeting was presented by Ms. Ruby Adams from our Federal Programs. Parents were greeted as they signed on to our Zoom Meeting and asked to sign in to our Chat. During this meeting, was shown the PowerPoint and explained how the Parent School Compact is implemented as a team between the staff, students, and the parents to become engaged in parental involvement. It was also stressed to parents how important it is to be involved in your child's school and life at home at all times.



North Heights Elementary



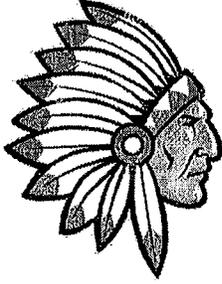
October 14, 2020

3:30 pm

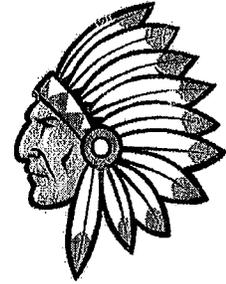
Annual Title 1 (English) - Agenda

- I. Welcome and Introductions
- II. What is Title 1?
- III. How does Title 1 work?
- IV. How the district uses the ESSA Grant Funds?
- V. Campus Allocations
- VI. Parent and Family Engagement Policy
 - Working Together!
- VII. Questions and Answers

The Every Student
Succeeds Act:
The Highlights



North Heights Elementary



October 14, 2020

4:00 pm

Título Anual 1 - Agenda

I. Bienvenida e Introducciones

II. ¿Qué es el Título 1?

III. ¿Cómo funciona el Título 1?

IV. ¿Cómo el distrito utiliza los Fondos de Subvenciones de ESSA?

V. Asignaciones de campus

VI. Política de Participación de Padres y Familias

- Trabajando Juntos

VII. Preguntas y respuestas

The Every Student
Succeeds Act
The Highlights

North Heights Elementary

"We are Warriors! We are Chiefs! We are NHE!"

Sign-In Sheet / 2020 - 2021

Topic: "Title 1 Annual Parent Meeting" by Ruby Adams (Federal Programs)

October 14, 2020 at 4:00 pm (Spanish)

04:06:09 From Me to Everyone: Parent Zoom Meeting at 4:00 pm on October 14, 2020

Elida Adams; Parental Liaison Aide/ Parent

Ruby Adams; Presenter

04:08:06 From Cassandra Martínez to Everyone:

Cassandra Martínez parent/ mom; Eric Martínez

04:08:7 From Me to Everyone:

Luna Santellanes



North Heights Elementary

*Please join us
Tuesday, October 6th at 10:00 am
on our Zoom Link:*

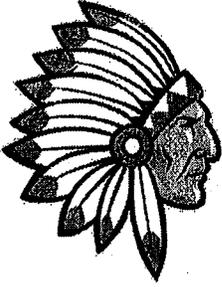
*Meeting Id: 946 6171 9734
Password: 034002*



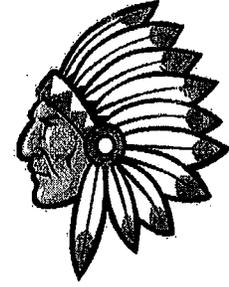
North Heights Elementary

*Por Favor acompañanos
Martes. 6 de Octubre a las
10:00 de la mañana en
nuestro enlace Zoom:*

*Meeting Id: 946 6171 9734
Password: 034002*



North Heights Elementary



October 14, 2020

4:00 pm

Minutes

Presentation Topic: "Junta Annual sobre de Título 1" (Spanish)

por Ruby Adams (Programas Federales)

Total Parents Attending: 4

Method of Invitation: *All Calls; Direct Parent Calls; Parent Flyers (Class Dojo);*

North Heights Elementary Parents & Teacher Group Facebook Page

Meeting Summary:

Nuestra junta fue presentada por Ruby Adams de nuestros Programas Federales. Los padres fueron recibidos cuando iniciaron sesión en nuestra junta de Zoom y se les pidió que iniciaran sesión en la charla. Durante esta junta, se mostró un PowerPoint y explicó qué es el Título 1, cómo se usan las subvenciones, cómo se distribuye el dinero y el propósito de Family Engagement.

San Felipe Del Rio CISD
North Heights Elementary
2020 - 2021

Evaluation Form - Zoom Poll Questions
Forma de Evaluación - Preguntas de la Encuesta en Zoom
October 14, 2020 at 4:00 pm

Title of Meeting/ Título de la Junta: "Title 1 Annual Parent Meeting" (Spanish)
by Ruby Adams (Federal Programs)

A. Organization of the Meeting:

Organización de la Junta:

Excellent/ *Excelente* 100% Good/*Buena* Fair/*Favorable* Poor/*Pobre*

B. Method of Presentation:

Método de Presentación:

Excellent/ *Excelente* 100% Good/*Buena* Fair/*Favorable* Poor/*Pobre*

C. Attainment of the objective (s):

Logro del objetivo (s):

Excellent/ *Excelente* 100% Good/*Buena* Fair/*Favorable* Poor/*Pobre*

D. Usefulness of information:

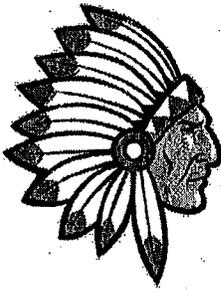
Utilidad de Información:

Excellent/ *Excelente* 100% Good/*Buena* Fair/*Favorable* Poor/*Pobre*

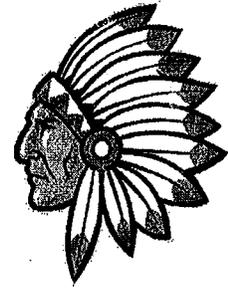
E. What type of parent meeting would you like to have in the future?

Qué tipo de junta de padres le gustaría tener en el futuro?

- Healthcare Issues/ Problemas de salud
- Dieting/ Hacer dieta
- Exercise/ Ejercicio
- Information on CoVID19/ Información sobre CoVID19
- Drugs/ Drogas



North Heights Elementary



October 14, 2020

3:30 pm

Minutes

Presentation Topic: "Annual Title 1 Meeting" by *Ruby Adams (Federal Programs)*

Total Parents Attending: 7

Method of Invitation: *All Calls; Direct Parent Calls; Parent Flyers (Class Dojo);
North Heights Elementary Parents & Teacher Group Facebook Page*

Meeting Summary:

Our meeting was presented by Ms. Ruby Adams from our Federal Programs. Parents were greeted as they signed on to our Zoom Meeting and asked to sign in to our Chat. Ms. Adams showed a PowerPoint and explained what Title 1 is about, how the funds are allocated, and what the money is used for at our campus. She also explained how this money helps with the education of our students to become successful.

San Felipe Del Rio CISD

North Heights Elementary

2020 - 2021

Evaluation Form - Zoom Poll Questions

Forma de Evaluación - Preguntas de la Encuesta en Zoom

October 14, 2020 at 3:30 pm

Title of Meeting/ Título de la Junta: "Title 1 Annual Parent Meeting"

by Ruby Adams (Federal Programs)

A. Organization of the Meeting:

Organización de la Junta:

Excellent/ *Excelente* 100% Good/*Buena* Fair/*Favorable* Poor/*Pobre*

B. Method of Presentation:

Método de Presentación:

Excellent/ *Excelente* 100% Good/*Buena* Fair/*Favorable* Poor/*Pobre*

C. Attainment of the objective (s):

Logro del objetivo (s):

Excellent/ *Excelente* 100% Good/*Buena* Fair/*Favorable* Poor/*Pobre*

D. Usefulness of information:

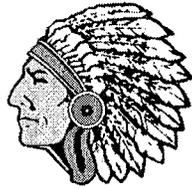
Utilidad de Información:

Excellent/ *Excelente* 100% Good/*Buena* Fair/*Favorable* Poor/*Pobre*

E. What type of parent meeting would you like to have in the future?

Qué tipo de junta de padres le gustaría tener en el futuro?

- Healthcare Issues/ Problemas de salud 25%
- Dieting/ Hacer dieta 25%
- Exercise/ Ejercicio 25%
- Information on CoVID19/ Información sobre CoVID19 25%
- Drugs/ Drogas 0%



North Heights Elementary
Staff Meeting
Monday, October 1, 2020

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

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

Motto - We are Warriors. We are Chiefs. We are NHE.

Agenda

Title One Required Trainings

Ms. Ruby Adams

1. The Value & Utility of Parental and Family Engagement
2. McKinney-Vento Families in Transition

Teacher To Do's:

- Grades – don't wait until Tuesday. Be mindful that you will want to check your Google Classroom gradebook to your Skyward gradebook. Parents have easy access to Skyward Parent Portal, so inputting grades weekly is important.
- Prepare for Phase III – October 5th
- Daily Schedules due Oct. 9th
- Mind shift from learning about technology and the online platform to instructional focus: engagement, alignment and rigor.

The strength of the team is each individual member. The strength of each member is the team. - Phil Jackson

Staff Attendance Roster

Please enter your name in the chat to mark your attendance to today's meeting and required training.

Maytte Soliz
3:25 PM Maytte Y. Soliz

Julissa Lemus
3:25 PM Julissa Lemus

Brenda Campos
3:25 PM Brenda Campos

Veronica Enriquez
3:25 PM Veronica Enriquez

Rosa Rizo
3:25 PM Mrs. Rizo and Mrs.
Cardenas

Merary Alcantara
3:25 PM Merary Alcantara

Victoria Rodriguez
3:25 PM Victoria Rodriguez

Angeles Martinez
3:25 PM Angeles Martinez

Sobeida Lopez
3:25 PM Soby Lopez - HELLO MS
ADAMS!!!!

Brenda Maltos
3:25 PM Brenda Bonilla

Mariella Sanchez
3:25 PM Mariella Sanchez

Allison Hubbard
3:25 PM Allison Hubbard

Jennifer Jost
3:26 PM Jenni Jost

Janna Montoya
3:26 PM Janna Montoya

Richard Hernandez
3:26 PM Richard Hernandez

Mayra Alvarado Lopez
3:26 PM Masyra Alvarado-Lopez
present

Julia Hernandez present

Genoveva Espinoza present

Maria Flores
3:27 PM Mary Lou Flores

Theela Rodriguez
3:27 PM Theela M Rodriguez

Angela Zaragoza
3:27 PM angie zaragoza

Mayra Alvarado Lopez
3:27 PM Gina Gurrola present

Yolisma Garza
3:28 PM Yolisma Garza

Jessica Solis
3:28 PM Jessica Solis

Gilberto Ochoa
3:28 PM Gilberto Ochoa

Angelica Manrique
3:28 PM Angelica Manrique

Theela Rodriguez
3:29 PM Angelica Martinez -
Student Teacher

Theela Rodriguez
3:29 PM Enrique Alderete - Kinder
Assistant

Adrian Ochoa
3:31 PM Adrian Ochoa

Marla Sanchez
3:31 PM Marla Sanchez

Amaris Martinez
3:31 PM Amaris Salinas

Vicky Almaraz
3:31 PM Vicky Almaraz

Cynthia Dovalina
3:31 PM Cynthia Dovalina

Domenica Bowman
3:31 PM Domenica Bowman

Aurora Rivero
3:31 PM Aurora Rivero

Aura Trevino

3:31 PM Aura M Trevino. Music K-
5

Melissa Rivas
3:31 PM Melissa Rivas

Luisa Duran
3:31 PM Luisa Duran

Gabriela Velazco Vasquez
3:32 PM Gabriela Velazco-Vasquez

Marisa Soto
3:32 PM Marisa Soto

Danielle Castillo
3:32 PM Danielle Castillo

Christine Hassel
3:32 PM Christine Hassel

Elida Adams
3:32 PM Elida Adams

Kylie Hernandez
3:32 PM kylie

Kimberly Ross
3:39 PM KIMBERLY ROSS

Isabella Chavarria
3:39 PM Isabella Chavarria

Belinda Rodriguez
3:39 PM Belinda Rodriguez

Elizabeth Coronado
3:39 PM E. Coronado

Marisa Perez
3:40 PM marisa perez

Daniela Velazco
3:40 PM Daniela Velazco

Deborah Cantu
3:41 PM Deborah Cantu

Angel Martinez-Gomez
3:48 PM Angel Martinez

Gilberto Ochoa
3:56 PM Justine Perkins