

NORTH HEIGHTS EL

Campus Improvement Plan

2022/2023

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

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



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Date Reviewed: 05/23/2022

DMAC Solutions ®

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Date Approved:

7/21/2023

NORTH HEIGHTS EL

Mission

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

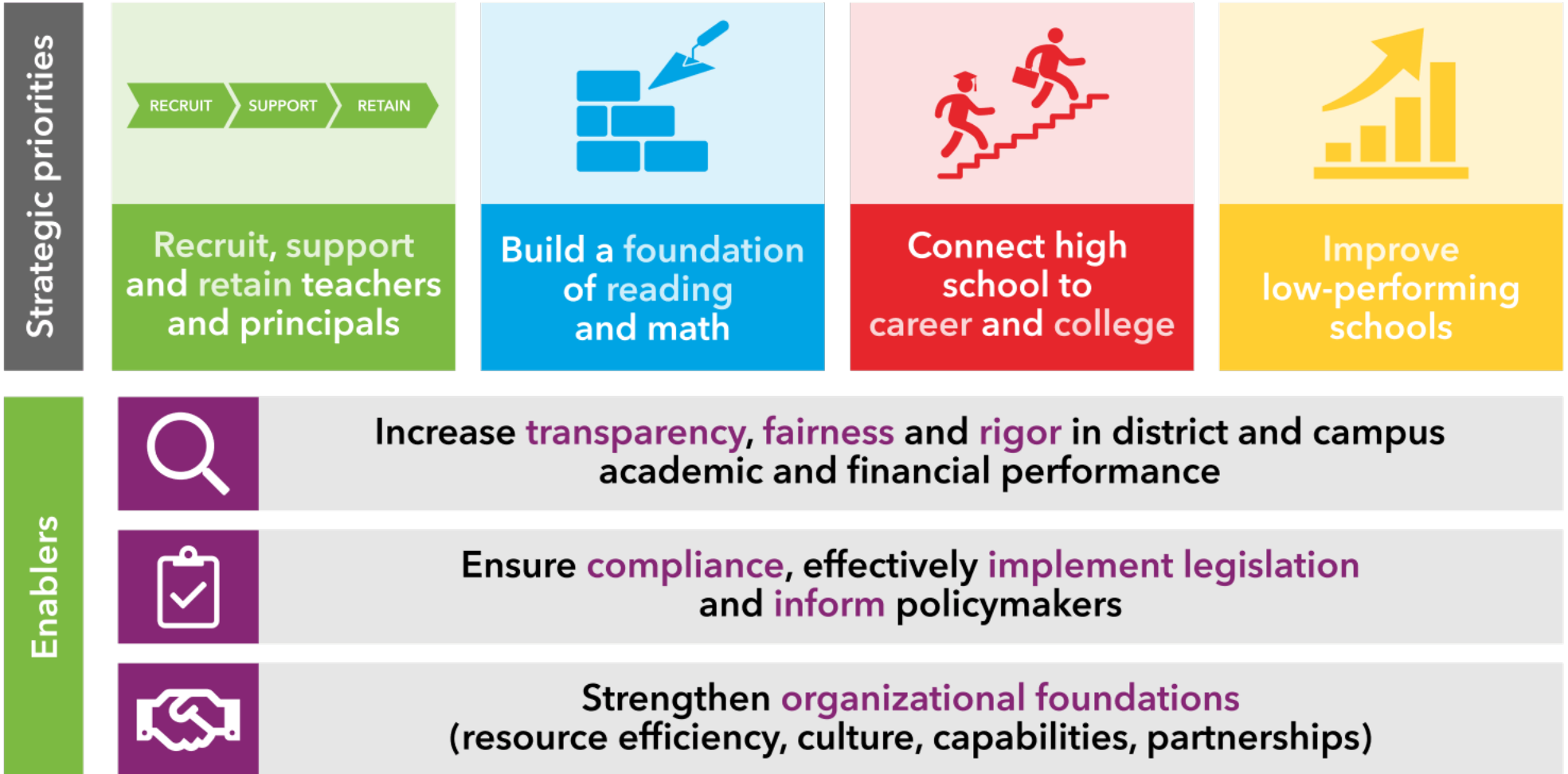
Vision

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

Nondiscrimination Notice

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

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



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

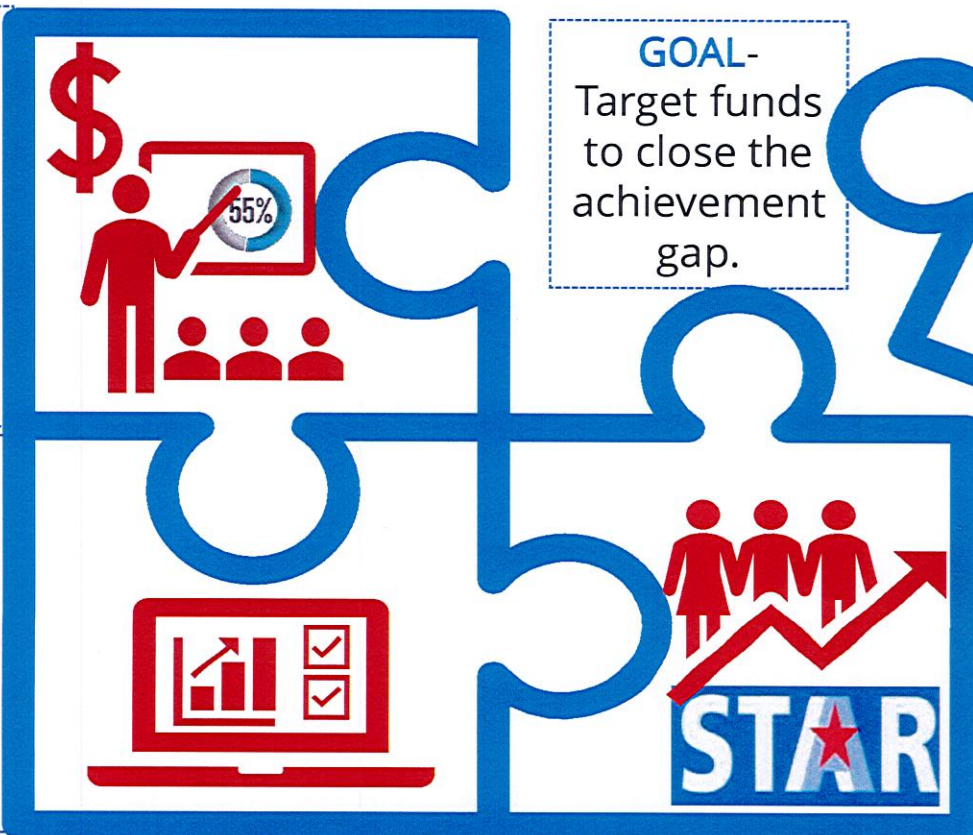
State Compensatory Education Program

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

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

GOAL- Target funds to close the achievement gap.

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



TEC, §29.081

TEC, §48.104



**adapted from TEA State Compensatory Education*

NORTH HEIGHTS EL Site Base

Name	Position
Rodriguez , Theela	Kindergarten Teacher
Campos, Brenda	3rd Grade Teacher
Duran, Luisa	2nd Grade Teacher
Castillo, Danielle	Assistant Principal
Morgan, Tanya	Counselor
Garza, Yolisma	Librarian
Soliz, Maytte	Principal
Lemus, Julissa	5th Grade Teacher
Lopez, Sobie	Resource Aide
Simental Torres, Lizet	Parent Liasion
Sanchez, Marla	SpEd Aide
Zaragoza, Angie	Dyslexia Therapist
Salinas, Ruby	Parent
Behr, Katherine	Parent
Salinas, Amaris	1st Grade Teacher
Rivero, Aurora	4th Grade Teacher
Sanchez, Rosalinda	SpEd Teacher
Rodriguez, Nanca	Community Member
Valero, Erika	Parent
De La Cruz, Rebecca	Parent
Garza, Juan Miguel or Mayra	Parent
Campos, Elizabeth	Community Member

Comprehensive Needs Assessment Summary – North Heights Elementary School 2022-2023

Utilized Data Sources: These will automatically populate from your CNA worksheets

DMAC Data Reports TX KEA/TPRI PD Requests Report 2021 NHE Climate & Culture Survey 2021 GT Enrollment UIL Participation Participation Reports/Sign Ins Technology Inventory	TAPR Retention Report for Staff TAPR Attendance reports CTE Participation in 5th Grade Interest Inventories ESF Survey Parent Class Dojo Communication Reports Innovation Grant Recipients	PPD Aim Hi Data Reports Perception Data ESF Monthly discipline reports Perception Data ESF STAAR Meets/Masters 2021 Parent Teacher Conference Logs ESF Surveys Education Materials Inventory
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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>The district has established an after school tutoring program to meet the needs of all students.</p> <p>The district has established bilingual academies to support the needs of the bilingual population.</p> <p>WIN Time has been implemented to support the previous academic needs students need to strenghten.</p> <p>Schools are utilizing extra support staff to assist educators with small group instruction.</p> <p>The idea of Planning Protocol is a strength or step towards the right direction.</p>	<p>Follow through with truancy protocol. What system do we have in place to enforce chronic attendance.</p> <p>The district needs to create an alternate learning program for students who have showed growth in that setting.</p> <p>The district needs to create a more structured tutoring program during school hours with more consistent support.</p> <p>Implementation of Planning Protocol.</p>	<p>Follow through with truancy protocol. What system do we have in place to enforce chronic attendance.</p> <p>The district needs to create an alternate learning program for students who have showed growth in that setting.</p> <p>The district needs to create a more structured tutoring program during school hours with more consistent support.</p>

<p>Staff Quality</p>	<p>Reading Academy available resources stable teacher retention planning protocol mentoring program WIN time - intervention time with extra support</p>	<p>Student to teacher ratio Heavy Workload for teachers and para-professionals Clearer vision of campus mission, vision and values Relevant trainings for appropriate grade levels</p>	<p>Student to teacher ratio Heavy Workload for teachers and para-professionals Clearer vision of campus mission, vision and values</p>
<p>School Climate/ Safe & Healthy Schools</p>	<p>Extra staff (counselors) to help in the removal of students (CPI Nonviolent Crisis Intervention) Added Counseling Classes Friendly staff, colleagues can rely on each other for help and learning supports. Climate survey results are aligned to support continued perceptions of school</p>	<p>Students do not feel safe to play on the field. Field maintenance. Expectations of school rules are not consistently implemented. (Staff and students) When students are upset they leave and walk out classrooms and specials. Campus cleanliness is a concern. Field is not kept up with. Outside cleanliness needs to be kept up with.</p>	<p>Students do not feel safe to play on the field. Field maintenance. Expectations of school rules are not consistently implemented. (Staff and students) When students are upset they leave and walk out classrooms and specials.</p>
<p>College & Career Readiness/ Graduation/ Dropout Reduction</p>	<p>Career Day College Wednesdays STEM Club UIL Competitions Student Council Adoption of Technology</p>	<p>Lack of after school extra curricular activities for K - 5 grade students. Enrichment opportunities for ALL learners regardless of grades. GT pullouts Field Trips for 5th graders to local college campus. More career presentations within the classroom, maybe integration with Del Rio Cares.</p>	<p>Lack of after school extra curricular activities for K - 5 grade students. Enrichment opportunities for ALL learners regardless of grades. GT pullouts</p>

<p>Family and Community Involvement</p>	<p>School Calendar - posted on social media</p> <p>Class Dojo as communication for NHE</p> <p>Continued AR Nights</p> <p>Open House Spring Edition</p> <p>Two Community Events: Fall Festival/Spring Festival</p>	<p>Parent participation on campus/PTO or Parent Club</p> <p>Record parent workshops/training for future viewing</p> <p>Provided training/workshops in the evenings</p>	<p>Parent participation on campus/PTO or Parent Club</p> <p>Record parent workshops/training for future viewing</p> <p>Provided training/workshops in the evenings</p>
<p>District/Campus Commitments</p>	<p>After School Program</p> <p>Chromebooks for students; Classroom Carts</p> <p>Teacher Devices</p> <p>Resources were allotted for core content areas across the grade levels</p> <p>ESF funds used for Programs such as Heggerty, Really Good Reading, etc.</p> <p>PP Dashboard/Demerit System/Trainings</p>	<p>Commitment to Resources at full use; Writing Without Tears in curriculum but past the first year have not been purchased</p> <p>Upgrade HB4545 system for easier login of student services</p> <p>Better system for inventory of resources</p> <p>Technology workorders; feedback on where they are in process</p> <p>Waranty for devices; does the district utilize this. Some teacher devices are faulty</p>	<p>Commitment to Resources at full use; Writing Without Tears in curriculum but past the first year have not been purchased</p> <p>Upgrade HB4545 system for easier login of student services</p> <p>Better system for inventory of resources</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 2023, 100% of teachers in grades K-5 will be trained and given 1-3 coaching opportunities to ensure fidelity to Planning Protocol and evidence of its actions in the classroom. (Growth in Student Ownership of Learning)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Ensure Master Schedule is designed to prioritize planning with limited interruptions. Seek supports from all stake holders in the design and implementation. Set clear expectations for all to support teaching and learning. (Title I SW: 2) (Title I SW Elements: 1.1) (Title I TA: 4) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (CSFs: 7) (ESF: 1,1.2)</p>	<p>Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Teachers</p>	<p>End of the 2nd Six Wks</p>	<p>(S)Local Funds</p>	<p>Criteria: Completed Master Schedule; Implementation in the first three weeks.</p> <p>Formative - Checks in system; monitor the implementation and make adjustments as needed.</p> <p>11/17/22 - Completed 09/01/22 - On Track</p>
<p>2. Ensure teachers have clear, written roles and responsibilities through Planning Protocol and are supported with data to keep the end goal in mind. Create a calendar to visualize the learning focus for teacher development and to plan for student ownership of learning. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Weekly</p>	<p>(F)FOCUS Group Grant, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - Significant Progress</p>
<p>3. Collaborates with staff (cluster leaders) to monitor implementation of Planning Protocol that consistently maximize learning time and operations that enable student learning. Teachers will participate in learning walks for professional development, focused on our NHE Playbook and NIET strategies to grow in Tier 1 instruction in varied learning models, and to grow teachers in developing lessons that target student ownership. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Monthly</p>	<p>(F)FOCUS Group Grant, (F)Title I, (O)Local Districts</p>	<p>Formative - Quarterly review of CIP Goal 1, Coaching feedback in DMAC, Get Better Fast Tools in Action</p> <p>05/25/23 - On Track (S) 02/16/23 - On Track 11/17/22 - Some Progress</p>
<p>4. Utilize DMAC to provide written feedback and to track weekly conferences for formal and informal observations. Utilize the Get Better Faster model along with NIET supports to ensure coaching captures data trends and tracks progress over time (See It, Name It, Do It model) (Title I SW Elements: 1.1,2.5)</p>	<p>Campus Administrators, Region 15, Teachers</p>	<p>April 2023</p>	<p>(F)FOCUS Group Grant, (F)Title I, (S)Local Funds, (S)State Grant</p>	<p>Criteria: Coaching feedback from Region 15. Coaching documentation in DMAC.</p> <p>05/25/23 - On Track (S) 02/16/23 - On Track 11/17/22 - Significant Progress</p>

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Objective 1. By June 2023, 100% of teachers in grades K-5 will be trained and given 1-3 coaching opportunities to ensure fidelity to Planning Protocol and evidence of its actions in the classroom. (Growth in Student Ownership of Learning)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (ESF: 1,1.2,5,5.2)				

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 2023, the percent of 3rd grade students that will score at the "Meets" level or above on STAAR will increase from 33% to 56% in reading and 20% to 54% in math. (HB3)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase student achievement by monitoring teachers' delivery of lesson (tier 1 instruction) to grow from student engagement to student ownership of learning. (Look Fors: evidence of planning transferred into classrooms) (Target Group: 3rd) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.2)	Campus Administrators, Cluster/Department Leaders, Teachers	Oct - May	(F)FOCUS Group Grant, (F)Title I, (S)Local Funds	Formative - Usage Reports Curriculum Dashboard Walkthrough Data Formative - Progress Monitoring, daily grades, exit tickets Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results 05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - Significant Progress
2. Ongoing PD driven by teacher feedback in surveys, student data and Planning Protocol feedback to continue to grow teacher's fidelity to planning, teaching and learning. (Title I SW Elements: 1.1) (Target Group: 3rd) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.2,5.3)	Campus Administrators, Cluster/Department Leaders, Region 15, Teachers	Monitor Monthly	(F)FOCUS Group Grant, (F)Title IIA Principal and Teacher Improvement	Formative - NIET surveys, ESF Grant surveys 05/25/23 - Completed 02/16/23 - On Track 11/17/22 - Significant Progress
3. Create a strategic student driven intervention plan for each child to ensure fidelity to progress monitoring through WIN Time/Small Group Interventions (Customized lessons using Education Galaxy to measure student growth on grade level TEKS) and monitor data to continue to customize student plans. (Title I SW Elements: 1.1,2.5) (Target Group: 3rd) (Strategic Priorities: 2) (ESF: 1,1.2,5,5.1,5.3)	Campus Administrators, Teachers	Six Weeks	(F)Title I	Formative - WIN Time trackers/anecdotal notes, Education Galaxy Reports, Progress Monitoring 05/25/23 - On Track (S) 02/16/23 - On Track 11/17/22 - Significant Progress
4. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I TA: 1,4,5) (Target Group: AtRisk) (Strategic Priorities: 1) (ESF: 2,5)	Campus Administrators, Chief Instructional Officers	June 2022-June 2023	(S)State Compensatory	02/16/23 - Completed 11/17/22 - Completed

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By June of 2023, 85% of 4th and 5th grade students will obtain growth measure success on STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous ELA/math lessons to include targeted, guided instruction and a variety of resources to track closing the achievement gap for students. (Look Fors: evidence of planning transferred into classrooms) (Title I SW Elements: 2.2,2.5,2.6) (Target Group: 4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.2,5.3)</p>	<p>Campus Administrators, Teachers</p>	<p>Nov - May</p>	<p>(F)Title I</p>	<p>Criteria: Progress Monitoring/Summatives, Star Renaissance data, Benchmark/STAAR performance</p> <p>05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - On Track</p>
<p>2. All students will receive weekly academic interventions in ELA/Math based on needs during WIN Time (previous grade level TEKS through HB4545 goals, closing the gap supports for current grade level TEKS, enrichment to grow learners) (Lone Star, Renaissance Learning, Brainpop) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED,GT,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)</p>	<p>Campus Administrators, Computer Aides, Librarian, Special Ed Teacher, Teachers</p>	<p>Aug - May</p>	<p>(F)FOCUS Group Grant, (S)State Compensatory - \$7,958.55</p>	<p>Criteria: WIN Time data, Star Renaissance, Formatives and Summatives</p> <p>02/16/23 - On Track 11/17/22 - On Track</p>
<p>3. All teachers will utilize campus-wide comprehension and testing strategies (Unwrap) to ensure students can model thinking through written questions/texts. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1)</p>	<p>Campus Administrators, Teachers</p>	<p>Aug - June</p>	<p>(F)Title I</p>	<p>Criteria: Formative/Summative checks for student work.</p> <p>02/16/23 - On Track 11/17/22 - Significant Progress</p>
<p>4. Parents will be afforded trainings/informational meetings and updates to ensure ELA and math is embraced at school and at home. (literacy/math nights) (Title I SW Elements: 3.1) (Target Group: All,4th,5th) (Strategic Priorities: 2,4) (ESF: 3,3.3,3.4)</p>	<p>Campus Administrators, PTO, Teachers</p>	<p>Each Six Wks</p>	<p>(F)Title I</p>	<p>Criteria: Sign in sheets, agendas</p> <p>05/25/23 - Significant Progress (S) 02/16/23 - Some Progress 11/17/22 - Some Progress</p>

NORTH HEIGHTS EL

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

Objective 4. By June 2023, the percentage of students achieving Meets or Masters on STAAR will continue to see a 5% increase. (3rd - 5th grade; all subjects)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Ensure instructional materials and resources are intentionally designed with expected rigor, key ideas and essential questions, that promote critical thinking and higher order thinking through daily tier 1 instruction. Teachers will collaborate and plan for the HOW of instruction during planning protocol specific to enrichment and extended learning. (Title I SW Elements: 2.5) (Target Group: All,GT,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.2)</p>	<p>Campus Administrators, Teachers</p>	<p>Daily</p>	<p>(F)FOCUS Group Grant, (F)Title I</p>	<p>Formative - Curriculum Dashboard Six weeks summative 05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - Significant Progress</p>
<p>2. Identify students by name that previously achieved Masters and include the names of students that fell just short (Meets) to ensure knowledge of students by homeroom class. Teachers will take this data, then identify select students per content to ensure a 5% increase overall. (Title I SW: 8) (Title I SW Elements: 2.5,2.6) (Target Group: GT,3rd,4th,5th) (ESF: 4,4.1,5,5.2,5.3)</p>	<p>Campus Administrators, Teachers</p>	<p>February 2023</p>	<p>(F)Title I</p>	<p>Formative - DMAC data reports Student data tracking sheets 05/25/23 - On Track (S) 02/16/23 - On Track 11/17/22 - On Track</p>

NORTH HEIGHTS EL

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

Objective 5. By June 2023, STAAR science scores will grow to 68% in 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize district curriculum and assessments to guide the development of deeper and more rigorous science lessons to include targeted, guided instruction and a variety of resources to track student achievement. (Title I SW Elements: 2.2,2.5) (Target Group: All,5th) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.3)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Aug - May</p>	<p>(F)Title I</p>	<p>Formative - Curriculum Dashboard Usage Reports Walkthrough Data Formative - daily science grades, science journals, quizzes, vocabulary quizzes Student Data Binder (individual tracking sheets) Summative - Progress Reports/Report Cards Reports - benchmarks, summatives, failure report, STAAR results</p> <p>05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - Some Progress</p>
<p>2. All teachers will plan for and commit to focused science instructional minutes, to ensure lessons on grade level TEKS that promote using hands-on learning opportunities. This will include real world connections and vocabulary enrichment through science journals and Lone Star Science (grades 2-5).</p> <p>Instructional minutes: K-1; 60 minutes weekly, 2-3; 90 minutes weekly, 4; 150 minutes weekly, 5; 60-75 minutes daily (Title I SW Elements: 2.2,2.5) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>Six Wks</p>	<p>(F)Title I</p>	<p>Formative - Stem Scopes use, formative/summative data Academic vocabulary identified in weekly lesson plans Formative assessments utilizing vocabulary checks and spiraled concepts</p> <p>02/16/23 - Completed 11/17/22 - On Track</p>
<p>3. Identify student areas of weakness and plan for scaffolded instruction/interventions to target/spiral individual student needs through small group/guided instructional practices in science. (i.e. Science Saturday Camps) (Title I SW Elements: 2.2,2.5) (Target Group: 5th)</p>	<p>Campus Administrators, Special Ed Teacher, Teachers</p>	<p>Weekly</p>	<p>(F)FOCUS Group Grant, (F)Title I, (S)Local Funds</p>	<p>Formative - Six weeks summative reports Collaboration amongst SpEd and gen ed. teachers to review data and plan for supports. Science Saturday Camps</p>

NORTH HEIGHTS EL

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

Objective 5. By June 2023, STAAR science scores will grow to 68% in 5th grade.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 4) (ESF: 5,5.3,5.4)				Attendance and Exit Tickets 05/25/23 - On Track (S) 02/16/23 - Some Progress 11/17/22 - Some Progress
4. Student participation in the campus science fair in grades K-4 will increase by 10%. (Target Group: K,1st,2nd,3rd,4th) (Strategic Priorities: 4) (ESF: 3,3.4,5,5.1)	Cluster/Department Leaders, Teachers	Semester	(S)Local Funds	Formative - Science talks and participation in collaborative labs, increase participation in District Science Fair, District winners, Family Make and Take opportunities 02/16/23 - Completed 11/17/22 - On Track

NORTH HEIGHTS EL

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

Objective 6. By January 2023, North Heights Elementary will have an established discipline committee with three week follow ups/checks of our system in place for a campus-wide discipline plan to ensure less than 7% of the student population is see for discipline.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will attend trainings on PPD Demerit System and effective classroom management and restorative discipline techniques for all populations (emphasizing special education student supports) (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1,3.2,5.1)	Campus Administrators, Counselors, Teachers	Quarterly	(F)Title IIA Principal and Teacher Improvement	Formative - Sign in sheets for PD opportunities Campus-wide discipline plan & committee meetings 02/16/23 - Completed 11/17/22 - 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 Elements: 1.1) (Target Group: All,ECD,AtRisk,K,1st,2nd,3rd,4th,5th) (ESF: 3,3.1,3.2)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Weekly/Grading Periods	(S)Local Funds	Formative - SOP for DR Cares Training sign in sheets PD opportunities (sign in sheets) Monthly Discipline Reports/Skyward Reports 05/25/23 - Completed 02/16/23 - On Track 11/17/22 - Significant Progress
3. Utilize the campus discipline plan (PPD Demerit System) to create cohesiveness and consistency for all discipline actions; Monitor and adjust as necessary based on data and discipline committee input. (Title I SW Elements: 1.1) (Target Group: All,AtRisk,K,1st,2nd,3rd,4th,5th) (ESF: 3,3.1,3.2)	Campus Administrators, Counselors, Teachers	Daily/3rd & 6th Week	(S)Local Funds	Formative - Monitor grading period discipline reports for consistency in consequences. 05/25/23 - On Track (S) 02/16/23 - On Track 11/17/22 - Significant Progress

NORTH HEIGHTS EL

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 7.** NHE will track and grow attendance each month so that we are back at 96% or higher by the end of the 2022-2023 academic school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. NHE will commit to our system for tracking attendance through folders and making connections with families daily to ensure clear expectations for attendance. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3,3,3.4)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>May</p>	<p>(O)Local Districts</p>	<p>Criteria: Attendance folder documentation, Tracking system for 3rd, 5th, 7th and 10th absence, documentation for parent referrals; six weeks reports to show growth in attendance</p> <p>05/25/23 - On Track (S) 02/16/23 - On Track 11/17/22 - Significant Progress</p>
<p>2. Teachers will promote attendance within their class creating celebrations for students on an individual basis. Grade level recognitions for classes with the highest attendance will continue. The leadership team will continue to collaborate on ways to celebrate classes. (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers</p>	<p>Daily, Weekly, Grading Period</p>	<p>(S)Local Funds</p>	<p>Formative - daily attendance reports, case study reports, attendance folders trackers, student data binders, home visit logs</p> <p>05/25/23 - Completed (S) 02/16/23 - Significant Progress 11/17/22 - Some Progress</p>
<p>3. Students with perfect attendance will receive incentives such as gift cards, pool parties, honorary lunches, leadership celebrations and yard signs. (six weeks, semester, end of year) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	<p>Campus Administrators, Counselors, Librarian, Teachers</p>	<p>six wks/semester/E OY</p>	<p>(S)Local Funds</p>	<p>Formative - daily attendance reports, case study reports, attendance folders trackers, student data binders, home visit logs</p> <p>11/17/22 - Discontinued</p>
<p>4. Classes with perfect attendance will be acknowledged daily during announcements and by displaying a perfect attendance flag outside of their classroom. 100% of staff will follow the attendance incentive plan. (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	<p>Campus Administrators, Teachers</p>	<p>Daily</p>	<p>(S)Local Funds</p>	<p>Formative - daily attendance reports, case study reports, attendance folders trackers, student data binders, home visit logs</p> <p>05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - 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 8.** By September 2022, all staff will receive training (new and refresher) for district initiatives. The purchases of any resources needed to support district curriculum will be initiated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the budget to purchase/upgrade teacher resources based on student needs and build classroom consistency with resources that are age appropriate leveled, more hands on and/or electronic devices. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.3)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Teachers	2nd Semester	(O)Local Districts	Formative - formatives, summatives, benchmarks, STAAR results 05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - On Track
2. All staff will participate in ongoing professional development based on district initiatives and targeted academic needs for the campus. (NIET, ESF) This includes ensuring 100% of all grade level staff is highly qualified, including paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet system safeguards and campus performance objectives. (Title I SW Elements: 2.2,2.5) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 2,2.1)	Campus Administrators, Cluster/Department Leaders, Region 15, Teachers	Monthly	(F)FOCUS Group Grant, (F)Title I, (F)Title IIA Principal and Teacher Improvement	Formative - TTESS GSPD Plans, district initiatives, scheduling, teacher surveys 02/16/23 - Completed 11/17/22 - On Track
3. All new staff, upon being hired, will be set up with a campus mentor to train on district initiatives and campus-wide systems/expectations for teaching and learning. (Title I SW Elements: 2.5) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 2,2.1)	Campus Administrators, Cluster/Department Leaders	Monthly	(F)Title IIA Principal and Teacher Improvement	Formative - New teacher surveys, dialogue in planning protocol, campus initiatives for a mentor support system. 05/25/23 - Completed (S) 02/16/23 - Significant Progress 11/17/22 - Some Progress
4. A campus bi-weekly newsletter will be shared with staff to ensure the most updated training opportunities and campus news are known. (Title I SW Elements: 2.3) (Target Group: All,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.3)	Campus Administrators, Cluster/Department Leaders, Counselors	Annual	(S)Local Funds	Formative - TTESS GSPD Plan, Smore analysis report, staff meeting notes, newsletter feedback survey 05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - 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 2022, 100% of NHE students will receive instruction utilizing the Del Rio Cares Curriculum to continue to build bully awareness, character education, and health awareness through the five pillars of character.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NHE will collaborate and create an atmosphere of mutual respect built around student activities that promote health, character and bully awareness. (monthly calendar of events, Del Rio Cares, family fun nights, etc.) (Target Group: All) (ESF: 3,3.1,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	Oct - May	(F)Title IV SSAEP, (F)Title V RLIS	Formative - Campus Highlights Parent Involvement sign in sheets Calendar of events Surveys for parent, teachers, students NHE Committees mtgs minutes (staff) 05/25/23 - Completed (S) 02/16/23 - Completed 11/17/22 - On Track
2. Implement activities that will target college and career readiness focusing on our campus HB5 student engagement evaluation. (i.e. career fair, community activities, guidance lessons) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.4)	Counselors, Teachers	Quarterly	(F)Title I, (F)Title IV SSAEP	Formative - Counseling records, parent/staff/student surveys 05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - Significant Progress
3. Physical education teachers will participate in staff development/training in areas including Fitness Gram, classroom management with large groups, and sessions relating to increased lessons on "Care"/health and physical fitness needs. They will lead campus-wide participation in District health events. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.1,3.4)	Campus Administrators, Cluster/Department Leaders, Teachers	Annually	(F)Title IIA Principal and Teacher Improvement, (F)Title IV SSAEP	Trainings are in place and well on their way. 05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - On Track

NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is planned for and implemented using Power Moves (Look Fors) created by teachers and staff (TI). (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Chief Instructional Officers, Teachers	December 2022	(F)Title I	Criteria: Walkthrough feedback, Exit Ticket feedback from staff at end of PD sessions 05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - On Track
2. Breakfast and lunch programs available and delivered at different sites within community by district transportation as needed. (Target Group: All)	Campus Administrators, Transportation Coordinator	Sept. 2022-Sept. 2023	(F)Federal Grant	Criteria: Distribution logs 09/01/22 - Discontinued
3. Technology resources including iPads, desktops, internet and hotspots available to students and families in need for remote instruction as needed. (Title I SW Elements: 2.5) (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept. 2022-Sept. 2023	(F)Federal Grant, (S)Technology Grant	Criteria: Inventory and distribution logs 09/01/22 - Discontinued
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 2023	(F)Federal Grant	Criteria: Inventory and distribution logs 09/01/22 - Discontinued

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 2023, North Heights Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus budget will align to the campus needs assessment and the campus improvement plan. (i.e. hands-on learning activities, increase in science/writing needs, student engagement increase) (Title I SW Elements: 2.2) (Target Group: All) (ESF: 1,1.2)	Campus Administrators	Annual	(F)Title I, (O)Local Districts	05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - On Track
2. The campus budget will be set up to include individualized accounts for each grade level/department. Monies will be allocated to these individual accounts based on needs documented in the CNA and CIP. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 1,1.2)	Campus Administrators	Annual	(F)Title I, (O)Local Districts	Formative - Budget account reports/accounts created list 05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - On Track
3. NHE will collaborate with PTO for the academic year to ensure a plan of action for funding campus needs beyond our budget requests. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3,3.4)	Campus Administrators, Cluster/Department Leaders, Parental Aides, PTO	Monthly	(F)Title I, (S)Local Funds	11/17/22 - Discontinued 11/17/22 - Discontinued

NORTH HEIGHTS EL

- Goal 2.** The District shall be a good steward of the community's resources-financial, human, facilities-and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** Transition opportunities for students attending early childhood programs will occur prior to the end of the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. North Heights will foster a collaborative approach to transition and curriculum with Cardwell Head Start by having a representative attend collaborative meetings. (Target Group: PRE K) (ESF: 3,3.3)	Cluster/Department Leaders, Counselors	May	(F)Title I, (O)Local Districts	Formative - sign in sheets, Cardwell correspondence, progress of students in Kindergarten 05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - On Track
2. A campus tour will be established for all students who transition as our school closes in 2023-24 (Target Group: PRE K,K,1st,2nd) (ESF: 3,3.3)	Campus Administrators, Counselors	Annually	(F)Title I, (O)Local Districts	05/25/23 - Discontinued (S) 02/16/23 - Some Progress 11/17/22 - No Progress
3. District wide Attendance SOP will be followed with fidelity; staff will be trained on procedures and attendance folders will be utilized daily; ongoing communication between parental, teacher, student and school. (Title I SW Elements: 3.2) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	Annual Training/Daily Support	(F)Title I, (O)Local Districts	Criteria: Daily reports for 3, 5, 7, 10th absences assigned to each individual in our office team. Formative - Parental Aides mileage chart/home visit log Daily attendance check of folders, phone call logs, emails, District attendance report Weekly monitoring of attendance checks; submit logs 05/25/23 - On Track (S) 02/16/23 - On Track 11/17/22 - Significant Progress
4. Parent trainings will include information on academic supports from home for students, transitions, college and career readiness, attendance priority, incentive discussions and celebrations of campus successes. (Title I SW Elements: 3.1,3.2) (Target Group: All) (ESF: 3,3.1,3.3,3.4)	Campus Administrators, Parental Aides, Parents	Annually	(F)Title I, (O)Local Districts	Formative - Sign in sheets Parent feedback forms 05/25/23 - Completed (S) 02/16/23 - Significant Progress 11/17/22 - Significant Progress

NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will update the campus webpage on a consistent basis by designating a liaison and also reach out to more stakeholders on a more frequent basis using Facebook and social media. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Teachers	Weekly	(F)Title I	Formative - website visits, parent surveys 05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - Significant Progress
2. Monthly calendars will be used to inform parents of campus events. A suggestion box for parents and adults will be placed in the main office for suggestions and input collections. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Counselors, Parental Aides, Teachers	Monthly	(F)Title I	Formative - Participation in events (sign in sheets) 05/25/23 - Completed (S) 02/16/23 - On Track 11/17/22 - On Track
3. Photos and publications will be published on social media to share NHE success and upcoming events with parents. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Campus Administrators, Parental Aides	Weekly	(F)Title I	Formative - Likes/Shares on FB Comments 05/25/23 - On Track (S) 02/16/23 - On Track 11/17/22 - On Track
4. Counselor's Corner Newsletter & Wellness Wednesday Nurse's Newsletter will be sent out monthly to provide tips to parents on things they can do at home to assist their child academically, socially, and emotionally. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Counselors, Parental Aides	Monthly	(F)Title I	Formative - Parent feedback 05/25/23 - On Track (S) 02/16/23 - Significant Progress 11/17/22 - 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 - Understanding academic needs for students, Make & Take nights, Literacy and Math nights) (Title I SW Elements: 3.1,3.2) (Target Group: All) (ESF: 3,3.3,3.4)	Campus Administrators, Cluster/Department Leaders, Parental Aides	Monthly	(F)Title I	Formative - Monthly sign in sheets, parents surveys 05/25/23 - Significant Progress (S) 02/16/23 - Some Progress 11/17/22 - Significant Progress
2. Administration, through the parental liaison, will communication via Skyward email, marquee and social media messages about campus events. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	Parental Aides	Weekly	(F)Title I	Formative - Surveys and sign in sheets documenting participation in campus events 05/25/23 - On Track (S) 02/16/23 - On Track 11/17/22 - On Track
3. Leadership events will promote parent involvement in academics, social and collaborative settings; students will take ownership of leadership and parents will celebrate successes of their children. (to include family nights, lock ins, raffles, incentives, etc.) (Title I SW: 1,6) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Quarterly	(F)Title I	05/25/23 - On Track (S) 02/16/23 - Significant Progress 11/17/22 - Significant Progress

NORTH HEIGHTS EL

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district-wide system for tracking attendance will be implemented with fidelity to include home visits, phones calls, Skyalert and written communication to target chronic absenteeism. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.4)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	Daily	(O)Local Districts	Formative - Attendance logs, Case Study sheets, Attendance folders 05/25/23 - On Track (S) 02/16/23 - On Track 11/17/22 - On Track
2. Use of School Dismissal Manager (SDM) will document and track student learning time on campus. (arrival, checkouts, etc.) (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1,1.2,3.3)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	Three Week	(O)Local Districts	SDM is used to track students who leave early or arrive late. These reports allow us to make personal contact with families to discuss academic needs and loss of learning. 11/17/22 - 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 4. NHE will collaborate with PTO to ensure active involvement for parents to get to know the organization, campus needs and ways to be involved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PTO will develop a plan of action to host meetings to bring awareness of organization, needs and projects. (Title I SW Elements: 2.1,2.3,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Parental Aides	2nd Semester	(L)Principal Account, (S)Local Funds	Formative - Increase in PTO participation & parent volunteers, supports for classrooms. 11/17/22 - Discontinued
2. Teachers, in collaboration with PTO will recruit a classroom parent; dedicating a targeted parent per classroom to increase the number of parents volunteering and participating in classroom/campus supports. (develop a teacher recruit plan for parent volunteers) (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Parental Aides, PTO	Monthly	(L)Principal Account, (S)Local Funds	Criteria: classroom involvement; virtual parent supports 11/17/22 - Discontinued

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

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

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

Jointly Developed

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

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

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Keep an eye for flyers and information located on our school and district website. Please consider joining our faculty and some of the following events and programs throughout the school year:

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

Communication is Key

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

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

For information about providing feedback or to obtain access to our Campus Improvement Plan, please contact our school office @ 830-778-4770.

NORTH HEIGHTS ELEMENTARY SCHOOL

**School-Teacher
Parent-Student
Compact
2022-2023**



**Be Bright. Be Kind.
Be YOU.**

**Maytte Soliz,
North Heights
Elementary Principal
2003 N Main St
Del Rio, Texas 78840**

830-778-4770

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

SFDRICISD District Vision

San Felipe Del Rio CISD, in partnership with our families and community, empowers every student to excel through a culture of collaboration, innovation, and achievement.

SFDRICISD District Mission

San Felipe Del Rio provides a high-quality, innovative curriculum with engaging, relevant instruction. We meet the individual needs of students and staff in a safe, nurturing, and collaborative environment which encourages development and growth.

SFDRICISD Shared Beliefs

We believe:

- Communication and collaboration among families, community, and educators are vital.
- In equity by providing the resources, support, and motivation necessary to differentiate instruction.
- All students should be equipped with a strong foundation of knowledge, including 21st century skills, so they are life-long learners prepared to be successful after high school.

School Agreement

As a school, we agree to:

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

Teacher Agreement

As a teacher, I agree to:

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

Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at my 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 and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

Development and Distribution

- This compact has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs.
- The school will distribute this compact to all parents of participating Title I, Part A children.
- The campus will provide a copy of this policy to parents in the language the parents can understand.

North Heights Elementary

Title I

Parental Liaison

Lizet Torres

830-778-4770

¿Qué es un pacto entre escuela, maestro, padre y estudiante?

El Pacto entre la escuela y los padres describe cómo nuestra escuela trabajará junto con los estudiantes y los padres para ayudar a los niños a alcanzar los más altos estándares del estado. Describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento de los estudiantes. Describe qué estrategias pueden usar las familias en casa para apoyar el aprendizaje de sus hijos.

- Se discutió con los padres/tutores durante las conferencias de padres/maestros al comienzo del año.
- Los comentarios y el apoyo adicional son bienvenidos en cualquier momento.
- Vinculado a nuestro Plan de Mejora del Campus.

Desarrollado Conjuntamente

Los padres, los estudiantes y el personal trabajan juntos y comparten ideas para desarrollar cada pacto Escuela-Padre-Estudiante.

- Se lleva a cabo una reunión cada año al comienzo del año escolar con los miembros del comité para revisar y actualizar el pacto después de las reuniones del Título I.
- El Pacto entre la escuela y los padres del campus garantiza que todos los estudiantes reciban la mejor oportunidad de logro académico gracias al trabajo conjunto de la escuela y la familia.

Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Esté atento a los folletos y la información que se encuentran en el sitio web de nuestra escuela y distrito. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar:

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.
- Participar
- Eventos Speciales en la Escuela
- Platicas/Reuniones con los Principales

La Comunicacion es clave

Estamos comprometidos con la comunicación bidireccional frecuente con los estudiantes y las familias con respecto al aprendizaje de los estudiantes. Nuestra escuela reconoce la importancia de compartir información consistente y específica con los padres.

- Conferencias de Padres y Maestros
- Reporte de progreso del estudiante
- Boleta de calificaciones de seis semanas del estudiante
- Boletín Mensual
- Acceso a los grados en Skyward
- Sitio web del distrito y escuelas SFDRICISD

Para obtener información sobre cómo proporcionar comentarios o para obtener acceso a nuestro Plan de mejora del campus, comuníquese con la oficina de nuestra escuela al 830-778-4770.

NORTH HEIGHTS ELEMENTARY SCHOOL

**Acuerdo entre Escuela-Maestro-
Padre-Alumno
2022-2023**



**EMPODERAR A
LOS NIÑOS
PARA
ALCANZAR SU
MAXIMO
POTENCIAL**

Be Bright. Be Kind. Be YOU.

Maytte Soliz,

North Heights Elementary Principal

2003 N Main St

Del Rio, Texas 78840

830-778-4770

OBJETIVOS PARA EL RENDIMIENTO DEL ESTUDIANTE – Escuela, Maestros, Padres, Estudiantes

Visión del Distrito SFDRCISD

San Felipe Del Rio CISD, en asociación con nuestras familias y la comunidad, capacita a cada estudiante para sobresalir a través de una cultura de colaboración, innovación y logros.

Misión del Distrito SFDRCISD

San Felipe Del Rio ofrece un plan de estudios innovador y de alta calidad con instrucción atractiva y relevante. Satisfacemos las necesidades individuales de los estudiantes y el personal en un entorno seguro, enriquecedor y colaborativo que fomenta el desarrollo y el crecimiento.

Creencias Compartidas

Nosotros creemos:

- La comunicación y la colaboración entre las familias, la comunidad y los educadores son vitales.
- En equidad al proporcionar los recursos, el apoyo y la motivación necesarios para diferenciar la instrucción.
- Todos los estudiantes deben estar equipados con una base sólida de conocimientos, incluidas las habilidades del siglo XXI, para que sean aprendices de por vida preparados para tener éxito después de la escuela secundaria.

Acuerdo Escolar

Como escuela, aceptamos:

- Hacer de la escuela un lugar positivo, de apoyo y seguro con un entorno de aprendizaje saludable.
- Brindar oportunidades para reuniones y capacitaciones para padres que mejoren la participación de los padres.
- Proporcionar un plan de estudios de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos eficaces y productivos.

- Ofrecer múltiples métodos de comunicación para construir una relación entre padres y escuela.

Acuerdo del maestro

Como maestro, acepto:

- Modelar la instrucción y proporcionar a los padres materiales de contenido y estrategias por nivel de grado durante talleres para padres, boletines, conferencias y medios electrónicos.
- Compartir con los padres y los estudiantes los datos de evaluación y ofrezca materiales y métodos para que los padres y los estudiantes los apliquen en casa.

- Comunicarse con los padres y estudiantes en una variedad de plataformas, incluyendo conferencias cara a cara, teléfono, textos y medios electrónicos.

Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.
- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.
- Completar y devolver todas las tareas asignadas.

- Ser un modelo a seguir para mis compañeros de clase y otros en la escuela.

Acuerdo de los Padres

Como padre, acepto:

- Asegurar 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.
- Sea voluntario y asista a conferencias de padres y actividades escolares.

- Mantener una comunicación abierta con el maestro de mi hijo y estar disponible para preguntas.

- Leer con mi hijo y / o mejorar la lectura diaria en casa.

Desarrollo y Distribución

- Este pacto ha sido desarrollado conjuntamente y acordado con los padres de los niños que participan en los Programas Título I, Parte A.

- La escuela distribuirá este compacto a todos los padres de los niños participantes del Título I, Parte A.

- El campus proporcionará una copia de esta política a los padres en el idioma que los padres puedan entender.

North Heights Elementary

Title I

Parental Liaison

Lizet Torres

830-778-4770

Lizet.simental@sfdrcisd.edu

JOIN US FOR OUR

TITTLE DAVE MEETINGS

SEPTEMBER 29 2022

TEACHERS LOUNGE #109

@ 10:00 AM

PRESENTER: RUBY ADAMS

* LIGHT REFRESHMENTS AND LIGHT

SNACKS PROVIDED *

**MINUTES FOR TITLE, ONE MEETING VIA
ZOOM 9-27-22 @10:00**

15 MINUTES

**TITLE ONE MEETING IN PERSON
9-29-22 @10:00**

20 MINUTES

**TITLE ONE MEETING VIA ZOOM
AGENDA**

**-MS. ADAMS EXPLAINED WHAT IS TITLE
ONE**

**TITLE ONE MEETING IN PERSON
AGENDA**

**-MS. ADAMS EXPLAINED WHAT IS TITLE
ONE**

**Tuesday
September
27th
10:00 AM**

MEETING ID: 779 0451 1710

PASSCODE: PRGLW9

Presenter: Ruby Adams

**TITLE ONE MEETING VIA ZOOM
AGENDA**

**-MS. ADAMS EXPLAINED WHAT IS TITLE
ONE**

**TITLE ONE MEETING IN PERSON
AGENDA**

**-MS. ADAMS EXPLAINED WHAT IS TITLE
ONE**

**TITLE ONE ZOOM MEETING SEPTEMBER
27 2022 @ 10:00 AM**

PARENT SIGN IN

-Valerie Villegas

North Heights Elementary
PARENT AND FAMILY ENGAGEMENT POLICY
2022-2023

STATEMENT OF PURPOSE

- I. North Heights Elementary 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 school improvement plan process.

The school 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 District.

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 Campus Improvement Plan (CIP) and Comprehensive Needs Assessment (CNA) process. 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 campuses’ 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 Campus Improvement Plan (CIP) and Campus Comprehensive Needs Assessment (CNA), Language Proficiency Assessment Committee (LPAC), committees and trainings, Title I parent meetings 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. The campus will involve parents in school activities including meetings, trainings, awards ceremonies, student performances, special events and parent-student conferences.

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 Campus 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. Feedback on the above mentioned ESSA Title I requirements can be provided by calling SFDRCSID Federal and State Programs Department at 830-778-4153.

RESERVATION OF FUNDS

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

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **North Heights Elementary, on and** will be in effect for the period of 2022-2023. Electronic and/or written notification of this policy will be distributed in an understandable and uniform format to all parents and community members, in a language that all can understand.

Mandy Sy
(Signature of Authorized) Principal

11-17-22
(Date)

(Signature of Authorized) Principal / Asst. Designee

Parent Committee:

- 1. Kyrene Huels
- 2. Ivonne Carbin
- 3. _____

McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs Department



How do people become homeless?

- Poverty
- Loss of job/income/disability/incarceration
- Lack of affordable housing
- Natural disasters including hurricanes, floods, tornadoes, fire
- Insect or mold infestations
- Domestic violence/disputes
- Intolerable home environment
- Every case is different and generally has a very unique reason.

Key Provisions of McKinney-Vento Federal Law:

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by ESSA-Title I, Part A-Improving Basic Programs:

- Immediate enrollment/eliminate barriers
- Choice of schools in the best interest of the child
- Transportation services upon parent request
- Educational resources/supplies, clothing, hygiene products
- Free reimbursable meals (breakfast, lunch)
- Academic support and tutoring

Warning Signs of the Homeless: Lack of Educational Continuity:

- Attendance at many different schools
- Lack of personal enrollment records
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize



Who is considered homeless?

- Individuals who lack a **Fixed, Adequate and Regular (FAR)** nighttime residence, including:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons.
 - Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative, adequate accommodations.
 - Living in emergency or transitional shelters.
 - Awaiting foster care placement. Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
 - Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar situations.
 - Migratory children living in the circumstances described above.
 - Unaccompanied youth living in the circumstances described above.

Warning Signs of the Homeless: Poor Nutrient and Hygiene

- Lack of immunization or immunization records
- Unmet medical/dental needs
- Increased vulnerability to cold/flu
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)
- Lack of shower facilities/washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming (well groomed one day and poorly groomed the next)



Warning Signs of the Homeless: Transportation and Attendance Concerns

- Erratic attendance/tardiness
- Numerous absences
- Lack of participation in after school activities
- Lack of participation in school field trips
- Absences on days when students are to bring special treats from home
- Inability to contact parent(s) with wrong numbers, disconnected phones



Typical stressful experiences of children in homeless situations:

- Physical Abuse
- Health Problems
- Low self-esteem
- Malnutrition
- Sleeping Problems
- Lags in language skills
- Learning disabilities
- Developmental delays



Warning Signs of the Homeless: Lack of Privacy/After School Hours

- Consistent lack of preparation for school
- Incomplete or missing homework (no place to keep work/supplies)
- Unable to complete special projects
- Lack of basic school supplies
- Loss of books and other supplies on regular basis
- Concern for safety of belongings
- Refusing invitations from classmates



Reactions/statements by parent, guardian or child:

- Exhibiting anger or embarrassment when asked about current address.
- Mention staying with grandparents, other relatives, friends, in a motel or comments such as:
 - "I don't remember the name of our previous school."
 - "We've been moving around a lot."
 - "Our address is new; I can't remember it." (lack of permanency?)
 - "We're staying with relatives until we get settled."
 - "We're going through a bad time right now."
 - "We've been unpacking, traveling, etc." (to explain poor appearance/hygiene)

Warning Signs of the Homeless: Social and Emotional Concerns

- poor self-esteem
- extreme shyness
- unwilling to risk forming relationships
- difficulty socializing at recess
- difficulty trusting people
- aggression, "old" beyond years
- protective of parents
- clinging behaviors
- developmental delays
- fear of abandonments
- school phobia - wants to be with parents
- need for immediate gratification
- anxiety late in the school day



Questions/Concerns



THANK YOU FOR YOUR ASSISTANCE
WITH OUR HOMELESS CHILDREN AND FAMILIES.



The Value and Utility of Parental and Family Engagement Staff Training

SFDRCSID Federal and State Programs Department

Parent and Family Engagement include:

- participation of parents and families in regular, two-way meaningful communication involving student academic learning and other school activities ensuring.
- parents/families play an important role in assisting their child's learning.
- parents/families are encouraged to be actively involved in their child's education at school.
- parents/families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.



ESSA TITLE I REQUIREMENTS

- Must train staff on the Value and Utility of Parent and Family Engagement.
- Must train staff on McKinney-Vento/Families in Transition.
- With parents, jointly create Campus Parent and Family Engagement Policy and School-Compact.
- Hold 2 Title I meetings in the fall with flexible hours.
- Encourage campus Parent and Family Engagement.
- Provide parents available school and community resources.



Outdated thinking of Parent and Family Engagement:

- Parents should come to school only when invited.
- Parents only come to school for discipline issues.
- Stay-at-home mothers serve as "homeroom mothers".
- Parents visit school mainly for children's performances and open houses.
- Parents only help raise money for school.



What is Parental and Family Engagement?

- The participation of parents and families in regular two-way, meaningful communication involving their student's academic learning and other school activities.
- Every family functions as a home learning environment, regardless of its structure, economic level, ethnic or cultural background.
- Consequently, every family has the potential to support and improve the academic achievement of their children.
- Parents are their child's first teacher.
- Parent engagement is a process and not a one time activity as it requires ongoing energy and effort.



Welcoming Atmosphere:

- The physical environment: parking areas, office, classrooms, lobby, hallways, classrooms, cafeteria, playground, etc.
- Written materials: newsletters, student and school activity calendars, parent handbook, flyers and other materials distributed by the school in a language parents can understand. Attractive and informative campus website, polite, informative telephone message lines.
- Procedures and policies: the polite and informative communication of events, open house, conferences, etc.
- Staff visible throughout the entire day with a welcoming smile.



Parent and Family Engagement benefits:

- Research demonstrates parent and family engagement significantly contributes to improved student outcomes.
- Everyone including all students, parents, teachers, administrators and communities, benefit from family engagement.
- Improvements occur regardless of economic, racial or cultural backgrounds.
- More positive attitudes toward school and teachers.
- Higher achievement, better attendance and more homework completed consistently.
- Reduced drop out rates.
- Higher graduation rates and enrollment rates in post-secondary education.
- Improved school environment accomplished through feelings of "ownership" in entity



Staff Reflections:

- Why are some teachers more successful than others in engaging parents?
- For what reasons do parents currently visit your campus?
- Reflect and share the parental and family engagement level at your campus and in individual classrooms.
- What is one goal you have set to improve your parent communication?
- How can you help make your school more inviting?
- What can I do to improve my relationship with my parents?



Barriers to Family Engagement:

- Language differences
- Divide Between Home and School
- Past Negative Experiences With Education
- Negative View of the School System
- Understanding the culture and family dynamic is KEY to building positive partnerships with students and families.



Positive School Climate

"It doesn't matter how many structured activities a school creates, parents must feel welcomed, accepted, respected and validated at their school and by school leaders. That atmosphere is something that has to be ingrained rather than something contrived by events that are primarily intended to be scored or counted."

• Unknown Principal



Overcoming Barriers:

- Sharing information is a two way process.
- Share with families what is happening in your school and have families share about the child's experiences.
- Home visits or visits to neutral sites are less threatening environments.
- Written correspondence is not as effective as personal conferences and in the language of the parent.
- Offer times and locations of scheduled meetings convenient for parents.
- Have interpreters and childcare available.
- Offer bilingual staff, phone calls, written communications in Spanish when needed.
- Meetings should be informal and based upon family interests.
- Make first meetings more social events rather than formal events.
- Offer school-provided opportunities for participation by families, single parents, employed parents, fathers, etc.
- Ask families for event ideas and include them in your planning.
- Develop a plan for Parent and Community Engagement.



QUESTIONS?

Have a successful, positive and engaging school year!



SFDRCSID Federal and State Programs



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

**North Heights Elementary
McKinney Vento 10/6/2022**

1	Acevedo, Sandy	Sp. Ed. Critical Needs Aide	<i>[Signature]</i>
2	Aguilar, Lauro	Support Aide	<i>[Signature]</i>
3	Alcantara, Merary	Third Grade Teacher	<i>[Signature]</i>
4	Almaraz, Vicky	Computer Lab Aide	<i>[Signature]</i>
5	Bay Valle, Dana	Fourth Grade Teacher	<i>[Signature]</i>
6	Bonilla, Brenda	Second Grade Teacher	
7	Bowman, Domenica	Art Teacher	
8	Bryant, Melissa	Fourth Grade Teacher	<i>[Signature]</i>
9	Campos, Brenda	Third Grade Teacher	<i>[Signature]</i>
10	Cardenas, Leticia	Kinder Instructional Aide	<i>[Signature]</i>
11	Castillo, Danielle	Asst. Principal	<i>[Signature]</i>
12	Chacon, Kassandra	Sp. Ed. Critical Needs Aide	
13	Contreras, Yvonne	Support Aide	<i>[Signature]</i>
14	Coronado, Liz	Second Grade Teacher	
15	Dovalina, Cynthia	Second Grade Teacher	<i>[Signature]</i>
16	Duran, Luisa	Counselor	<i>[Signature]</i>
17	Eaton, Sofia	Computer Lab Aide	
18	Enriquez, Veronica	Life Skills Teacher	<i>[Signature]</i>
19	Flores, Cynthia	Autism Unit Aide	
20	Flores, MaryLou	First Grade Teacher	<i>[Signature]</i>
21	Garcia, Angelica	Sp. Ed. Critical Needs Aide	<i>[Signature]</i>
22	Garcia, Hector	4th Grade Teacher	
23	Garza, Yolisma	Librarian	
24	Gurley, Clara/	Nurse	<i>[Signature]</i>

PAGE 2			
24	Hassel, Christine	PE Aide	<i>Christine Hassel</i>
25	Hassel, Riley	Tutor	<i>Riley Hassel</i>
26	Hernandez, Kylie	Attendance Secretary	
27	Hesse, Angeles	Kinder Teacher	<i>Angeles Hesse</i>
28	Hubbard, Allison	Kinder Teacher	<i>Allison Hubbard</i>
29	Jenkins, Lee	PE Coach	<i>Jenkins</i>
30	Johnson, Cindy	First Grade Teacher	<i>Cindy Johnson</i>
31	Juarez, Jennifer	Fifth Grade Teacher	<i>Jennifer Juarez</i>
32	Koehler, Maria	Instructional Aide	<i>Maria Koehler</i>
33	Lemus, Julissa	Fifth Grade Teacher	
34	Lopez, Amanda	Support Aide	<i>Amanda Lopez</i>
35	Lopez, Soby	Resource Aide	<i>Soby Lopez</i>
36	Lujan, Chelsea	Austism Unit Teacher	
37	Luna, Marisol	Sp. Ed. Aide	
38	Manrique, Angelica	Fourth Grade Teacher	<i>Angelica Manrique</i>
39	Martinez, Angel	PE Aide 5th	<i>Angel Martinez</i>
40	Martinez, Angelica	Kinder Teacher	<i>Angelica Martinez</i>
41	Martinez, Veronica	Sp. Ed. Aide	
42	Martinez-Salinas, Amaris	First Grade Teacher	<i>Amaris Martinez-Salinas</i>
43	Montoya, Janna	Third Grade Teacher	<i>Janna Montoya</i>
44	Musquiz, Munny	ARD Facilitator	
45	Ochoa, Adrian	First Grade Teacher	<i>Adrian Ochoa</i>
46	Padilla, Josie	Speech Pathologist	<i>Josie Padilla</i>
47	Perkins, Justine	Sp Ed Aide	<i>Justine Perkins</i>
48	Rivera-Rivera, Cristicel	Sp. Ed. Aide	
49	Rivero, Aurora	Fourth Grade Teacher	
50	Rizo, Rose	Kinder Teacher	<i>Rosa M. Rizo</i>
51	Rodriguez, Belinda	Principal Secretary	
52	Rodriguez, Theela	Kinder Teacher	<i>Theela Rodriguez</i>
53	Rodriguez, Victoria	Third Grade Teacher	<i>Victoria Rodriguez</i>

Targeted Improvement Plans

Dr. Fermin Calderon Elementary Garfield Elementary and North Heights Elementary

Aida V. Gomez, SFDR CISD Chief Instructional Officer

Principals: Allison Mercier, Carlos Ramirez, and Maytte Soliz

November 14, 2022





Historical Background Information for Grants



- In 2018-2019, the three elementary campus were identified for Targeted Support and Improvement.
- This identification qualified the campuses to apply for the Effective Schools Framework (ESF) Focus Grants.
- Districts did not receive Accountability Ratings in 2019-2020, and 2020-2021.
- The Focus Grants were awarded for two years: 2021-2022 and 2022-2023.

2018-2019 Closing The Gap



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

Accountability Rating Summary

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

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

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

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
 NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

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.



Federal Accountability

- ❖ Campuses are identified for Targeted Support as part of the Federal Accountability System
- ❖ Domain 3 under the State Accountability system is the Federal portion of the district's accountability.
- ❖ This domain is referred to as Closing the Gaps.
- ❖ This domain in Elementary measures 14 Sub-Populations of Students:
 - ❖ Academic Achievement in Reading and Math
 - ❖ Growth Status
 - ❖ English Language Proficiency Status
 - ❖ Student Success Status

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
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ESF Focus Grant

- The ESF Focus Grant was an award of \$162,362.34 over a two year period for each campus.
- The district contracted with the ESC 15 to facilitate the Effective Schools Framework professional development and guidance. The campus cost is \$15,000.00 per year, funded by the grant.
- Remaining funds are approved for resources and materials, professional development, and extra duty pay for staff (such as attending the Campus Leadership training before school began).
- ESC 15: Dr. Michael Bohensky, Rob Hollis and Ryan Knickerbocker partnered up with the three campuses. This is the second year of implementation.
- The ESC 15 partnership:
 - Provide PD for Principals and Cluster Leaders
 - Conduct walk-throughs with Principals for calibration
 - Mediate meetings with TEA
 - Assist in the Goal Settings and Data Collections
 - Submit required quarterly reports to TEA



Closing the Gaps Goals



- **Dr. Fermin Calderon:** Due to the significant growth made in the 2022 accountability year, we plan to have an overall "B" again in 2023. The campus plans to increase the overall score by making an impact in Domain 3--Closing the Gaps. The campus scored an overall domain score of 75 in 2022 and an increase of a minimum of 5% points will move to an 80% for Domain 3. Intentional planning to benefit data meetings that improve academic achievement for ALL students in specifically reading will be a focus to make this goal a reality.
- **Garfield Elementary:** By the end of the 2022-2023 school year, 60% of all students will be at the "Meets" level in the ELAR & Math STAAR.
- **North Heights Elementary:** By June 2023, NHE will increase Academic Achievement for All students by 15% in both reading and math. Meeting this goal will allow our overall Academic Achievement increase in "Meets and Masters," which will also increase Domain 1.

Campus Target Goals

- All three campuses focused on the two Essential Actions below:
 - Essential Action 5.1 Effective classroom routines and instructional strategies.
 - Essential Action 5.3 Data-driven Instruction.
- The two year process is divided into four Cycles.
- Each cycle includes a 90 day outcome.



Essential Actions Implementation

- Key Practices
- Rationale
- How to Build Capacity in the Essential Action
- Desired Annual Outcome
- District Commitment
- Desired 90 Day Outcomes
- Review and evidence of achieving the annual outcome



Campus Profile – Dr. Fermin Calderon Elementary



District Name <input type="text" value="san felipe"/> <input checked="" type="checkbox"/> SAN FELIPE-DEL RIO CISD		Campus Name <input type="text" value="Search"/> <input type="checkbox"/> DEL RIO MIDDLE 8TH GRADE C... <input checked="" type="checkbox"/> DR FERMIN CALDERON EL <input type="checkbox"/> DR LONNIE GREEN JR EL <input type="checkbox"/> GARFIELD EL <input type="checkbox"/> IRENE C. CARDWELL EL		GRANTS 2022 Rating: B Pathway 1/2: Pathway 1 ESF Grant?: Yes External VIP: null Latest **ESF Visit Date: Tuesday, February 22, 2022 ESF Facilitator: Michael Bohensky	
		FEDERAL LABEL 2021: Targeted Support 2022: null		22-23 Fed Yrs Unacc	

Campus Information												
CAMPUS NAME	CAMPUS #	2022-23 SI Specialist	REGION	Grade Span	% EcoDis	% EB/EL	% SpEd	Charter	First AEC	NEW CAMP	Pair Campus #	PAIR NAME
DR FERMIN CALDERON EL	233901112	Sandra Kolorav	'15	'KG - 05	85.20	6.50	10.80	N	N	N		null

2018 Overall Score, 2019 Overall Score and 2022 Overall Scaled Score ● 2018 Overall Score ● 2019 Overall Score ● 2022 Overall Scaled Score 	Domain 1 Scaled Score ● 2018 ● 2019 ● 2022 	Campus Ratings 2022: B 2021: NR-Disaster 2020: NR-Disaster 2019: C 2018: MS 2017: MS 2016: MS 2015: MS 2014: IR	Reset Filters
Domain 2-A Scaled Score ● 2018 ● 2019 ● 2022 	Domain 2-B Scaled Score ● 2018 ● 2019 ● 2022 	Domain 3 Scaled Score ● 2018 ● 2019 ● 2022 	

Campus Profile – Garfield Elementary



District Name <input type="text" value="san felipe"/> <input checked="" type="checkbox"/> SAN FELIPE-DEL RIO CISD		Campus Name <input type="text" value="Search"/> <input type="checkbox"/> DEL RIO MIDDLE 8TH GRADE C... <input type="checkbox"/> DR FERMIN CALDERON EL <input type="checkbox"/> DR LONNIE GREEN JR EL <input checked="" type="checkbox"/> GARFIELD EL <input type="checkbox"/> IRENE C CARDWELL FI		GRANTS 2022 Rating: B Pathway 1/2: Pathway 1 ESF Grant?: Yes External VIP: null Latest **ESF Visit Date: Thursday, February 24, 2022 ESF Facilitator: Raelye Self	
		FEDERAL LABEL 2021: Targeted Support 2022: null		22-23 Fed Yrs Unacc	

Campus Information												
CAMPUS NAME	CAMPUS #	2022-23 SI Specialist	REGION	Grade Span	% EcoDis	% EB/EL	% SpEd	Charter	First AEC	NEW CAMP	Pair Campus #	PAIR NAME
GARFIELD EL	233901102	Sandra Kolorav	'15	'KG - 05	90.10	42.50	16.00	N	N	N		null

2018 Overall Score, 2019 Overall Score and 2022 Overall Scaled Score

● 2018 Overall Score ● 2019 Overall Score ● 2022 Overall Scaled Score

Year	Score
2018	68
2019	78
2022	87

Domain 1 Scaled Score

● 2018 ● 2019 ● 2022

Year	Score
2018	64
2019	69
2022	72

Campus Ratings

2022	B
2021	NR-Disaster
2020	NR-Disaster
2019	C
2018	MS
2017	MS
2016	MS
2015	MS
2014	MS

Reset Filters

Domain 2-A Scaled Score

● 2018 ● 2019 ● 2022

Year	Score
2018	67
2019	80
2022	91

Domain 2-B Scaled Score

● 2018 ● 2019 ● 2022

Year	Score
2018	69
2019	75
2022	80

Domain 3 Scaled Score

● 2018 ● 2019 ● 2022

Year	Score
2018	67
2019	74
2022	79

Campus Profile – North Heights Elementary

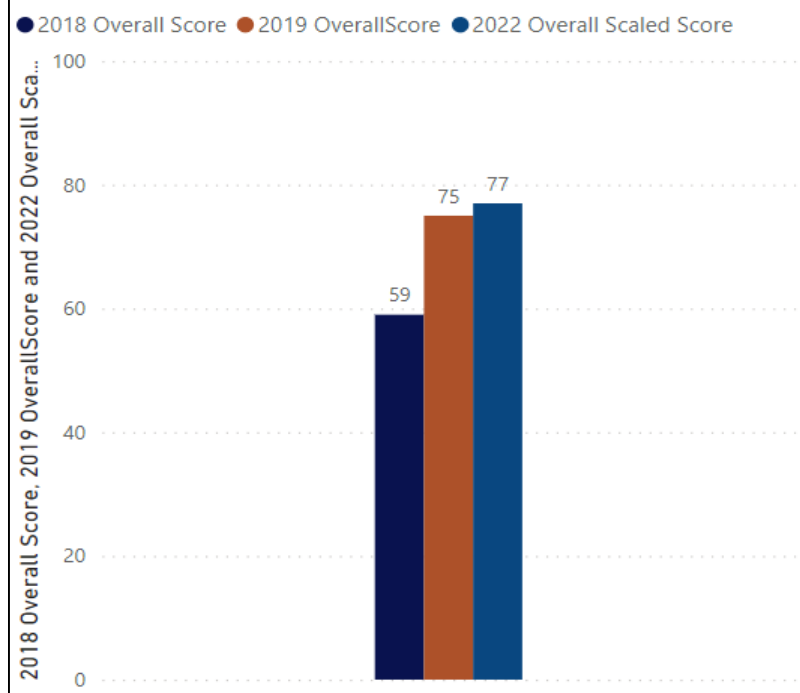


District Name <input type="text" value="san felipe"/> <input checked="" type="checkbox"/> SAN FELIPE-DEL RIO CISD	Campus Name <input type="text" value="Search"/> <input type="checkbox"/> LAMAR EL <input checked="" type="checkbox"/> NORTH HEIGHTS EL <input type="checkbox"/> ROBERTO BOBBY BARRERA EL S... <input type="checkbox"/> RUBEN CHAVIRA EL <input type="checkbox"/> SAN FELIPE MEMORIAL MIDDLE	GRANTS 2022 Rating: C Pathway 1/2: Pathway 1 ESF Grant?: Yes External VIP: null Latest **ESF Visit Date: Thursday, February 24, 2022 ESF Facilitator: Ryan Knickerbocker

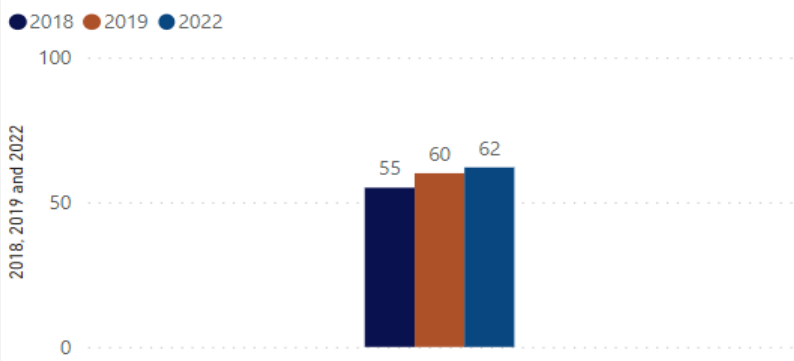
Campus Information

CAMPUS NAME	CAMPUS #	2022-23 SI Specialist	REGION	Grade Span	% EcoDis	% EB/EL	% SpEd	Charter	First AEC	NEW CAMP	Pair Campus #	PAIR NAME
NORTH HEIGHTS EL	233901103	Sandra Kolorav	'15	'KG - 05	81.80	6.80	12.70	N	N	N		null

2018 Overall Score, 2019 Overall Score and 2022 Overall Scaled Score



Domain 1 Scaled Score

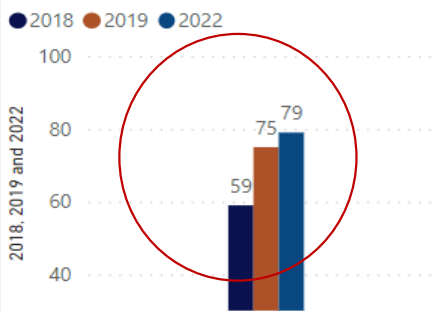


Campus Ratings

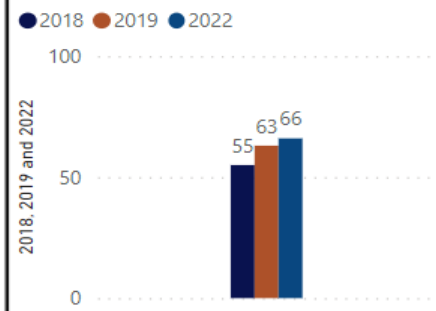
2022	C
2021	NR-Disaster
2020	NR-Disaster
2019	C
2018	IR
2017	MS
2016	MS
2015	MS
2014	IR

Reset Filters

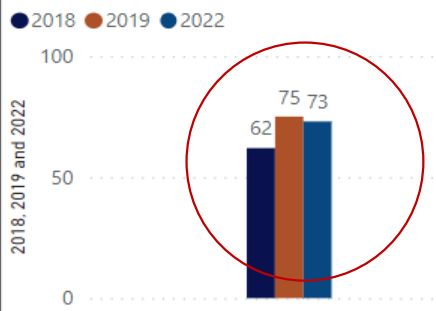
Domain 2-A Scaled Score



Domain 2-B Scaled Score



Domain 3 Scaled Score



Additional ESC 15 Support



Date	Topic
October 2, 2022	Using Student Artifacts to Guide Data Meeting and Instruction
November 14, 2022	Aggressive Monitoring: Doing it Daily
January 9, 2022	Engaging Students in Daily Formative Assessments
February 13, 2022	Reteach Models and Effective Analysis of Student Management
March 20, 2022	Spiraling Reteach through Developing New Learning



Questions?