

Laredo Independent School District
Heights Elementary School
2017-2018 Campus Improvement Plan



Mission Statement

In keeping with our motto,
We, the faculty of Heights Elementary School,
strive on a daily basis
to provide each student with the opportunity
to reach his or her potential.

Vision

Heights Elementary School staff and parents will work together with the surrounding community to provide the necessary values and skills needed by our students to become productive citizens capable of accomplishing any endeavor in our ever changing and multicultural society.

Value Statement

At Heights Elementary School, we "Dream It," Dare It," and Do It!"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

*Student enrollment continues to remain above 555 students.

*There are 496 students identified as At Risk, 494 students identified as Economically Disadvantaged, 445 students identified as LEP, 22 exited students, 28 students identified as Special Ed, 32 students identified as GT, 0 students identified as Migrants and 21 students identified as Recent Immigrants.

*For the 2015-2016 school year, fewer students from Mexico have registered at the school whose primary language is Spanish as compared to last school year.

*The average attendance rate for the first four six weeks periods is 98.27% for an increase of 1.57% from last school year. Parent conferences are held for students who have unexcused absences, who have been absent three days or more or are consistently tardy to school. The administrative staff and office staff are consistently calling parents of students who have not reported to work. In addition, the School Messenger System automatically calls parents of students who have been reported as absent from school. The attendance officer assigned to the school has proactively worked with school officials in addressing attendance issues.

*The student-teacher ratio is 25/1 in the Kinder-5th grade levels, 22/1 in PK3 while the Head Start classes are at a ratio of 19/1.

*Student mobility during the 2015 - 2016 school year has also decreased this school year.

Demographics Strengths

*Heights students tend to have a preference for speaking the English language rather than the Spanish language.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Additional classroom space is needed due to increased enrollment. **Root Cause:** The building was only intended to house three classes per grade level from PK4 - 5th grade. Since the opening of the school, two PK 3 classes have been added, one additional PK 4, 1st and 3rd grade classes have been added due to increasing enrollment. Some teachers are housed in small rooms and the art room and science lab room have had to be turned

into additional classrooms.

Student Achievement

Student Achievement Summary

The 2014 – 2015 Texas Academic Performance Report reflects Heights Elementary Accountability rating as “Met Standard” with Distinctions earned in Academic Achievement in Reading/ELA and Top 25% Closing of Performance Gaps and in Postsecondary Readiness.

*The 2015 System Safeguards for performance indicate that 81% of students met phase-in satisfactory standard in reading, 88% of students met phase-in satisfactory standard in writing and 84% of students met phase-in satisfactory standard in science. The Math STAAR scores were not included in 2015 accountability.

*In the 2015, Index 1: Student Achievement Calculation Report, 83% of students at the school met Phase-In 1 Level II in all subjects. In the Student Achievement Data Table, all student populations scored between 50% to 88% in all subjects tested. The percentage of students meeting standards for all subject areas was the lowest for the Special Education student population with scores ranging from a 50% to 83%.

*The 2015 Index 2: Student Progress Calculation Report indicates that Heights Elementary School received 262 out of a possible 600 points. The school out-performed the Index 2 target score of 30 with a score of 44.

*The 2015 Index 3: Closing Performance Gaps Calculation Report indicates that Heights earned 95 points in the Reading Weighted Performance area, 95 points in the Writing Weighted Performance area, and 88 points in the Science Weighted Performance area for the Hispanic student population for a total of 278 points out of a possible 600 points. The school out-performed the target score of 28 with a score of 46. The scores for the Math STAAR test were not calculated in 2015 Accountability.

*The 2015 Index 4: Postsecondary Readiness Calculation Report indicates that Heights students had 18% of its students meeting postsecondary readiness. The school received 36 points out of 200 points. The target score for index 4 is 12 with the school out-performing the targeted score with a score of 18.

* For the 2015 Systems Safeguards, Heights Elementary School had a 100% participation and performance rates.

Student Achievement Strengths

*Reading, Math, Writing, Social Studies, Science CBA's meet or exceed passing standards for most six weeks testing periods.

*Mid-assessment scores in 3rd , 4th and 5th grades did not meet standards due in part to some student expectations not being taught at the time of testing.

*C-PALLS MOY data for the Pre-Kinder 3/4 Program reflects that students are making gains in the areas of letter recognition, vocabulary, phonemic

awareness and math.

*TPRI/Tejas-Lee data reflects that most students are making gains in most areas tested. _

*Technology implementation among students is high.

*Instructional delivery for students in grades PK 4 – 5th is conducted mostly in English.

*The majority of teachers are advocates of the Accelerated Reading Program leading the campus to having the highest average for the last five years from among all elementary schools.

*An intervention/enrichment period had been added for all students from Kinder through 5th grades. Intensive intervention or enrichment is being provided by classroom teachers, the Instructional Specialist and the CEI Intervention Aide.

*Extended Day and Super Saturday sessions are held during the second semester for students from 3rd through 5th grade. Tutorial sessions are held for students from Kinder through 5th grade throughout the school year beginning in September.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Writing CBA and STAAR scores decreased during the 2015 - 2016 administration of the STAAR Test for all student populations.

Root Cause: Students are struggling with the editing and revising section than the actual written composition section of the STAAR Test.

Problem Statement 2: TPRI/Tejas-Lee data for 2015 - 2016 reflected that there are areas of concern in the areas of GK spelling, graphophonemic awareness, and reading comprehension for grades K - 2nd and phonological awareness including rhyming, alliteration and word segmentation in the PK 4 grade level. **Root Cause:** For the 2016 - 2017 school year, there were many first time students to the Pre-Kinder and Kinder level than usual. In addition, C-Palls data of students who were at Heights reflected that that phonological awareness including alliteration, rhyming and word segmentation were areas of concern in the PK-4 students going up to kinder.

School Culture and Climate

School Culture and Climate Summary

*A safe, nurturing and supportive learning environment is evident throughout the school.

*Attendance among students for the first six weeks of school has ranged from 97.6% to 99.01 % for the 2015 - 2016 school year.

School Culture and Climate Strengths

*Teachers and staff members serve as positive role models for students.

*The Head Start Program works collaboratively with Pre-Kinder teachers in order to provide students with the tools to meet their highest potential.

*Laredo Community College has established an Adult ESL Program at Heights Elementary School offering classes Tuesday - Thursday in the evening.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Although many parents attend school functions and activities such as program report card days, open house days, etc., the number of parents attending scheduled parenting sessions is not high. **Root Cause:** Many of parents of Heights students are working parents and sessions are scheduled during school time.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

*All teachers and para-professionals are all “Highly Qualified” under the NCLB regulations.

Staff Quality, Recruitment, and Retention Strengths

* Retention rates for staff members is phenomenal. Staff members only leave when staff members retire, get promoted or there is a loss in student membership.

*All staff members attend staff development sessions throughout the school year that will support them in getting students to succeed academically. Staff development is available at the campus via presenters or online. Professional development occurs every six weeks period with technology staff developments being held as often as new websites or apps become available or new technology hardware is made available at the school.

*Two videos from the Edivate(PD 360) Program are viewed by all staff members each six weeks period.

*Teachers identify areas that they would like to receive additional staff development training in Part 1: Data Analysis and Goal Setting of the T-TESS Professional Practices and Responsibilities form. Other areas are identified on an individual basis based on the Observation Report completed by their appraiser.

*Teachers are provided with follow-up data regarding their performance in the classroom by administrators via informal walkthroughs, T-TESS observation reports or OTA (Organized Team Activity) visits.

*Instructional Deans for each discipline and Instructional Supervisors are readily available to support staff members.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers of the Pre-Kinder, Kinder, 1st and 2nd grades levels need continued support in the form of staff development and support from academic deans in order to better prepare students to pass the STAAR Test as they move up to the upper grade levels. **Root Cause:** More focus has been placed on providing teachers of the 3rd, 4th and 5th grade levels with the support needed in order to prepare their students to perform well on the STAAR Test.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

*The South Texas Curriculum Project is aligned to the TEKS and is used by teachers for instructional planning.

*The District's LEAD document is a curriculum guide provided to all teachers which includes a time-line, academic vocabulary words and rigorous resources aligned to the state standards for all core subject areas.

*Differentiated instruction, flexible grouping and grouping for pull-out intervention assistance is based on teacher observation and local and state assessments.

Curriculum, Instruction, and Assessment Strengths

*DMAC is utilized to disaggregate data, plan for instruction and remediation by staff members.

*Programs to support student's academic success have been added to the instructional program such I-Station, Lexia, Envision, Fusion, Pearson Math, Think Through Math, Starfall, the Vault Program, Moby Max, and online access to the Wordly Wise Vocabulary Program in science and social studies for 4th and 5th grade students and Wordly Wise Vocabulary Program for 2nd - 5th grades.

*Interactive reading, math, science and social studies software is used in the classrooms and computer labs to enhance instructional delivery by teachers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students do not have enough access to desktop computers in the classroom in order to conduct research for assigned essays, special projects, etc. **Root Cause:** Classrooms do not have enough desktop computers do to research without having to go to the library or computer lab

Family and Community Involvement

Family and Community Involvement Summary

- *A safe, nurturing and supportive learning environment is evident throughout the school.
- *A Parental Liaison is assigned to the school to facilitate parental involvement.
- *All communications from the school to home are in both English and Spanish whether written or via the phone messaging system.
- *Parents are assigned to campus committees.

Family and Community Involvement Strengths

- *Community agencies such as law enforcement agencies, SCAN, HEB, the Girl Scouts Organization, Junior Achievement, University Health Science Center – Healthy Smile Program, Dental Planet, BBVA Compass Bank, SCAN, Inc. Texas Roadhouse and Olive Garden Restaurants, and United Methodist Church among others are involved in presenting information to students and/or providing services to and for students.
- *Orientation in May is provided to parents whose children attend the Webb County Head Start Program or Daycare Centers for a smoother transition to the school environment for the ensuing school year.
- *A Skyward Parent Portal is available for parents to register and obtain information about their child's grades, attendance and provide with the capability to register for their child/children for the ensuing school year.
- *A parent survey is conducted by the Laredo ISD in order to seek input about the school, the District, services provided and other items.
- *Reading and literacy are promoted by having a designated day of the week whereby the library remains open for extended hours and by scheduling Reading Family Nights.
- *Important school messages and calls about absenteeism go out to parents via the School Messenger System. Newsletters are distributed to parents on a weekly and monthly basis and homework assignments are distributed to parents on a weekly basis.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Parents should be able to use the Skyward Parent Portal with ease and frequency in order to access grades, attendance, etc. **Root Cause:** Many parent do not have the Internet capability to access the Skyward Parent Portal. This is evident in the high number of parents coming to the school to register their children for the subsequent school year.

Problem Statement 2: Although there are parent meetings held, there is no active Parent-Teacher organization at the campus. **Root Cause:** Few parents have shown interest in attending meetings in the evening.

School Context and Organization

School Context and Organization Summary

*Administration and faculty know students on a first-name basis.

*Teachers, staff and administrators have high expectations for all students.

School Context and Organization Strengths

*Teachers have input in purchasing instructional materials that they feel is necessary for students to be academically successful.

*Teachers are provided with additional support from the Instructional Specialist, Technology Trainer and the Campus Education Interventionist (CEI).

*School functions such as Open House Day, Progress Report Day, Report Card Nights, Reading Night, STAAR Parent meetings, kinder parent meetings, Head Start Parent meetings, etc. so that parents are aware of their children's academic progress are held periodically throughout the school year.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Parental sessions held during school time are not well attended. **Root Cause:** Many Heights parents are considered working parents. In addition, parents have stated that they have no one to care for their other children so that they might attend parental sessions.

Problem Statement 2: School budget monies need to be carefully spent for instructional supplies such as workbooks, licenses, etc. due to monies being dedicated for personnel costs for the subsequent school year. **Root Cause:** A certain amount of monies is allocated to funding two CEI aides. These individuals work with the Instructional Specialist in providing intervention and enrichment activities to students. This has decreased the amount of monies available for instructional supplies.

Technology

Technology Summary

- *A Technology Trainer is on campus two and one-half days per week and is knowledgeable on the technology available on campus.
- *Professional development for teachers is made available on the latest technology trends.
- *Teachers are more comfortable using various forms/types of technology to deliver their daily instruction.
- *Technology and digital resources are allowing students access to the curriculum in reading, math science and social studies.
- *Technology allows teachers to integrate the LEAD documents in their daily instruction routine.

Technology Strengths

- *Technology integration is visible among teachers with mimeos, projectors, document cameras and iPADS in the classrooms.
- *Teachers trained with iPADS are fully integrating the iPad and educational apps with their instructional delivery.
- *Support is available for teachers on how to continue integrating their instructional delivery from the Technology Trainer.
- * iPad and computer laptop carts have brought technology into the classroom which allows students in the classroom to have hands-on access in the classroom.
- *Technology integration is visible among teachers with mimeos, high tech projectors, document cameras and iPADS in the classrooms.
- * iPad and computer laptop carts have brought technology into the classroom which allows students in the classroom to have hands-on access in the classroom.
- *Teachers trained with iPADS are fully integrating the iPad and educational apps with their instructional delivery.
- *Support is available for teachers on how to continue integrating their instructional delivery from the Technology Trainer.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a need for more iPad and laptop carts so that students of all grade levels have the benefit of utilizing technology in the learning process. **Root Cause:** The school has given up one computer lab solely for use in providing student intervention and enrichment. One laptop cart has been used to create another room where intervention and enrichment services can be provided. Because there is only one computer lab available for the entire school, it has become increasingly harder for classes to go to the computer lab more than once.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Goals










Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 1: Throughout the 2017 - 2018 school year, Heights Elementary School staff will continue to implement an innovative system of learning based on the Super Eight and other instructional activities and will also utilize data in planning for instruction as evidenced by a gain from the established passing standard in all sections of the STAAR Test and by meeting Federal System Safeguards for all student populations in reading and math including at-risk, bilingual, special education and GT students.

Evaluation Data Source(s) 1: Throughout the 2017-2018 school year, Heights Elementary teachers will implement the District's LEAD Document based on the South Texas Curriculum Project, Thinking Maps, academic vocabulary and other instructional activities in addition to utilizing data when planning for instruction so that 100% of the needs of all student populations are met instruction as evidenced by a gain from the established passing standard in all sections of the STAAR Test and by meeting Federal System Safeguards for all student populations in reading and math including at-risk, bilingual, special education and GT students.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Heights Elementary teachers, administrators, librarian and instructional specialist will disaggregate campus data to determine appropriate instruction for all student student populations.</p>	1, 2, 8	Principal, Assistant Principal, Instructional Specialist	Data will be disaggregated by teachers on a weekly basis.				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Heights Elementary teachers will implement the District's LEAD Documents in all core areas, The Fundamental Five, Super Eight, Thinking Maps, anchor charts, ELPS, SIOP, vocabulary word study through the online science and social studies, the workbook version of Wordly Wise for 1st through 5th grade students and other instructional strategies in the four core areas in order to facilitate instruction for the at-risk population.</p>	3, 9	Principal, Assistant Principal	Teachers will meet weekly to review data when planning for instruction.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Heights Elementary School teachers will have students create foldables and/or graphic organizers for math, science, social studies and reading in order facilitate the understanding of concepts for students.</p>	2, 3, 8, 9	Principal, Assistant Principal	Students will use their created foldable and/or graphic organizers to increase their understanding of concepts.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Heights Elementary School teachers will use interactive journals to serve as note taking and reference tools in order to help all students become resourceful, independent and self-directed.</p>		Principal, Assistant Principal	Teachers will monitor daily use of interactive journals by providing reflective comments.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 2: By May 2018, Heights Elementary School students will strive to increase their overall academic performance as evidenced by a gain from the established passing standard in all sections of the STAAR Test and by meeting Federal Systems Safeguards for all student populations in reading and math including at-risk, bilingual, special education and GT students.

Evaluation Data Source(s) 2: Eighty-six percent of all Heights students in all grade levels will meet projected goals in all state tests and meet ARD expectations. The campus will also meet Systems Safeguards in all areas measured for all populations in reading and math including at-risk, bilingual, special education and GT students.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Heights Elementary School 3rd grade students in all student populations will score at Approaches, Meets or Masters level in reading and math. Third grade students will exceed 2017 STAAR scores of 65% in reading and 83% in math. Heights Elementary School 4th grade students in all student populations will score at Approaches, Meets or Masters level in reading, math and writing. Fourth grade students will exceed 2017 STAAR scores of 81% in reading, 87% in math and 85% in writing. Heights Elementary School 5th grade students in all student populations will score Approaches, Meets or Masters level in reading, math and science. Fifth grade students will maintain or exceed 2017 STAAR scores of 100% in reading, 100% in math and 87% in science. In order to meet the Federal System Safeguard standard of 91%, Heights Elementary School will strive to meet or surpass the rating in both reading and math. Intervention services from the Dyslexia Program teacher, differentiated instruction, accelerated instruction, ELPS and SIOP strategies provided by teachers, intervention and enrichment classes built in throughout the school day for core subject areas, tutorial sessions, extended day sessions and Super Saturday sessions will be provided to students according to their individual needs.</p>	1, 2, 3, 8, 9	Principal, Assistant Principal	<p>Intervention and enrichment classes, tutorials, extended day classes and Super Saturday sessions will be held and data will be analyzed to check for student progress and for instructional planning.</p> <p>Tutorial and extended classes and Super Saturday sessions will be monitored by administration.</p>				
<p>Funding Sources: 199 - General Fund: SCE (PIC 30) - \$12,000.00, 199 - General Fund: Bilingual (PIC 25) - \$5,000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							









Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 3: By the end of May 2018, 90% of Heights 5th grade students will demonstrate growth in the science test instruction as evidenced by a gain from the established passing standard in all sections of the STAAR Test and by meeting System Safeguards for all student populations including at-risk, bilingual, special education and GT students.

Evaluation Data Source(s) 3: Throughout the 2017-2018 school year, Heights Elementary teachers will implement effective science instructional activities that will reflect an increase in science STAAR Test scores as evidenced by a gain from the established passing standard and by meeting System Safeguards for all student populations including at-risk, bilingual, special education and GT students.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Heights Elementary School teachers will continue to attend science staff development sessions in order to increase local and state assessment scores.</p>	1, 2, 3, 4, 8	Principal, Assistant Principal	CBA's and mid-assessment tests will be administered and data will be analyzed.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Heights Elementary teachers will be trained on emphasizing the use of academic language, ELPS, SIOP strategies and Thinking Maps when teaching science.</p>		Principal, Assistant Principal	Teachers will continue to receive staff development throughout the school year.				
<p>3) Heights Elementary School students will participate in campus and district level science fair. Students projects will be judged as per set criteria. Students will receive 1st - 4th place ribbons and certificates of participation.</p>		Principal, Assistant Principal	Teachers will monitor the number of students completing projects and their progress towards the completion of their projects.				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$300.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Heights Elementary School teachers will continue to use science hands-on activities in the science lab or in their classrooms.</p>	1, 2, 3, 4, 9	Principal, Assistant Principal	Attendance at the science lab will be monitored by the sign-in roster and completed Summary of Science Lab form.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>5) Teachers will use the locally prepared 5th grade Science STAAR Study Guide to enhance their instructional delivery.</p>	1, 2, 3, 4, 9	Principal, Assistant Principal	Teachers will monitor the use of the science study guide by students in class.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>6) Heights Elementary teachers will use instructional materials provided from Science Fusion, Rock and Learn videos, reference materials, Discovery Education, websites such as I-Station, Brain Pop, Science, Smarty Ants and Achieve 3000, etc., in order to enhance instruction.</p>		Principal, Assistant Principal	Students academic progress will be monitored at the end of every six weeks through the administration of CBA tests.				
Funding Sources: 199 - General Fund: SCE (PIC 30) - \$4,500.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 4: By the end of May 2018, Heights Elementary School students will increase their knowledge of important geographical and historical information by attaining an 85% passing standard on curriculum-based tests.

Evaluation Data Source(s) 4: Throughout the 2017-2018 school year, Heights Elementary teachers will implement effective social studies instructional activities that will reflect an overall increase in social studies CBA scores as evidenced by an overall 85% score for all students including at-risk, bilingual, special education and GT students.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Heights Elementary teachers will use instructional materials such as maps, globes, reference materials, Discovery Education, websites such as government.org, kids.gov, ushistory.org, archives.gov, Brain Pop and various iPad Apps etc., in order to enhance instruction.</p>		Principal, Assistant Principal	Students academic progress will be monitored at the end of every six weeks through the administration of CBA tests.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Heights Elementary School teachers will attend social studies staff development training sessions in order to increase CBA scores.</p>	1, 3, 4, 8	Principal, Assistant Principal	CBA's will be administered and data will be analyzed.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Heights Elementary School teachers will continue to implement South Texas Curriculum Project via the District's LEAD Document in social studies in order to provide effective lessons in their instructional delivery.</p>	1, 2, 3, 4, 8, 9, 10	Principal, Assistant Principal	Teacher's lesson plans will be monitored and will reflect effective use of social studies instructional materials and lessons.				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							













Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 5: Throughout the 2017-2018 school year, Heights Elementary School students in every student population grouping will receive instructional support in all core areas in order to increase overall academic instruction as evidenced by a gain from the established passing standard in all sections of the STAAR Test and by meeting System Safeguards for all student populations including at-risk, bilingual, special education and GT students.

Evaluation Data Source(s) 5: 100% of Heights Elementary School staff members will participate in initiatives for the improvement of academic achievement in instruction in all core areas as evidenced by a gain from the established passing standard in all sections of the STAAR Test and by meeting System Safeguards for all student populations including at-risk, bilingual, special education and GT students.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Heights Elementary School economically disadvantaged, bilingual, special education and G.T. students will receive differentiated instruction based on individual needs. Bilingual students will receive instruction based on the Transitional Early Exit Bilingual Model, the ELPS and in SIOP strategies. Training will be provided by the Bilingual Strategist assigned to the school.</p>	1, 2, 3, 8	Principal, Assistant Principal	Teachers will use appropriate assessments including TPRI/Tejas Lee, LAS, etc. to identify the needs of students.				
Funding Sources: 263 - LEP Bilingual Program Fund - \$13,560.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Heights Elementary School Special Education teachers and other Special Education personnel such as the speech, occupational and physical therapists will ensure that special education students are taught and provided services using their accommodations and modifications in order to meet their individual needs and grade level curriculum.</p>		Principal, Assistant Principal	Teachers will review I.E.P.'s on a six weeks basis.				
Funding Sources: 199 - General Fund: Special Education (PIC 23) - \$232,494.00, 224 - IDEA - Part B: Formula Fund - \$40,863.00, 435 - SSA Regional Day School - Deaf - \$13,704.00							

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Heights Elementary School Student Support Team will meet to follow up on student progress and/or monitor students and that R.T.I.(Response to Intervention) has been met for all students in need of intervention. Progress monitoring will occur every two weeks for these students.</p>	1, 2, 3, 4, 8, 9	Principal, Assistant Principal	Documentation of signatures and minutes of the School Support System (SSS) Team. Referral forms will be completed by teachers and will be documented in DMAC.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Heights Elementary School students who have been identified as needing additional intervention (Tier 2) in reading grades K-2nd will receive support from the the CEI Lab Assistants and students in grades 3rd - 5th will receive support from the Instructional Specialist using support materials from the Journeys Reading series, Smarty Ants, Achieve 3000 I-Station, etc.</p>	1, 2, 3, 4, 8, 9, 10	Principal, Assistant Principal	Teachers will screen students in order to identify students who will receive additional reading intervention.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>5) Heights Elementary School teachers will provide intervention and enrichment to students throughout the school day in reading, writing, math science and social studies.</p>	1, 2, 3, 9	Principal, Assistant Principal, Instructional Specialist	Students academic progress will be monitored at the end of every six weeks through the administration of CBA tests and other measures.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Heights Elementary School teachers will ensure that students identified as migratory students are provided the necessary educational programs and interventions addressing specific, individual needs so that these students can experience academic success.</p>	1, 2, 3, 4, 8, 9, 10	Principal, Assistant Principal	Teachers will use appropriate assessments and other data to plan instruction and interventions.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							











Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 6: Throughout the 2017-2018 school year, Heights Elementary School staff will monitor and evaluate all instructional programs and instructional activities. Students in all student populations will demonstrate an increased in student achievement as evidenced by a gain from the established passing standard in all sections of the STAAR Test and by System Safeguards for all student populations including at-risk, bilingual, special education and GT students.

Evaluation Data Source(s) 6: 100% of Heights Elementary School students participating in tutorial/extended day and Super Saturday sessions and pull-out intervention grouping will demonstrate an increased in student achievement as evidenced by a gain from the established passing standard in all sections of the STAAR Test and by meeting System Safeguards for all student populations including at-risk, bilingual, special education and GT students.

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Heights Elementary School administration will monitor classroom instruction, all tutorial, extended day and Super Saturday sessions.</p>	1, 2, 9	Principal, Assistant Principal	Instruction will be monitored through the forms found in DMAC PDAS application.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Heights Elementary School teachers will help students understand and master basic academic language through the use of the Six Steps for Building Academic Vocabulary in order to increase their understanding of core area subjects and academic achievement.</p>	1, 2, 3, 4, 8, 9	Principal, Assistant Principal	Evidence of academic language using the six-step process by teachers. Evidence of academic word walls displayed in each classroom.				








<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Heights Elementary School teachers will expose students to journal writing and note-taking on a daily basis in all grade levels. Teachers will also incorporate the District's Writing Plan and TELPAS Tuesday writing Pan on a weekly basis. Students will incorporate their journal writing, quick writes, TELPAS writing topics and note-taking skills in theme notebooks, themed paper and/or campus-made journals.</p>	1, 2, 3, 4, 8, 9	Principal, Assistant Principal	Evidence of journal writing and note-taking on a daily basis will be monitored through classroom observation and reflection.				
<p>System Safeguard Strategy</p> <p>4) Heights Elementary School teachers will use the eight visual patterns for critical thinking skills (Thinking Maps) in all core areas in order to enhance their critical thinking skills.</p>	1, 2, 3, 4, 8, 9	Principal, Assistant Principal	Use of the Eight Thinking Maps will be monitored using the district's time line through classroom observation.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>5) Heights Elementary School teachers will implement the basic principles of "The Fundamental Five" and the Super Eight and Core Values in their daily instructional delivery.</p>		Principal, Assistant Principal	Classroom instruction will be monitored by campus administrators on a daily basis using the format found in the DMAC T-TESS application. Teacher's binders will be monitored for updated student information.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>6) All teachers will be expected to promote the Accelerated Reader Program among their students in order to improve reading comprehension and fluency levels through the use of library books, Tumblebooks, ebooks, Scholastic class sets and stories from their basal reading books. Reading for fun will also be promoted.</p>		Principal, Assistant Principal, Librarian	Students progress for each teacher will be monitored at the end of every Accelerated Marking period throughout the school year. Students meeting their goal for each marking period will receive an incentive.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 7: By May 2018, Heights Elementary School students will participate in educational field trips and attend motivational presentations in order to enhance their learning experiences.

Evaluation Data Source(s) 7: 100% of Heights Elementary School students will participate in educational field trips and motivational presentations.

Summative Evaluation 7:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) As an extension of their daily learning experience in the classroom, Heights Elementary School students will be actively engaged and exposed to field trips and educational field trips to the TAMIU Planetarium, The Imaginarium, the LCC Environmental Center, the City of Laredo Recycling Center, Sea World, the Corpus Christi Aquarium, Week of the Young Child, Disney on Ice, and motivational presentations from Junior Achievement, Texas Roadhouse, International Bank of Commerce, Pocahontas Council representatives, etc.		Principal, Assistant Principal, Teachers	Planned field trips will be incorporated in the teacher's lesson plan. Class rosters of students taking field trips will be submitted to the attendance clerk. Permission slips will be completed by parents and/or guardians and submitted to teachers. Parent volunteers will accompany teachers and students on field trips.				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$2,600.00, 199 - General Fund: Operating (PIC 99) - \$940.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							









Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 8: Throughout the 2017-2018 school year, Heights Elementary School teachers will integrate technology with their instructional delivery including web-based activities, video-conferencing and through the use of document cameras, projectors, digital cameras, interactive boards, computers, etc. with 100% accuracy.

Evaluation Data Source(s) 8: 100% of Heights Elementary School teachers will integrate technology in their instructional delivery which will result in an increase in student achievement as evidenced by a gain from the established baseline passing standard in all sections including at-risk, bilingual, special education and GT students.of the STAAR Test and by meeting System Safeguards for all student populations.

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Heights Elementary School teachers will follow the video-conferencing calendar. Teachers will be required to participate in one video-conferencing session per year.</p>	1, 2, 3, 8, 9	Principal, Assistant Principal, Librarian, Technology Trainer	Teachers will schedule their video conference (V-tel) with the librarian.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Heights Elementary School teachers will plan collaboratively with the Technology Trainer and Librarian in order to implement the integration of technology in the curriculum.</p>	1, 3, 4, 8, 9	Principal, Assistant Principal, Librarian, technology Trainer	Evidence of technology integration found in teacher's lesson plans. Classroom monitoring using the walkthrough format from DMAC and Loti monitoring form found in the Eduphoria School Objects System.				



<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Heights Elementary School teachers will use technology equipment (computers, projectors, document readers, mimeos, a Promethean table, Classflow, Promethean Wall, iPad carts, Learn Pads cart, laptop cart, Blu-ray players, etc.) in order to enhance instructional delivery on a daily basis. To improve network connectivity for instructional use by teachers and students, the school will be re-wired.</p>		Principal, Assistant Principal	Evidence of usage of technology equipment in each teacher's instructional delivery. Classroom monitoring using the Learning Walk and Loti monitoring forms found in the Eduphoria School Objects System.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Heights Elementary School teachers will enhance their instructional delivery through the use of software programs/data bases including superstaronline, Accelerated Reader, Tumblebooks, Lexia, Star Fall, Think Central, Think through Math, Lymboo Math, Moby Max, Sumdog, Splash Math, Britannica Online, Sheppard Software, Teacher Tube, You Tube, I-station, Brain Pop, Learning.com, Discovery Education, Teaching Books, Math Academy, Reading Academy, Wordly Wise 3000, EnVision, Everfi - Financial Literacy, Infusion, Smarty Ants, Achieve 3000, etc.</p>	1, 2, 3, 4, 8, 9, 10	Principal, Assistant Principal	Periodic reports of usage by teachers and students will be monitored.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 9: Throughout the 2017-2018 school year, 100% of Heights Elementary School staff will participate in high quality professional staff development sessions at the campus and district levels in order to ensure that student instruction for all student populations including at-risk, bilingual, special education and GT students will be taught by highly prepared teachers and assisted by highly prepared paraprofessionals.

Evaluation Data Source(s) 9: 100% of Heights Elementary School professionals and paraprofessionals will participate in research-based staff development sessions in order to ensure high quality instruction which will result in an increase in student achievement as evidenced by a gain from the established passing standard in all sections of the STAAR Test and by meeting System Safeguards for all student populations including at-risk, bilingual, special education and GT students.

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Heights Elementary School professionals and paraprofessionals will attend out-of-district staff development sessions. Staff members will present and share what they learned to staff members including topics such as Thinking Maps, hands-on workshops, building academic vocabulary and fluency, STAAR strategies in all core areas tested, interactive journal training, updates on the new math TEKS, LEAD Document updates, Atomic Learning, technology training, the Frog Street conference, TCEA, TMEA, library conferences, nursing conferences, safety, custodial trainings, etc.</p>		Principal, Assistant Principal	Staff development abstracts will be submitted for approval. Staff will register for workshops in the Eduphoria System and/or Region One websites. Appropriate paperwork will be submitted for out-of-district conferences or workshops. Sign-in sheets of staff attending training sessions will be monitored.				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$1,100.00, 199 - General Fund: SCE (PIC 30) - \$600.00, 199 - General Fund: SCE Pre K (PIC 34) - \$6,000.00, 211 - ESEA Title I: Improving Basic Program - \$3,300.00</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Heights Elementary School professionals and paraprofessionals, including custodians and office personnel, will continue to complete mandated staff development sessions/workshops throughout the school year.</p>		Principal, Assistant Principal	Reports will be generated in order to monitor the completion of sessions.				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$1,596,595.00, 199 - General Fund: Operating (PIC 99) - \$619,547.00, 199 - General Fund: Bilingual (PIC 25) - \$58,931.00, 199 - General Fund: Bilingual Pre K (PIC 35) - \$28,838.00, 199 - General Fund: SCE Pre K (PIC 34) - \$241,301.00, 199 - General Fund: SCE (PIC 30) - \$105,946.00, 199 - General Fund: Basic Instruction PreK (PIC 32) - \$179,124.00, 211 - ESEA Title I: Improving Basic Program - \$202,893.00</p>							





<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) The staff development needs of professional and para-professional staff members will be reviewed on annual basis by the Campus Educational Council. Needs will be based on the academic needs of the school's students and instructional needs of staff members.</p>	<p>1, 2, 3, 4, 9, 10</p>	<p>Principal, Assistant Principal, Campus Educational Council</p>	<p>Surveys, needs identified through PDAS, agendas, sign-in sheets of meetings held will be documented and monitored.</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>								








Goal 1: The school district will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each Laredo I.S.D. student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 10: For the 2017-2018 school year, Heights Elementary School will improve attendance from 96.9% to 98%.

Evaluation Data Source(s) 10: 100% of Heights Elementary staff members will encourage daily attendance as evidenced by a 2.0% gain in attendance for the 2017-2018 school year.

Summative Evaluation 10:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Heights Elementary School teachers will hang their attendance star outside their classroom door for each day that their class has achieved perfect attendance.	1, 2	Principal, Assistant Principal	Teachers will hang their star based on attendance taken during the snapshot time (9:45 a.m.).				
<p>Critical Success Factors CSF 1 CSF 5</p> 2) The Heights Elementary counselor will work with students who have either been absent from school three consecutive days and/or who have been excessively absent from school.	1, 2	Principal, Assistant Principal	The counselor will keep a log/documentation of the students she has met with who have been absent three consecutive days or who have been excessively absent from school.				
3) Heights Elementary School teachers will submit their attendance folder by 8:15 a.m. each day to the office so that the attendance clerk and parental liaison can begin making phone calls to the parents of those students who have not yet shown up for school.	1, 2	Principal, Assistant Principal	The attendance clerk and parental liaison will keep a daily log of students who have not reported to school and parents they have contacted. Periodic reports will be generated from Skyward and will be reviewed on a daily, weekly and end of every six week period to check on the school's attendance rate.				
<p>Critical Success Factors CSF 1 CSF 5</p> 4) The school's attendance officer will make home visits for students who have been absent from school three consecutive days or for other issues dealing with truancy or tardiness.		Principal, Assistant Principal	Referrals will be completed by teachers. A copy of completed referrals, with documentation of conferences and home visits will be turned in by the attendance officer and will be kept in the administrative office. Documentation of administrative conferences held with parents and/or guardians will be kept in the administrative office.				









<p>5) Names of students achieving perfect attendance at the end of each six weeks period will have their names posted on school's attendance bulletin board. Students will also receive a certificate for achieving perfect attendance at the end of every six weeks period. Photos of classes achieving perfect attendance will posted on the school's web page each six weeks period.</p>		<p>Principal, Assistant Principal</p>	<p>Incentives will provided for students achieving perfect attendance at the end of each six weeks period. Names of students and photos of classes will be updated each six weeks period.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The school district will provide all students with a safe and nurturing learning environment that promotes attendance, character building and high achievement.

Performance Objective 1: By May 2018, Heights Elementary School teachers and staff will obtain a 100% focus on the whole child by promoting positive behaviors in the classroom and throughout the campus as evidenced by a decrease in disciplinary referrals from 2% to 1% for the 2016-2017 school year.

Evaluation Data Source(s) 1: 100% of Heights Elementary School teachers and staff will effectively implement the CHAMPS Program as evidenced by a decrease in disciplinary referrals from 10% to 5% for the 2017-2018 school year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 6</p> <p>1) Heights Elementary School teachers and staff will continue to be provided with staff development on the CHAMPS Program in order to establish and maintain a safe and orderly school environment. CHAMPS posters will be displayed throughout the campus.</p>	1, 2, 4	Principal, Assistant Principal	Teacher's lesson plans will reflect that CHAMPS will be reviewed with students once a week. Posters will be placed in classrooms and in strategic places around the campus				
<p>Critical Success Factors CSF 6</p> <p>2) Students will adhere to the Laredo Independent School District's Code of Conduct and Dress Code.</p>	1, 2	Principal, Assistant Principal	Adherence to the approved dress code by students will be monitored by administrators and teachers. Referrals for non-compliance of both Code of Conduct and Dress Code violations will be completed.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The school district will provide all students with a safe and nurturing learning environment that promotes attendance, character building and high achievement.

Performance Objective 2: By May 2018, Heights Elementary School teachers and staff will obtain a 100% focus on the whole child by promoting positive behaviors in the classroom and throughout the campus as evidenced by a decrease in disciplinary referrals from 5% to 2% for the 2016-2017 school year.

Evaluation Data Source(s) 2: 100% of Heights Elementary School teachers and staff will effectively implement the CHAMPS Program as evidenced by a decrease in disciplinary referrals from 2% to 1% for the 2017-2018 school year.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Heights Elementary teachers will be provided with staff development on gang and drug awareness. Gang and drug awareness programs will also be made available to students through classrooms presentations. Parents will also be made aware of gang and drug awareness through parent meetings and parenting sessions.</p>	1, 2, 4, 6, 10	Principal, Assistant Principal, Counselor	Oral evaluations and/or questioning strategies will be completed after presentations are made by the counselor, law enforcement agencies and/or community agencies. Sign-in sheets of presenters and parents attending parenting sessions will be kept in the office. Agendas and logs of presentations made will be kept in the office.				
<p>Critical Success Factors CSF 6</p> <p>2) Heights Elementary teachers and staff will receive training on the reporting of sexual abuse and sexual harassment.</p>	1, 2, 4, 10	Principal, Assistant Principal, Counselor	Documentation of staff attending staff development will be kept in the office. Completion of the District's online test for sexual abuse and sexual harassment will be monitored.				
<p>Critical Success Factors CSF 6</p> <p>3) The counselor will implement Trevor Romaine's "Bullies are a Pain in the Brain Program," the "Two Good For Violence" and the "Two Good For Drugs" Programs in Kinder through 5th grades in order to help students become better decision-makers.</p>	1, 2, 10	Principal, Assistant Principal, Counselor	Oral evaluations and/or questioning strategies will be completed after presentations are made by the counselor, law enforcement agencies and/or community agencies. Sign-in sheets of presenters and parenting sessions will be kept in the office. Logs of presentations made will be kept in the office.				
<p>Critical Success Factors CSF 6</p> <p>4) The Heights Elementary School Bully and Gang Prevention Plans including Rachel's Challenge and radKIDS activities will be implemented.</p>	1, 2, 10	Principal, Assistant Principal, Counselor	Oral evaluations and/or questioning strategies will be completed after presentations are made by the counselor, law enforcement agencies and/or community agencies. Sign-in sheets of presenters and parenting sessions will be kept in the office. Logs of presentations made will be kept in the office.				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: The school district will provide all students with a safe and nurturing learning environment that promotes attendance, character building and high achievement.

Performance Objective 3: Throughout the 2017-2018 school year, Heights Elementary School will establish and maintain an environment which will maximize safety as evidenced by 100% implementation of the Crisis Management Plan.

Evaluation Data Source(s) 3: Heights Elementary School students, teachers and staff will respond with 100% accuracy to any emergency scenario as per the Crisis Management including fire drills and lock down drills.

Summative Evaluation 3:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 6</p> <p>1) Heights Elementary School administrators will establish a CERT Team (Crisis Emergency Response Team). This team will have periodic meetings to discuss procedures to follow during scenarios such as fire drill, lock down drill, tornado drills, etc.</p>	1, 2, 4, 10	Principal, Assistant Principal	Sign-in sheets and agendas of CERT meetings will be completed.				
<p>Critical Success Factors CSF 6</p> <p>2) Heights Elementary School administrators will conduct monthly fire drills and bi-annual lock down drills with all teachers and students.</p>	1, 2, 10	Principal, Assistant Principal	Documentation of drills conducted will be documented on the district form provided by the Safety Department and will be kept by the school's safety officer.				
<p>Critical Success Factors CSF 6</p> <p>3) The school's safety officer will conduct monthly meetings with staff members to discuss topics discussed at the District's safety meetings.</p>	1, 2, 4, 10	Principal, Assistant Principal	Sign-in sheets and agendas of meeting held will be kept in the office.				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 3: The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.

Performance Objective 1: By September 2017, Heights Elementary School will increase the number of student interns from Texas A & M International University (TAMIU) from 0% to 25%.

Evaluation Data Source(s) 1: At least 1% of Heights Elementary School teachers will have a student intern. This will reflect an increase of 1% from the previous school year.

Summative Evaluation 1:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 5</p> <p>1) Heights Elementary School teachers will continue to serve as mentors to student interns from TAMIU. These interns will be comprised of Block 1, 2 or 3 students.</p>	1, 2, 10	Principal, Assistant Principal	Sign-in sheets of student interns will be kept in the office. The student intern's performance will be evaluated by their assigned teacher based on criteria from the educational institution.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.

Performance Objective 2: For the 2016-2017 school year, parental involvement at Heights Elementary School in various committees, meetings and parenting sessions will increase from 75% to 80% from the previous year.

Evaluation Data Source(s) 2: Heights Elementary School records will indicate that at least 25% or more of students, parents and/or family members will participate in monthly meetings, committees and parenting sessions from the previous year.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Heights Elementary School parents will attend and be active participants at school events such as Report Card Nights, school programs, Open House days, the Early Childhood Family Picnic Day, etc., parent monthly meetings such as the Title Parent Advisory Council, the GT Parent Advisory Council, The Health Advisory Council, etc. and/or campus-based parenting sessions.</p>	1, 2, 6, 10	Principal, Assistant Principal, Parental Liaison	Sign-in sheets and agendas of meetings and/or parenting sessions held will be kept in the office by the parental liaison.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.

Performance Objective 3: For the 2017-2018 school year, Heights Elementary School will increase its community partnerships and number of volunteers serving the school from 50% to 75%.

Evaluation Data Source(s) 3: For the 2017-2018 school year, Heights Elementary School will increase the number of community partnerships and parent volunteers form 50% to 75%.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 5</p> <p>1) Heights Elementary School parental liaison will continue to increase the partnership between the school, community and home. A monthly newsletter in both English and Spanish will be sent with tips and pointers on how they can help their children be more successful at school.</p>	1, 2, 6	Principal, Assistant Principal, Parental Liaison	Documentation of recruited parent volunteers will be submitted to the office of the District's Parental Coordinator by the parental liaison. Copies of monthly newsletters will be kept on file with the parental liaison.				
<p>Critical Success Factors CSF 5</p> <p>2) Heights Elementary school community and parents volunteers will assist teachers throughout the day and during special activities.</p>	1, 2, 6	Principal, Assistant Principal, Parental Liaison	Sign-in sheets will reflect participation from parents.				
<p>Critical Success Factors CSF 5</p> <p>3) Heights Elementary School and the Webb County Head Start Program will establish three collaborative pre-kinder kinder classrooms serving four year old children. In-coming Head Start Program students and parents will be invited to the school for an orientation meeting and tour of the school.</p>	1, 2, 7, 10	Principal, Assistant Principal, Head Start Program Area Service Manager and Family Service Worker	The classroom observation list will be filled out by Head Start staff for each teacher. A feedback form will be provided to each teacher. Sign-in sheets from the orientation tour will be kept on file in the office.				
<p>Critical Success Factors CSF 5</p> <p>4) Heights Elementary School in partnership with Laredo Community College will offer ESL classes to parents of the school.</p>	6	Principal, LCC Adult Education Coordinator	Parents attending these classes will be able to better help their children with schoolwork as they learn to communicate in English.				










 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 4: The school district shall implement a Health and Wellness Program designed to improve the general health of children and adults by promoting practices that lead to living healthy, active lifestyles.

Performance Objective 1: Throughout the 2017-2018 school year, Heights Elementary School staff will ensure that 100% of Heights students are eating healthy and leading healthy lifestyles.

Evaluation Data Source(s) 1: At least 90% of Heights Elementary School students will pass health lessons and tests on eating nutritious meals and leading healthy lifestyles.

Summative Evaluation 1:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) All Heights Elementary School students will be taught the food groups and their nutritious value and the value of leading healthy lifestyles during their health class as per LISD policy FFA(Local).	1, 2, 3	Principal, Assistant Principal, Teachers	Results will be kept of weekly and end-of-six weeks tests.				
2) Heights Elementary School Child Nutrition Program staff will ensure that students choose the proper amounts of food while going through the breakfast and lunch lines.	2, 10	Principal, Assistant Principal, Food Service Manager and Staff	The Child Nutrition staff will report any students that are not eating properly to the classroom teacher, school nurse and parent.				
3) Heights Elementary School students will attend physical education classes on a daily basis as per LISD policy FFA(local).	2, 3, 10	Principal, Assistant Principal, Physical Education Teacher and Aides	Students will be given a physical education grade every six weeks and the physical education teacher will conduct physical fitness tests twice a year.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							







Goal 4: The school district shall implement a Health and Wellness Program designed to improve the general health of children and adults by promoting practices that lead to living healthy, active lifestyles.

Performance Objective 2: Throughout the 2017-2018 school year, 100% Heights Elementary School staff will be encouraged to participate in wellness education and involvement activities.

Evaluation Data Source(s) 2: In order to promote employee wellness, at least 75% of Heights Elementary School staff members will participate in employee wellness education and involvement activities that are promoted during suitable school day events.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) All Heights Elementary School staff members will be made aware of activities that will promote wellness through various activities such as health fairs, sports events, healthy walking etc. as per LISD policy FFA(Local).	2, 10	Principal, Assistant Principal, School Nurse and Nurse's Assistant	Staff members will be made aware of LISD News announcements (811) and campus announcements.				
2) In order to promote employee wellness, Heights Elementary School staff members will be made aware of wellness activities through the LISD News.	2, 10	Principal, Assistant Principal	Campus announcements promoting employee wellness activities will be made. Agendas and sign-in sheets of meetings will be kept on file in the office.				



 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: The school district will continue to seek all possible avenues to contain and/or reduce costs of all initiatives in order to best represent the financial interests of the taxpayers. In addition, the school district will effectively manage financial resources, and conduct program evaluations that will support providing quality educational experiences for LISD students.

Performance Objective 1: Throughout the 2017-2018 school year, Heights Elementary School administration will facilitate student academic achievement by providing teachers with instructional materials as demonstrated by an increase in student achievement in all of the established passing standard of the STAAR Test and by meeting System Safeguards for all student populations including at-risk, bilingual, special education and GT students.


Evaluation Data Source(s) 1: Throughout the 2017-2018 school year, Heights Elementary School will allocate 100% of its fiscal resources to provide teachers with the instructional materials necessary to improve student academic achievement as evidenced by a gain from the established passing standard in all sections of the STAAR Test and by meeting System Safeguards for all student populations including at-risk, bilingual, special education and GT students.











Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>1) Heights Elementary School administration will purchase needed audio-visual equipment (speaker system for the PE Department, boom boxes, mimeo, blu-ray players, microphones, etc.) in order to enhance the instructional delivery of teachers.</p>		Principal, Assistant Principal	A needs assessment will be completed to determine what A/V equipment is still needed to enhance the delivery of instruction.				
Funding Sources: 180 - E-Rate Fund - \$15,579.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>2) In order to promote student achievement for all student populations(Bilingual, Special Education GT, Economically Disadvantaged, Regular, etc.), Heights Elementary school teachers will be provided with the necessary instructional materials to promote student academic achievement:</p> <p>a) workbooks b) testing materials c) intervention kits</p>		Principal, Assistant Principal	Teachers, Librarian, and other staff members will provide input as to which instructional materials are needed to enhance the delivery of instruction for students.				

- d) manipulatives
- e) videos/DVDs
- f) library books(English and Spanish)
- g) subscription renewals for software
- h) general supplies
- i) batteries
- j) magazine and newspaper renewals for students and staff
- k) UIL supplies and meals
- l) science equipment
- m) reading materials such as dictionaries, paperback books, reading library sets, atlases, etc.
- n) tri-folds
- o) bulbs for projectors, document cameras
- p) educational bulletin boards
- q) office supplies
- r) timers
- s) pencil sharpeners
- t) calculators
- u) other supplies needed to enhance instruction
- v) headphones
- w) speakers
- x) copier rental
- y) health supplies (nurse)
- z) copier rental fees
- aa) afterschool supplies
- bb) dues
- cc) storage bins for instructional supplies
- dd) copier rental

Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$24,182.00, 199 - General Fund: Operating (PIC 99) - \$1,100.00, 199 - General Fund: GT (PIC 21) - \$176.00, 199 - General Fund: Special Education (PIC 23) - \$47.00, 199 - General Fund: Bilingual (PIC 25) - \$31,958.00, 199 - General Fund: SCE (PIC 30) - \$27,306.00, 199 - General Fund: SCE Pre K (PIC 34) - \$31,500.00, 199 - General Fund: Bilingual Pre K (PIC 35) - \$3,000.00, 211 - ESEA Title I: Improving Basic Program - \$2,650.00

Critical Success Factors CSF 3	1	Principal, Assistant Principal, Counselor	Administrators and the counselor will have input in the materials needed for the departments.				
3) The administrative and counseling departments will be able to buy needed supplies in order to operate their departments (office supplies, supplies for the overall benefit of the school, two-way radios, counseling materials, etc.)	Funding Sources: 199 - General Fund: Operating (PIC 99) - \$7,500.00						








<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>4) In order to promote student attendance and educational Achievement, Heights Elementary School students will be honored with certificates, trophies, charms and other items deemed appropriate by the Procurement Department at the end of every six weeks period.</p>	1, 2, 10	Principal, Assistant Principal	Teachers will complete forms of students to be honored after viewing reports from Skyward.				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$3,200.00, 211 - ESEA Title I: Improving Basic Program - \$1,000.00</p>							
<p>Critical Success Factors</p> <p>CSF 1</p> <p>5) School fundraisers (ice cream sales, school pictures, school t-shirts, coupon books/cards, pizza family nights, etc.) will be conducted to help purchase additional incentives for students such as entry fees for sports, WBCA, Alethea, other program fees, etc., meals and snacks for students attending UIL meets, STAAR Testing, etc., admission fees to the Planetarium, The Children's museum, etc., and materials to improve the aesthetics of the school, etc.</p>	1, 2, 10	Principal, Assistant Principal	A roster of students participating in events will provided to bookkeeper. Teachers and other professionals will complete a Check Request form. The bookkeeper will monitor that all appropriate documentation is completed and that appropriate procurement procedures are followed.				
<p>6) The school's general account will be used to pay for items that normally are not funded through district/campus revenue funds such as water, other beverages, general supplies to improve the aesthetics of the school, office supplies, school materials, shipping costs, postage, After-School Day Care Fees, lost textbooks, fees, plaque and/or advertisement for Golden Apple nominees, etc.</p>	1, 2, 10	Principal, Assistant Principal	Teachers and other professional staff members will complete a Check Request form. The bookkeeper will monitor that all appropriate documentation is completed and that appropriate procurement procedures are followed. Professionals in charge of the After-School Day Care Program will complete and turn in appropriate documentation in a timely fashion.				
<p>7) Policies and procedures from the Texas Procurement Act will be followed for all requisitions and purchases.</p>	1, 10	Principal, Assistant Principal, Campus Bookkeeper	The bookkeeper will monitor that all appropriate documentation is completed and that appropriate procurement procedures are followed.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: The school district will actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.

Performance Objective 1: Throughout the 2017-2018 school year, Heights Elementary School staff will meet a 100% compliance rate with the No Child Left Behind Law of having highly qualified teachers and teacher-aides.

Evaluation Data Source(s) 1: All Heights Elementary School staff will be aware of the requirements set forth by the No Child left Behind Law and will maintain its level of highly qualified staff at 100%.

Summative Evaluation 1:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 7</p> <p>1) Heights Elementary School staff will be made up of highly qualified teachers and teacher-aides and will continue to maintain this requirement throughout the school year.</p>	1, 2, 3, 5, 10	Principal, Assistant Principal	Teachers and teacher-aides who have not met the requirements of being highly qualified will need to show continued progress in attaining the highly qualified status. Notices to parents on teachers who may not be highly qualified will be sent to those students being taught by such teachers.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: The school district will actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.

Performance Objective 2: Throughout the 2017-2018 school year, Heights Elementary School administration and the TxBESS school coordinator will ensure that 100% of first and second year teachers at the school will be assigned a mentor.

Evaluation Data Source(s) 2: For the 2017-2018 school year, 100% of second year Heights Elementary School teachers will be assigned a teacher mentor in order to develop, support and retain staff members.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 7</p> <p>1) Heights Elementary School administrators and the TxBESS school coordinator will assign a teacher mentor to second year teachers. Mentors will meet with their assigned teacher on a monthly basis in order to develop, support and retain teachers at the campus.</p>	1, 2, 3, 5, 10	Principal, Assistant Principal	Documentation of required forms and completed classroom visits will be kept in the office.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: The school district will insure that students and staff are provided with quality support services as well as secure, properly maintained energy efficient facilities that are conducive to academic achievement.

Performance Objective 1: Throughout the 2017-2018 school year, Heights Elementary School administration and custodial staff will ensure that the school building will be maintained at a 90% optimum level.

Evaluation Data Source(s) 1: Throughout the 2017 -2018 school year, Heights Elementary School administration will ensure that any and all repairs to the school building will be reported 100% of the time.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Heights Elementary School custodial staff will ensure that the school building and premises be maintained at a high caliber and that adequate supplies be available for the campus such as paper supplies, cleaning supplies, etc.		Principal, Assistant Principal, Head Custodian and Staff	School administration will monitor that the school building is being cleaned and maintained. Work orders will be placed and reviewed for completeness on a weekly basis. Custodial staff will be evaluated by teachers and other staff members in order to ensure a high job performance				
	Funding Sources: 199 - General Fund: Operating (PIC 99) - \$11,505.00						
2) Vital utilities including electricity, water, telephone, sanitation, dust mops, etc. will be made available for the campus.		Principal, Assistant Principal, Head Custodian and Staff	School administration will monitor monthly usage of services provided for the school from the monthly budget report.				
	Funding Sources: 199 - General Fund: Operating (PIC 99) - \$100,650.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 7: The school district will insure that students and staff are provided with quality support services as well as secure, properly maintained energy efficient facilities that are conducive to academic achievement.

Performance Objective 2: Throughout the 2017-2018 school year, Heights Elementary School administration and staff through its school records, will account for 100% of all fixed assets at the school.

Evaluation Data Source(s) 2: School records will reflect that 100% of all Heights Elementary School's fixed assets will be accounted for as evidenced by the end-of-year Fixed Assets Report.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Heights Elementary School administration will monitor fixed assets through periodic inventories. A police report will be made for any item not accounted for.	1, 10	Principal, Assistant Principal	A needs assessment will be completed to determine what A/V equipment is still needed to enhance the delivery of instruction.				
2) Heights Elementary School teachers and staff will fill out a Transfer/Disposal form whenever items are moved, discarded or added to their room. Administrators will then submit information via the Workflow Application.	1, 10	Principal, Assistant Principal	Teachers, the librarian, and other staff members will provide input as to which instructional materials are needed to enhance the delivery of instruction.				
3) Heights Elementary School administration will reduce the dollar amount used to pay for lost textbooks by conducting periodic textbook checks.	1, 10	Principal, Assistant Principal	Textbook checks will be conducted periodically. Teachers will keep records of the textbooks that have been issued to each of their students.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Heights Elementary teachers, administrators, librarian and instructional specialist will disaggregate campus data to determine appropriate instruction for all student student populations.
1	1	2	Heights Elementary teachers will implement the District's LEAD Documents in all core areas, The Fundamental Five, Super Eight, Thinking Maps, anchor charts, ELPS, SIOP, vocabulary word study through the online science and social studies, the workbook version of Wordly Wise for 1st through 5th grade students and other instructional strategies in the four core areas in order to facilitate instruction for the at-risk population.
1	1	3	Heights Elementary School teachers will have students create foldables and/or graphic organizers for math, science, social studies and reading in order facilitate the understanding of concepts for students.
1	1	4	Heights Elementary School teachers will use interactive journals to serve as note taking and reference tools in order to help all students become resourceful, independent and self-directed.
1	2	1	Heights Elementary School 3rd grade students in all student populations will score at Approaches, Meets or Masters level in reading and math. Third grade students will exceed 2017 STAAR scores of 65% in reading and 83% in math. Heights Elementary School 4th grade students in all student populations will score at Approaches, Meets or Masters level in reading, math and writing. Fourth grade students will exceed 2017 STAAR scores of 81% in reading, 87% in math and 85% in writing. Heights Elementary School 5th grade students in all student populations will score Approaches, Meets or Masters level in reading, math and science. Fifth grade students will maintain or exceed 2017 STAAR scores of 100% in reading, 100% in math and 87% in science. In order to meet the Federal System Safeguard standard of 91%, Heights Elementary School will strive to meet or surpass the rating in both reading and math. Intervention services from the Dyslexia Program teacher, differentiated instruction, accelerated instruction, ELPS and SIOP strategies provided by teachers, intervention and enrichment classes built in throughout the school day for core subject areas, tutorial sessions, extended day sessions and Super Saturday sessions will be provided to students according to their individual needs.
1	3	2	Heights Elementary teachers will be trained on emphasizing the use of academic language, ELPS, SIOP strategies and Thinking Maps when teaching science.
1	3	4	Heights Elementary School teachers will continue to use science hands-on activities in the science lab or in their classrooms.
1	5	1	Heights Elementary School economically disadvantaged, bilingual, special education and G.T. students will receive differentiated instruction based on individual needs. Bilingual students will receive instruction based on the Transitional Early Exit Bilingual Model, the ELPS and in SIOP strategies. Training will be provided by the Bilingual Strategist assigned to the school.
1	5	2	Heights Elementary School Special Education teachers and other Special Education personnel such as the speech, occupational and physical therapists will ensure that special education students are taught and provided services using their accommodations and modifications in order to meet their individual needs and grade level curriculum.

Goal	Objective	Strategy	Description
1	5	3	Heights Elementary School Student Support Team will meet to follow up on student progress and/or monitor students and that R.T.I.(Response to Intervention) has been met for all students in need of intervention. Progress monitoring will occur every two weeks for these students.
1	5	4	Heights Elementary School students who have been identified as needing additional intervention (Tier 2) in reading grades K-2nd will receive support from the the CEI Lab Assistants and students in grades 3rd - 5th will receive support from the Instructional Specialist using support materials from the Journeys Reading series, Smarty Ants, Achieve 3000 I-Station, etc.
1	5	5	Heights Elementary School teachers will provide intervention and enrichment to students throughout the school day in reading, writing, math science and social studies.
1	6	1	Heights Elementary School administration will monitor classroom instruction, all tutorial, extended day and Super Saturday sessions.
1	6	2	Heights Elementary School teachers will help students understand and master basic academic language through the use of the Six Steps for Building Academic Vocabulary in order to increase their understanding of core area subjects and academic achievement.
1	6	3	Heights Elementary School teachers will expose students to journal writing and note-taking on a daily basis in all grade levels. Teachers will also incorporate the District's Writing Plan and TELPAS Tuesday writing Pan on a weekly basis. Students will incorporate their journal writing, quick writes, TELPAS writing topics and note-taking skills in theme notebooks, themed paper and/or campus-made journals.
1	6	4	Heights Elementary School teachers will use the eight visual patterns for critical thinking skills (Thinking Maps) in all core areas in order to enhance their critical thinking skills.
1	6	5	Heights Elementary School teachers will implement the basic principles of "The Fundamental Five" and the Super Eight and Core Values in their daily instructional delivery.
1	6	6	All teachers will be expected to promote the Accelerated Reader Program among their students in order to improve reading comprehension and fluency levels through the use of library books, Tumblebooks, ebooks, Scholastic class sets and stories from their basal reading books. Reading for fun will also be promoted.
1	8	1	Heights Elementary School teachers will follow the video-conferencing calendar. Teachers will be required to participate in one video-conferencing session per year.
1	8	2	Heights Elementary School teachers will plan collaboratively with the Technology Trainer and Librarian in order to implement the integration of technology in the curriculum.
1	8	3	Heights Elementary School teachers will use technology equipment (computers, projectors, document readers, mimeos, a Promethean table, Classflow, Promethean Wall, iPad carts, Learn Pads cart, laptop cart, Blu-ray players, etc.) in order to enhance instructional delivery on a daily basis. To improve network connectivity for instructional use by teachers and students, the school will be re-wired.

Goal	Objective	Strategy	Description
1	8	4	Heights Elementary School teachers will enhance their instructional delivery through the use of software programs/data bases including superstaronline, Accelerated Reader, Tumblebooks, Lexia, Star Fall, Think Central, Think through Math, Lymboo Math, Moby Max, Sumdog, Splash Math, Britannica Online, Sheppard Software, Teacher Tube, You Tube, I-station, Brain Pop, Learning.com, Discovery Education, Teaching Books, Math Academy, Reading Academy, Wordly Wise 3000, EnVision, Everfi - Financial Literacy, Infusion, Smarty Ants, Achieve 3000, etc.
1	9	1	Heights Elementary School professionals and paraprofessionals will attend out-of-district staff development sessions. Staff members will present and share what they learned to staff members including topics such as Thinking Maps, hands-on workshops, building academic vocabulary and fluency, STAAR strategies in all core areas tested, interactive journal training, updates on the new math TEKS, LEAD Document updates, Atomic Learning, technology training, the Frog Street conference, TCEA, TMEA, library conferences, nursing conferences, safety, custodial trainings, etc.
1	9	2	Heights Elementary School professionals and para-professionals, including custodians and office personnel, will continue to complete mandated staff development sessions/workshops throughout the school year.
5	1	1	Heights Elementary School administration will purchase needed audio-visual equipment (speaker system for the PE Department, boom boxes, mimeo, blu-ray players, microphones, etc.) in order to enhance the instructional delivery of teachers.
5	1	2	In order to promote student achievement for all student populations(Bilingual, Special Education GT, Economically Disadvantaged, Regular, etc.), Heights Elementary school teachers will be provided with the necessary instructional materials to promote student academic achievement: a) workbooks b) testing materials c) intervention kits d) manipulatives e) videos/DVDs f) library books(English and Spanish) g) subscription renewals for software h) general supplies i) batteries j) magazine and newspaper renewals for students and staff k) UIL supplies and meals l) science equipment m) reading materials such as dictionaries, paperback books, reading library sets, atlases, etc. n) tri-folds o) bulbs for projectors, document cameras p) educational bulletin boards q) office supplies r) timers s) pencil sharpeners t) calculators u) other supplies needed to enhance instruction v) headphones w) speakers x) copier rental y) health supplies (nurse) z)copier rental fees aa) afterschool supplies bb) dues cc) storage bins for instructional supplies dd) copier rental
5	1	4	In order to promote student attendance and educational Achievement, Heights Elementary School students will be honored with certificates, trophies, charms and other items deemed appropriate by the Procurement Department at the end of every six weeks period.

State Compensatory

Budget for Heights Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-106-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
199-11-6119-00-106-8-34-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$161,506.00
199-11-6119-20-106-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$12,000.00
199-31-6119-00-106-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$39,401.00
199-32-6129-00-106-8-30-000	6129 Salaries or Wages for Support Personnel	\$3,525.00
199-11-6129-00-106-8-30-000	6129 Salaries or Wages for Support Personnel	\$34,318.00
199-11-6129-00-106-8-34-000	6129 Salaries or Wages for Support Personnel	\$50,845.00
199-12-6129-00-106-8-30-000	6129 Salaries or Wages for Support Personnel	\$17,204.00
199-11-6141-00-106-8-30-000	6141 Social Security/Medicare	\$497.00
199-11-6141-00-106-8-34-000	6141 Social Security/Medicare	\$2,619.00
199-12-6141-00-106-8-30-000	6141 Social Security/Medicare	\$249.00
199-31-6141-00-106-8-30-000	6141 Social Security/Medicare	\$571.00
199-32-6141-00-106-8-30-000	6141 Social Security/Medicare	\$58.00
199-11-6142-00-106-8-30-000	6142 Group Health and Life Insurance	\$36.00
199-11-6142-00-106-8-34-000	6142 Group Health and Life Insurance	\$16,708.00
199-12-6142-00-106-8-30-000	6142 Group Health and Life Insurance	\$4,203.00
199-31-6142-00-106-8-30-000	6142 Group Health and Life Insurance	\$2,102.00
199-32-6142-00-106-8-30-000	6142 Group Health and Life Insurance	\$3.00
199-11-6143-00-106-8-34-000	6143 Workers' Compensation	\$1,215.00
199-12-6143-00-106-8-30-000	6143 Workers' Compensation	\$196.00
199-31-6143-00-106-8-30-000	6143 Workers' Compensation	\$225.00
199-32-6143-00-106-8-30-000	6143 Workers' Compensation	\$23.00

199-11-6143-00-106-8-30-000	6143 Workers' Compensation	\$196.00
199-11-6145-00-106-8-30-000	6145 Unemployment Compensation	\$12.00
199-11-6145-00-106-8-34-000	6145 Unemployment Compensation	\$74.00
199-12-6145-00-106-8-30-000	6145 Unemployment Compensation	\$6.00
199-31-6145-00-106-8-30-000	6145 Unemployment Compensation	\$14.00
199-32-6145-00-106-8-30-000	6145 Unemployment Compensation	\$1.00
199-11-6146-00-106-8-30-000	6146 Teacher Retirement/TRS Care	\$704.00
199-11-6146-00-106-8-34-000	6146 Teacher Retirement/TRS Care	\$8,334.00
199-12-6146-00-106-8-30-000	6146 Teacher Retirement/TRS Care	\$353.00
199-31-6146-00-106-8-30-000	6146 Teacher Retirement/TRS Care	\$1,555.00
199-32-6146-00-106-8-30-000	6146 Teacher Retirement/TRS Care	\$83.00
6100 Subtotal:		\$358,836.00
6200 Professional and Contracted Services		
199-11-6249-00-106-8-30-000	6249 Contracted Maintenance & Repair	\$4,500.00
6200 Subtotal:		\$4,500.00
6300 Supplies and Services		
199-12-6329-20-106-8-30-000	6329 Reading Materials	\$4,000.00
199-11-6399-00-106-8-30-000	6399 General Supplies	\$23,306.00
199-11-6399-00-106-8-34-000	6399 General Supplies	\$31,500.00
6300 Subtotal:		\$58,806.00
6400 Other Operating Costs		
199-13-6411-00-106-8-30-000	6411 Employee Travel	\$600.00
199-13-6411-00-106-8-34-000	6411 Employee Travel	\$6,000.00
6400 Subtotal:		\$6,600.00

Personnel for Heights Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ALEGRIA FLORA	PK 4 TEACHER	SCE	.5
ANA LAURA PEREZ	TEACHER PK3	SCE	.5
CAMPOS BENIGNA	PK 4 TEACHER	SCE	.5
DEYANIRA MORALES	PK4 TEACHER	SCE	.5
DIANA REYNA	ATTENDANCE OFFICER	SCE	.20
EDELMIRA MEDINA	LIBRARY ASSISTANT	SCE	1
ESTHER FLORES	TEACHER ASSISTANT PK3	SCE	1
GRACIELA ARTEAGA	TEACHER-AIDE - PK4	SCE	1
MELISA SEPULVEDA	TEACHER PK3	SCE	.5
MORENO MARIA	HEIGHTS ELEM.-COUNSELOR	SCE	.5
PATSY GARCIA	COMPUTER LAB ASSISTANT	SCE	1
TREVINO JESSICA	PK 4 TEACHER	SCE	.5

Title I

Schoolwide Program Plan

Our campus is a Title I Schoolwide Program because 96.3% of our students are economically disadvantaged. In addition, we also qualify under the No Child Left Behind Act of 2001. Because of this, we receive additional funding which allows us to continually upgrade our educational program. It is our goal at Heights Elementary School to have every student demonstrate proficient and advanced levels in all assessments. Through our instructional strategies and focused instruction, students will be able to meet or exceed their learning goals.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

By conducting the annual campus Comprehensive Needs Assessment, data is evaluated, needs are identified and a campus improvement plan is developed. Our campus improvement plan is considered a "work in progress" and therefore, it is continuously reviewed and modified.

2: Schoolwide Reform Strategies

Reform strategies have been carefully selected from input of the school's school's academic team and teachers which focuses on maximizing learning and academic achievement. All reform strategies are aligned to campus and district-wide goals.

3: Instruction by highly qualified professional teachers

All teachers and teacher assistants at Heights Elementary School are considered "Highly Qualified." under the No Child Left Behind Act of 2001. Staff development is provided to all staff members and first and second year teachers are provided with a teacher mentor in order to provide the necessary support to retain new personnel. The staffing committee will convene as necessary whenever the needs arises to replace personnel.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High quality staff development is provided to all staff members of Heights Elementary School. All staff development is provided based on district and campus goals and initiatives. Parenting sessions are also conducted on a six weeks basis or as needed.

5: Strategies to attract highly qualified teachers

Laredo ISD's Human Resources Department places ads in various news media outlets, universities, etc. and screens applicants prior to being interviewed for a position. As a result, only highly qualified candidates are interviewed for positions. If a new teacher is hired, a TXBESS mentor is assigned to that

individual as either a mentor or buddy mentor.

6: Strategies to increase parental involvement

We have a growing number of parent volunteers at the campus. The school's Parent Liaison is continuously recruiting "parents as partners." The number of parenting sessions and meetings during the year increased. Parents are recruited during the various activities that are held at the school throughout the year. Communication with parents is done in both English and Spanish and goes out in the forms of notes, letters, newsletters, calendars, School messenger System announcements and via the school's website. Parents are encourage to register with the LISD Portal in order to check on their child's academic progress in school.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Heights Elementary School is a Head Start campus and therefore parents and their children from other centers are invited several times during the second semester to tour the campus and meet with teachers.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers follow the South Texas Curriculum Project, the TEKS for instructional planning and the District's LEAD Documents for Reading, Math, Science and Social Studies. Teachers, the Instructional Specialist, the librarian and administrators look at student data in order to improve the academic achievement of individual students.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Heights Elementary School reviews student academic data during its campus leadership team meetings and collaborative planning meetings and through the RTI committee meeting. Appropriate interventions and/or acceleration are prescribed and students may be referred for additional assistance provided by the Instructional Specialist or the CEI Lab Assistant or for tutorial sessions, extended day sessions or Super Saturday sessions conducted by teachers.

10: Coordination and integration of federal, state and local services and programs

Heights Elementary School coordinates Title 1 funds along with other federal, state and local funds in order to operate our school instructional program.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jose Hernandez	Technology Trainer	Technology Department	0.50
Rosa A. Martinez	Interventionist/Differentiated Instruct	3rd - 5th Grades	1
San Juana Ramos	Health Assistant	Pre-Kinder 3 - 5th Grades	0.40
Sara Jimenez	Parental Liaison	Parental Involvement	1
Yolanda Rubio	CEI Lab Assistant	Kinder - 2nd Grades	1

17-18 Needs Assessment Team

Committee Role	Name	Position
Non-classroom Professional	Jose Fidel Hernandez	Technology Trainer
Administrator	Adriana Padilla	Principal
Administrator	Gilberto Rios	Assistant Principal
Non-classroom Professional	Adriana Martinez	Instructional Specialist
Non-classroom Professional	Adriana Villarreal	Librarian
Classroom Teacher	Adriana Espinoza	Kinder Grade Lead Teacher
Classroom Teacher	Melisa Sepulveda	PK Lead Teacher
Classroom Teacher	Magda Paez	1st Grade Lead Teacher
Classroom Teacher	Maria Alcantar	2nd Grade Lead Teacher
Parent	Frances De La O	Parent Committee Member
Classroom Teacher	Olga Montoya	3rd Grade Lead Teacher
Classroom Teacher	Maria Sustaita	4th Grade Lead Teacher
Community Representative	Jose Luis Flores	Community Representative

Curriculum, Instruction and Assessment Committee

Committee Role	Name	Position
Classroom Teacher	Rebecca Mendoza	5th Grade Lead Teacher
Classroom Teacher	Erica Flores	Committee Member
Classroom Teacher	Martha Vela	Committee Member
Classroom Teacher	Mark Solis	Committee Member
Classroom Teacher	Steven Martinez	Committee Member
Classroom Teacher	Magda Paez	1st Grade Lead Teacher
Classroom Teacher	Mayra Salinas	Committee Member
Classroom Teacher	Kristina Rodriguez	Committee Member
Classroom Teacher	Vanessa Cantu	Committee Member

Technology Committee

Committee Role	Name	Position
Non-classroom Professional	Jose Hernandez	Technology Trainer
Classroom Teacher	Maria Alcantar	2nd Grade Lead Teacher
Classroom Teacher	Rosa Garza-Martinez	Committee Member
Classroom Teacher	Melissa Roman	Committee Member

School Context and Organization Committee

Committee Role	Name	Position
Classroom Teacher	Maria Sustaita	4th Grade Lead Teacher
Classroom Teacher	Maria Tijerina	Committee Member
Classroom Teacher	Blanca Gomez	Committee Member

Family and Community Involvement Committee

Committee Role	Name	Position
Classroom Teacher	Olga Montoya	3rd Grade Lead Teacher
Classroom Teacher	Patricia Liendo	Committee Member
Classroom Teacher	Thelma Terrazas	Committee Member
Classroom Teacher	Yesenia Calderon	Committee Member

Staff Quality, Recruitment and Retention Committee

Committee Role	Name	Position
Classroom Teacher	Adriana Espinoza	Kinder Lead Teacher
Classroom Teacher	Olga Martinez	Committee Member
Classroom Teacher	Emma Cisneros	Committee Member

School Culture and Climate Committee

Committee Role	Name	Position
Classroom Teacher	Melisa Sepulveda	PK Lead Teacher
Classroom Teacher	Alicia Villa	Committee Member
Classroom Teacher	Ana Perez	Committee Member
Classroom Teacher	Flora Alegria	Committee Member
Classroom Teacher	Jessica Trevino	Committee Member
Classroom Teacher	Benigna Campos	Committee Member
Classroom Teacher	Deyanira Morales	Committee Member

Demographics and Student Achievement Committee

Committee Role	Name	Position
Administrator	Adriana Padilla	Committee Chairperson
Administrator	Gilberto Rios	Committee Member
Non-classroom Professional	Adriana Martinez	Committee Member
Non-classroom Professional	Adriana Villarreal	Committee Member

Campus Funding Summary

180 - E-Rate Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Technology Equipment		\$15,579.00
Sub-Total					\$15,579.00
199 - General Fund: Basic Instruction (PIC 11)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Ribbons , Trophies and Certificates		\$300.00
1	7	1	Transportation costs for educational field trips for students		\$2,600.00
1	9	1	Registration fees and travel expenses for staff development training sessions		\$1,100.00
1	9	2	Payroll Costs for Basic Education Staff Members		\$1,596,595.00
5	1	2	Resources listed in the strategy		\$24,182.00
5	1	4	Trophies, certificates, medallions, charms, bracelets, etc		\$3,200.00
Sub-Total					\$1,627,977.00
199 - General Fund: Operating (PIC 99)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Transportation costs for non-educational field trips for students		\$940.00
1	9	2	Payroll Costs for Administrators, Custodians		\$619,547.00
5	1	2	Resources listed in the strategy		\$1,100.00
5	1	3	Administrative and Counseling supplies		\$7,500.00
7	1	1	Resources included in strategy.		\$11,505.00
7	1	2	Resources listed in strategy.		\$100,650.00
Sub-Total					\$741,242.00
199 - General Fund: Special Education (PIC 23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Payroll costs for Special Education personnel		\$232,494.00

5	1	2	Resources listed in the strategy		\$47.00
Sub-Total					\$232,541.00
199 - General Fund: Bilingual (PIC 25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra duty monies for Extended Day Classes and Super Saturday Classes		\$5,000.00
1	9	2	Payroll costs for Bilingual Staff		\$58,931.00
5	1	2	Resources listed in the strategy		\$31,958.00
Sub-Total					\$95,889.00
199 - General Fund: GT (PIC 21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Resources listed in the strategy		\$176.00
Sub-Total					\$176.00
199 - General Fund: Bilingual Pre K (PIC 35)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	2	Payroll Costs for Bilingual PK Staff		\$28,838.00
5	1	2	Resources listed in the strategy		\$3,000.00
Sub-Total					\$31,838.00
199 - General Fund: Basic Instruction PreK (PIC 32)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	2	Payroll Costs for PK Staff		\$179,124.00
Sub-Total					\$179,124.00
199 - General Fund: SCE Pre K (PIC 34)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Registration fees and travel expenses for staff development training sessions		\$6,000.00
1	9	2	Payroll Costs For SCE PK Staff		\$241,301.00
5	1	2	Resources listed in the strategy		\$31,500.00

					Sub-Total	\$278,801.00
199 - General Fund: SCE (PIC 30)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	2	1	Extra duty monies for Extended Day Classes and Super Saturday Classes		\$12,000.00	
1	3	6	Contracted Services for licenses		\$4,500.00	
1	9	1	Registration fees and travel expenses for staff development training sessions		\$600.00	
1	9	2	Payroll Costs for SCE Staff		\$105,946.00	
5	1	2	Resources listed in the strategy		\$27,306.00	
					Sub-Total	\$150,352.00
211 - ESEA Title I: Improving Basic Program						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	9	1	Registration fees and travel expenses for staff development training sessions		\$3,300.00	
1	9	2	Payroll Costs for Technology Trainer, Instructional Specialists and Other Staff		\$202,893.00	
5	1	2	Resources listed in the strategy		\$2,650.00	
5	1	4	Trophies, certificates, medallions, charms, bracelets, etc.		\$1,000.00	
					Sub-Total	\$209,843.00
224 - IDEA - Part B: Formula Fund						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	5	2	Payroll costs for Special Education personnel		\$40,863.00	
					Sub-Total	\$40,863.00
263 - LEP Bilingual Program Fund						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	5	1			\$13,560.00	
					Sub-Total	\$13,560.00
435 - SSA Regional Day School - Deaf						

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Payroll Costs for Special Education Personnel		\$13,704.00
				Sub-Total	\$13,704.00
				Grand Total	\$3,631,489.00

Addendums

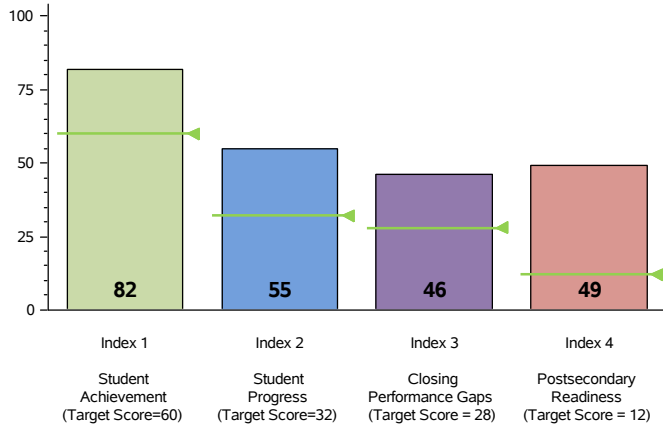
**Texas Education Agency
2015-16 School Report Card
HEIGHTS EL (240901106)**

District Name: **LAREDO ISD**
Campus Type: **Elementary**

Total Students: **546**
Grade Span: **PK - 05**

2016 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2016, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2016 Accountability Rating

Met Standard

For 2016 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

ELA/Reading	Mathematics
Top 25% Student Progress	Top 25% Closing Perform Gaps
Postsecondary Readiness	

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, 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 (2014-15)	97.0%	96.1%	95.7%
Enrollment by Race/Ethnicity			
African American	0.0%	0.0%	12.6%
Hispanic	96.7%	98.6%	52.2%
White	3.1%	1.0%	28.5%
American Indian	0.0%	0.0%	0.4%
Asian	0.2%	0.1%	4.0%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	0.0%	0.1%	2.1%
Enrollment by Student Group			
Economically Disadvantaged	91.0%	94.3%	59.0%
English Language Learners	80.0%	59.6%	18.5%
Special Education	4.8%	7.8%	8.6%
Mobility Rate (2014-15)	21.2%	18.3%	16.5%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	24.6	21.4	18.9
Grade 1	18.8	22.1	19.1
Grade 2	23.7	21.9	19.1
Grade 3	20.8	21.7	19.1
Grade 4	25.0	22.6	19.0
Grade 5	28.8	22.3	20.8

School Financial Information (2014-15)

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

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	57.5%	64.5%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.3%	63.8%	Total Operating Expenditures	\$6,764	\$9,427	\$9,065
				Instruction	\$4,870	\$5,231	\$5,158
				Instructional Leadership	\$79	\$141	\$138
				School Leadership	\$583	\$533	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2016	75%	66%	82%	-	83%	-	-	*	-	-	82%
Reading	2016	73%	59%	85%	-	85%	-	-	*	-	-	84%
Mathematics	2016	76%	72%	84%	-	84%	-	-	*	-	-	84%
Writing	2016	69%	61%	65%	-	65%	-	-	*	-	-	64%
Science	2016	79%	75%	86%	-	86%	-	-	-	-	-	84%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2016	45%	31%	49%	-	49%	-	-	-	-	-	47%
Reading	2016	46%	32%	60%	-	60%	-	-	-	-	-	58%
Mathematics	2016	43%	34%	49%	-	49%	-	-	-	-	-	47%
Writing	2016	41%	32%	45%	-	45%	-	-	-	-	-	43%
Science	2016	47%	36%	34%	-	34%	-	-	-	-	-	31%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2016	18%	10%	17%	-	17%	-	-	*	-	-	17%
Reading	2016	17%	9%	20%	-	20%	-	-	*	-	-	20%
Mathematics	2016	19%	13%	21%	-	20%	-	-	*	-	-	20%
Writing	2016	15%	9%	8%	-	8%	-	-	*	-	-	*
Science	2016	16%	8%	*	-	*	-	-	-	-	-	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2016	62%	61%	70%	-	70%	-	-	*	-	-	71%
Reading	2016	60%	57%	72%	-	72%	-	-	*	-	-	73%
Mathematics	2016	63%	65%	68%	-	68%	-	-	*	-	-	69%
STAAR Percent Exceeded Progress												
All Subjects	2016	17%	18%	32%	-	32%	-	-	*	-	-	33%
Reading	2016	16%	16%	34%	-	35%	-	-	*	-	-	35%
Mathematics	2016	17%	20%	30%	-	29%	-	-	*	-	-	31%
Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)												
Reading	2016	35%	36%	73%	-	75%	-	-	*	-	-	72%
Students Success Initiative												
Grade 5												
Students Meeting Level II Standard on First STAAR Administration												
Reading	2016	73%	62%	85%	-	85%	-	-	-	-	-	83%
Mathematics	2016	77%	68%	83%	-	83%	-	-	-	-	-	81%
Students Requiring Accelerated Instruction												
Reading	2016	27%	38%	15%	-	15%	-	-	-	-	-	17%
Mathematics	2016	23%	32%	17%	-	17%	-	-	-	-	-	19%
STAAR Cumulative Met Standard												
Reading	2016	80%	74%	100%	-	100%	-	-	-	-	-	100%
Mathematics	2016	85%	83%	99%	-	99%	-	-	-	-	-	98%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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

'-' Indicates zero observations reported for this group.

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

TEXAS EDUCATION AGENCY
2017 Index 1: Student Achievement Calculation Report
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Approaches Grade Level Standard	Index Points
# Approaches Grade Level Standard	171	186	57	58	-	472		
Total Tests	204	204	67	67	-	542	87	87
Index 1 Score (Target = 60)								87

TEXAS EDUCATION AGENCY
2017 Index 1: Student Achievement Data Table
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Performance											
All Subjects											
Percent of Tests											
% Approaches Grade Level Standard	87%	-	87%	-	-	-	-	-	91%	87%	85%
Number of Tests											
# Approaches Grade Level Standard	472	-	472	-	-	-	-	-	29	409	336
Total Tests	542	-	542	-	-	-	-	-	32	469	393
Reading											
Percent of Tests											
% Approaches Grade Level Standard	84%	-	84%	-	-	-	-	-	92%	84%	81%
Number of Tests											
# Approaches Grade Level Standard	171	-	171	-	-	-	-	-	11	149	120
Total Tests	204	-	204	-	-	-	-	-	12	177	149
Mathematics											
Percent of Tests											
% Approaches Grade Level Standard	91%	-	91%	-	-	-	-	-	100%	92%	91%
Number of Tests											
# Approaches Grade Level Standard	186	-	186	-	-	-	-	-	12	162	136
Total Tests	204	-	204	-	-	-	-	-	12	177	149
Writing											
Percent of Tests											
% Approaches Grade Level Standard	85%	-	85%	-	-	-	-	-	100%	83%	83%
Number of Tests											
# Approaches Grade Level Standard	57	-	57	-	-	-	-	-	2	44	38
Total Tests	67	-	67	-	-	-	-	-	2	53	46
Science											
Percent of Tests											
% Approaches Grade Level Standard	87%	-	87%	-	-	-	-	-	67%	87%	86%
Number of Tests											
# Approaches Grade Level Standard	58	-	58	-	-	-	-	-	4	54	42
Total Tests	67	-	67	-	-	-	-	-	6	62	49
Social Studies											
Percent of Tests											
% Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2017 Index 2: Student Progress Calculation Report
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

Overall Progress (All Subjects)												
STAAR Weighted Progress Rate	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (Current & Monitored)	Total Points	Maximum Points
Number of Tests	356		356							320		
# Met or Exceeded Progress	240		240						216			
# Exceeded Progress	131		131						115			
% Met or Exceeded Progress	67		67						68			
% Exceeded Progress	37		37						36			
Total	104		104							104	312	600
Index 2 Score (Target = 32)											52	

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2017 Index 2: Student Progress Data Table
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (Current & Monitored)	ELL (Current)
2017 STAAR Performance											
All Subjects											
Number of Tests	356	-	356	-	-	-	-	-	24	320	276
# Met or Exceeded Progress	240	-	240	-	-	-	-	-	20	216	n/a
# Exceeded Progress	131	-	131	-	-	-	-	-	13	115	n/a
% Met or Exceeded Progress	67%	-	67%	-	-	-	-	-	83%	68%	n/a
% Exceeded Progress	37%	-	37%	-	-	-	-	-	54%	36%	n/a
Reading											
Number of Tests	178	-	178	-	-	-	-	-	12	160	138
# Met or Exceeded Progress	102	-	102	-	-	-	-	-	8	92	n/a
# Exceeded Progress	51	-	51	-	-	-	-	-	6	45	n/a
% Met or Exceeded Progress	57%	-	57%	-	-	-	-	-	67%	58%	n/a
% Exceeded Progress	29%	-	29%	-	-	-	-	-	50%	28%	n/a
Mathematics											
Number of Tests	178	-	178	-	-	-	-	-	12	160	138
# Met or Exceeded Progress	138	-	138	-	-	-	-	-	12	124	n/a
# Exceeded Progress	80	-	80	-	-	-	-	-	7	70	n/a
% Met or Exceeded Progress	78%	-	78%	-	-	-	-	-	100%	78%	n/a
% Exceeded Progress	45%	-	45%	-	-	-	-	-	58%	44%	n/a

- Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2017 Index 3: Closing Performance Gaps Calculation Report
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

Overall Performance

STAAR Weighted Performance Rate	Econ Disadv	Total Points	Maximum Points
Reading	107	107	200
Mathematics	129	129	200
Writing	109	109	200
Science	92	92	200
Social Studies	0	0	0
Total		437	800
Index 3 Score (Target = 28)			55

TEXAS EDUCATION AGENCY
2017 Index 3: Closing Performance Gaps Calculation Report
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

Reading Performance

STAAR Weighted Performance Rate	Econ Disadv	Total Points	Maximum Points
Number of Tests	177		
# Approaches Grade Level Standard	149		
# Masters Grade Level Standard	40		
% Approaches Grade Level Standard	84		
% Masters Grade Level Standard	23		
Reading Weighted Performance Rate	107		

Mathematics Performance

STAAR Weighted Performance Rate	Econ Disadv	Total Points	Maximum Points
Number of Tests	177		
# Approaches Grade Level Standard	162		
# Masters Grade Level Standard	66		
% Approaches Grade Level Standard	92		
% Masters Grade Level Standard	37		
Mathematics Weighted Performance Rate	129		

Writing Performance

STAAR Weighted Performance Rate	Econ Disadv	Total Points	Maximum Points
Number of Tests	53		
# Approaches Grade Level Standard	44		
# Masters Grade Level Standard	14		
% Approaches Grade Level Standard	83		
% Masters Grade Level Standard	26		
Writing Weighted Performance Rate	109		

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2017 Index 3: Closing Performance Gaps Calculation Report
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

Science Performance

STAAR Weighted Performance Rate	Econ Disadv	Total Points	Maximum Points
Number of Tests	62		
# Approaches Grade Level Standard	54		
# Masters Grade Level Standard	3		
% Approaches Grade Level Standard	87		
% Masters Grade Level Standard	5		
Science Weighted Performance Rate	92	92	200

Social Studies Performance

STAAR Weighted Performance Rate	Econ Disadv	Total Points	Maximum Points
Number of Tests			
# Approaches Grade Level Standard			
# Masters Grade Level Standard			
% Approaches Grade Level Standard			
% Masters Grade Level Standard			
Social Studies Weighted Performance Rate	0	0	0

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2017 Index 3: Closing Performance Gaps Data Table
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
2016 STAAR Performance - Used for Determining Lowest Performing Racial/Ethnic Group(s)							
All Subjects							
Percent of Tests							
% Phase-in Satisfactory Standard	-	83%	-	-	-	-	-
Number of Tests							
Total Tests	-	545	-	-	3	-	-
Reading							
Number of Tests							
Total Tests	-	206	-	-	1	-	-
Mathematics							
Number of Tests							
Total Tests	-	206	-	-	1	-	-

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
2017 STAAR Performance								
Reading								
Percent of Tests								
% Approaches Grade Level Standard	-	84%	-	-	-	-	-	84%
% Masters Grade Level Standard	-	22%	-	-	-	-	-	23%
Number of Tests								
# Approaches Grade Level Standard	-	171	-	-	-	-	-	149
# Masters Grade Level Standard	-	45	-	-	-	-	-	40
Total Tests	-	204	-	-	-	-	-	177
Mathematics								
Percent of Tests								
% Approaches Grade Level Standard	-	91%	-	-	-	-	-	92%
% Masters Grade Level Standard	-	36%	-	-	-	-	-	37%
Number of Tests								
# Approaches Grade Level Standard	-	186	-	-	-	-	-	162
# Masters Grade Level Standard	-	73	-	-	-	-	-	66
Total Tests	-	204	-	-	-	-	-	177

- Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2017 Index 3: Closing Performance Gaps Data Table
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
2017 STAAR Performance								
Writing								
Percent of Tests								
% Approaches Grade Level Standard	-	85%	-	-	-	-	-	83%
% Masters Grade Level Standard	-	24%	-	-	-	-	-	26%
Number of Tests								
# Approaches Grade Level Standard	-	57	-	-	-	-	-	44
# Masters Grade Level Standard	-	16	-	-	-	-	-	14
Total Tests	-	67	-	-	-	-	-	53
Science								
Percent of Tests								
% Approaches Grade Level Standard	-	87%	-	-	-	-	-	87%
% Masters Grade Level Standard	-	4%	-	-	-	-	-	5%
Number of Tests								
# Approaches Grade Level Standard	-	58	-	-	-	-	-	54
# Masters Grade Level Standard	-	3	-	-	-	-	-	3
Total Tests	-	67	-	-	-	-	-	62
Social Studies								
Percent of Tests								
% Approaches Grade Level Standard	-	-	-	-	-	-	-	-
% Masters Grade Level Standard	-	-	-	-	-	-	-	-
Number of Tests								
# Approaches Grade Level Standard	-	-	-	-	-	-	-	-
# Masters Grade Level Standard	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2017 Index 4: Postsecondary Readiness Calculation Report
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

Overall Performance	Score	Weight	Total Points
STAAR Meets Grade Level	60.0	100%	60.0
Index 4 Score (Target = 12)			60

Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max Points
STAAR Meets Grade Level Standard												
STAAR Meets Grade Level	60%		60%								120.0	200
STAAR Meets Grade Level Standard Score												60.0

For more information on Index 4 calculations (annual dropout rate conversions or AEA bonus point calculations) see the 2017 Accountability Manual. Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2017 Index 4: Postsecondary Readiness Data Table
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
2017 STAAR Meets Grade Level										
% Meets Grade Level Standard	60%	-	60%	-	-	-	-	-	n/a	n/a
# Meets Grade Level Standard	86	-	86	-	-	-	-	-	n/a	n/a
Total Students Tested	144	-	144	-	-	-	-	-	n/a	n/a
4-Year Graduation Rate (Gr 9-12): Class of 2016										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
5-Year Extended Graduation Rate (Gr 9-12): Class of 2015										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12): SY 2015-16										
% Dropped Out	-	-	-	-	-	-	-	-	-	-
# Dropped Out	-	-	-	-	-	-	-	-	-	-
# of Students	-	-	-	-	-	-	-	-	-	-
Longitudinal RHSP/DAP Graduates: Class of 2016										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
Longitudinal RHSP/DAP/FHSP-E/FHSP-DLA Graduates: Class of 2016										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a

- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to Index 4.

TEXAS EDUCATION AGENCY
2017 Index 4: Postsecondary Readiness Data Table
HEIGHTS EL (240901106) - LAREDO ISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Annual RHSP/DAP Graduates: SY 2015-16										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
Annual RHSP/DAP/FHSP-E/FHSP-DLA Graduates: SY 2015-16										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
College and Career Readiness: SY 2015-16										
% College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a

- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to Index 4.

TEXAS EDUCATION AGENCY

2017 Accountability Summary

HEIGHTS EL (240901106) - LAREDO ISD

Accountability Rating

Met Standard

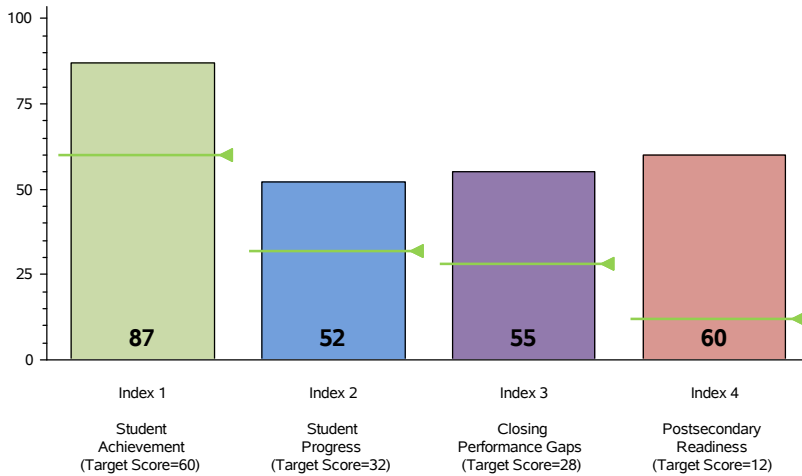
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	560 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	88.9
Percent English Language Learners	78.0
Mobility Rate	20.8
Percent Served by Special Education	5.0
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	472	542	87
2 - Student Progress	312	600	52
3 - Closing Performance Gaps	437	800	55
4 - Postsecondary Readiness			
STAAR Score	60.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		60

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	16 out of 16 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	24 out of 24 = 100%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>