

Laredo Independent School District
Heights Elementary School
2018-2019 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!"

Comprehensive Needs Assessment

Demographics

Demographics Summary

We are the Mighty Hawks and at Heights Elementary school we dream it, dare it, and do it! We are engaged with our school community of teachers, students, parents, and community stakeholders.

*Student enrollment continues to remain above 545 students.

*There are 474 students identified as At Risk, 526 students identified as Economically Disadvantaged, 445 students identified as LEP, 20 exited students, 33 students identified as Special Ed (Resource, PPCD and Speech), 23 students identified as 504/Dyslexia, 24 students identified as GT, 0 students identified as Migrants and 22 students identified as Recent Immigrants.

*For the 2017-2018 school year, a few additional students from Mexico have registered at the school as compared to the prior school year whose primary language is Spanish as compared to last school year.

*The average attendance rate for the first four six weeks periods is at 97.1% for a slight increase 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 school. The school counselor and administrative staff have also conducted conferences with both students and parents. 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. Parents of students who have 10 or more unexcused absences have been take to Truancy Court this current school year.

*The student-teacher ratio is 22/1 in the Kinder- 3rd grade levels, 22/1 in regular program PK3 and PK4 classes while the Head Start classes are at a ratio of 17/1 in PK3 and 19/1 in PK4. There is currently a waiver in place for 4th grade because of high enrollment in this grade level. Students in 4th grade classes went as high as 26/1 during the school year. Fifth grade also has a ratio of 25+/1 in every class.

*Student mobility during the 2016 - 2017 school year was at a 20.8% rate. Student mobility continues to be high.

Demographics Strengths

*Because of high academic performance, parents have requested permission for their children who live out of boundary to attend Heights Elementary School.

*Heights students tend to have a preference for speaking the English language rather than the Spanish language although there are a few additional newly enrolled students from Mexico who are mostly proficient in Spanish.

*The school has a high enrollment because of the quality of education provided by its teachers and staff.

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 grades. Since then, PK3 classes and additional classes in PK4, 1st and 2nd grades have been added due to enrollment in those particular grade levels. This varies per year. Some teachers are housed in rooms intended to be teacher workrooms, therapy rooms, a music room, the art room and science lab room.

Student Academic Achievement

Student Academic Achievement Summary

The 2016 – 2017 Texas Academic Performance Report reflects Heights Elementary Accountability rating as “Met Standard” with Distinctions earned in Academic Achievement in Mathematics, Top 25% Closing of Performance Gaps and in Postsecondary Readiness.

*The 2017 System Safeguards for performance indicate that 84% of students met Approaches Level in reading, 91% of students met approaches level in math, 85% of students met approaches level in writing, and 87% of students met approaches level in science. Performance rates well exceeded the state standard of 60% in all areas. The federal standard of 91% was only met in math. Participation status for the school was at a 100% which was over the 95% federal target.

*In the 2017, Index 1: Student Achievement Calculation Report, 87% of students at the school met Approaches Level in all subjects. In the Student Achievement Data Table, all student populations scored between 84% to 91% in all subjects tested. The percentage of students meeting standards for all subject areas was lowest in the the ELL student population with scores ranging from a 81% to 91%.

*The 2017 Index 2: Student Progress Calculation Report indicates that Heights Elementary School received 312 out of a possible 600 points. The school out-performed the Index 2 target score of 32 with a score of 52.

*The 2017 Index 3: Closing Performance Gaps Calculation Report indicates that Heights earned 107/200 points in the Reading Weighted Performance area, 109/200 points in the Writing Weighted Performance area, 129/200 points in the Math Weight Performance area, and 92/200 points in the Science Weighted Performance area for the Hispanic student population for a total of 437 points out of a possible 800 points. The school out-performed the target score of 28 with a score of 55.

*The 2017 Index 4: Postsecondary Readiness Calculation Report indicates that Heights students had 60% of its students meeting postsecondary readiness. The school received 120 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 60.

* For the 2017 Systems Safeguards, Heights Elementary School had a 100% participation rate.

Student Academic Achievement Strengths

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

*Mid-assessment scores in 3rd , 4th and 5th grades met standards, however, some student expectations had not been taught at the time of testing. Scores for

4th writing are lower than last year. More focus on preparing students to answer editing and revising section of the writing test is needed. More focus on providing more rigor is needed in all areas so that the majority of students scores at the "Meets" and "Masters" rating.

*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.

*Rigby Levels for Kinder through 2nd grade students reflects that gains are also being made in these grade levels.

*Longitudinal data reflects that student academic achievement is increasing.

*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 six years from among all elementary schools.

*Students failure rates are looked at the end of three weeks for every six week period and at the end of every six weeks period.

*Retention rates from the previous school year and these identified students are monitored closely for progress being made throughout the school year.

*An intervention/enrichment period has been added for all students from Kinder through 5th grades. Intensive intervention or enrichment is being provided by classroom teachers, the Instructional Specialist and CEI Intervention Aides. Small group instruction is also carried out by teachers during these intervention/enrichment periods for the four core subject areas.

*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 Academic Achievement Needs

Problem Statement 1: While Heights Elementary School students are attaining high levels of achievement in the "Approaches Level" in the STAAR Test, students need to advance to the "Meets Level" and "Masters Level" because of the higher accountability standards set by the State of Texas. **Root Cause:** While teachers are exposing students to DOK Level 1 and DOK Level 2 question stems, more emphasis has to be placed on teachers addressing DOK Level 3 and DOK Level 4 question stems which have a more rigorous level of thinking.

School Processes & Programs

School Processes & Programs Summary

- *The processes for Curriculum & Instruction are led by the Assistant Superintendent for Curriculum & Instruction.
- *Every Student Succeeds Act, Title I, Bilingual and GT are several of the programs being implemented.
- *Academic Deans also provide teachers with additional in school support.
- *Retention rates for teachers and staff are high due to a positive, supportive, and nurturing school climate.
- *The CEIC is available for teachers, parents, support staff, and students to voice their opinions.
- *Students are provided with other learning experiences through field trips to the bank, the TAMU Planetarium, the City of Laredo Water Plant Museum, the City of Laredo Recycling Center, The LCC Environmental Center, the Imaginarium of South Texas, Sea World, the Texas State Aquarium, among other places.

School Processes & Programs Strengths

- *Teachers receive support from administration, and administration receives assistance from the C&I Department.
- *New teachers have been assigned a buddy in order to provide them with guidance in procedures, processes and curricular issues. The school does not have any first year teachers.
- *Teachers are allowed to observe "master teachers" in the major core areas.
- *A program strength lies in providing students with state of the art technology as well as the latest academic resources.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although additional iPADS carts have been allotted for the campus, there is still not enough access to desktop computers in the

classroom in order to conduct research for assigned essays, special projects, etc. There are limits to what can be done with iPADS and teachers share carts with other teachers in their respective grade levels. **Root Cause:** Classrooms do not have enough working desktop computers to do research without having to go to the library or computer lab.

Problem Statement 2: School budget monies need to be carefully spent for instructional supplies such as workbooks, licenses, etc. due to monies being allocated for personnel costs. **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.

Problem Statement 3: Teachers of the Pre-Kinder, Kinder, 1st and 2nd grades levels need continued support in the form of staff development from academic deans in order to better prepare students to pass the STAAR Test. **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.

Problem Statement 4: There is a need to better align the kinder curriculum with the 1st grade curriculum so that students are better prepared to enter the 1st grade. **Root Cause:** What is expected for students to know by the end of kinder is not addressed with the same rigor as in the 1st grade. The alignment of kinder to first grade curriculum has areas that have not been addressed to the maximum extent possible in order to close the achievement gap.

Perceptions

Perceptions Summary

- *At Heights Elementary School, we pride ourselves in providing great customer service to all stakeholders.
- *A safe, nurturing and supportive learning environment is evident throughout the school.
- *A Parental Liaison is assigned to the school to facilitate parental involvement and promote school activities that support their children.
- *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.
- *Students are provided with opportunities to participate in a variety of extra-curricular activities. A strong emphasis is also placed in the fine arts.

Perceptions 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 Monday and Tuesday in the evening.
- *Community agencies such as SCAN, HEB, the Girl Scouts Organization, University Health Science Center – Healthy Smile Program , Rodeo Dental, AEP, SCAN, Inc., Olive Garden Restaurant, Peter Piper Restaurant, Webb County Constables, Webb County Sheriff's Department, agents from the Federal Bureau of Investigation, United Methodist Church, TAMIU Counseling Program students, 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.

*Student recognition ceremonies are held once every six weeks to honor students who are excelling in areas such as academics, attendance, Accelerated Reader Program, etc.

*Parents are invited to attend functions such as the GT Showcase, Oral Presentation Showcase, Christmas Program, Head Start monthly meetings where their children are showcased, end-of-year Talent Show Program, the school's science fair, etc.

*A variety of clubs have established for students to participate after school such as the Future School's Counselors, coding, choir, honor society, chess, student council, courtesy service, sports, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental sessions held during school time are not as well attended as hoped. **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: Although many parents attend school functions and activities such as report card days, open house days, and other functions etc., there is a low turn out for parent sessions. **Root Cause:** Many parents of Heights students are working parents or have small children to take care of and sessions are not well attended regardless of the the time scheduled.

Problem Statement 3: Many parents should be able to use the Skyward Parent Portal with ease and frequency in order to access grades, attendance, etc. **Root Cause:** Many parents 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 4: 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.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

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

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality 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

Revised/Approved: January 18, 2018

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 1: LISD will offer all students a rigorous, visible, interdisciplinary curriculum to ensure that all students demonstrate a yearly increase on state assessments and the Texas Success Initiative (TSI) college readiness.

Domain I Score will increase

from 63 to 68.

(See Plan Addendum)

Evaluation Data Source(s) 1: TAPR Reports -STAAR/EOC

TELPAS Reports

PBMAS

Summative Evaluation 1:

Strategy Description	ELEMENTS	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 teachers, administrators, librarian, counselor, and instructional specialist will use DMAC and other sources to analyze data in order to determine appropriate instruction and to monitor student performance. Data to be analyzed will include students who are "Still Developing" in the TPRI Test, students scoring below 70% in reporting categories for CBA's and benchmarks, students scoring below the end of six weeks target level in Rigby and students not mastering skills in the Cli-Engage Assessment or the math CBM.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Assistant Principal, Instructional Specialist, Leadership Team</p>	<p>Data will be analyzed by all stakeholders regularly in order to drive instruction. intervention for students not reaching goals will be provided.</p>				
<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) 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 2018 STAAR scores of 88% in reading and 92% 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 2018 STAAR scores of 82% in reading, 78% in math and 88% 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 2018 STAAR scores of 100% in reading, 100% in math and 86% 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>	<p>2.4, 2.5</p>	<p>Principal, Assistant Principal</p>	<p>Intervention and enrichment classes, tutorials, extended day classes, Super Saturday sessions will be held and data will be analyzed in order to check for student progress of goal attainment and instructional planning. Students performance on district assessments will meet 70% or better in all subject areas.</p>				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Heights Elementary school teachers will take part in weekly collaborative team planning in order to improve the quality of instruction for all subgroups of students (At-risk, Bilingual, Special Education, Economically Disadvantages, GT students). Heights Elementary School administration will monitor classroom instruction by conducting walkthroughs and classroom observations.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Assistant Principal, Instructional Specialist</p>	<p>Monitoring for consistent use of the LEAD document activities and strategies in lesson planning and planned will be implemented. Instruction will monitored through the T-TESS component found in DMAC. Ten walkthroughs will be conducted by each administrator on a weekly basis.</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>4) 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. GT students will use the Prufrock Curriculum to enhance their instruction. Special Education students will use accommodations and modifications found in their IEP's. Dyslexia/504 students will use accommodations and modification found in their IAP's.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Assistant Principal, Instructional Specialist</p>	<p>Students will meet a 70% or higher in their daily work and assessments.</p>				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>5) Heights Elementary School teachers will promote reading among students through the Accelerated Reader Program 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. Extended library hours, before and after school, will be provided. The Alexandria Library System will be utilized to facilitate the books being circulated.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Librarian, Teachers	Students will improve their reading comprehension and fluency levels. Students progress in meeting expected goals for each marking period will be monitored. The circulation of books will be tracked through the Alexandria Library System				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 840.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>6) As an extension of their daily learning experience in the classroom, Heights Elementary School students will be actively engaged and exposed to real world experiences by taking part in field trips. Motivational and educational presentations will also increase real world experiences for students.</p>	2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Planned field trips will be incorporated in the teacher's lesson plan. Students will be able to make written report and/or oral presentations about the learning experience.				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 2500.00, 199 - General Fund: Operating (PIC 99) - 789.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>7) Heights Elementary School teachers will utilize student -centered instruction in their classrooms by providing supplemental instructional resources, web-based and digital learning applications and interactive teaching in all core subject areas.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialist, Teachers, Resource Teacher, Dyslexia Teacher, Librarian and other instructional support staff members	Students will meet a 70% or higher in their daily work and assessments. Periodic reports of usage by teachers and students will be monitored.				
<p>Funding Sources: 199 - General Fund: SCE (PIC 30) - 7000.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>8) Heights Elementary school students will be knowledgeable of their performance on local and state assessments and goals and be able to set goals for the 2018 - 2019 school year in their goal-setting folder.</p>	2.4, 2.6	Principal, Assistant Principal	Up-to-date students assessment results folders will be maintained by students.				

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

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.







Performance Objective 2: LISD will meet State/Region STAAR student progress measures annually.

Domain II Score will increase from 57.4 (Part A) and 64.4(Part B) to 60.5(Part A) 68.5 (Part B).

Evaluation Data Source(s) 2: TAPR Reports -STAAR/EOC
 TELPAS Reports
 PBMAS

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Heights Elementary will provide Super Saturday sessions for 3rd - 5th grade students and Extended Day sessions for Kinder - 5th grade students. Students from each subgroup will be included in these sessions.	2.4, 2.5, 2.6	Principal and Assistant Principal	Students will meet a 70% or higher in their daily work and assessments.				
2) Heights Elementary School teachers will provide intervention and enrichment to students throughout the school day in reading, writing, math science and social studies.		Principal and Assistant Principal	Students' academic progress after taking CBA' and other measures of academic success will be monitored at the end of every six weeks period.				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 3) Heights Elementary School students who have been identified as needing additional intervention (Tier 2) in reading will receive support from their teachers, the Instructional Specialist and CEI Lab Assistants through small group instruction.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialist, Teachers	Students who are in need of additional reading intervention will receive prescriptive assistance in both classroom and intervention settings.				

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







Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 3: LISD will supplement Reading and Math instructional programs to meet the needs of all special population students in order to increase student achievement to Meets or Masters and close performance gaps.

Domain III Score will remain at 30. (See Plan Addendum)

Evaluation Data Source(s) 3: Texas Accountability Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Heights Elementary teachers will implement the District's LEAD Documents, Depth of Knowledge(DOK) question stems, The Fundamental Five, Super Eight, Thinking Maps, anchor charts, ELPS, SIOP, and other instructional strategies in the four core areas including math and reading in order to facilitate and provide quality instruction for all student subgroups(At-Risk, Special Education, Economically Disadvantaged)</p>	2.4, 2.5, 2.6	Principal and Assistant Principal	Classroom walkthroughs will be conducted and data from DMAC will be monitored to insure that high yield strategies are implemented by teachers and students are attaining a 70% mastery rate in CBA's and assessments in order to meet local, state and federal mandates.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 4: LISD will supplement instructional programs to increase District and Campus Graduation Rate for all students and special populations. (Domain I & III) (See Plan Addendum)

Evaluation Data Source(s) 4: Texas Accountability Reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) 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>	2.4, 2.5, 2.6	Principal, Assistant Principal	Early education students will be exposed to important skills that are necessary for success at the kinder, primary and upper grade levels. Transition from County Head Start and Day Care Centers will be smoother for students and they will become familiar with the school, teachers and staff. Parents will be informed of expectations.				







Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 5: LISD will increase the Number of Students (Percent) meeting EL progress (Advancing a minimum of 1 English Language Proficiency Level on TELPAS). (Domain III)

Increase percent of students advancing at least one proficiency level from 52 to 57.

Evaluation Data Source(s) 5: TELPAS

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) TELPAS Tuesdays will be implemented in order to monitor ELL students' cognitive processes and language development. Activities will be implemented in order to promote oral presentations and other opportunities in order to monitor the speaking and listening skills/component of the TELPAS Test. Upon meeting established criteria, students will be exited from the Bilingual Program.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers, Instructional Specialist, Bilingual Strategist	TELPAS writing samples and other writing samples will be submitted on a weekly basis in order to monitor student progress. Teachers will conduct fluency and provide oral reading opportunities for all students in order to prepare for the TELPAS Test. Exiting criteria will be followed in order to exit students from the Bilingual program. Students who are exited will be followed for a period of two years.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 6: LISD will increase the number of students meeting at least one College, Career, or Military Ready indicator (CCMR) as a means to close the gap (Domain I & Domain III)

of CCMR Indicators met will increase from _____ to _____.

Evaluation Data Source(s) 6: Texas Accountability Reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
System Safeguard Strategy PBMAS 1) All students, not only Trailblazer students, will be made aware of the importance of striving and working for increased levels of academic performance.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Students grades will be monitored at the end of every six weeks period and EOY scores in STAAR and TELPAS will be analyzed to gauge student growth and progress.				
2) Heights Elementary School students will be exposed to various careers and the importance of continuing their education at colleges and universities.	2.5	Principal, Assistant Principal, Counselor	Students will have an increased awareness of opportunities for educational advancement and careers in demand. A log of speakers from various career fields and colleges and universities will be kept by the counselor.				

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 7: LISD will meet State/Region participation rates in dual enrollment and/or Advanced Placement coursework on an annual basis (High School Only)

Dual Enrollment participation rate will increase
from _____ to _____.

Advanced Placement participation rate will increase
from _____ to _____.

Evaluation Data Source(s) 7: TAPR Report
PBMAS Report

Summative Evaluation 7:

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 8: LISD will meet State/Region STAAR assessment performance rates to meet Performance-Based Monitoring Analysis System (PBMAS) standards annually.




District/Campus will improve staging on PBMAS to maintain or decrease staging from 1 to 0 in Bilingual, SpEd, CTE and ESSA. (See Plan Addendum)

Evaluation Data Source(s) 8: TAPR Reports-STAAR/EOC
PBMAS Reports

Summative Evaluation 8:

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

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Heights Elementary School teachers will implement the TEKS Resource System Curriculum (LEAD) along with a strong rigor and relevance framework, SIOP strategies, Marzano strategies, DOK question stems, follow the best practices from "The Fundamental Five" so that 3rd 5th grade students will be successful on the STAAR Test at the "Meet" and/or "Masters" level.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Assistant Principal</p>	<p>Students will be able to achieve either "Meets" or "Masters" scores on the STAAR Test.</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 9: LISD will increase the number of earned industry-recognized certifications through participation in CTE program yearly.
(High School Only)

Increase industry certificates from _____ to _____.

Evaluation Data Source(s) 9: TAPR Report-

Summative Evaluation 9:

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.







Performance Objective 10: LISD will develop innovative instructional strategies and provide staff development to effectively integrate the teaching and learning of technology applications and skills within the curriculum.

Increase Domain I score from 87 to 90.

Evaluation Data Source(s) 10: Staff Development Calendar/Sign In Sheets

Summative Evaluation 10:

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

<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Heights Elementary School teachers will be provided with in- district and out-of-district staff development opportunities in core areas and technology integration which will allow teachers to provide a quality education for all students. This will also increase opportunities for all students to increase their learning and achievement in order to meet federal, state and local assessments. Staff members will present and share what they have learned to staff other staff members. Heights Elementary School teachers will identify areas of staff development that assist them in providing quality instruction for all students.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Assistant Principal, Technology Trainer</p>	<p>Enhanced instructional delivery will result in students meeting a 70% or higher in their daily work and assessments.</p>				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 1100.00, 211 - ESEA Title I: Improving Basic Program - 3000.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 11: LISD will effectively integrate the teaching and learning of technology applications and skills within the curriculum as per School Technology and Readiness (STaR) survey standards.

Improve or increase the number of teachers at proficient or higher from a score of 15(Advanced) to 18% (High Advanced).

Evaluation Data Source(s) 11: STaR Survey

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy PBMAS</p> <p>1) Heights Elementary School will use new and innovative instructional materials that are technology-enriched, digitally-based and interactive in student centered classrooms to promote student achievement for all student subgroups.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, technology Trainer, Teachers	Reports will be generated to monitor usage and classroom walkthroughs will be used to monitor the use of technology-enhanced instructional activities. Second grade and fifth grade students will be assessed on their technology application skills at the beginning and end of the school year.				
Funding Sources: 180 - E-Rate Fund - 17868.00							
							

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 12: LISD will decrease the number of student retentions at Elementary and Middle School through specialized instructional support.







District Retention rate will decrease from _____ to _____

Campus Retention rate will decrease from 4% to 2%.

Evaluation Data Source(s) 12: Failure Reports

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Heights Elementary School will provide Tier I, Tier II and Tier III interventions to any student at risk for failing a core area subject or falling behind at end-of-the-six-weeks progress monitoring or after BOY and MOY testing. The 1 Student Support Team will meet to follow up on student progress and/or monitor students to ensure that the goals of their R.T.I. are met. Progress monitoring will occur every two weeks for these students.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal	Student will be provided with prescriptive instruction based on individual needs. Student progress will be monitored every two weeks after progress testing is conducted. Students will be able to meet six weeks learning expectations in all core area subject by achieving a 70% mastery rate.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>2) Heights Elementary will provide Super Saturday sessions for 3rd - 5th grade students and Extended Day sessions for Kinder - 5th grade students. Students from each subgroup will be included in these sessions.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialist, Teachers	Failure reports and CBA/benchmark data will be monitored at the end of every six week period for students not meeting the 70% mastery rate.				

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

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 1: LISD will increase meet and/or exceed State/Region attendance rates on a yearly basis.

District Attendance rate will increase from ____ to ____.

Campus will maintain or increase attendance rate from 96.7% to 97.5%.

Evaluation Data Source(s) 1: Attendance Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	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 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. Students who have maintained perfect attendance will be recognized throughout the school year.</p>	2.6	Principal, Assistant Principal, Teachers	<p>The attendance clerk and parental liaison will keep a daily log of students who have not reported to school and parents they have contacted.</p> <p>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>				
<p>System Safeguard Strategy Critical Success Factors CSF 6</p> <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.</p>	2.6	Principal, Assistant Principal, Counselor	<p>A log will be kept by the counselor with documentation of students and/or parents she has met with who have been absent three consecutive days or who have been excessively absent from school.</p>				
<p>System Safeguard Strategy</p> <p>3) The school's attendance officer will make home visits to students who have been absent from school three consecutive days, have excessive absences, or who have unexcused absences. Parents of students who are not in compliance will be taken to truancy court.</p>		Principal, Assistant Principal, Teacher, Counselor, Attendance Officer	<p>Referrals will be completed by teachers. Documentation of home visits will be kept in the attendance data binder. Documentation of parent conferences, sign-ins for parent who are under contracts, etc/. will also be found in the attendance binder.</p>				

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

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 2: LISD will meet or decrease its dropout rate as compared to the annual State/Region drop our rates. (Secondary Schools Only)

District dropout rate will decrease from _____ to _____.

Campus will maintain or decrease dropout rate from _____ to _____

Evaluation Data Source(s) 2: TAPR Report
PEIMS Submission Report

Summative Evaluation 2:

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 3: LISD will increase the number of students who graduate on time, with college readiness distinctions.

District and Campus graduation rate for All Students, Hispanic, ECD, ELL and SpED will increase. (See plan addendum)







Number of student with distinctions will increase

from _____ to _____.

Evaluation Data Source(s) 3: Counseling Reports
TAPR Report
PEIMS Submission Report

Summative Evaluation 3:

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

<p>Critical Success Factors CSF 1</p> <p>1) Heights Elementary School will have one Trailblazer class beginning in 2nd grade - 5th grade. Students will be identified in grades Kinder - 1st as Pre-Trailblazers.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Assistant Principal, Teachers</p>	<p>Students will be academically prepared to be identified as Pre-Ap students as they make the transition to the middle school level.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 4: LISD will implement a district wide Discipline Management Plan which reinforces positive student behavior and reduces the number of student discipline referrals.







of Discipline referrals will decrease from 10% to 5% at Heights.

of Discretionary placements at alternative campuses will decrease for:
all students from 1 to 0 and

Special Ed. students will remain at 0.

Evaluation Data Source(s) 4: 425 Report

Summative Evaluation 4:

Strategy Description	ELEMENTS	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 use CHAMPS Program and Harmony Sanford activities and strategies in order to establish expected behaviors from students.</p>		Principal, Assistant Principal, Teachers	The 425 report will be monitored every six weeks period to assure that disciplinary referrals are inputted correctly to to keep track of the number of referrals being submitted to administration.				
<p>Critical Success Factors CSF 6</p> <p>2) Heights Elementary School students will adhere to the LISD Code of Conduct and Dress Code. Behavior plans to address students with continuous inappropriate behavior will be implemented.</p>		Principal, Assistant Principal, Counselor, Teachers, Behavior Specialist	Adherence to the dress code and student code of conduct will be monitored by administrators, counselor and teachers. Teachers will discuss expectations with students at the beginning of school. BIP's will be monitored for their effectiveness. The Student Code of Conduct will be addressed with parents during parent sessions.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

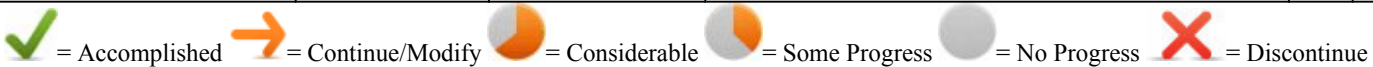
Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 5: LISD Police Department will work with all stakeholders to insure a safe and secure environment. (District Only)

of Incidents and Citations will decrease from _____ to _____

Evaluation Data Source(s) 5: Police Reports on case numbers for the year.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Heights Elementary School administrators will ensure that the CERT (Crisis Management Response Team) and staff will be up-to-date on procedures to be followed in various situations such as fire drills, lock-down drills, weather-related drills, etc. Periodic meetings will be held to discuss procedures.		Principal, Assistant Principal	Increased knowledge of safety procedures by all campus stakeholders will be evident. Sign-in sheets and agendas of CERT meetings will be kept by the school safety officer.				
2) Heights Elementary School staff members will adhere to safety policies and procedures such wearing their School ID and door access cards, reporting any persons not wearing a Raptor produced visitor tag, not allowing persons to come into the school without clearing the front administrative office, cross streets in designated crosswalks, etc.		Principal, Assistant Principal	The safety of all students and staff will be maintained. The Administrator-on Call (AOC) and District Police Office will be contacted if emergencies arise.				
							

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 6: LISD will develop civically-engaged students by increasing the number of students participating in in school/community activities. (I.e, National Honor Society, Student Council, or other organizations that are civic oriented)

Evaluation Data Source(s) 6: Membership reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Heights Elementary School students will develop civically minded students by providing them with opportunities to volunteer at The Laredo Food Bank, LAPS, Relay for Life, Pennies for Tennies, Pennies for Pasta, etc.		Principal, Assistant Principal, Counselor, Club Sponsors	Sign-in sheets and documentation of events or service provided will be maintained by club sponsors and/or the counselor.				

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 7: LISD will increase access to and participation in co- and extra-curricular activities to include: Academic UIL, Fine Arts, JROTC, athletics, service learning organizations and school clubs as evidenced in scheduled Board Committee Meetings.

% of students or higher that participate in at least 1 activity.







from _____ to _____

% of student body populations that participates in at least 1 activity

from 50% to 55%.

Evaluation Data Source(s) 7: Participation reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	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 School will promote extra-curricular activities, participation in clubs, UIL activities that contribute to overall well-being of the child.</p>	2.5	Principal, Assistant Principal, Teachers, and sponsors	Student participation in extra-curricular will be promoted throughout the school year. Participation rates will increase by 5% or better.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.







Performance Objective 8: LISD will improve the services provided to address bullying and violence prevention.

District will decrease the incidents of bullying from ____ to ____

Campus will decrease the incidents of bullying from 2 to 0.

Evaluation Data Source(s) 8: Counseling Reports
Discipline Report (425)

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 6</p> <p>1) Heights Elementary will maintain a "Bully-Free, Safe School Zone" one which is free of violence, drug use, bullying. Presentations will be made to students by community leaders, guest speakers, law enforcement agencies that will be inform them of making appropriate and positive choices. Students will participate in anti-bullying, child abuse, etc. to promote positive student behavior, self-esteem, respectfulness and dignity among fellow students and staff.</p>		Principal, Assistant Principal, Counselor, Teachers	Disciplinary referrals will be decreased. The 425 record will be monitored every six weeks. A log of activities and photographs will be kept by the Counselor.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 9: LISD will support students as they transition from Elementary to Middle School (5th-6th), Middle to High School (8th-9th) and High School to Post Secondary.

Evaluation Data Source(s) 9: Counseling Reports
CIA Agendas

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Heights Elementary will partner with Lamar Middle School, Christen Middle School and Memorial Middle School to assist in the transition of fifth grades students. Students will take part in school presentations of programs and/or extra-curricular activities offered and visit the middle school campus that pertains to each student.		Principal, Assistant Principal, Counselor, Heights and Middle School Teachers	Coordinated campus trips and presentations will be held in the spring in order to ease the transition to the middle school.				

Goal 3: Laredo ISD develops and maintains meaningful student-centered relationships with parents, businesses, and community leaders in support of campus and district initiatives

Performance Objective 1: LISD will provide clear and concise information regarding policy, administrative guidelines, achievement, activities and pertinent issues from administration to school, home, and community.

Number of parents and community members participating in Site-Based Decision Making committees.







Increase the number of parents/community members that attend informative meetings including Town Hall Meetings.

Increase the number of positive social media postings by a minimum of 3%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	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 will provide monthly informative sessions on topics such as the Student Code of Conduct, SSI, Accelerated Reader Program expectations, academic expectations per grade levels, student and school data, various parenting sessions such HEB Read 3, etc. Sessions will be conducted in both English and Spanish.</p>	3.2	Principal, Assistant Principal, Counselor, Instructional Specialist, Librarian, Teachers	There will be an increased awareness of pertinent information made available to parents. Sign-in sheets and agendas will be kept in the office.				
<p>Critical Success Factors CSF 5</p> <p>2) Heights Elementary School teachers will conduct parent conferences to inform them of their child's grades, behavior and other important information.</p>	3.2	Principal, Assistant Principal	There will be an increased parental awareness of grades and behavior A binder with copies of parent conferences held per teacher will be kept in the administrative office.				

<p align="center">Critical Success Factors CSF 5</p> <p>3) Heights Elementary School will have parent participation in campus SBDM committees, Parent Advisory Committee, LPAC committee, LISD School Health Advisory Council,</p>	<p align="center">3.2</p>	<p>Principal, Assistant Principal</p>	<p>Parents will be involved in the decision-making process at the school.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Laredo ISD develops and maintains meaningful student-centered relationships with parents, businesses, and community leaders in support of campus and district initiatives

Performance Objective 2: LISD will increase the number of parent volunteers and participation in community partnerships to maximize the intellectual growth and academic achievement of students.

Parent volunteers will increase from 94 to 115.

Volunteer Hours will increase from over 3156 to 4100 hours.

Evaluation Data Source(s) 2: Volunteer Report

Summative Evaluation 2:

Strategy Description	ELEMENTS	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 parents will attend and be active participants at school events and also actively attend in Title I meetings, the Health Advisory Council, and other campus-based parenting sessions. Parents will be informed of meetings and or school activities through the school's marquee, newsletter, calendar of events, bulletin boards, School Messenger, and announcements.</p>	3.2	Principal, Assistant Principal, Parental Liaison, Leadership Team and Teachers	There will be an increased participation by parents as important stakeholders. Sign-in sheets pf every function and agendas will be kept in the office by the parental liaison.				
<p>Critical Success Factors CSF 5</p> <p>2) The Heights Elementary School Parental Liaison will continue to increase the partnerships between the school, community and home. A monthly newsletter and calendar will be sent home in both English and Spanish containing tips on how they can help their children be more successful in school.</p>		Principal, Assistant Principal, Parental Liaison	Documentation of recruited parents volunteer will be submitted to the office of the District 's Parental Involvement Coordinator. Copies of the monthly newsletters and calendars will be kept on file with the Parental Liaison.				
<p>3) Heights Elementary School will promote online registration and early childhood round-up pre-registration among parents.</p>		Principal, Assistant Principal	Registration reports will be review on a weekly basis to ensure 100% registration.				

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) The Campus Parent Advisory Council will assist in the development of the Parent and Family Engagement Policy. The Parent, Teacher, Student Compact, written in both English and Spanish will be distributed during the Annual Title 1 meeting.</p>	<p>3.1, 3.2</p>	<p>Principal, Assistant Principal</p>	<p>Parents will be involved in formulating the school's parental policy and be informed of how they can partner together with the teacher and their child(children) through expectation found in the Parent, Teacher, Student Compact.</p>				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Heights Elementary School will partner with community partners such as International Bank of Commerce, Junior Achievement, law enforcement agencies, businesses, etc., in order to promote literacy and real-word experiences.</p>	<p>2.5, 2.6</p>	<p>Principal, Assistant principal, Instructional Specialist, Counselor, Teachers</p>	<p>Students will be provided with opportunities to increase their literacy and become more aware of real-world experiences from community partners.</p>				

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







Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 1: LISD will promote a positive organizational culture that values customer service and every employee through professional development and employee appreciation activities throughout the year to include:

- a) 100 % of district personnel (Campus and Department) will receive required trainings and staff development.
- b) LISD District and Campuses will increase the number of employee appreciation activities from 4 to 9.

Evaluation Data Source(s) 1: Sign-In Sheets, Certificates

Summative Evaluation 1:

Strategy Description	ELEMENTS	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 will demonstrate appreciation to their staff by participating in the following events: "Back to School" merienda, Thanksgiving dinner, Christmas Tamalada, Teacher and Staff Appreciation Week, Teacher-aide Appreciation Week, Counselor Appreciation Week, Librarian Appreciation Week, Professional Administrative Staff Week, service awards ceremony, Teacher, Para-professional and Clerical Staff member of the year ceremonies, Custodians week, etc.</p>		Principal, Assistant Principal, Leadership Team, Teachers, Staff	An increased appreciation towards staff and their efforts will be evident through these efforts including the presentation of individual certificates, awards, food and snacks.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 2: LISD will develop organizational structures that effectively respond to and efficiently support the implementation of all state, federal and district performance mandates, operations and initiatives, as reviewed annually by District Level Administration.

Decrease the number of PEG campuses from ____ to _____

Maintain the number of IR Campuses at Zero (0)







Maintain the number of Targeted (Focus) campuses at Zero (0).

Maintain the number of Comprehensive Support (Priority) campuses at Zero (0).

Maintain or Improve staging on PBMAS from 1 to 0 in Bilingual, CTE, SpEd, and ESSA.

Evaluation Data Source(s) 2: TAPR Reports
PBMA Reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 7</p> <p>1) Heights Elementary School teachers and staff will be informed of federal and state accountability decisions so that they can ensure a quality and rigorous education for all.</p>		Principal, Assistant Principal	Teachers will be aware of cut-off scores for meeting federal and state accountability scores Student data will be analyzed to inform instructional decisions.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 3: LISD will develop, maintain and communicate comprehensive organizational process that nurture administrative and teacher leadership competencies, the selection of highly qualified personnel, and the effective, efficient operation of all district/Campus level departments.







Increase Teacher Retention Rate
from 100% to 100%

Increase the % of Teacher scoring an Proficient in all domains on T-TESS
from 100% to 100%.

Increase the % of Campus Leaders scoring proficient in all areas of T-PESS
from 100% to 100%.

Evaluation Data Source(s) 3: T-TESS Reports
T-PESS Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	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. Teachers will be supported by administration in areas they have identified in their T-TESS goal-setting form and in areas they have identified for additional training. Custodial staff will also be highly qualified to complete their tasks by attending monthly training sessions.</p>		Principal, Assistant Principal	Teachers and teachers-aides who have not met the requirements of being highly qualified will need to show continued progress in attaining this status. Notices to parents about teachers who are not highly qualified will be sent to students and their parents of that they are not being taught by such a teacher. All forms completed in the DMAC for the T-TESS process will be reviewed and discussed with teachers.				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 1739740.00, 199 - General Fund: Special Education (PIC 23) - 203933.00, 199 - General Fund: Bilingual (PIC 25) - 88319.00, 199 - General Fund: SCE (PIC 30) - 102428.00, 199 - General Fund: Basic Instruction PreK (PIC 32 - 223122.00, 199 - General Fund: SCE Pre K (PIC 34) - 227177.00, 199 - General Fund: Bilingual Pre K (PIC 35) - 5433.00, 199 - General Fund: Operating (PIC 99) - 624246.00, 211 - ESEA Title I: Improving Basic Program - 207875.00, 224 - IDEA - Part B: Formula Fund - 62252.00, 435 - SSA Regional Day School - Deaf - 14787.00, 263 - LEP Bilingual Program Fund - 13792.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 4: LISD will generate, leverage, and strategically utilize all resources through sound, fiscally responsible practices in support of positive student and employee performance outcomes.

LISD will maintain FIRST Rating.

100% of campus expenditures are aligned to the Comprehensive Needs Assessment and the Campus Improvement Plan.

100% of Campuses and Departments will follow internal Administrative Regulations to acquire goods and services including Fundraising.

Reduce the percent of campuses and departments that are in non-compliance with CH (Local) Policy.

Evaluation Data Source(s) 4: Budget Reports
Corrective Action Plans


Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Heights Elementary School will comply with all financial and procurement operating guidelines for all campus expenditures.		Principal, Assistant Principal	Bank reconciliation forms, payroll requests, workflow request and the budget report will be reviewed on a weekly basis to ensure compliance				
<p>Critical Success Factors CSF 1</p> <p>2) In order to promote student achievement for all</p>	2.4, 2.5, 2.6	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 to insure student academic achievement.				

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. Teacher and staff will base their instructional needs on the school Need's Assessment. Materials include:

- 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) STEAM resources
- aa) afterschool supplies
- bb) dues
- cc) storage bins for instructional supplies

Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 20638.00, 199 - General Fund: Operating (PIC 99) - 1050.00, 199 - General Fund: GT (PIC 21) - 184.00, 199 - General Fund: Special Education (PIC 23) - 70.00, 199 - General Fund: Bilingual (PIC 25) - 38377.00, 199 - General Fund: SCE (PIC 30) - 67205.00, 199 - General Fund: SCE Pre K (PIC 34) - 37500.00, 211 - ESEA Title I: Improving Basic Program - 415.00

Critical Success Factors CSF 1 3) Heights Elementary School administration will provide needed audio-visual equipment (additional components for sound system such as hands-free microphones, 3-D printer , iPAD's, etc.) in order to enhance the instructional delivery of teachers and for students to use as they participate in instructional activities.	2.4, 2.5, 2.6	Principal, Assistant Principal	A needs assessment will be completed to determine what A/V equipment is still needed to enhance the delivery of instruction. Evidence of usage of technology and technology equipment in teacher's instructional delivery will be monitored.				
	Funding Sources: 211 - ESEA Title I: Improving Basic Program - 2448.00						
4) The administrative and counseling departments will be able to buy needed supplies in order to operate their departments (office supplies, counseling materials, etc.		Principal, Assistant Principal	Administrators and counselor will have input in the materials needed for their departments.				
	Funding Sources: 199 - General Fund: Operating (PIC 99) - 7500.00						
							

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 5: LISD will implement a system of internal controls to provide reasonable assurance that the District meets its objectives.

The district will maintain an Unmodified Opinion in the Annual Financial Report.(District)

100% of Campuses and Departments will follow internal Administrative Regulations to acquire goods and services including Fundraising.

Evaluation Data Source(s) 5: Audit Report
Comprehensive Annual Financial Report (CAFR)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 6</p> <p>1) In order to promote educational achievement and student attendance, Heights Elementary School students will be presented with certificates, trophies, charms, pins, pencils, plaques, medallions, and other items deemed appropriate by the Procurement Department.</p>		Principal, Assistant Principal	Teachers will complete forms of students to be recognized for excellence.				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 3400.00, 211 - ESEA Title I: Improving Basic Program - 1000.00							
<p>2) The school's general account will be used to pay for items not usually funded through district funds including water, other beverages, general supplies to improve the aesthetics of the school, office supplies, shipping costs, postage, etc.</p>		Principal, Assistant Principal	Teachers and other professional staff members will complete a check request forms.The bookkeeper will monitor that all appropriate documentation is completed and that appropriate procurement procedures are followed.				

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 6: LISD will maintain a safe, secure and healthy learning and working environment for all students and employees.

The number of workman's compensation claims will decrease from 3 to 0.

The number of employees that participate in district health and wellness initiatives will increase from 25 to 30.

Increase the number of students getting the flu shot from 220 to 250.

Evaluation Data Source(s) 6: Workman's Compensation Reports
Blue Cross/Blue Shield Data
Flu Report

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Heights Elementary school will provide students and staff members the opportunity to participate in district-wide Flu Clinics. Staff members will also be provided with opportunities to attend clinics that have been set up at the school and sponsored by community partners.		Principal, Assistant Principal, Nurse	Sign-in sheets of flu clinic and other clinics attendance and HR reports will be reviewed to determine parental/student and staff participation to ensure students attend school and employees come to work on a daily basis.				

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 7: LISD will maintain a safe and secure environment by increasing response time and completion of all work orders.

The number of work orders will decrease from 150 to 100.

Evaluation Data Source(s) 7: Work Order System reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Heights Elementary School will ensure that the school building and surrounding premises are maintained at a high caliber and that work orders are submitted and completed by the Division of Operations.		Principal, Assistant Principal, Head Custodian	A record of work orders submitted and completed will be reviewed periodically to ensure a well-maintained building				
	Funding Sources: 199 - General Fund: Operating Variable (PIC 99) - 11440.00						
2) Vital utilities and services including electricity, water, telephone, sanitation, dust mops, etc. will be made available for the campus.		Principal, Assistant Principal	School administration will monitor monthly usage of utilities and services provided for the school from the monthly budget report.				
	Funding Sources: 199 - General Fund: Operating (PIC 99) - 98299.00						

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 8: Develop and maintain a staffing plan that utilizes data drive decision making to balance available budgetary resources with best practices and district needs.

Decrease the number of Class Size Ratio Waivers submitted to the Texas Education Agency from _____ to _____.

Evaluation Data Source(s) 8: Master Schedule, Staffing Reports, Waiver Requests

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Heights Elementary School will utilize the school membership numbers to make projections for the subsequent school year. The Human Resources Needs Assessment will be based on projected numbers of students per grade levels. A ratio of 22:1 will be maintained in grades PK3 - 4th and a ratio of 25:1 will be maintained at the 5th grade level. The Head Start PK3 ratio will be maintained at 17:1 while the Head Start Pre-K 4 classes will be mainted at 19:1.	2.4, 2.5, 2.6	Principal, Assistant Principal	Classes will be maintained at the expected ratio so that class-size waivers are not requested for the school.				

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 9: LISD schools will not have 1 or more student groups that fail to meet performance standards for three consecutive years.

Evaluation Data Source(s) 9: STAAR Data

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Heights Elementary School teachers and the Leadership Team will analyze longitudinal data (TELPAS, STAAR) available from DMAC and TPRI , Rigby, etc. data to ensure that students are able to meet academic performance standards.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialist	An individualized RTI plan for students who fail to meet performance standards will be formulated and followed.				







Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 10: LISD will develop and implement a customer service training program to promote a supportive and service driven culture for all campus and department support staff employees.

100% of all campus and department support staff employees will receive training annually.

Evaluation Data Source(s) 10: Customer Service Training Sign-In Sheets

Summative Evaluation 10:

Strategy Description	ELEMENTS	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 office staff will participate in customer service training in order to promote a positive environment for all who visit the office and school.</p>		Principal, Assistant Principal	All office staff members will participate in training. Evidence of attendance will be provided by district personnel.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.







Performance Objective 11: LISD will promote an increase in teachers meeting expectations on certification attempts.

Number of teachers participating in review sessions will increase from 2 to 0.

The teacher passing rate on certification attempts will increase from 50% to 100%.

Evaluation Data Source(s) 11: Certification Reports

Summative Evaluation 11:

Strategy Description	ELEMENTS	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 teachers in need of passing a test for certification will attend review sessions provided by the district.</p>		Principal, Assistant Principal	The Human Resource Coordinator in charge of certification will advise administration if a teacher is still in need of passing a test in a certification area.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Heights Elementary School teachers, administrators, librarian, counselor, and instructional specialist will use DMAC and other sources to analyze data in order to determine appropriate instruction and to monitor student performance. Data to be analyzed will include students who are "Still Developing" in the TPRI Test, students scoring below 70% in reporting categories for CBA's and benchmarks, students scoring below the end of six weeks target level in Rigby and students not mastering skills in the Cli-Engage Assessment or the math CBM.
1	1	2	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 2018 STAAR scores of 88% in reading and 92% 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 2018 STAAR scores of 82% in reading, 78% in math and 88% 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 2018 STAAR scores of 100% in reading, 100% in math and 86% 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	1	3	Heights Elementary school teachers will take part in weekly collaborative team planning in order to improve the quality of instruction for all subgroups of students (At-risk, Bilingual, Special Education, Economically Disadvantages, GT students). Heights Elementary School administration will monitor classroom instruction by conducting walkthroughs and classroom observations.
1	1	4	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. GT students will use the Prufrock Curriculum to enhance their instruction. Special Education students will use accommodations and modifications found in their IEP's. Dyslexia/504 students will use accommodations and modification found in their IAP's.
1	1	5	Heights Elementary School teachers will promote reading among students through the Accelerated Reader Program 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. Extended library hours, before and after school, will be provided. The Alexandria Library System will be utilized to facilitate the books being circulated.

Goal	Objective	Strategy	Description
1	1	6	As an extension of their daily learning experience in the classroom, Heights Elementary School students will be actively engaged and exposed to real world experiences by taking part in field trips. Motivational and educational presentations will also increase real world experiences for students.
1	1	7	Heights Elementary School teachers will utilize student -centered instruction in their classrooms by providing supplemental instructional resources, web-based and digital learning applications and interactive teaching in all core subject areas.
1	1	8	Heights Elementary school students will be knowledgeable of their performance on local and state assessments and goals and be able to set goals for the 2018 - 2019 school year in their goal-setting folder.
1	2	1	Heights Elementary will provide Super Saturday sessions for 3rd - 5th grade students and Extended Day sessions for Kinder - 5th grade students. Students from each subgroup will be included in these sessions.
1	2	3	Heights Elementary School students who have been identified as needing additional intervention (Tier 2) in reading will receive support from their teachers, the Instructional Specialist and CEI Lab Assistants through small group instruction.
1	3	1	Heights Elementary teachers will implement the District's LEAD Documents, Depth of Knowledge(DOK) question stems, The Fundamental Five, Super Eight, Thinking Maps, anchor charts, ELPS, SIOP, and other instructional strategies in the four core areas including math and reading in order to facilitate and provide quality instruction for all student subgroups(At-Risk, Special Education, Economically Disadvantaged)
1	4	1	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.
1	5	1	TELPAS Tuesdays will be implemented in order to monitor ELL students' cognitive processes and language development. Activities will be implemented in order to promote oral presentations and other opportunities in order to monitor the speaking and listening skills/component of the TELPAS Test. Upon meeting established criteria, students will be exited from the Bilingual Program.
1	6	1	All students, not only Trailblazer students, will be made aware of the importance of striving and working for increased levels of academic performance.
1	8	1	Heights Elementary School teachers will implement the TEKS Resource System Curriculum (LEAD) along with a strong rigor and relevance framework, SIOP strategies, Marzano strategies, DOK question stems, follow the best practices from "The Fundamental Five" so that 3rd 5th grade students will be successful on the STAAR Test at the "Meet" and/or "Masters" level.
1	10	1	Heights Elementary School teachers will be provided with in- district and out-of-district staff development opportunities in core areas and technology integration which will allow teachers to provide a quality education for all students. This will also increase opportunities for all students to increase their learning and achievement in order to meet federal, state and local assessments. Staff members will present and share what they have learned to staff other staff members. Heights Elementary School teachers will identify areas of staff development that assist them in providing quality instruction for all students.

Goal	Objective	Strategy	Description
1	11	1	Heights Elementary School will use new and innovative instructional materials that are technology-enriched, digitally-based and interactive in student centered classrooms to promote student achievement for all student subgroups.
1	12	1	Heights Elementary School will provide Tier I, Tier II and Tier III interventions to any student at risk for failing a core area subject or falling behind at end-of-the-six-weeks progress monitoring or after BOY and MOY testing. The l Student Support Team will meet to follow up on student progress and/or monitor students to ensure that the goals of their R.T.I. are met. Progress monitoring will occur every two weeks for these students.
1	12	2	Heights Elementary will provide Super Saturday sessions for 3rd - 5th grade students and Extended Day sessions for Kinder - 5th grade students. Students from each subgroup will be included in these sessions.
2	1	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.
2	1	3	The school's attendance officer will make home visits to students who have been absent from school three consecutive days, have excessive absences, or who have unexcused absences. Parents of students who are not in compliance will be taken to truancy court.
4	2	1	Heights Elementary School teachers and staff will be informed of federal and state accountability decisions so that they can ensure a quality and rigorous education for all.
4	9	1	Heights Elementary School teachers and the Leadership Team will analyze longitudinal data (TELPAS, STAAR) available from DMAC and TPRI , Rigby, etc. data to ensure that students are able to meet academic performance standards.

State Compensatory

Budget for Heights Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-106-9-34-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$138,896.00
199-11-6119-20-106-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$20,000.00
199-31-6119-00-106-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$30,895.00
199-11-6129-00-106-9-30-000	6129 Salaries or Wages for Support Personnel	\$17,088.00
199-11-6129-00-106-9-34-000	6129 Salaries or Wages for Support Personnel	\$32,535.00
199-12-6129-00-106-9-30-000	6129 Salaries or Wages for Support Personnel	\$14,302.00
199-32-6129-00-106-9-30-000	6129 Salaries or Wages for Support Personnel	\$4,636.00
199-11-6141-00-106-9-30-000	6141 Social Security/Medicare	\$248.00
199-11-6141-00-106-9-34-000	6141 Social Security/Medicare	\$2,015.00
199-12-6141-00-106-9-30-000	6141 Social Security/Medicare	\$207.00
199-31-6141-00-106-9-30-000	6141 Social Security/Medicare	\$448.00
199-32-6141-00-106-9-30-000	6141 Social Security/Medicare	\$67.00
199-11-6142-00-106-9-30-000	6142 Group Health and Life Insurance	\$4,287.00
199-11-6142-00-106-9-34-000	6142 Group Health and Life Insurance	\$14,851.00
199-12-6142-00-106-9-30-000	6142 Group Health and Life Insurance	\$4,287.00
199-31-6142-00-106-9-30-000	6142 Group Health and Life Insurance	\$2,144.00
199-32-6142-00-106-9-30-000	6142 Group Health and Life Insurance	\$6.00
199-11-6143-00-106-9-34-000	6143 Workers' Compensation	\$595.00
199-12-6143-00-106-9-30-000	6143 Workers' Compensation	\$50.00
199-31-6143-00-106-9-30-000	6143 Workers' Compensation	\$108.00
199-32-6143-00-106-9-30-000	6143 Workers' Compensation	\$16.00
199-11-6143-00-106-9-30-000	6143 Workers' Compensation	\$59.00

199-11-6145-00-106-9-34-000	6145 Unemployment Compensation	\$55.00
199-12-6145-00-106-9-30-000	6145 Unemployment Compensation	\$5.00
199-31-6145-00-106-9-30-000	6145 Unemployment Compensation	\$10.00
199-32-6145-00-106-9-30-000	6145 Unemployment Compensation	\$1.00
199-11-6145-00-106-9-30-000	6145 Unemployment Compensation	\$5.00
199-11-6146-00-106-9-30-000	6146 Teacher Retirement/TRS Care	\$384.00
199-11-6146-00-106-9-34-000	6146 Teacher Retirement/TRS Care	\$6,107.00
199-12-6146-00-106-9-30-000	6146 Teacher Retirement/TRS Care	\$322.00
199-31-6146-00-106-9-30-000	6146 Teacher Retirement/TRS Care	\$1,179.00
199-32-6146-00-106-9-30-000	6146 Teacher Retirement/TRS Care	\$105.00
6100 Subtotal:		\$295,913.00
6200 Professional and Contracted Services		
199-11-6249-00-106-9-30-000	6249 Contracted Maintenance & Repair	\$7,000.00
6200 Subtotal:		\$7,000.00
6300 Supplies and Services		
199-11-6329-00-106-9-30-000	6329 Reading Materials	\$3,000.00
199-12-6329-20-106-9-30-000	6329 Reading Materials	\$6,000.00
199-11-6399-00-106-9-30-000	6399 General Supplies	\$58,205.00
199-11-6399-00-106-9-34-PK4	6399 General Supplies	\$37,500.00
6300 Subtotal:		\$104,705.00

Personnel for Heights Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Verino	Librarian Assistant	Library	1
Ana Laura Perez	PK3 Teacher	Instruction	0.5
Anakaren Serna	Teacher Assistant	Instruction	0.5
Christy Anguiano	Computer Lab Assistant	Instruction/Intervention	1
Esther Flores	Teacher Assistant	Instruction	1
Jessica Trevino	PK4 Teacher	Instruction	0.5
Mayra Salinas	PK4 Teacher	Instruction	0.5
Melisa Sepulveda	PK3 Teacher	Instruction	0.5
Olga Martinez	PK4 Teacher	Instruction	0.5
San Juana Pozas	Counselor	Counseling	0.5
Vanessa Cantu	PK4 Teacher	Instruction	0.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Heights Elementary School Needs Assessment was done with the input from every teacher and other professional staff member from the campus. After each committee met and submitted their input, the Perceptions Committee was tasked with putting all the piece together to form the campus needs assessment.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campis Improvement Plan was completed with input from every teacher, other professional staff members, parents and administrators from the campus. Each goal was assigned and input was provided from stakeholders to form strategies for each.

2.2: Regular monitoring and revision

The Campus Improvement Plan is a living, working document and as such regular monitoring and revision of strategies will be reviewed and revised as needed. Factors for revision would include the strengths and weaknesses of the campus data, among others. Formative revisions are done four times during the school year while the summative review is completed in August when all scores and data are in.

2.3: Available to parents and community in an understandable format and language

The Heights Elementary School CIP is available on the school's website for parents and all stakeholders to view in an understandable format and language. A copy of the CIP is also available in the administrative office and library.

2.4: Opportunities for all children to meet State standards

Teachers, other professionals and para-professional provide all chldrent to meet state standards fo STAAR and TELPAS. Instruction is provided by teachers in their classrooms. Children in need of additonal assistance are provided with three periods of intervention and/or acceleration throughout the day in core instructional areas, provided with tutorial seesions, extended day sessions and Saturday sessions throughout the school year. These students are identified through the RTI (Response to Intervention) process, through the ARD process, and through the 504/Dyslexia process.

2.5: Increased learning time and well-rounded education

The school day for all elementary schools has been extended to 3:30 p.m. Monday through Thursday and 3:15 on Friday. Because of this increased time, intervention/acceleration classes have been built into the daily schedule.

2.6: Address needs of all students, particularly at-risk

Children in need of additional assistance are provided with three periods of intervention and/or acceleration throughout the day in core instructional areas, provided with tutorial sessions, extended day sessions and Saturday sessions throughout the school year. These students are identified through the RTI (Response to Intervention) process, through the ARD process, and through the 504/Dyslexia process. Students identified as LEPS are provided with instruction through the implementation of the ELPS and SIOP strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Heights Parent Advisory Council assists in the development of the Parent and Family Engagement Policy. The Parent and Family Engagement Policy and the Parent, Teacher, Student Compact is distributed during the Annual Title I Meeting which is held in both English and Spanish. This meeting is held at or prior to the beginning of the school year.

3.2: Offer flexible number of parent involvement meetings

A variety of informative meetings, parental training sessions, Head Start meetings, among others are offered to parents throughout the school year. They are offered at different times of the day depending on type of meeting or training sessions held. Meetings and parenting sessions are held in both English and Spanish.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jose Hernandez	Technology Trainer	Technology	0.5
Rosa A. Martinez	Intervention/Differentiated Instructiona	Instruction	1
San Juana Ramos	Health Assistant	Nursing/Health	0.4
Sara Jimenez	Parental and Family Engagement Liaison	Parental	1
Yolanda Rubio	CEI Lab Assistant	Instruction	1

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Erica Flores	5th Grade Teacher
Classroom Teacher	Martha Vela	5th Grade Teacher
Classroom Teacher	Steven Martinez	Fine Arts
Classroom Teacher	Rebecca Mendoza	5th Grade Teacher
Classroom Teacher	Mark Solis	Resource Teacher

Family and Community Involvement

Committee Role	Name	Position
Classroom Teacher	Mayra Salinas	PK Teacher
Classroom Teacher	Jessica Trevino	PK Teacher
Classroom Teacher	Olga Martinez	PK Teacher
Classroom Teacher	Vanessa Cantu	PK Teacher

Demographics Committee

Committee Role	Name	Position
Classroom Teacher	Emma Cisneros	Kinder Teacher
Classroom Teacher	Kristina Rodriguez	Kinder Teacher
Classroom Teacher	Flora Alegria	Kinder Teacher

Technology Committee

Committee Role	Name	Position
Classroom Teacher	Magda Paez	1st Grade Teacher
Classroom Teacher	Benigna Campos	1st Grade Teacher
Classroom Teacher	Deyanira Morales	1st Grade Teacher

School Context and Organization Committee

Committee Role	Name	Position
Classroom Teacher	Melissa Roman	2nd Grade Teacher
Classroom Teacher	Maria Alcantar	2nd Grade Teacher
Classroom Teacher	Yesenia Calderon	2nd Grade Teacher
Classroom Teacher	Nora Christina Gonzalez	2nd Grade Teacher

School Culture and Climate Committee

Committee Role	Name	Position
Classroom Teacher	Olga Montoya	3rd Grade Teacher
Classroom Teacher	Patricia Liendo	3rd Grade Teacher
Classroom Teacher	Thelma Idrogo	3rd Grade Teacher

Staff Quality, Recruitment and Retention Committee

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

Curriculum, Instruction and Assessment Committee

Committee Role	Name	Position
Non-classroom Professional	Adriana Martinez	Instructional Specialist
Non-classroom Professional	San Juana Claudia Pozas	Counselor
Administrator	Adriana Padilla	Principal
Non-classroom Professional	Adriana Villarreal	Librarian
Administrator	Gilberto Rios	Assistant Principal

Perceptions

Committee Role	Name	Position
Administrator	Adriana Padilla	Principal
Administrator	Gilberto Rios	Assistant Principal
Non-classroom Professional	San Juana Claudia Pozas	Counselor
Non-classroom Professional	Adriana Martinez	Instructional Specialist
Non-classroom Professional	Adriana Villarreal	Librarian
Classroom Teacher	Martha Vela	5th Grade Teacher
Classroom Teacher	Ana Perez	PK 3 Teacher
Classroom Teacher	Nora Christina Gonzalez Ramirez	2nd Grade Teacher

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Adriana Padilla	Principal
Administrator	Gilberto Rios	Assistant Principal
Classroom Teacher	Rebecca Mendoza	Reading Teacher
Classroom Teacher	Patricia Liendo	Math Teacher
Non-classroom Professional	Adriana Martinez	Instructional Specialist
Non-classroom Professional	Adriana Villarreal	Librarian
Non-classroom Professional	San Juana Claudia Pozas	Counselor
Classroom Teacher	Olga Martinez	Early Education Teacher
Classroom Teacher	Deyanira Morales	Primary Teacher
Parent	Frances De La O	Parent
Community Representative	Griselda Flores	BBVA Officer

Campus Funding Summary

180 - E-Rate Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	11	1	Wiring Infrastructure		\$17,868.00
Sub-Total					\$17,868.00
199 - General Fund: Basic Instruction (PIC 11)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$840.00
1	1	6	Transportation Costs for Education Field Trips		\$2,500.00
1	10	1			\$1,100.00
4	3	1	Payroll Costs		\$1,739,740.00
4	4	2	General Supplies		\$20,638.00
4	5	1	Incentives for Students		\$3,400.00
Sub-Total					\$1,768,218.00
199 - General Fund: Operating (PIC 99)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Transportation Cost for Non-educational Field Trips		\$789.00
4	3	1	Payroll Costs		\$624,246.00
4	4	2	General Supplies		\$1,050.00
4	4	4	General Supplies		\$7,500.00
4	7	2	Funds for Utilities and other Services		\$98,299.00
Sub-Total					\$731,884.00
199 - General Fund: Special Education (PIC 23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Payroll Costs		\$203,933.00
4	4	2	General Supplies		\$70.00
Sub-Total					\$204,003.00

199 - General Fund: Bilingual (PIC 25)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Payroll Costs		\$88,319.00
4	4	2	General Supplies		\$38,377.00
Sub-Total					\$126,696.00
199 - General Fund: GT (PIC 21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	2	General Supplies		\$184.00
Sub-Total					\$184.00
199 - General Fund: Operating Variable (PIC 99)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	7	1	Janitorial Supplies		\$11,440.00
Sub-Total					\$11,440.00
199 - General Fund: Bilingual Pre K (PIC 35)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Payroll Costs		\$5,433.00
Sub-Total					\$5,433.00
199 - General Fund: Basic Instruction PreK (PIC 32)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Payroll Costs		\$223,122.00
Sub-Total					\$223,122.00
199 - General Fund: SCE Pre K (PIC 34)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Payroll Costs		\$227,177.00
4	4	2	General Supplies		\$37,500.00
Sub-Total					\$264,677.00
199 - General Fund: SCE (PIC 30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	7	Renew software licenses		\$7,000.00
4	3	1	Payroll Costs		\$102,428.00
4	4	2	General Supplies		\$67,205.00
Sub-Total					\$176,633.00
211 - ESEA Title I: Improving Basic Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1			\$3,000.00
4	3	1	Payroll Costs		\$207,875.00
4	4	2	General Supplies		\$415.00
4	4	3	Varied Computer Equipment Purchases		\$2,448.00
4	5	1	Incentives for Students - Accelerated Reader Program		\$1,000.00
Sub-Total					\$214,738.00
224 - IDEA - Part B: Formula Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Payroll Costs		\$62,252.00
Sub-Total					\$62,252.00
263 - LEP Bilingual Program Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Payroll Costs		\$13,792.00
Sub-Total					\$13,792.00
435 - SSA Regional Day School - Deaf					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Payroll Costs		\$14,787.00
Sub-Total					\$14,787.00
Grand Total					\$3,835,727.00

Addendums

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

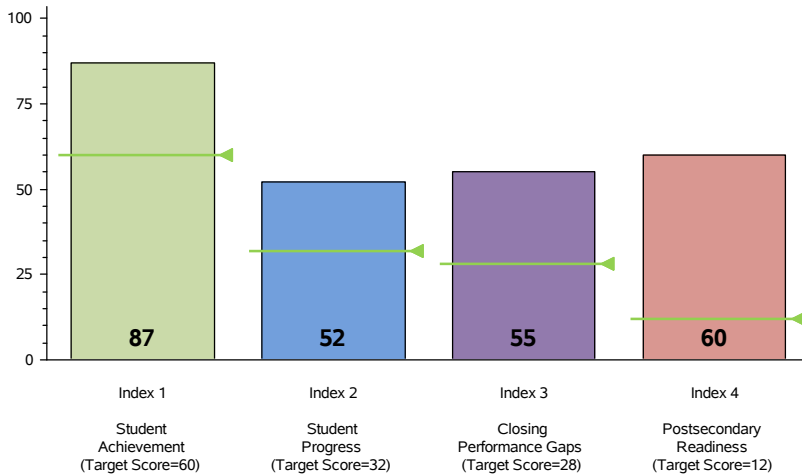
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses 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>

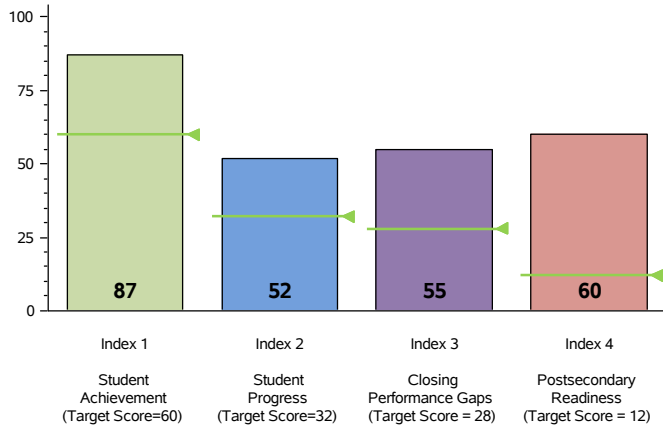
**Texas Education Agency
2016-17 School Report Card
HEIGHTS EL (240901106)**

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

Total Students: **560**
Grade Span: **PK - 05**

2017 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 2017, 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.



2017 Accountability Rating

Met Standard

For 2017 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

Mathematics	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 (2015-16)	97.6%	96.2%	95.8%
Enrollment by Race/Ethnicity			
African American	0.0%	0.0%	12.6%
Hispanic	97.1%	99.0%	52.4%
White	2.9%	0.7%	28.1%
American Indian	0.0%	0.0%	0.4%
Asian	0.0%	0.1%	4.2%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	0.0%	0.1%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	88.9%	93.0%	59.0%
English Language Learners	78.0%	58.3%	18.9%
Special Education	5.0%	7.7%	8.8%
Mobility Rate (2015-16)	20.8%	17.9%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.7	22.3	18.8
Grade 1	23.0	21.6	18.8
Grade 2	23.2	20.3	18.9
Grade 3	19.2	21.6	19.0
Grade 4	23.9	22.0	19.0
Grade 5	24.8	23.2	20.9

School Financial Information (2015-16)

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%	64.6%	Expenditures per Student		
Instructional Expenditure Ratio	n/a	62.6%	63.6%	Total Operating Expenditures	\$6,807	\$10,026
				Instruction	\$4,799	\$5,625
				Instructional Leadership	\$90	\$156
				School Leadership	\$625	\$557
					\$9,373	\$5,317
					\$143	\$544

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2017/index.html>.

Page
1

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)												
All Subjects	2017	75%	71%	87%	-	87%	-	-	-	-	-	87%
	2016	75%	66%	82%	-	83%	-	-	*	-	-	82%
Reading	2017	72%	63%	84%	-	84%	-	-	-	-	-	84%
	2016	73%	59%	85%	-	85%	-	-	*	-	-	84%
Mathematics	2017	79%	80%	91%	-	91%	-	-	-	-	-	92%
	2016	76%	72%	84%	-	84%	-	-	*	-	-	84%
Writing	2017	67%	64%	85%	-	85%	-	-	-	-	-	83%
	2016	69%	61%	65%	-	65%	-	-	*	-	-	64%
Science	2017	79%	79%	87%	-	87%	-	-	-	-	-	87%
	2016	79%	75%	86%	-	86%	-	-	-	-	-	84%
STAAR Percent at Meets Grade Level (Sum of All Grades Tested)												
Two or More Subjects	2017	48%	39%	60%	-	60%	-	-	-	-	-	61%
	2016	45%	31%	49%	-	49%	-	-	-	-	-	47%
Reading	2017	48%	38%	44%	-	44%	-	-	-	-	-	45%
	2016	46%	32%	60%	-	60%	-	-	-	-	-	58%
Mathematics	2017	48%	46%	72%	-	72%	-	-	-	-	-	72%
	2016	43%	34%	49%	-	49%	-	-	-	-	-	47%
Writing	2017	38%	32%	59%	-	59%	-	-	-	-	-	62%
	2016	41%	32%	45%	-	45%	-	-	-	-	-	43%
Science	2017	52%	45%	60%	-	60%	-	-	-	-	-	60%
	2016	47%	36%	34%	-	34%	-	-	-	-	-	31%
STAAR Percent at Masters Grade Level (Sum of All Grades Tested)												
All Subjects	2017	20%	15%	25%	-	25%	-	-	-	-	-	26%
	2016	18%	10%	17%	-	17%	-	-	*	-	-	17%
Reading	2017	19%	12%	22%	-	22%	-	-	-	-	-	23%
	2016	17%	9%	20%	-	20%	-	-	*	-	-	20%
Mathematics	2017	23%	21%	36%	-	36%	-	-	-	-	-	37%
	2016	19%	13%	21%	-	20%	-	-	*	-	-	20%
Writing	2017	12%	8%	24%	-	24%	-	-	-	-	-	26%
	2016	15%	9%	8%	-	8%	-	-	*	-	-	*
Science	2017	19%	14%	*	-	*	-	-	-	-	-	*
	2016	16%	8%	*	-	*	-	-	-	-	-	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2017	61%	62%	67%	-	67%	-	-	-	-	-	70%
	2016	62%	61%	70%	-	70%	-	-	*	-	-	71%
Reading	2017	59%	58%	57%	-	57%	-	-	-	-	-	60%
	2016	60%	57%	72%	-	72%	-	-	*	-	-	73%
Mathematics	2017	64%	67%	78%	-	78%	-	-	-	-	-	80%
	2016	63%	65%	68%	-	68%	-	-	*	-	-	69%

'?' 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent Exceeded Progress												
All Subjects	2017	19%	22%	37%	-	37%	-	-	-	-	-	39%
	2016	17%	18%	32%	-	32%	-	-	*	-	-	33%
Reading	2017	17%	20%	29%	-	29%	-	-	-	-	-	29%
	2016	16%	16%	34%	-	35%	-	-	*	-	-	35%
Mathematics	2017	20%	24%	45%	-	45%	-	-	-	-	-	48%
	2016	17%	20%	30%	-	29%	-	-	*	-	-	31%
Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8)												
Reading	2017	35%	38%	76%	-	76%	-	-	-	-	-	81%
	2016	35%	36%	73%	-	75%	-	-	*	-	-	72%
Mathematics	2017	43%	51%	90%	-	90%	-	-	-	-	-	88%
Students Success Initiative												
Grade 5												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	72%	69%	78%	-	78%	-	-	-	-	-	76%
Mathematics	2017	81%	80%	87%	-	87%	-	-	-	-	-	87%
Students Requiring Accelerated Instruction												
Reading	2017	28%	31%	22%	-	22%	-	-	-	-	-	24%
Mathematics	2017	19%	20%	13%	-	13%	-	-	-	-	-	13%
STAAR Cumulative Met Standard												
Reading	2017	81%	82%	100%	-	100%	-	-	-	-	-	100%
Mathematics	2017	87%	90%	100%	-	100%	-	-	-	-	-	100%

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2016-17 Texas Academic Performance Report

District Name: **LAREDO ISD**

Campus Name: **HEIGHTS EL**

Campus Number: **240901106**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: LAREDO ISD
 Campus Name: HEIGHTS EL
 Campus Number: 240901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 3														
Reading	2017	73%	75%	70%	-	70%	-	-	-	-	-	*	69%	65%
	2016	73%	61%	79%	-	79%	-	-	-	-	-	*	78%	75%
Mathematics	2017	78%	83%	86%	-	86%	-	-	-	-	-	*	85%	89%
	2016	75%	75%	81%	-	81%	-	-	-	-	-	*	80%	75%
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	72%	82%	-	82%	-	-	-	-	-	*	83%	78%
	2016	75%	69%	75%	-	76%	-	-	*	-	-	100%	72%	75%
Mathematics	2017	76%	79%	88%	-	88%	-	-	-	-	-	*	89%	85%
	2016	73%	68%	71%	-	71%	-	-	*	-	-	*	72%	71%
Writing	2017	65%	68%	85%	-	85%	-	-	-	-	-	*	83%	83%
	2016	69%	66%	65%	-	65%	-	-	*	-	-	*	64%	61%
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	83%	100%	-	100%	-	-	-	-	-	100%	100%	100%
	2016	81%	75%	100%	-	100%	-	-	-	-	-	100%	100%	100%
Mathematics	2017	87%	90%	100%	-	100%	-	-	-	-	-	100%	100%	100%
	2016	86%	84%	99%	-	99%	-	-	-	-	-	100%	98%	98%
Science	2017	74%	80%	87%	-	87%	-	-	-	-	-	*	87%	86%
	2016	74%	76%	86%	-	86%	-	-	-	-	-	71%	84%	83%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	71%	87%	-	87%	-	-	-	-	-	91%	87%	85%
	2016	75%	66%	82%	-	83%	-	-	*	-	-	69%	82%	81%
Reading	2017	72%	63%	84%	-	84%	-	-	-	-	-	92%	84%	81%
	2016	73%	59%	85%	-	85%	-	-	*	-	-	80%	84%	84%

District Name: LAREDO ISD
 Campus Name: HEIGHTS EL
 Campus Number: 240901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	80%	91%	-	91%	-	-	-	-	-	100%	92%	91%
	2016	76%	72%	84%	-	84%	-	-	*	-	-	80%	84%	82%
Writing	2017	67%	64%	85%	-	85%	-	-	-	-	-	*	83%	83%
	2016	69%	61%	65%	-	65%	-	-	*	-	-	*	64%	61%
Science	2017	79%	79%	87%	-	87%	-	-	-	-	-	*	87%	86%
	2016	79%	75%	86%	-	86%	-	-	-	-	-	71%	84%	83%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	39%	60%	-	60%	-	-	-	-	-	*	61%	53%
	2016	45%	31%	49%	-	49%	-	-	-	-	-	*	47%	43%
Reading	2017	48%	38%	44%	-	44%	-	-	-	-	-	71%	45%	39%
	2016	46%	32%	60%	-	60%	-	-	-	-	-	*	58%	54%
Mathematics	2017	48%	46%	72%	-	72%	-	-	-	-	-	71%	72%	67%
	2016	43%	34%	49%	-	49%	-	-	-	-	-	*	47%	45%
Writing	2017	38%	32%	59%	-	59%	-	-	-	-	-	*	62%	45%
	2016	41%	32%	45%	-	45%	-	-	-	-	-	*	43%	43%
Science	2017	52%	45%	60%	-	60%	-	-	-	-	-	*	60%	53%
	2016	47%	36%	34%	-	34%	-	-	-	-	-	*	31%	25%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	25%	-	25%	-	-	-	-	-	19%	26%	21%
	2016	18%	10%	17%	-	17%	-	-	*	-	-	*	17%	15%
Reading	2017	19%	12%	22%	-	22%	-	-	-	-	-	*	23%	20%
	2016	17%	9%	20%	-	20%	-	-	*	-	-	*	20%	17%
Mathematics	2017	23%	21%	36%	-	36%	-	-	-	-	-	*	37%	30%
	2016	19%	13%	21%	-	20%	-	-	*	-	-	*	20%	18%

District Name: LAREDO ISD
 Campus Name: HEIGHTS EL
 Campus Number: 240901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Writing	2017	12%	8%	24%	-	24%	-	-	-	-	-	*	26%	17%
	2016	15%	9%	8%	-	8%	-	-	*	-	-	*	*	*
Science	2017	19%	14%	*	-	*	-	-	-	-	-	*	*	*
	2016	16%	8%	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	62%	67%	-	67%	-	-	-	-	-	83%	70%	68%
	2016	62%	61%	70%	-	70%	-	-	*	-	-	77%	71%	71%
Reading	2017	59%	58%	57%	-	57%	-	-	-	-	-	67%	60%	58%
	2016	60%	57%	72%	-	72%	-	-	*	-	-	92%	73%	73%
Mathematics	2017	64%	67%	78%	-	78%	-	-	-	-	-	100%	80%	78%
	2016	63%	65%	68%	-	68%	-	-	*	-	-	*	69%	69%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	22%	37%	-	37%	-	-	-	-	-	54%	39%	36%
	2016	17%	18%	32%	-	32%	-	-	*	-	-	58%	33%	33%
Reading	2017	17%	20%	29%	-	29%	-	-	-	-	-	50%	29%	28%
	2016	16%	16%	34%	-	35%	-	-	*	-	-	85%	35%	36%
Mathematics	2017	20%	24%	45%	-	45%	-	-	-	-	-	58%	48%	44%
	2016	17%	20%	30%	-	29%	-	-	*	-	-	*	31%	30%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	38%	76%	-	76%	-	-	-	-	-	*	81%	71%
	2016	35%	36%	73%	-	75%	-	-	*	-	-	100%	72%	75%
Mathematics	2017	43%	51%	90%	-	90%	-	-	-	-	-	*	88%	88%

District Name: LAREDO ISD
 Campus Name: HEIGHTS EL
 Campus Number: 240901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration													
	2017	72%	69%	78%	-	78%	-	-	-	-	*	76%	74%
Students Requiring Accelerated Instruction													
	2017	28%	31%	22%	-	22%	-	-	-	-	*	24%	26%
STAAR Cumulative Met Standard													
	2017	81%	82%	100%	-	100%	-	-	-	-	100%	100%	100%
Grade 5 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
	2017	81%	80%	87%	-	87%	-	-	-	-	*	87%	84%
Students Requiring Accelerated Instruction													
	2017	19%	20%	13%	-	13%	-	-	-	-	*	13%	16%
STAAR Cumulative Met Standard													
	2017	87%	90%	100%	-	100%	-	-	-	-	100%	100%	100%

District Name: LAREDO ISD
 Campus Name: HEIGHTS EL
 Campus Number: 240901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 560
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	71%	87%	85%	85%	-	-	-	-	-	-	*	85%	85%
	2016	75%	66%	82%	81%	81%	-	-	-	-	-	-	-	81%	81%
Reading	2017	72%	63%	84%	80%	80%	-	-	-	-	-	-	*	80%	81%
	2016	73%	59%	85%	84%	84%	-	-	-	-	-	-	-	84%	84%
Mathematics	2017	79%	80%	91%	91%	91%	-	-	-	-	-	-	*	91%	91%
	2016	76%	72%	84%	82%	82%	-	-	-	-	-	-	-	82%	82%
Writing	2017	67%	64%	85%	82%	82%	-	-	-	-	-	-	*	82%	83%
	2016	69%	61%	65%	61%	61%	-	-	-	-	-	-	-	61%	61%
Science	2017	79%	79%	87%	86%	86%	-	-	-	-	-	-	-	86%	86%
	2016	79%	75%	86%	83%	83%	-	-	-	-	-	-	-	83%	83%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	39%	60%	52%	52%	-	-	-	-	-	-	*	52%	53%
	2016	45%	31%	49%	43%	43%	-	-	-	-	-	-	-	43%	43%
Reading	2017	48%	38%	44%	39%	39%	-	-	-	-	-	-	*	39%	39%
	2016	46%	32%	60%	54%	54%	-	-	-	-	-	-	-	54%	54%
Mathematics	2017	48%	46%	72%	67%	67%	-	-	-	-	-	-	*	67%	67%
	2016	43%	34%	49%	45%	45%	-	-	-	-	-	-	-	45%	45%
Writing	2017	38%	32%	59%	47%	47%	-	-	-	-	-	-	*	47%	45%
	2016	41%	32%	45%	43%	43%	-	-	-	-	-	-	-	43%	43%
Science	2017	52%	45%	60%	53%	53%	-	-	-	-	-	-	-	53%	53%
	2016	47%	36%	34%	25%	25%	-	-	-	-	-	-	-	25%	25%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	25%	21%	21%	-	-	-	-	-	-	*	21%	21%
	2016	18%	10%	17%	15%	15%	-	-	-	-	-	-	-	15%	15%

District Name: LAREDO ISD
 Campus Name: HEIGHTS EL
 Campus Number: 240901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 560
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	12%	22%	20%	20%	-	-	-	-	-	-	*	20%	20%
	2016	17%	9%	20%	17%	17%	-	-	-	-	-	-	-	17%	17%
Mathematics	2017	23%	21%	36%	29%	29%	-	-	-	-	-	-	*	29%	30%
	2016	19%	13%	21%	18%	18%	-	-	-	-	-	-	-	18%	18%
Writing	2017	12%	8%	24%	18%	18%	-	-	-	-	-	-	*	18%	17%
	2016	15%	9%	8%	*	*	-	-	-	-	-	-	-	*	*
Science	2017	19%	14%	*	*	*	-	-	-	-	-	-	-	*	*
	2016	16%	8%	*	*	*	-	-	-	-	-	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	62%	67%	70%	70%	-	-	-	-	-	-	*	70%	70%
	2016	62%	61%	70%	71%	71%	-	-	-	-	-	-	*	71%	71%
Reading	2017	59%	58%	57%	61%	61%	-	-	-	-	-	-	*	61%	62%
	2016	60%	57%	72%	72%	72%	-	-	-	-	-	-	*	72%	72%
Mathematics	2017	64%	67%	78%	79%	79%	-	-	-	-	-	-	*	79%	79%
	2016	63%	65%	68%	70%	70%	-	-	-	-	-	-	*	70%	70%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	22%	37%	38%	38%	-	-	-	-	-	-	*	38%	38%
	2016	17%	18%	32%	33%	33%	-	-	-	-	-	-	*	33%	33%
Reading	2017	17%	20%	29%	30%	30%	-	-	-	-	-	-	*	30%	30%
	2016	16%	16%	34%	37%	37%	-	-	-	-	-	-	*	37%	36%
Mathematics	2017	20%	24%	45%	45%	45%	-	-	-	-	-	-	*	45%	45%
	2016	17%	20%	30%	29%	29%	-	-	-	-	-	-	*	29%	30%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	38%	76%	71%	71%	-	-	-	-	-	-	-	71%	71%
	2016	35%	36%	73%	75%	75%	-	-	-	-	-	-	-	75%	75%

District Name: LAREDO ISD
 Campus Name: HEIGHTS EL
 Campus Number: 240901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 560
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	51%	90%	88%	88%	-	-	-	-	-	-	-	88%	88%

District Name: LAREDO ISD
 Campus Name: HEIGHTS EL
 Campus Number: 240901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	100%	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	93%	93%	-	93%	-	-	-	-	-	100%	93%	92%
Not Included in Accountability													
Mobile	4%	3%	5%	-	5%	-	-	-	-	-	0%	5%	6%
Other Exclusions	1%	3%	1%	-	1%	-	-	-	-	-	0%	1%	2%
Not Tested	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	100%	-	100%	-	-	*	-	-	100%	100%	100%
Included in Accountability	94%	94%	89%	-	89%	-	-	*	-	-	100%	88%	87%
Not Included in Accountability													
Mobile	4%	4%	9%	-	9%	-	-	*	-	-	0%	10%	11%
Other Exclusions	1%	2%	1%	-	1%	-	-	*	-	-	0%	2%	2%
Not Tested	1%	0%	0%	-	0%	-	-	*	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	-	-	*	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	*	-	-	0%	0%	0%

District Name: LAREDO ISD
 Campus Name: HEIGHTS EL
 Campus Number: 240901106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.2%	97.6%	-	97.6%	*	-	*	-	-	97.1%	97.6%	97.6%
2014-15	95.7%	96.1%	97.0%	*	97.0%	96.9%	-	*	-	-	96.5%	96.8%	97.0%

District Name: LAREDO ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	560	100.0%	24,200	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	114	20.4%	9.6%	4.2%
Kindergarten	70	12.5%	7.2%	7.0%
Grade 1	90	16.1%	8.2%	7.4%
Grade 2	66	11.8%	7.7%	7.6%
Grade 3	76	13.6%	7.7%	7.7%
Grade 4	71	12.7%	7.1%	7.7%
Grade 5	73	13.0%	7.3%	7.5%
Grade 6	0	0.0%	6.5%	7.4%
Grade 7	0	0.0%	6.4%	7.4%
Grade 8	0	0.0%	6.4%	7.3%
Grade 9	0	0.0%	7.7%	8.1%
Grade 10	0	0.0%	6.6%	7.4%
Grade 11	0	0.0%	6.0%	6.8%
Grade 12	0	0.0%	5.6%	6.2%
Ethnic Distribution:				
African American	0	0.0%	0.0%	12.6%
Hispanic	544	97.1%	99.0%	52.4%
White	16	2.9%	0.7%	28.1%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.1%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.1%	2.2%
Economically Disadvantaged	498	88.9%	93.0%	59.0%
Non-Educationally Disadvantaged	62	11.1%	7.0%	41.0%
English Language Learners (ELL)	437	78.0%	58.3%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.8%	1.4%
At-Risk	460	82.1%	68.8%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	28			
By Type of Primary Disability				
Students with Intellectual Disabilities	11	39.3%	53.2%	44.5%
Students with Physical Disabilities	*	*	8.2%	21.9%
Students with Autism	*	*	10.2%	12.5%
Students with Behavioral Disabilities	9	32.1%	27.8%	19.9%
Students with Non-Categorical Early Childhood	*	*	0.7%	1.3%

District Name: LAREDO ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	89	20.8%	17.9%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	88	20.6%		
White	1	0.2%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

District Name: LAREDO ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.8%	0.0%	0.0%	7.7%
Grade 1	10.1%	12.5%	3.8%	0.0%	12.1%	6.8%
Grade 2	2.9%	7.0%	2.4%	20.0%	2.6%	3.1%
Grade 3	9.7%	4.2%	1.6%	0.0%	0.6%	1.2%
Grade 4	1.5%	2.6%	0.8%	0.0%	0.5%	0.7%
Grade 5	0.0%	0.5%	0.4%	0.0%	0.9%	0.7%
Grade 6	-	1.9%	0.6%	-	1.6%	0.7%
Grade 7	-	1.0%	0.7%	-	0.6%	0.8%
Grade 8	-	1.7%	0.5%	-	1.1%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.7	22.3	18.8
Grade 1	23.0	21.6	18.8
Grade 2	23.2	20.3	18.9
Grade 3	19.2	21.6	19.0
Grade 4	23.9	22.0	19.0
Grade 5	24.8	23.2	20.9
Grade 6	-	20.0	20.4
Secondary:			
English/Language Arts	-	15.9	16.8
Foreign Languages	-	20.2	18.7
Mathematics	-	16.5	18.0
Science	-	17.7	19.0
Social Studies	-	16.3	19.4

District Name: LAREDO ISD
 Campus Name: HEIGHTS EL
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	45.9	100.0%	100.0%	100.0%
Professional Staff:	36.9	80.4%	53.0%	64.0%
Teachers	29.7	64.6%	40.0%	50.0%
Professional Support	5.3	11.4%	9.7%	10.0%
Campus Administration (School Leadership)	2.0	4.4%	2.3%	2.9%
Educational Aides:	9.0	19.6%	10.7%	9.6%
Total Minority Staff:	45.9	100.0%	95.6%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.2%
Hispanic	29.7	100.0%	96.8%	26.6%
White	0.0	0.0%	2.0%	59.8%
American Indian	0.0	0.0%	0.1%	0.4%
Asian	0.0	0.0%	0.8%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	2.8	9.5%	26.6%	23.7%
Females	26.9	90.5%	73.4%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.2%
Bachelors	22.9	77.1%	77.4%	74.5%
Masters	6.8	22.9%	21.7%	23.6%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.3%	7.8%
1-5 Years Experience	2.9	9.7%	16.9%	28.0%
6-10 Years Experience	14.8	49.9%	23.7%	20.9%
11-20 Years Experience	9.0	30.3%	33.9%	27.8%
Over 20 Years Experience	3.0	10.1%	22.2%	15.5%
Number of Students per Teacher	18.9	n/a	16.7	15.1

District Name: LAREDO ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	39.0	23.1	19.5
Average Years Experience of Principals with District	39.0	19.5	12.2
Average Years Experience of Assistant Principals	42.0	18.3	15.7
Average Years Experience of Assistant Principals with District	41.0	15.4	10.1
Average Years Experience of Teachers:	11.9	13.6	10.9
Average Years Experience of Teachers with District:	10.3	11.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$47,310	\$46,199
1-5 Years Experience	\$50,466	\$49,873	\$48,779
6-10 Years Experience	\$53,016	\$53,401	\$51,184
11-20 Years Experience	\$56,571	\$55,882	\$54,396
Over 20 Years Experience	\$66,122	\$64,403	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$55,171	\$55,890	\$52,525
Professional Support	\$67,907	\$65,791	\$61,728
Campus Administration (School Leadership)	\$90,283	\$78,308	\$76,471
Instructional Staff Percent:	n/a	57.5%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	437	78.0%	58.2%	18.8%
Career & Technical Education	0	0.0%	27.0%	25.0%
Gifted & Talented Education	22	3.9%	7.4%	7.8%
Special Education	28	5.0%	7.7%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	5.7	19.3%	13.8%	6.0%
Career & Technical Education	0.0	0.0%	4.7%	4.5%
Compensatory Education	0.0	0.0%	1.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.9%	1.9%
Regular Education	21.8	73.6%	69.8%	72.8%
Special Education	2.1	7.1%	7.8%	8.6%
Other	0.0	0.0%	0.0%	3.4%

Link to:
[PEIMS Financial Standard Reports/
 2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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