

Socorro Independent School District
Horizon Heights Elementary
2016-2017 Campus Improvement Plan



Mission Statement

Horizon Heights Elementary is committed to helping each child reach their maximum potential.

Vision

Tomorrow's Leaders Learning Today

Motto

"Reaching New Heights"

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Comprehensive Needs Assessment

Needs Assessment Overview

In summary, Horizon Heights Elementary is committed to reach new heights through focus, commitment and dedication.

Our team is committed to meeting our goals and providing our students with the highest quality of education. It is our goal to reach exemplary standards in all that we do while providing our students with a safe and motivating learning experience that will prepare them for the 21st century.

Demographics

Demographics Summary

Horizon Heights is one of 48 campuses in Socorro Independent School District. Opening its doors in 1983, we serve predominantly lower middle class to middle class families. During the 2015-2016 school year, Horizon Heights served approximately 925 students in Pre-Kindergarten to 5th grade.

The student population is 3% African-American, 4% Anglo, 91% Hispanic, 51% male and 49% female. Approximately 63% of the students are economically disadvantaged. The staff population is 7% Anglo, 89% Hispanic, 5% Asian 17% male and 83% female with an average of 9 years of experience.

The overall mobility rate for the campus is approximately 11%. The average daily attendance rate for students is 97%. The average daily attendance rate for staff is 95%.

During the 2015-2016 school year, Horizon Heights served 294 English Language Learner students (31.78%), 53 students in the Gifted and Talented program (5.73%) and 76 students served through special education services (8.22%).

Our School-wide Title I program consists of parent involvement activities; extended day, extended week, and extended year for math and reading; a reading intervention lab; professional development; and 1 coach (State Compensatory Program (SCE), consists of an academic coach training teachers in best practices for assisting at-risk students).

The site-based decision-making team looked at last year’s program evaluations, climate survey results, and the following data: STAAR, TELPAS, iStation, and Lexia. We determined the strengths and weaknesses of the school based on the qualitative and quantitative data.

STAAR Data:

Grade/Subject	Percent Met 2015	Percent Met 2016	Change
3 rd Grade Math	86.5%	82.5%	-4.1%
3 rd Grade Reading	81.7%	80.4%	-1.3
4 th Grade Math	72.9%	83.5%	10.6%
4 th Grade Reading	73.8%	87.6%	13.8%
4 th Grade Writing	76.6%	87.6%	11%
5 th Grade Math	88.3%	93.4%	5.1%
5 th Grade Reading	93.2%	87.7%	-5.5%
5 th Grade Science	81.6%	84.3%	2.7%

Demographics Strengths

One area of strength is we have a very diverse community which promotes an accepting culture as well as a culture of learning. Our school has a rich tradition of volunteerism and parental support. Our family-oriented staff, parents and community members promote a culture of accountability to the overall success of the academic, emotional, social and physical needs of the student.

Demographics Needs

Although we made gains with our English Language Learners, our students in special populations continue to need additional supports to acquire necessary knowledge and skills for academic success in the areas of Science and Reading.

Student Achievement

Student Achievement Summary

During the 2015-2016 school year Horizon Heights Elementary made significant gains.

In the area of STAAR:

2016 STAAR Data:

Grade/Subject	Percent Met 2015	Percent Met 2016	Change
3 rd Grade Math	86.5%	82.5%	-4.1%
3 rd Grade Reading	81.7%	80.4%	-1.3
4 th Grade Math	72.9%	83.5%	10.6%
4 th Grade Reading	73.8%	87.6%	13.8%
4 th Grade Writing	76.6%	87.6%	11%
5 th Grade Math	88.3%	93.4%	5.1%
5 th Grade Reading	93.2%	87.7%	-5.5%
5 th Grade Science	81.6%	84.3%	2.7%

2016 TELPAS Data

Composite Scores

Grade Level Rating 2015 2016

	Total Students	23	37
Kindergarten	B	30.43%	18.92%
	I	13.04%	21.62%
	A	30.43%	37.84%
	AH	26.09%	21.62%
	Total Students	24	28
Grade 1	B	8.33%	0%
	I	16.67%	28.57%
	A	37.5%	21.43%
	AH	37.5%	50%
	Total Students	28	32
Grade 2	B	0%	3.12%
	I	10.71%	12.5%
	A	28.57%	37.5%
	AH	57.14%	46.88%
	Total Students	31	34
Grade 3	B	0%	11.76%
	I	19.35%	8.82%
	A	25.81%	23.53%
	AH	54.84%	55.88%
	Total Students	17	19
Grade 4	B	0%	0%
	I	35.29%	21.05%
	A	41.18%	52.63%
	AH	23.53%	21.05%
	Total Students	15	18
Grade 5	B	6.67%	0%
	I	22%	0%
	A	33%	61.11%
	AH	40%	38.89%

2016 TCM Math Monitoring K-2

Mathematics	BOY	MOY	EOY
Kindergarten	87.07%	91.74%	92.62%

Mathematics 1st Grade	98.04%	94.39%	99.1%
Mathematics 2nd Grade	81.58%	89.92%	95.12%

Based on TCM data, students made progress from the beginning of the year to end of the year. Second grade made significant progress with a 13% increase from BOY to EOY. We will continue to work with Kinder and First Grade teachers to improve mathematics instruction through small group instruction, RTI, and intervention periods.

Student Achievement Strengths

We will continue to provide students with interventions during the day, four days per week in our Reading Hive. These interventions have proven to be successful and will continue in an effort to support our at-risk students. 90 minute grade level meetings will be take place every Friday for teachers to evaluate data and develop plans using data.

Teachers will post their Tiered level movements with their classes on the data wall.

After school trainings will be offered to teachers to provide support in specific areas of need. Data will be evaluated to determine areas of need.

Student Achievement Needs

All students will be responsible for their own learning by setting periodic goals and charting their data. Data will be posted in the classrooms. Students will be expected to present their data during Parent/Teacher Conferences.

To improve student performance, 3 hour Saturday tutoring sessions will be provided every three weeks beginning in August. This will allow for students to receive more immediate interventions, especially after important concepts have been taught and tested.

Each nine weeks, teachers will meet with administrators to discuss data and student progress. Individual plans will be created for students in need of assistance.

School Culture and Climate

School Culture and Climate Summary

Our school is a family-oriented organizations where students and staff work together as a family unit. Horizon Heights community supports each other. When you are a Hornet, you are part of a family that works together to uplift and enhance our primary objective: success and well-being of our students.

Horizon Heights has a minimal amount of office discipline referrals for a school of its size. Classroom management is consistent and teachers emphasize our high expectations in their daily routine. Students listen to announcements in the morning where expectation for "EXCELLENT" behavior is set on a daily basis. We have clear expectations for the bathroom, the hallways, the cafeteria, the playground, assemblies, and classrooms. We work as a team!

School Culture and Climate Strengths

Horizon Heights started the Watch DOGS (Dads of Great Students) program four years ago. Since its inception, nearly 100 father, step-fathers, and grandfathers have participated in the program. The purpose of the Watch DOGS is first, to have positive male role models in our school. Second, they provide an additional set of eyes to help keep students safe in our school.

The Olweus Bully Prevention Program is being implemented at Horizon Heights and across the district. At our school, teachers conduct anti-bullying lessons each Friday morning. Every fall, an Anti-Bullying Rally is held where we celebrate a sense of community and convey the message that our school is a bully-free zone.

In addition to this program, Horizon Heights uses a visitor identification system, which does an immediate background and sex offenders check on all visitors to Horizon Heights. Any parent wishing to volunteer at the school must pass a background check.

School Culture and Climate Needs

The district installed 15 security cameras in each elementary school. The district will provide 5 more cameras during this school year.

Horizon Heights will continue to conduct monthly fire drills, as well as, monthly evacuation drills. Each drill that has been conducted thus far can be deemed a success. However, with each drill, something new is learned and adjustments are made to make our school as safe as possible. We will continue to make safety the number one priority at Horizon Heights and in the Socorro Independent School District.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We will begin our 2016-2017 school year with approximately 860 students. The consistency with our staffing and best practices will allow us to build capacity and strengthen our instructional core. At Horizon Heights we only recruit and employ highly qualified staff to meet the needs of our students.

Our teaching staff receives quality professional development which meets the needs of our student based on various sources of data.

All teachers in the district received training in Kagan Structures and Fundamental Five which we continue to implement in a consistently and effectively. These structures are a part of our commitments and they are expected in daily lessons and observed during formal and informal walk-throughs.

Grade level teams will meet each nine week period to plan for 9-weeks. They will utilize:

- YAG and the Instructional Focus Document in order to identify the depth and specificity of the concept being taught.
- District alignment documents
- District assessments (3,6, 9 week tests)
- Data (STAAR, Benchmarks, Checkpoints, I-Station etc..)

This school year we will conduct a teacher survey to determine their professional development needs and wants.

Staff Quality, Recruitment, and Retention Strengths

In the district, teachers are provided half a day of staff development every nine weeks. These days have proven to be successful. We will continue to provide professional development in this way for the 2016-17 school year. According to the 2015 Staff Climate Survey, 95% of the teachers strongly agreed or agreed that the professional development provided by the campus enhanced their craft in teaching and learning.

To bring consistency to the quality of lessons being conducted in the classrooms, teachers will be provided time to plan lessons together once every 9 weeks. In addition, conference times will be extended to 90 minutes once per week for teachers to review data and plan lessons. To ensure consistency, lessons will be created on Flip Charts and displayed through the use of an interactive projector in each classroom.

Staff Quality, Recruitment, and Retention Needs

To ensure gains in all content areas, professional development will continue in reading and science as deemed necessary by the School Improvement Team. Based on STAAR reading data, more professional development is needed on inferencing, and summarizing information in text.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

House Bill 3, the law that mandates STAAR, requires that the performance standards be aligned from grade 3 through high school. Under an aligned set of standards, student performance at each level (i.e., Unsatisfactory, Satisfactory, or Advanced Academic Performance) within a content area should indicate whether or not the student is on track to be successful at the next grade or course. In order to align the performance standards in this way, the Texas Education Agency (TEA) started with STAAR EOC assessments at the high school level and worked backwards to grade 3. This means that performance standards for STAAR grades 3–8 could not be set until performance standards for STAAR EOC had been set. Based on the requirements in law that TEA determine STAAR EOC cut scores by looking at a variety of external data, the earliest the performance standards could be established was April 2012.

During the 2015-2016 school year Horizon Heights Elementary made significant gains.

In the area of STAAR:

2016 STAAR Data:

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		AH	54.84%	55.88%
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Mathematics 2nd Grade	81.58%	89.92%	95.12%

Based on the TCM data, our students made progress from the beginning of the year to end of the year. Second grade made significant progress with a 13% increase from BOY to EOY. We will continue to work with kinder and first to improve mathematics instruction through small group instruction, RTI, and intervention periods.

Curriculum, Instruction, and Assessment Strengths

During the 2015-2016 school year, Horizon Heights was committed to refining our instructional practices. Due to the changes in the state standards for Mathematics, extra emphasis was placed in this area. Teachers received professional development through the district to start the year, with follow up trainings throughout the first 9 Weeks. In addition, Tier 3 readers were targeted with extra remediation throughout the year, in particular, in the reading intervention lab called the Reading Hive. On the Math STAAR test, Horizon Heights increased from a 82.5% in 2015 to an 86.8 in 2016; on the Writing STAAR, we increased from a 76.6% to an 87.6%; on the Reading STAAR, we increased from a 82.8% to an 85.6%; and on Science we increased from a 81.6 to an 84.3.

Kindergarten- 2nd grade students also showed increases in their reading proficiency as measured by iStation. Each grade level is allotted 45 minutes of computer lab time to use the iStation and Lexia reading programs. In addition, students use these programs during center time. Teachers frequently review their data, share it with their students, and set goals for the next month. All students are aware of their reading levels and this has proven to be an effective way for them to take control of their own learning. In Kindergarten and 1st grade, nearly 75% of our students are considered Tier 1 on iStation. In 2nd grade, nearly 70% are Tier 1.

For the past four years, Horizon Heights has had a reading intervention lab called the Reading Hive. Title I money has been used to hire part time instructional aides to provide interventions for our students at-risk in the area of reading. Since we began, we have seen tremendous growth in our students as measured by iStation and Lexia.

Curriculum, Instruction, and Assessment Needs

There will be a district-wide focus on the Fundamental 5, which is an comprehensive approach to classroom instruction. All instructional personnel have been trained.

In the 2016-17 school year, Horizon Heights will continue its focus on Math to meet the state standards. Trainings will continue take place after school to further develop teacher proficiency. A renewed emphasis will also be placed on Reading and Science due to the minimal gains on STAAR.

Family and Community Involvement

Family and Community Involvement Summary

Our community involvement program at Horizon Heights has a rich tradition in family values and teamwork. It is all inclusive, and talents from various members of the community are welcomed and appreciated. We have 80 active volunteers and approximately 20 Partners in Education.

Since we have a significant amount of military families, we will provide packets to our new military families providing information on Horizon City and places of business that would be helpful and make for a smoother transition to our area. We will have a Veteran's Day Ceremony in November to honor our veterans. Invited guests will include past and present members of our military.

We will continue to support needy families in the surrounding community by continuing clothing, school supply, toy, shoe and food drives.

Family and Community Involvement Strengths

Horizon Heights has a history of building partnerships within the community. The Watch DOGS program, has continued to flourish, and has quickly become an established part of the culture at our school. In addition, Horizon Heights has partnered with the Horizon City Kiwanis Club and Horizon City Lions Club.

In 2015, Horizon Heights Learning Community in conjunction with Burger King provided Turkeys for over 150 needy families during Thanksgiving.

During December 2015, Horizon Heights collected 250 toys for needy children in the Sparks Community.

During the Spring of 2016, Horizon Heights students and faculty collected 7,422 pounds of clothing for Candlelighters.

During the 2015-2016 school year, the community and school joined together in various events:

Family Literacy Night, Fall Festival, Father/Daughter & Mother/Son Holiday Ball, Family Science Night, Father/Daughter & Mother/Son Valentine's Dance, etc.

Family and Community Involvement Needs

With over 80 military families at Horizon Heights, it is becoming increasingly necessary to form a partnership with Ft. Bliss, and our men and women in uniform. We are planning on dedicating a bulletin board to post pictures of our military families as a reminder of the sacrifices they make for our country.

We will also provide packets to our new military families providing information on Horizon City and places of business that would be helpful and make for a smoother transition to our area.

Finally, we will have a Veteran's Day ceremony in November to honor our veterans. Invited guests will include past and present members of our military.

School Context and Organization

School Context and Organization Summary

Horizon Heights Elementary was built and founded in 1983 in Horizon City, just east of El Paso, Texas. Horizon Heights is now a Pre-Kinder through 5th grade. When it was built, it was a self-contained Kinder through 8th Grade with a student population of 400. Our school now serves over 850 students. Horizon Heights is a Pre-K hub which serves the community of the Eastlake Feeder pattern school of Dr. Sue Shook and Horizon Heights Elementary. The school is located right across the street from Col. John Ensor Middle School which houses just over 1200 students.

Our school's warm and nurturing climate provides for a positive working environment and a haven for students. Students are successful at our school because our staff is committed to their success.

School Context and Organization Strengths

Structures which provide for student success:

- District yearly pacing guide (YAG) is followed with fidelity
- Week at a Glance planning guides (WAG) to focus instruction
- 3, 6, and 9 week checkpoints, and benchmarks tests prescribe instruction throughout the year.
- Weekly PLCs
- SIOP strategies target the learning needs of our English Language Learners. This protocol benefits all students in the learning community.
- Lexia and iStation provide students with prescribed reading instruction specific to individual student needs, and provide teachers, scholars and parents meaningful reading data.
- RtI (Response to Intervention) which includes school administration, counselors, and campus SCE-I coach to establishes steady academic progress for students in need of intervention.
- Open door policy with administration.
- Teachers have a common grade level planning period to collaborate.
- Our master schedule was revised to include a forty-five minute intervention/enrichment period to help students who are struggling or challenge students who are on target.
- Teachers are becoming more consistent in the use of common assessments to evaluate teaching and learning

School organizational context is continuously monitored to ensure effectiveness by the implementation of various committees.

School Context and Organization Needs

The Texas Teacher Evaluation and Support System (T-TESS) will be implemented for the 2016-2017 school year.

- Teachers will require support in understanding what the expectations are and how the components come together over the school year.
- Teachers will be tiered based on factors such as student performance, their absences, compliance with policies and procedures, classroom management (number of disciplinary referrals, failure rates, etc.) in an effort to assist administration and support staff with identifying staff who are struggling and to differentiate professional development activities.

Technology

Technology Summary

At Horizon Heights Elementary, technology is seamlessly integrated to engage teaching best practices and successful learning among students. Classroom teachers, staff, and the students use a variety of technological equipment, mobile technologies, and resources to support teaching and learning.

The integration of different technologies aim to support teaching and learning by using the Texas Essential Knowledge and Skills (TEKS) as the basis to cultivate rigor through alignment of these standards with instruction and assessments.

Technology Strengths

- All classroom have newest Interactive Projector for IWB use
- Teachers all have new laptops and work stations
- Teachers utilize ELMOs consistently

Technology Needs

- New student work stations for the classroom will be ordered this year.
- Our teachers need additional training on technology intergration using emerging technologies.

Comprehensive Needs Assessment Data Documentation

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






Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-2017 school year, Horizon Heights will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: Monthly safety trainings, Safety Committee, Number of WatchDog Dads per month

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Continue implementation of the Watch DOGS (Dads of Great Students) program, holding meetings once per 9 weeks to recruit fathers.</p>	1, 6	Principal, Parent Liaison	Daily calendar of volunteers	✓	✓	✓
<p>Critical Success Factors CSF 1</p> <p>2) Usage of Hall Pass visitor management system.</p>	1	Campus Administration, Secretary	Daily signing in visitors, Badges issued	✓	✓	✓
Funding Sources: 199 - General - 500.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016-2017 school year, Horizon Heights will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: Effective EOP plan

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Horizon Heights will follow the districts safety drill schedule and procedures. Results will be documented and an action plan will be developed.</p>		Principal, Assistant Principals, Safety Team	Monthly Safety Logs, District Checklist	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-2017 school year, the number of bullying-related incidents reported at Horizon Heights will decrease from 3 to 0.

Evaluation Data Source(s) 3: Discipline reports of bullying

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Implement Connect with Kids and the Olweus Bullying Prevention Program through use of the program materials, resources and surveys.</p>	1, 3, 9	Campus Leadership Team, Bullying Prevention Coordinating Committee(BPCC)	Weekly class meetings, Administrator/Mentor walk-throughs, Olweus Questionnaire results			
Funding Sources: 211 - Title I, Part A - 2181.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: For the 2016-2017 school year, the total number of disciplinary incidents at Horizon Heights will decrease by 5%.

Evaluation Data Source(s) 4: Mighty Hornet Ticket Weekly Tally, Monthly discipline reports

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students caught being good will receive tickets by the administrative staff. The class in each grade level with the most tickets will win a weekly prize.</p>	1, 2, 9	Campus Administration, Office Staff	Improved student behavior, weekly grade level tally sheets			
Funding Sources: 199 - General - 1500.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Students who are "caught" demonstrating an act of kindness or one of the character traits will have name submitted to the counselor. At the end of the month, there will be a drawing. Ten students will be picked to have Lunch with the Principal.</p>	1, 2, 9	Campus Administration, Counselors	Random Acts of Kindness on Announcements, Improved student behavior			
Funding Sources: 199 - General - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: For the 2016-2017 school year, 100% of Horizon Heights students, encompassing all special and sub-populations, to include economically disadvantaged, low-socioeconomic groups, will be placed in proper learning environments and grade levels supports to ensure they reach their full potential.

Evaluation Data Source(s) 1: Master Schedules, Learning Hive

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Use universal screeners (iStation, TCM Math, STAAR scores, QRI) to properly identify and place students in the appropriate learning environments.</p>	1, 2, 3, 8, 9	Campus Administration, SCE-I Coach, Teachers	Improved student performance, Failure reports, Assessment data			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Use universal screener (Torrence, NNAT, Stanford) to properly identify and place GT students during Fall and Spring semesters.</p>	1, 2, 3, 8, 9, 10	G/T Coordinator	G/T Nomination Forms, Increased number of G/T students, Fall/Spring G/T Assessments			
Funding Sources: 199 - General: Gifted and Talented - 1000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Use universal screener to properly identify and place ELL students.</p>	1, 2, 3, 8, 9, 10	Assistant Principals, PEIMS Clerks	Monthly LPAC Reports, Increased student performance			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Use Special Education testing to properly identify and place students in Special Education.</p>	1, 2, 3, 8, 9, 10	Campus Administration, Diagnostician, Teachers	ARD Minutes, Improved student performance			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Purchase supplies and technology for GT students, including Robotics kits, to be used for this year's instruction & GT Showcase.</p>	2, 10	G/T Coordinator	G/T Lesson Plans, Robotics Camps, Improved student scores			
Funding Sources: 199 - General: Gifted and Talented - 4100.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Purchase instructional materials and supplies for Pre-Kindergarten classes.</p>	2, 7	Campus Administration, Secretary, PK Teachers	Purchase Orders, Improved CPALLS Data			
Funding Sources: 211 - Title I, Part A - 1400.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Provide rigorous enrichment opportunities and student trips with hands on learning in various environments, such as TeamQuest.</p>	2, 9	G/T Coordinator	Field Trip Requests, Improved student learning			
Funding Sources: 199 - General: Gifted and Talented - 2800.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: By January 2017, Horizon Heights shall increase the level of Advanced Performance across the core content areas to achieve an overall improvement in student state assessment scores of at least 10%.

Evaluation Data Source(s) 2: PLC Meeting Notes, FlipChart Lessons, Assessment Data, STAAR Scores

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide scientifically research based materials and supplies for teachers and students to enhance Reading, Math, Science, Writing in preparation for STAAR testing.</p>	1, 2, 3, 8, 9, 10	Campus Administration, Teachers	Purchase Orders, Unit Assessments, District Benchmark, Mock Tests	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 15000.00, 199 - General Fund: Bilingual - 10000.00, 199 - General - 7000.00						
<p>Critical Success Factors CSF 1</p> <p>2) Purchase computers, printers, projectors, technology supplies, software and yearly licenses such as, but not limited to, Brain Pop for teachers and students to use in the classrooms, Library, and Computer Lab as instructional tools aligned to the Technology TEKS.</p>	1, 2, 3, 8, 9, 10	Campus Administration, Secretary	Purchase Orders, Unit Assessments, District Benchmarks, Mock Tests	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: Bilingual - 1000.00, 199 - General Fund : Special Education - 700.00						






Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: For the 2016-2017 school year, Horizon Heights will improve student state assessment scores in Reading by 10% as compared to the previous year's state assessment scores.

Evaluation Data Source(s) 3: Benchmark Scores, STAAR Scores, Accountability Ratings

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 4 1) Each student will be provided tutoring Monday- Thursday during the school day in his/her area of academic need.	1, 2, 3, 7, 8, 9	Campus Administration, Teachers and CRS Teacher	Improved student scores, Reading Hive Lesson Plans, Reading Hive Rosters	✓	✓	✓
				Funding Sources: 199 - General Fund: SCE - 47682.00		
Critical Success Factors CSF 1 CSF 4 2) Provide tutoring in area of academic need every 3rd Saturday; October and March intersessions, and after school throughout the year.	1, 2, 3, 4, 7, 8, 9, 10	Campus Administration, Teachers, and CRS Teacher	Station, District Benchmarks, Unit Assessments, Failure Reports	✓	✓	✓
				Funding Sources: 199 - General Fund: SCE - 51182.00		
Critical Success Factors CSF 1 CSF 4 3) Provide materials and supplies for teachers and staff to conduct interventions for At-Risk and regular education students.	2, 3, 8, 9, 10	Campus Administration, Secretary	Lesson Plans, Centers, WAGs, Eduphoria Intervention Logs, Failure Reports	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - 4000.00, 199 - General Fund: Bilingual - 2000.00, 199 - General Fund : Special Education - 3760.00		
Critical Success Factors CSF 1 CSF 4 4) Provide instructional support and interventions for bilingual students through the use of a temporary instructional aide.	1, 2, 3, 8, 9, 10	Campus Administration, SCE-I Coach, Temporary Instructional Aides	Weekly Schedule, student logs, improved student performance	✓	✓	✓
				Funding Sources: 199 - General Fund: Bilingual - 15000.00		
Critical Success Factors CSF 1 CSF 4 5) Provide interventions for At-Risk students through the use of an At-Risk instructional aide.	1, 2, 3, 7, 8, 9, 10	Campus Administration, SCE-I Coach	Weekly Schedule, student logs, improved student performance	✓	✓	✓
				Funding Sources: 199 - General Fund: SCE - 8000.00		
Critical Success Factors CSF 1 CSF 4 6) Provide interventions for at-risk students through the use of a Library Aide.	1, 2, 3, 8, 9, 10	Campus Administration, SCE-I Coach, Library Aide	Weekly Schedule, student logs, improved student performance	✓	✓	✓
				Funding Sources: 199 - General Fund: SCE - 8000.00		






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 4: For the 2016-2017 school year, Horizon Heights will improve student state assessment scores in Mathematics by 10% as compared to the previous year's state assessment scores.

Evaluation Data Source(s) 4: Benchmark Scores, STAAR Scores, Accountability Ratings

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Each student will be provided tutoring Monday- Thursday during the school day in his/her area of academic need.</p>	1, 2, 3, 7, 8	Campus Administration, Teachers, and CRS Teacher	Learning Hive Rosters, Lesson plans, Failure Reports, Improved student scores	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - 47682.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide tutoring in area of academic need every 3rd Saturday; October and March intersessions, and after school throughout the year.</p>	1, 2, 3, 8, 9, 10	Campus Administration, Teachers, and CRS Teacher	iStation, District Benchmarks, Unit Assessments, Failure Reports	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - 51182.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Provide instructional support and interventions for bilingual students through the use of a temporary instructional aide.</p>	1, 2, 3, 8, 9, 10	Campus Administration, SCE-I Coach, Temporary Instructional Aides	Weekly Schedule, student logs, improved student performance	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - 20000.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Provide interventions for At-Risk students through the use of an At-Risk instructional aide.</p>	1, 2, 3, 8, 9, 10	Campus Administration, SCE-I Coach, At-Risk Instructional Aide	Weekly Schedule, student logs, improved student performance	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Provide interventions for at-risk students through the use of a Library Aide.</p>	1, 2, 3, 7, 8, 9, 10	Campus Administration, SCE-I Coach, Library Aide	Weekly Schedule, student logs, improved student performance	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 5: For the 2016-2017 school year, Horizon Heights will improve its student state assessment scores in Science by 10% as compared to the previous year's state assessment scores.

Evaluation Data Source(s) 5: Benchmark Scores, STAAR Scores, Accountability Ratings

Summative Evaluation 5:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Each student will be provided tutoring Monday- Thursday during the school day in his/her area of academic need.</p>	1, 2, 3, 8, 10	Campus Administration, Teachers, and CSR Teacher	Learning Hive Rosters, Lesson plans, Failure Reports, Improved student scores	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - 47682.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide tutoring in area of academic need every 3rd Saturday; October and March intersessions, and after school throughout the year.</p>	1, 2, 3, 8, 9, 10	Campus Administration, Teachers and CSR Teacher	iStation, District Benchmarks, Unit Assessments, Failure Reports	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - 48882.00, 211 - Title I, Part A - 14000.00						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 6: For the 2016-2017 school year, Horizon Heights will improve its EOY Benchmark scores in 5th Grade Social Studies by 10%.

Evaluation Data Source(s) 6: Fall/Spring Benchmark Data, EOY Benchmark Scores

Summative Evaluation 6:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Research-based instruction will be provided by the school librarian with an emphasis on historical biographies.</p>	1, 2, 3, 9	Librarian, Teachers	iStation, District Benchmarks, Unit Assessments, Social Studies Projects, Failure Reports	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Reading materials and books will be purchased for the library with an emphasis on historical biographies.</p>	1, 2, 3	Librarian, Teachers	Library Inventory, Purchase Orders, Improved student scores	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 10300.00						
						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 7: For the 2016-2017 school year, Horizon Heights will improve its student state assessment scores in Writing by 10% as compared to the previous year's state assessment scores.

Evaluation Data Source(s) 7: Fall/Spring Benchmark Data, STAAR Scores, Bimonthly Writing Samples

Summative Evaluation 7:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide instructional support and intervention for at-risk students through the use of an Intervention Coach.		Campus Administration	Weekly schedule, student logs, improvement student performance.			
	Funding Sources: 199 - General Fund: SCE - 63450.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 8: For the 2016-2017 school year, Horizon Heights will improve student state assessment scores in Reading by 10% as compared to the previous year's state assessment scores.

Evaluation Data Source(s) 8: Benchmark Scores, STAAR Scores, Accountability Ratings

Summative Evaluation 8:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide training for teachers, SCEI Coach, Counselor, and Administrators to initiate the AVID Program at Horizon Heights Elementary.		SCEI Coach and Administration	Benchmark scores, STAAR Scores, and Accountability Rating			
	Funding Sources: 211 - Title I, Part A - 0.00, 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2016-2017 school year, 90% of teachers will meet proficiency level T-TESS goals (as measured by T-TESS, walkthroughs, etc.).

Evaluation Data Source(s) 1: Walkthrough Data, T-TESS Summative Data, Data Talks with Administration

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide teacher trainings (T-TESS, LPAC, STAAR, etc.) throughout the school year.</p>	4, 5	Campus Administration, SCE-I Coach	Walkthrough Data, T-TESS Summative Data, Improved Student Scores	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Administration will conduct focused walkthroughs based on trainings provided at the campus. On a weekly basis, administration will inform teachers of instructional focus.</p>	4, 5	Campus Administration	Walkthrough Data, T-TESS Summative Data, Improved Student Scores, Monday Memo	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2016-2017 school year, Horizon Heights will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Teacher Certifications

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Horizon Heights will utilize district Instructional Officers and Technology Trainers to provide monthly trainings in the core content areas.</p>	1, 2, 3, 4, 5	Campus Administration, SCE-I Coach, Librarian	PD Sign-in Sheets, PLC Meeting Logs/Sign-in Sheets, Improved Student Performance			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Horizon Heights will provide instructional support for teachers in need of assistance by providing after school or PLC trainings in areas of need based on student data.</p>		Campus Administration, SCE-I Coach, Librarian	PD Sign-in Sheets, PLC Meeting Logs/Sign-in Sheets, Improved Student Performance			
Funding Sources: 199 - General Fund: SCE - 60000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Horizon Heights Administration will arrange for teachers in need of assistance to visit other classrooms teachers to learn best instructional practices.</p>	1, 3, 4, 5	Campus Administration, Teachers	Classroom Visit Schedule, Teacher Reflections, Walkthrough Data, Improved Student Performance			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2016-2017 school year, Horizon Heights will increase the number of professional development opportunities offered to employees by 5% as compared to the previous year's opportunities.

Evaluation Data Source(s) 3: PD Agendas, Staff Sign-in Sheets, PD Certificates, PLC Minutes

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide professional development for teachers and staff on staff development days and after school in but not limited to Writer's Workshop, Reading and Math. Snacks and refreshments will be provided for teachers who attend trainings.</p>	1, 2, 3, 4, 5, 10	Campus Administration, SCE-I Coach, Librarian	PD Agendas, PD Sign-in Sheets, PD Certificates, Improved Student Performance, FlipChart Lessons, WAGs, Walkthrough Data			
Funding Sources: 199 - General - 4000.00, 211 - Title I, Part A - 4000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide substitutes for classroom teachers to attend planning days/professional development each 9 weeks.</p>	1, 4, 5, 10	Campus Administration, SCE-I Coach	Substitute Reports, Planning Sign-in Sheets, Lesson Plans, WAGs, Improved Student Scores			
Funding Sources: 199 - General - 3500.00, 211 - Title I, Part A - 3000.00, 199 - General Fund: Bilingual - 9000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Hire consultants to provide training in Reading, Math, Writing and Science interventions.</p>	1, 4, 5	Campus Administration	Purchase Orders, Trip Requests, PD Sign-in Sheets, FlipChart Lessons, Improved Student Performance			
Funding Sources: 211 - Title I, Part A - 3000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Purchase materials and/or supplies for teachers to use for instruction in content areas.</p>	2, 3, 4, 9	Campus Administration	Purchase Orders, PD Sign-in Sheets, FlipChart Lessons, Book Talks, Make & Take Sessions, Improved Student Performance			
Funding Sources: 199 - General - 10000.00, 211 - Title I, Part A - 10000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2016-2017 school year, Horizon Heights will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: Purchase Orders, Walkthrough Data, T-TESS Summative Data, Accountability Ratings

Summative Evaluation 4:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Hire consultants to provide training in Reading, Math, Writing and Science interventions.</p>	4, 5	Campus Administration	Purchase Orders, Trip Requests, PD Sign-in Sheets, FlipChart Lessons, Improved Student Performance			
Funding Sources: 211 - Title I, Part A - 3000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Purchase and provide training for teachers in daily reading and math reviews.</p>	4, 5	Campus Administration	Purchase Orders, Trip Requests, PD Sign-in Sheets, FlipChart Lessons, Improved Student Performance			
Funding Sources: 211 - Title I, Part A - 3000.00, 199 - General Fund: Bilingual - 3000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 5: By the end of the 2016-2017 school year, 100% of Horizon Heights teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 5: Knowledge of House Bill 5, Ongoing Professional Development

Summative Evaluation 5:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) All teachers will be re-trained on House Bill 5.</p>	1, 2, 3, 9	Campus Administration, Counselors	House Bill 5 Knowledge, Professional Development sign-in sheets	✓	✓	✓
<p>Critical Success Factors CSF 1</p> <p>2) Parents will be provided information on House Bill 5 during Open House in July 2016.</p>	1, 2, 3, 9	Campus Administration, Teachers, Counselors	Open House Sign-in Sheets	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 6: By the end of May 2017, 100% of Horizon Heights personnel will develop and implement a College and Career Ready Strategic Plan.

Evaluation Data Source(s) 6: College and Career Strategic Plan, Training Session sign-in sheets

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Horizon Heights counselors will organize Generation Texas activities to promote the importance of college and career readiness.</p>	2	Counselors, Campus Administration	Generation Texas Weekly Activities	✓	✓	✓
Funding Sources: 199 - General - 500.00						
<p>Critical Success Factors CSF 1</p> <p>2) Horizon Heights counselors will organize Career Day activities, including presentations by local businesses and parents.</p>	2	Counselors, Campus Administration	Career Day Activities	✓	✓	✓
Funding Sources: 199 - General - 500.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2016-2017 school year, Horizon Heights will increase the number of collaborative educational involvement activities and events for parents and community members by 10% as compared to previous school year to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: Family Night Opportunities, Sign-in Sheets, Tweets

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Horizon Heights will communicate with parents and the community by hosting Coffee with the Principal every 9 weeks.</p>	1, 6, 10	Campus Administration, Parent Liaison	Coffee With Principal Sign-in Sheets, Tweets, Improved Parental Involvement			
Funding Sources: 211 - Title I, Part A - 500.00						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Horizon Heights will provide Parent Nights such as:</p> <p>Literacy Night Math and Science Night Christmas Program STAAR Information Night Parent Teacher Conferences</p>	2, 6, 10	Campus Administration, SCE-I Coach, Librarian, Teachers, Parent Liaison	Parent Night Sign-in Sheets, Tweets, Improved Parental Involvement, Improved Student Performance			
Funding Sources: 211 - Title I, Part A - 1000.00						
<p>3) Horizon Heights will send Parent Liaison for local and/or state trainings to improve parent and student academic assistance.</p>	1	Parent Liaison	Trainings at district level, Region XIX, and state parent conferences			
Funding Sources: 211 - Title I, Part A - 1000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2016-2017 school year, Horizon Heights will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 3%.

Evaluation Data Source(s) 2: Call-outs, Monthly Newsletters, Tweets, Invitations, Website Updates

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Horizon Heights will maintain a website as a means to communicate with parents and the community.</p>	6	Campus Administration, Librarian, Teachers	Updated Website			
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Horizon Heights will send home a monthly newsletter highlighting important events and information about the school.</p>	6	Campus Administration, Parent Liaison	Distribution of Newsletters, Tweets			
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: By the end of the 2016-2017 school year, Horizon Heights will increase, by 3 over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: List of Partners in Education

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Horizon Heights will increase the number of Partners in Education.</p>	6	Parent Liaison	List of Partners in Education, Partners in Education Survey	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Horizon Heights will invite Partners in Education to school events, including Partners Appreciation Luncheon/Breakfast.</p>		Parent Liaison	Event Sign-in Sheets, Partners in Education Survey	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 500.00						
						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2016-2017 school year, Horizon Heights will have a minimum of 2 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Training Sign-in Sheets, Customer Service Input

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Horizon Heights will provide customer service training for all employees at the beginning of the 2016-17 school year.</p>	1, 2, 6	Campus Administration, Secretary	Training Sign-in Sheets, Improved Customer Service, Customer Service Input	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2016-2017 school year, students in all subgroups at Horizon Heights will increase district, state, and federal accountability standards by 5% as measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: STAAR Reading- 85% Passing Standard/ 20% Advanced Performance
 STAAR Math- 90% Passing Standard/20% Advanced Performance
 STAAR Writing- 88% Passing Standard/ 20% Advanced Performance
 STAAR Science- 85% Passing Standard/ 20% Advanced Performance

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) All students will take an active role in their learning by monitoring their progress and setting 9 week goals.</p>	1, 2, 8, 9	Teachers	Student SMART Goals, Data Walls, Failure Reports, Assessment Data			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Grade level meetings will be held every Friday to review student data and plan for the following week's instruction.</p>	1, 2, 3, 8, 9	Campus Administration, SCE-I Coach, Teachers	PLC Sign-in Sheets, Data Walls, WAGs, FlipChart Lessons, Assessment Data			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Administration will meet with each teacher to review each students' academic performance and develop plans for those in need of assistance.</p>	1, 2, 3, 8, 9	Campus Administration, SCE-I Coach, Teachers	PLC Sign-in Sheets, Teacher Checklist, RTI Referrals, Assessment Data			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) A data room will be maintained to display student/campus data.</p>	1, 2, 3, 9	Campus Administration, SCE-I Coach, Teachers	Data Wall Room, Assessment Data Reports, Improved Student Performance			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2016-2017 school year, 100% of Horizon Heights teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: Learning Hive Rosters, Eduphoria Journal Entries, Assessment Data, Failure Reports, Improved Student Performance

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Each student will be provided tutoring Monday- Thursday during the school day in his/her area of academic need.</p>	1, 2, 3, 8, 9	Campus Administration, SCE-I Coach, Teachers	Learning Hive Rosters, Eduphoria Journal Entries, Assessment Data, Failure Reports, Improved Student Performance	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide tutoring in area of academic need every 3rd Saturday; October and March intersessions, and after school throughout the year.</p>	1, 2, 3, 8, 9	Campus Administration, Teachers	iStation, District Benchmarks, Unit Assessments, Failure Reports	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - 16835.00						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: For the 2016-2017 school year, Horizon Heights administrators will increase, by 10%, the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: PD Sign-in Sheets, PLC Logs/Minutes, Increase in Tier I Students

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide training for teachers on staff development days and after school in Writer's Workshop, Reading, Math and Science.</p>	1, 2, 3, 4, 5, 8, 9, 10	Campus Administration, SCE-I Coach	PD Sign-in Sheets, FlipChart Lessons, Improved Student Performance	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will be trained in iStation to understand the cycles and levels; and materials available to support classroom instruction.</p>	1, 2, 7, 8, 9, 10	SCE-I Coach	PD Sign-in Sheets, iStation Reports, Increased Student Performance, Increase Tier I Students	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: During the 2016-2017 school year, Horizon Heights administrators will schedule at least 5 data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 4: Meeting Logs

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Administration will meet with Curriculum and Instruction personnel on a 9 week basis to discuss and review data and schedule necessary professional development.</p>	2, 3, 4, 7, 8, 9, 10	Campus Administration, SCE-I Coach	Meeting Logs, Increased Student Performance, PD Sessions	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 5: During the 2016-2017 school year, Horizon Heights personnel will actively engage parents in the education process to ensure academic and behavioral success of students by increasing parent attendance at school meetings and events by 5% as compared to previous school year.

Evaluation Data Source(s) 5: Parent Night Opportunities, Event Sign-in Sheets, Improved Parental Involvement, Improved Student Performance

Summative Evaluation 5:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Horizon Heights will provide Parent Nights such as:</p> <p>Literacy Night Math and Science Night Christmas Program STAAR Information Night Parent Teacher Conferences</p>	6	Campus Administration, Parent Liaison, SCE-I Coach, Teachers	Parent Night Opportunities, Event Sign-in Sheets, Improved Parental Involvement, Improved Student Performance	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 1000.00						
						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 6: By Spring 2017, the percentage of interventions documented by teachers at Horizon Heights for appropriate academic support will increase by 5% over the previous school year.

Evaluation Data Source(s) 6: Failure reports, Eduphoria Journal Entries of interventions per 9 weeks

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Teachers will document academic interventions for at-risk students every three weeks in Eduphoria.</p>	3, 9	Campus Administration, Teachers	Updated interventions per student in Eduphoria	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 7: For the 2016-2017 school year, the attendance rate for all students at Horizon Heights will increase by 1% over the attendance rate of 96.7% from the previous year.

Evaluation Data Source(s) 7: Increased student attendance, monthly attendance reports

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Campus Attendance Committee will meet monthly to review student attendance.</p>	1, 2, 9	Campus Administration, Campus Attendance Committee	Campus Attendance Sign-in Sheets, Improved student attendance, monthly attendance reports	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Horizon Heights will offer attendance incentives for all students. The class in each grade with the best weekly attendance will receive an incentive. The students with perfect attendance each 9 weeks will be eligible for a drawing. All students with perfect attendance for the year will receive a trophy.</p>	1, 2, 9	PEIMS Clerks, Counselors, Campus Administration	Increased attendance by grade level, weekly attendance reports, attendance bulletin board	✓	✓	✓
Funding Sources: 199 - General - 3000.00						

State Compensatory

Budget for Horizon Heights Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-105-30-00-000-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$71,022.18
199-11-105-30-18-000-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$121,128.99
199-11-105-30-00-000-6129	6129 Salaries or Wages for Support Personnel	\$17,522.73
199-12-105-30-00-000-6129	6129 Salaries or Wages for Support Personnel	\$10,498.15
6100 Subtotal:		\$220,172.05

Personnel for Horizon Heights Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Darlene Esparza	Teacher CSR	Student Support	
David Zavala	Interv Teacher	Student Support	
Helen Coplan	SCEI Coach	Student Support	1
Irma Urquidi	Instrl Aide At Risk	Student Support	
Lupita Aguilar	Library Aide	Student Support	.5

Title I

Comprehensive Needs Assessment

1. **1. Comprehensive Needs Assessment** A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).
2. **2. School Wide Reform Strategies** Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. **3. Instruction by Highly Qualified Teachers** Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.
4. **4. High Quality and Ongoing Professional Development** In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
5. **5. Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools** A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.
6. **6. Strategies to Increase Parental Involvement** Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. **7. Ensure Smooth Transition for Students** Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. **8. Measure to Include Teachers in Decisions Regarding the use of Academic Assessments** Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. **9. Effective, Timely Additional Assistance** Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

(1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

1. **10. Coordination and Integration of Federal, State, and Local Services and Programs** including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Yvonne Najera	Parent Liason	Family and Community Engagement	1

Campus Improvement Team

Committee Role	Name	Position
Administrator	Jenifer Hansen	Principal
Classroom Teacher	Helena Espinoza	First Grade Teacher
Classroom Teacher	Maria Garcia	Kinder Teacher
Classroom Teacher	Cecilia Grajeda	Pre-Kinder Teacher
Classroom Teacher	Linda Hitter	Third Grade Teacher
Classroom Teacher	Gerardo Morales	Fifth Grade Teacher
Classroom Teacher	Laura Pacheco	Fourth Grade Teacher
Classroom Teacher	Rachel Seelig	Second Grade Teacher
District-level Professional	Adrian Ramirez	DSC Representative
Non-classroom Professional	Helen Coplan	SCE-I Coach
Non-classroom Professional	Shannon Ortega	Librarian
Non-classroom Professional	Ana Salazar	Counselor
Parent	Linda Miner	Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$500.00
1	4	1			\$1,500.00
1	4	2			\$0.00
2	2	1			\$7,000.00
2	8	1	District funded		\$0.00
3	3	1			\$4,000.00
3	3	2			\$3,500.00
3	3	4			\$10,000.00
3	6	1			\$500.00
3	6	2			\$500.00
5	7	2			\$3,000.00
Sub-Total					\$30,500.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$47,682.00
2	3	2	30 FTEs		\$51,182.00
2	3	6			\$8,000.00
2	4	1			\$47,682.00
2	4	2			\$51,182.00
2	4	3			\$20,000.00
2	5	1			\$47,682.00
2	5	2			\$1,200.00
2	5	2			\$47,682.00
2	7	1			\$63,450.00

3	2	2			\$60,000.00
5	2	2			\$16,835.00
Sub-Total					\$462,577.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$700.00
2	3	3			\$3,760.00
Sub-Total					\$4,460.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$2,181.00
2	1	6			\$1,400.00
2	2	1			\$15,000.00
2	2	2			\$10,000.00
2	3	3			\$4,000.00
2	5	2			\$14,000.00
2	6	2			\$10,300.00
2	8	1	Title I funded		\$0.00
3	3	1			\$4,000.00
3	3	2			\$3,000.00
3	3	3			\$3,000.00
3	3	4			\$10,000.00
3	4	1			\$3,000.00
3	4	2			\$3,000.00
4	1	1			\$500.00
4	1	2			\$1,000.00
4	1	3			\$1,000.00
4	2	2			\$1,000.00

4	3	2			\$500.00
5	5	1			\$1,000.00
Sub-Total					\$87,881.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$10,000.00
2	2	2			\$1,000.00
2	3	3			\$2,000.00
2	3	4			\$15,000.00
3	3	2			\$9,000.00
3	4	2			\$3,000.00
Sub-Total					\$40,000.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$1,000.00
2	1	5			\$4,100.00
2	1	7			\$2,800.00
Sub-Total					\$7,900.00
Grand Total					\$633,318.00