

**Socorro Independent School District**  
**Horizon Heights Elementary**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Top 25% Student Progress

Postsecondary Readiness



# **Mission Statement**

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

## **Vision**

Tomorrow's Leaders Learning Today

## **Superintendent & Board Members**

Dr. José Espinoza  
Superintendent of Schools

**Paul Guerra**  
Board President  
District 4

**Cynthia Ann Najera**  
Vice President  
District 2

**Michael Anthony Najera**  
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District At-Large

**Hector F. Gonzalez**  
Trustee  
District 1

**Gary Gandara**  
Trustee  
District 5

**Antonio "Tony" Ayub**  
Trustee  
District At-Large

**Angelica Rodriguez**  
Trustee  
District 3

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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 2016-2017 school year, Horizon Heights served approximately 919 students in Pre-Kindergarten to 5th grade. The breakdown is as follows: EE: 14; PK: 136; Kinder: 121; 1<sup>st</sup>: 126; 2<sup>nd</sup>: 127; 3<sup>rd</sup>: 130; 4<sup>th</sup>: 116; and 5<sup>th</sup>: 149.

The student population is 3% African-American, 4% Anglo, 90% Hispanic, 53% male and 47% female. Approximately 63% of the students are economically disadvantaged. Approximately 44% of the population is at-risk and 13% is special education. 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 15%. The average daily attendance rate for students is 96.76%. The average daily attendance rate for staff is 95%.

### Demographics Strengths

During the 2016-2017 school year, Horizon Heights served 256 English Language Learner students (27%), 47 students in the Gifted and Talented program (5.25%) and 118 students served through special education services (13%).

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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** As a PreKinder hub, our daily attendance rate has dropped from 97.25% to 96.76%. We need to educate our parents and help them understand the value and importance of being at school daily. **Root Cause:** With a decline in attendance, we will need to support parents of PK students on the policy for attendance and verify weekly who is meeting the attendance goal of 97%.

## Student Academic Achievement

### Student Academic Achievement Summary

During the 2016-2017 school year Horizon Heights Elementary made significant gains. Horizon Heights School earned 3 out of 6 Distinction Designations by the Texas Education Agency. Horizon Heights was also named a 2015-2016 Texas Honor Roll School for dedication to close the achievement gaps.

In the area of STAAR:

2017 STAAR Data:

| Grade/Subject                    | Approaches<br>Grade<br>Level 2016 | ED     | LEP    | SPED   | AR     | Approaches<br>Grade<br>Level 2017 | ED     | LEP    | SPED   | AR     |
|----------------------------------|-----------------------------------|--------|--------|--------|--------|-----------------------------------|--------|--------|--------|--------|
| 3 <sup>rd</sup> Grade<br>Math    | <b>82.5%</b>                      | 79.69% | 58.33% | 57.14% | 44.83% | <b>89.8%</b>                      | 85.33% | 70.59% | 66.67% | 75.61% |
| 3 <sup>rd</sup> Grade<br>Reading | <b>80.4%</b>                      | 75%    | 41.67% | 64.29% | 31.03% | <b>81.1%</b>                      | 74.67% | 41.18% | 55.56% | 56.10% |
|                                  |                                   |        |        |        |        |                                   |        |        |        |        |
| 4 <sup>th</sup> Grade Math       | <b>83.5%</b>                      | 79.55% | 66.67% | 53.85% | 50%    | <b>88.7%</b>                      | 88.24% | 64.29% | 66.67% | 70.97% |
| 4 <sup>th</sup> Grade<br>Reading | <b>87.6%</b>                      | 80.68% | 60%    | 53.85% | 56.25% | <b>77.4%</b>                      | 74.63% | 30.77% | 60%    | 33.33% |
| 4 <sup>th</sup> Grade<br>Writing | <b>87.6%</b>                      | 80.46% | 53.33% | 53.85% | 61.70% | <b>73.9%</b>                      | 70.15% | 23.08% | 40%    | 30%    |
|                                  |                                   |        |        |        |        |                                   |        |        |        |        |
| 5 <sup>th</sup> Grade Math       | <b>93.4%</b>                      | 86.11% | 69.23% | 66.67% | 72.73% | <b>95.8%</b>                      | 90.53% | 83.33% | 92.86% | 80.39% |
| 5 <sup>th</sup> Grade<br>Reading | <b>87.7%</b>                      | 83.33% | 30.77% | 60%    | 59.09% | <b>94.4%</b>                      | 76.84% | 66.67% | 85.71% | 66.67% |
| 5 <sup>th</sup> Grade<br>Science | <b>84.3%</b>                      | 83.33% | 46.15% | 66.67% | 56.82% | <b>88.9%</b>                      | 88.42% | 83.33% | 71.43% | 78.43% |

Although we still have much work to do, I am proud of the effort 3rd-5th grade STAAR teachers have made to address the needs of our subpopulations. There was growth in 3rd grade math LEP students by 12%. Our at-risk third graders grew by 25% points. Our 4th graders made great gain in mathematics. Our 4th graders were challenged in reading and writing and had loses of 10% points.

2017 TELPAS Data: Composite Scores

| Grade Level         | Rating                | 2016      | 2017      |
|---------------------|-----------------------|-----------|-----------|
| <b>Kindergarten</b> | <b>Total Students</b> | <b>37</b> | <b>44</b> |
|                     | B                     | 18.92%    | 11.36%    |
|                     | I                     | 21.62%    | 29.55%    |
|                     | A                     | 37.84%    | 31.82%    |
|                     | AH                    | 21.62%    | 27.27%    |
| <b>Grade 1</b>      | <b>Total Students</b> | <b>28</b> | <b>41</b> |
|                     | B                     | 0%        | 4.88%     |
|                     | I                     | 28.57%    | 21.95%    |
|                     | A                     | 21.43%    | 21.95%    |
|                     | AH                    | 50%       | 51.22%    |
| <b>Grade 2</b>      | <b>Total Students</b> | <b>32</b> | <b>39</b> |
|                     | B                     | 3.12%     | 2.56%     |
|                     | I                     | 12.5%     | 23.08%    |
|                     | A                     | 37.5%     | 28.21%    |
|                     | AH                    | 46.88%    | 46.15%    |
| <b>Grade 3</b>      | <b>Total Students</b> | <b>34</b> | <b>35</b> |
|                     | B                     | 11.76%    | 2.86%     |
|                     | I                     | 8.82%     | 14.29%    |
|                     | A                     | 23.53%    | 28.57%    |
|                     | AH                    | 55.88%    | 54.29%    |
| <b>Grade 4</b>      | <b>Total Students</b> | <b>19</b> | <b>22</b> |
|                     | B                     | 0%        | 9.09%     |
|                     | I                     | 21.05%    | 31.82%    |
|                     | A                     | 52.63%    | 40.91%    |
|                     | AH                    | 21.05%    | 18.18%    |
| <b>Grade 5</b>      | <b>Total Students</b> | <b>18</b> | <b>28</b> |
|                     | B                     | 0%        | 4.17%     |
|                     | I                     | 0%        | 16.67%    |
|                     | A                     | 61.11%    | 45.83%    |
|                     | AH                    | 38.89%    | 33.33%    |



| TELPAS      |                    |  |                    |  |                    |  |
|-------------|--------------------|--|--------------------|--|--------------------|--|
| Grade Level | Number of Students | Students Who Progressed at Least One Proficiency Level from 2014 to 2015 | Number of Students | Students Who Progressed at Least One Proficiency Level from 2015 to 2016 | Number of Students | Students Who Progressed at Least One Proficiency Level from 2016 to 2017 |
| 1st         | 12                 | 60%  | 25                 | 83%  | 33                 | 85%  |
| 2nd         | 20                 | 77%  | 23                 | 72%  | 24                 | 67%  |
| 3rd         | 19                 | 68%  | 19                 | 66%  | 21                 | 60%  |
| 4th         | 5                  | 31%  | 8                  | 50%  | 4                  | 20%  |
| 5th         | 10                 | 71%  | 12                 | 71%  | 10                 | 53%  |

#### 2017 TCM Math Monitoring K-2

| Mathematics           | BOY    | MOY    | EOY    |
|-----------------------|--------|--------|--------|
| Kindergarten          | 82.05% | 96.64% | 94.12% |
| Mathematics 1st Grade | 92.62% | 95.16% | 97.62% |
| Mathematics 2nd Grade | 91.74% | 98.37% | 97.64% |

Based on TCM data, students made progress from the beginning of the year to end of the year. Kindergarten made significant progress with a 12% increase from BOY to EOY. We will continue to work with First and Second Grade teachers to improve mathematics instruction through small group instruction, RTI, and intervention periods. We will continue with our Numeracy focus which is implemented systemically in Kindergarten through 2nd Grade.

## Student Academic Achievement Strengths

Our Team worked hard to make the STAAR gains that were achieved. Our 5th grade team (6 teachers) led the charge with the emphasis on lesson planning with specificity. Our 5th grade students made gains in all areas, especially in reading which grew 6.7% points. Much of their effort was the use of Lexia with all 5th grade students.

Although our 4th Grade Reading dropped by 10%, our students grew in all areas. We had 48 students received 2 on the ELL progress measure and 24 receive a 1. Our 4th grade team implemented rotations and made it work in the areas of math and reading.

Our 3rd grade student made gains in scores but grew so much more as a team. Their collaborative effort showed in their planning, team building and culture.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** STAAR 3rd grade LEP decreased from 41.67% in 2016 to 41.18% 2017. **Root Cause:** Teachers need support with SIOP, vocabulary development, fluency and comprehension to support students to be successful.

**Problem Statement 2:** STAAR 4th grade writing (all sub-populations) decreased from 87.6% in 2016 to 73.9% in 2017. **Root Cause:** Teachers need to fully implement a Balanced Literacy program that focuses on Writer's Workshop to build capacity in our authors.

**Problem Statement 3:** STAAR 4th grade at-risk and LEP decreased by over 20% points from 2016 to 2017. **Root Cause:** Teachers need support with Balanced Literacy to support students becoming proficient readers that have stamina and independence.

## School Processes & Programs

### School Processes & Programs Summary

We will begin our 2017-2018 school year with approximately 920 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 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.

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 900 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.

Grade level teams will meet each nine week period to plan for 9-weeks instruction. 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 checkpoints)
- Data Analysis(STAAR, Benchmarks, Checkpoints, I-Station etc..)
- PLC Meetings, every other week for 90 minutes
- Saturday Tutoring (every 3, 6 weeks of 9 Weeks for 3rd-5<sup>th</sup>)

This school year we conducted a teacher survey to determine their professional development needs for:

- Balanced Literacy
- 90 Minute Math Model
- Lexia & iStation
- Stemsopes
- Planning as a Grade Level

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 2016-2017 school year Horizon Heights Elementary made significant academic gains.

2017 STAAR Data:

| Grade/Subject                 | Percent Met 2016 | Percent Met 2017 | Change |
|-------------------------------|------------------|------------------|--------|
| 3 <sup>rd</sup> Grade Math    | 82.5%            | 89.8%            | 7.3%   |
| 3 <sup>rd</sup> Grade Reading | 80.4%            | 81.1%            | .7%    |
| 4 <sup>th</sup> Grade Math    | 83.5%            | 88.7%            | 5.2%   |
| 4 <sup>th</sup> Grade Reading | 87.6%            | 77.4%            | -10.2% |
| 4 <sup>th</sup> Grade Writing | 87.6%            | 73.9%            | -13.7% |
| 5 <sup>th</sup> Grade Math    | 93.4%            | 95.8%            | 2.4%   |
| 5 <sup>th</sup> Grade Reading | 87.7%            | 94.4%            | 6.7%   |
| 5 <sup>th</sup> Grade Science | 84.3%            | 88.9%            | 4.6%   |

2017 TELPAS Data

Composite Scores

| Grade Level  | Rating         | 2016   | 2017 |
|--------------|----------------|--------|------|
| Kindergarten | Total Students | 37     |      |
|              | B              | 18.92% | %    |
|              | I              | 21.62% | %    |
|              | A              | 37.84% | %    |
|              | AH             | 21.62% | %    |

|         |                |    |        |   |
|---------|----------------|----|--------|---|
| Grade 1 | Total Students |    | 28     |   |
|         |                | B  | 0%     | % |
|         |                | I  | 28.57% | % |
|         |                | A  | 21.43% | % |
|         |                | AH | 50%    | % |
| Grade 2 | Total Students |    | 32     |   |
|         |                | B  | 3.12%  | % |
|         |                | I  | 12.5%  | % |
|         |                | A  | 37.5%  | % |
|         |                | AH | 46.88% | % |
| Grade 3 | Total Students |    | 34     |   |
|         |                | B  | 11.76% | % |
|         |                | I  | 8.82%  | % |
|         |                | A  | 23.53% | % |
|         |                | AH | 55.88% | % |
| Grade 4 | Total Students |    | 19     |   |
|         |                | B  | 0%     | % |
|         |                | I  | 21.05% | % |
|         |                | A  | 52.63% | % |
|         |                | AH | 21.05% | % |
| Grade 5 | Total Students |    | 18     |   |
|         |                | B  | 0%     | % |
|         |                | I  | 0%     | % |
|         |                | A  | 61.11% | % |
|         |                | AH | 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 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.

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. Our children are seen throughout the classrooms using laptops and computer stations to meet their productivity goals.

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. Each teacher has both a teacher workstation and laptop to use to meet their daily goals and provide FlipChart instruction. All 3rd-5th grade classrooms received two new student workstations. Upgrades will continue this year for PK through 2nd grade classrooms to upgrade student workstations.

### **School Processes & Programs Strengths**

We have a great team that has made Horizon Heights their home. They not only are dedicated to our students, but most of them bring their own children to our campus. Our teachers are always willing to work as a team to provide a better learning environment for our children.

A program strength is our Reading Hive that builds capacity in our Kinder through 5th grade students. Students work with our TIAs (Teacher Assistants) to differentiate instruction through a prescriptive program that uses collaboration to build self-esteem and confidence. Our students also have opportunities to participate in other enrichment activities that are offered afterschool by teachers.

Our community and parental involvement activities are another program strength. We offer parent classes and trainings, student achievement and college and career readiness sessions, and open house opportunities for parents to be involved in their child's education. Our Communities in School (CIS) person and parent liaison work diligently to form community partnerships that support our campus program and goals. We also offer the Family Literacy Program that supports parents of ELL students by teaching them instructional strategies that extend the learning to the home environment.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** T-TESS District results indicate that our teachers need additional training in Planning 1.4. **Root Cause:** Teachers need additional support to plan that will allow for a systemic approach to planning that maximizes their expertise to build quality lessons and engaging activities.

**Problem Statement 2:** T-TESS District results indicate that our teachers need additional training in 2.4 Differentiation. **Root Cause:** In order to meet the

diverse needs of our students and understand our sub-populations teachers will need to be trained in differentiation in the core subjects.

**Problem Statement 3:** T-TESS District results indicate that our teacher need additional training in 2.5 Monitor and Adjust. **Root Cause:** Teachers need to understand teh value of formally and informally collecting data, analyzing and using student progress data to make adjustments to their lessons.

# Perceptions

## Perceptions Summary

Our school, the Heights, is a family-oriented organization 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.

Safety is of the utmost importance at the Heights. Our campus follows strict safety precautions to ensure the safety of all. All teachers and staff members are trained in the Campus Emergency Operation Plan, EOP. All visitors report to the front entrance and must present a valid ID, which is checked electronically by Hall Pass, prior to being allowed access to the building. For large events, our office staff has a system for signing in parents and visitors in a timely manner and issuing "stickers" to allow entrance to the events such as: Terrific Kids, Walk Day, Movie Nights and Awards Ceremonies.

Last year we had an additional five cameras installed inside the building to enforce safety from within and outside. We have a total of 20 cameras throughout the interior and exterior of the campus. In addition, we completed 100% of our safety drills. Campus administrators monitor the cameras on a weekly basis to ensure they are working, as well as to review systems. This past year, administration used the cameras on at least 10 investigations to add clarity to each incident. All of our students are educated on the importance of following the rules since they know the cameras are capturing their every move.

We will continue to offer the WatchDOG (Dads of Great Students) program to support safety and reinforce learning. Entering the 6th year of implementation, our program only continues to improve. We are 125 dads strong and these WatchDOG Dads serve at least 4 times per year. The founding fathers of the program (6 Dads) show support for the campus at all major events throughout the year. Each time a WatchDog Dad is on duty, they are introduced on morning announcements. We celebrate their attendance. This program has proven to be a collaborative effort that supports the need for dads to be involved in their child's education and the safety of our school. Dads work in the classrooms, monitor in the cafeteria during lunch, assist with recess duty and support our dismissal process. They are our "heroes" that help us meet our goals!

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 routines. Students listen to announcements in the morning where the expectation for "EXCELLENT" behavior is set on a daily basis by campus administration. We have clear expectations for the bathroom, the hallways, the cafeteria, the playground, assemblies, and classrooms. These expectations are posted in those areas and reviewed by teachers and administrators. To positively reward students for excellent behavior, we implement a "Mighty Hornet" ticket system which reinforces positive behavior and following school rules. Administration, office staff and monitors honor students when they show they meet the expectations and go above and beyond.

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 100 active volunteers and approximately 15 Partners in Education. This past year, we held over 25 trainings that supported parents through strategies and best practices to implement at home. We encourage our families to be a part of their child's learning by participating in:



- Family Math Night
- Family Literacy Night
- Family Science Night
- Terrific Kids Ceremonies
- Family Movie Nights
- Fall Festival
- Winter Ball
- Annual Christmas Program
- Mother/Son & Father/Daughter Dance
- Annual Talent Show
- Kite Day

The Heights has two amazing counselors that offer a comprehensive guidance and counseling program to provide a safe and nurturing school climate in which students feel safe and supported. We have implemented district wide initiatives such as the Olweus Bullying Prevention Program (OBPP), Red Ribbon Week, Career Day, and SEL (Social & Emotional Learning) activities. All faculty and staff are trained by both counselors on Child Abuse, Suicide Protocols, and district crisis plan. Their program includes classroom presentations, small group and individual counseling sessions. These ladies also offer strategies to assist students in coping with difficult situations and strategies to employ in response to stressful situations. This year, they will join efforts with the campus principal to offer SEL training for all faculty and staff. We will continue to highlight events such as:

- Olweus Kick-off Rally
- Annual Autism Awareness Week
- Month of the Military Child
- Pizza with the Principal for Random Acts of Kindness
- SEL activities for year-long theme of "Kindness"

Since we have a significant amount of military families, we 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 have a Veteran's Day Ceremony in November to honor our veterans. Invited guests will include past and present members of our military. This annual event has evolved into a tradition of "sharing our veterans' stories."

We will continue to support needy families in the surrounding community by continuing clothing, school supply, toy, shoe and food drives. Each year, we hold a Turkey Drive to support needy families in the area. For the past 6 years, we have met or surpassed our goal of donating over 50 turkeys. At the Heights, we value the need to build capacity in our youth by participating in civic activities that foster giving back to our community.

## **Perceptions Strengths**

We have an amazing community that works as a team! Campus administration is dedicated to having an open door policy with our families to ensure our

children's needs are met. We address all "bullying" incidents in a timely manner and keep parents well informed. We honor and highlight the efforts our children make to be productive citizens at the Heights through "Random Acts of Kindness" daily on live announcements. Our Hornets know the value of being kind and respectful to others and they demonstrate good choices daily.

The following are our strengths from the 2017 Climate Survey for Horizon Heights:

- My child likes his/her school 3.63
- In my child's school, there are clear rules against physically hurting other people (i.e. hitting, pushing, or tripping). 3.60
- As a parent, I like my child's school. 3.59
- My teacher cares about me. 3.80
- My teacher believes that I can learn. 3.83

Campus administration, teachers and our librarian have started a new trend: "Readers Become Leaders!" We all promote reading daily. Our children arrive at school with a book in their hand. They are seen reading throughout our building on their own time. We celebrate our readers as they transition into leaders!

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parental training needs to be at the forefront our goals to support of growing number of Tier III students. **Root Cause:** Need for planning needs each 9 weeks where ILT (instructional leadership team) focuses on the needs for parents to support their children in reading, math and writing.

**Problem Statement 2:** Continue to investigate how and when WatchDog Dads can support our campus. **Root Cause:** Need for planning with teachers on when they need support for academics and schedule Dads to rotate in for classroom support.

**Problem Statement 3:** We must continue to build capacity in our children through SEL (Social & Emotional Learning) so they having coping strategies for real-world problems. **Root Cause:** Our children are exposed to suicide, bullying, online bullying and other negative experiences and need support. They need 21st century tools and strategies to life a balanced life.

**Problem Statement 4:** As per climate survey, students at my school treat me with respect, scored a 3.31 **Root Cause:** Students need SEL and "just in time" support to learn to respect other based on differences, backgrounds, etc.

# 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 2017-18 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:** Exceeded Performance Objective






| Strategy Description   | TITLE I  | Monitor                          | Strategy's Expected Result/Impact        | Formative Reviews   |   |   |
|--|----------|----------------------------------|--|---|---|---|
|  |          |                                  |  | Oct   | Jan   | May   |
| <p><b>Critical Success Factors</b><br/>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>   | 1.0, 6.0 | Principal, Parent Liaison        | Daily calendar of volunteers             |  |  |  |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Usage of Hall Pass visitor management system.</p>   | 1.0      | Campus Administration, Secretary | Daily signing in visitors, Badges issued |  |  |  |
| Funding Sources: 199 - General - 500.00  |          |                                  |  |   |   |   |
|  = 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 2:** For the 2017-18 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:** Met Performance Objective












| Strategy Description   | TITLE I | Monitor                                      | Strategy's Expected Result/Impact       | Formative Reviews |     |     |
|--|---------|--|---|-------------------|-----|-----|
|  |         |  |   | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>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 2017-18 school year, the number of bullying-related incidents reported at Horizon Heights will decrease from 15 to less than 3.

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

**Summative Evaluation 3:** Met Performance Objective

| Strategy Description  | TITLE I       | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews   |   |   |
|---|---------------|--|---|---|---|---|
|   |               |  |   | Oct   | Jan   | May   |
| <p><b>Critical Success Factors</b><br/>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>  | 1.0, 3.0, 9.0 | 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  |               |  |   |   |   |   |
| <p>2) Develop and implement a clear vision/expectations of the five competencies of Social Emotional Learning (SEL).</p> <p>1. Develop a clear vision/expectations of the five competencies of Social Emotional Learning.</p> <p>2. Provide Professional Development on the five competencies and indicators with implementation expectations.</p> <p>3. Monitor implementation of the SEL competencies through district guidelines and expectations.</p> <p>4. Develop Social Emotional look-fors to be used by instructional leaders and teachers for reflection and growth</p> <p>5. Provide Professional development for teachers and instructional leaders focused on the look-fors.</p> <p>6. Review and modify expectations and indicators as needed</p> <p>7. Provide reminders to students and teachers during morning announcements of the 5 competencies of SEL with a relevant and relatable message.</p> | 1.0, 3.0, 9.0 | Campus Leadership Team, Teachers   | Weekly class meetings, district checklists, administrator walk-throughs.                |  |  |  |
|  = 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 2017-18 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:** Met Performance Objective
















| Strategy Description  | TITLE I       | Monitor                                     | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|---------------|---|--|-------------------|-----|-----|
|   |               |   |  | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>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>  | 1.0, 2.0, 9.0 | Campus Administration, Office Staff         | Improved student behavior, weekly grade level tally sheets               |                   |     |     |
| Funding Sources: 199 - General - 1500.00  |               |   |  |                   |     |     |
| <p><b>Critical Success Factors</b><br/>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> | 1.0, 2.0, 9.0 | Campus Administration, Counselors           | Random Acts of Kindness on Announcements, Improved student behavior      |                   |     |     |
| Funding Sources: 199 - General - 0.00   |               |   |  |                   |     |     |
| <p>3) Students who demonstrate good character will receive Hornet Bucks to be used in the Hornet Mall every 9 weeks.</p>  | 1.0, 2.0, 9.0 | Campus Administration, Counselors, teachers | Observations in the playground and cafeteria, Improved student behavior. |                   |     |     |
| <p style="text-align: center;">  = 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 1:** For the 2017-18 school year, 100% of Horizon Heights students, encompassing all special and sub-populations, to include economically disadvantaged, LEP, SPED, and At-Risk students 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:** Met Performance Objective

| Strategy Description   | TITLE I                       | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews   |   |   |
|--|-------------------------------|--|---|---|---|---|
|  |                               |  |   | Oct   | Jan   | May   |
| <p><b>Critical Success Factors</b><br/>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> | 1.0, 2.0, 3.0, 8.0, 9.0       | Campus Administration, SCE-I Coach, Teachers   | Improved student performance, Failure reports, Assessment data                      |    |    |    |
| <p><b>Critical Success Factors</b><br/>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>                    | 1.0, 2.0, 3.0, 8.0, 9.0, 10.0 | 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><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>3) Use universal screener to properly identify and place ELL students.</p>   |                               | Assistant Principals, PEIMS Clerks             | Monthly LPAC Reports, Increased student performance                                 |   |   |   |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>4) Use Special Education testing to properly identify and place students in Special Education.</p>   |                               | Campus Administration, Diagnostician, Teachers | ARD Minutes, Improved student performance   |  |  |  |
| <p><b>Critical Success Factors</b><br/>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 &amp; GT Showcase.</p>              | 2.0, 10.0                     | G/T Coordinator                                | G/T Lesson Plans, Robotics Camps, Improved student scores                           |  |  |  |
| Funding Sources: 199 - General: Gifted and Talented - 4100.00  |                               |  |   |   |   |   |



|  |          |   |   |  |  |  |
|--|----------|---|---|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>6) Purchase instructional materials and supplies for Pre-Kindergarten classes.</p>  | 2.0, 7.0 | Campus Administration,<br>Secretary, PK Teachers  | Purchase Orders, Improved CPALLS Data   |  |  |  |
| Funding Sources: 211 - Title I, Part A - 1400.00   |          |   |   |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>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>   | 2.0, 9.0 | G/T Coordinator                                   | Field Trip Requests, Improved student learning  |  |  |  |
| Funding Sources: 199 - General: Gifted and Talented - 2800.00  |          |   |   |  |  |  |
| <p>8) Provide opportunities in the Reading Hive, tutoring, intercession and Professional development for our teachers to better support our sub-populations currently in need of support:</p> <p>3rd Grade ELL STAAR Reading<br/>Data: 41.18%</p> <p>3rd Grade SPED STAAR Reading<br/>Data: 55.56%</p> <p>4th Grade ELL STAAR Reading<br/>Data: 30.77%</p> <p>4th Grade SPED STAAR Reading<br/>Data: 60%</p> |          | SCE-I, Teachers,<br>administrators, SPED<br>Dept. | Improved student performance on district checkpoints, benchmarks and state assessments. |  |  |  |
| <p align="center">  = 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 2:** By January 2018, Horizon Heights shall increase the level of Masters Grade Level across the core content areas to achieve an overall improvement in student state assessment scores of at least 10% as compared to the 2017-18 data:

Math

3rd Grade: 42.5% 4th Grade 28.7% 5th Grade 29.9%

Reading

3rd Grade: 33.1% 4th Grade 21.7% 5th Grade 29.2%

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

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

| Strategy Description   | TITLE I                       | Monitor                          | Strategy's Expected Result/Impact                                  | Formative Reviews   |     |     |
|--|-------------------------------|----------------------------------|--|---|-----|-----|
|  |                               |                                  |  | Oct   | Jan | May |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2<br><br>1) Provide scientifically research based materials and supplies for teachers and students to enhance Reading, Math, Science, Writing in preparation for STAAR testing.   | 1.0, 2.0, 3.0, 8.0, 9.0, 10.0 | 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                        |     |     |
| <b>Critical Success Factors</b><br>CSF 1<br><br>2) Purchase computers, printers, projectors, technology supplies, software and yearly licenses such as, but not limited to, Brain Pop, Lexia, for teachers and students to use in the classrooms, Library, and Computer Lab as instructional tools aligned to the Technology TEKS. |                               | 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 |     |     |
| = 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 3:** For the 2017-18 school year, Horizon Heights will improve student state assessment scores in 3rd-5th grade Reading by 10% from 84% to 94%.

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

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

| Strategy Description  | TITLE I                                 | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|---|---|---|-------------------|-----|-----|
|   |   |   |   | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>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>                      | 1.0, 2.0, 3.0, 7.0, 8.0, 9.0            | Campus Administration, Teachers and CRS Teacher                   | Improved student scores, Reading Hive Lesson Plans, Reading Hive Rosters  |                   |     |     |
| Funding Sources: 199 - General Fund: SCE - 47682.00   |   |   |   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>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> | 1.0, 2.0, 3.0, 4.0, 7.0, 8.0, 9.0, 10.0 | Campus Administration, Teachers, and CRS Teacher                  | iStation, District Benchmarks, Unit Assessments, Failure Reports          |                   |     |     |
| Funding Sources: 199 - General Fund: SCE - 51182.00   |   |   |   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>3) Provide materials and supplies for teachers and staff to conduct interventions for At-Risk and regular education students.</p>           | 2.0, 3.0, 8.0, 9.0, 10.0                | 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   |   |   |   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>4) Provide instructional support and interventions for bilingual students through the use of a temporary instructional aide.</p>            | 1.0, 2.0, 3.0, 8.0, 9.0, 10.0           | Campus Administration, SCE-I Coach, Temporary Instructional Aides | Weekly Schedule, student logs, improved student performance               |                   |     |     |
| Funding Sources: 199 - General Fund: Bilingual - 15000.00   |   |   |   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>5) Provide interventions for At-Risk students through the use of an At-Risk instructional aide.</p>   | 1.0, 2.0, 3.0, 7.0, 8.0, 9.0, 10.0      | Campus Administration, SCE-I Coach                                | Weekly Schedule, student logs, improved student performance               |                   |     |     |

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>6) Provide interventions for at-risk students through the use of a Library Aide.</p>   | <p>1.0, 2.0,<br/>3.0, 8.0,<br/>9.0, 10.0</p> | <p>Campus Administration,<br/>SCE-I Coach, Library<br/>Aide</p> | <p>Weekly Schedule, student logs, improved student performance</p> |  |  |  |
| <p>Funding Sources: 199 - General Fund: SCE - 8000.00</p> <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 4:** For the 2017-18 school year, Horizon Heights will improve student state assessment scores in 3rd-5th grade Mathematics by 5% from % to 96%.

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

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective












| Strategy Description  | TITLE I                            | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|------------------------------------|---|---|-------------------|-----|-----|
|   |                                    |   |   | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>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>                      | 1.0, 2.0, 3.0, 7.0, 8.0            | 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><b>Critical Success Factors</b><br/>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> | 1.0, 2.0, 3.0, 8.0, 9.0, 10.0      | Campus Administration, Teachers, and CRS Teacher                  | iStation, District Benchmarks, Unit Assessments, Failure Reports              |                   |     |     |
| Funding Sources: 199 - General Fund: SCE - 51182.00   |                                    |   |   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>3) Provide instructional support and interventions for bilingual students through the use of a temporary instructional aide.</p>            | 1.0, 2.0, 3.0, 8.0, 9.0, 10.0      | Campus Administration, SCE-I Coach, Temporary Instructional Aides | Weekly Schedule, student logs, improved student performance                   |                   |     |     |
| Funding Sources: 199 - General Fund: SCE - 20000.00   |                                    |   |   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>4) Provide interventions for At-Risk students through the use of an At-Risk instructional aide.</p>   | 1.0, 2.0, 3.0, 8.0, 9.0, 10.0      | Campus Administration, SCE-I Coach, At-Risk Instructional Aide    | Weekly Schedule, student logs, improved student performance                   |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>5) Provide interventions for at-risk students through the use of a Library Aide.</p>  | 1.0, 2.0, 3.0, 7.0, 8.0, 9.0, 10.0 | Campus Administration, SCE-I Coach, Library Aide                  | Weekly Schedule, student logs, improved student performance                   |                   |     |     |
| = 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 5:** For the 2017-18 school year, Horizon Heights will improve its student state assessment scores in 5th grade Science by 6% from 89% to 95%.

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

**Summative Evaluation 5:** Some progress made toward meeting Performance Objective












| Strategy Description  | TITLE I                       | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews   |   |   |
|---|-------------------------------|--|---|---|---|---|
|   |                               |  |   | Oct   | Jan   | May   |
| <p><b>Critical Success Factors</b><br/>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>  | 1.0, 2.0, 3.0, 8.0, 10.0      | 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><b>Critical Success Factors</b><br/>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>   | 1.0, 2.0, 3.0, 8.0, 9.0, 10.0 | 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   |                               |  |   |   |   |   |
|  = 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 6:** For the 2017-18 school year, Horizon Heights will improve its EOY Benchmark scores in 5th Grade Social Studies by 5% from 85% to 90%.

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

**Summative Evaluation 6:** Met Performance Objective


| Strategy Description  | TITLE I            | Monitor             | Strategy's Expected Result/Impact   | Formative Reviews   |   |   |
|---|--------------------|---------------------|---|---|---|---|
|   |                    |                     |   | Oct   | Jan   | May   |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>1) Research-based instruction will be provided by the school librarian with an emphasis on historical biographies.</p>  | 1.0, 2.0, 3.0, 9.0 | Librarian, Teachers | iStation, District Benchmarks, Unit Assessments, Social Studies Projects, Failure Reports |  |  |  |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>2) Reading materials and books will be purchased for the library with an emphasis on historical biographies.</p>  | 1.0, 2.0, 3.0      | Librarian, Teachers | Library Inventory, Purchase Orders, Improved student scores                               |  |  |  |
| Funding Sources: 211 - Title I, Part A - 10300.00   |                    |                     |   |   |   |   |
|  = 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 7:** For the 2017-18 school year, Horizon Heights will improve its student state assessment scores in 4th grade Writing by 10% from 78% to 88%.

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

**Summative Evaluation 7:** No progress made toward meeting Performance Objective

| Strategy Description   | TITLE I | Monitor               | Strategy's Expected Result/Impact                               | Formative Reviews |     |     |
|--|---------|-----------------------|---|-------------------|-----|-----|
|  |         |                       |   | Oct               | Jan | May |
| 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  |         |                       |   |                   |     |     |
|                                |         |                       |   |                   |     |     |











**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 2017-2018 school year, Horizon Heights Elementary students in 3rd Grade will increase the state assessment scores in Math for special education students by 10% from 64% to 74%.

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

**Summative Evaluation 8:** Met Performance Objective

| Strategy Description  | TITLE I   | Monitor                       | Strategy's Expected Result/Impact                         | Formative Reviews   |   |   |
|---|---|-------------------------------|---|---|---|---|
|   |   |                               |   | Oct   | Jan   | May   |
| 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 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 9:** For the 2017-2018 school year, Horizon Heights Elementary students in 3rd Grade will increase the state assessment scores in Reading for At-Risk students by 20% from 64% to 74%.

**Evaluation Data Source(s) 9:** Benchmark Scores, STAAR Scores, Accountability Ratings

**Summative Evaluation 9:** Exceeded Performance Objective

**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 10:** For the 2017-2018 school year, Horizon Heights Elementary students in 4th Grade will increase the state assessment scores in Math for Special Education students by 10% from 66% to 76%.

**Evaluation Data Source(s) 10:** Benchmark Scores, STAAR Scores, Accountability Ratings

**Summative Evaluation 10:** Some progress made toward meeting Performance Objective

**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 11:** For the 2017-2018 school year, Horizon Heights Elementary students in 4th Grade will increase the state assessment scores in Reading for LEP students by 20% from 30% to 50%.

**Evaluation Data Source(s) 11:** Benchmark Scores, STAAR Scores, Accountability Ratings

**Summative Evaluation 11:** Significant progress made toward meeting Performance Objective

**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 12:** For the 2017-2018 school year, Horizon Heights Elementary students in 4th Grade will increase the state assessment scores in Writing for LEP students by 30% from 23% to 53%.

**Evaluation Data Source(s) 12:** Benchmark Scores, STAAR Scores, Accountability Ratings

**Summative Evaluation 12:** No progress made toward meeting Performance Objective

**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 13:** For the 2017-2018 school year, Horizon Heights Elementary students in 5th Grade will increase the state assessment scores in Reading for At-Risk students by 20% from 66% to 86%.

**Evaluation Data Source(s) 13:** Benchmark Scores, STAAR Scores, Accountability Ratings

**Summative Evaluation 13:** Met Performance Objective

**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 14:** For the 2017-2018 school year, Horizon Heights Elementary students in 5th Grade will increase the state assessment scores in Science for Special Education students by 10% from 71% to 81%.

**Evaluation Data Source(s) 14:** Benchmark Scores, STAAR Scores, Accountability Ratings

**Summative Evaluation 14:** Met Performance Objective

**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 2017-18 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:** Met Performance Objective

| Strategy Description | TITLE I | Monitor | Strategy's Expected Result/Impact | Formative Reviews |     |     |
|----------------------|---------|---------|-----------------------------------|-------------------|-----|-----|
|                      |         |         |                                   | Oct               | Jan | May |

|   |          |                                    |   |  |  |  |
|---|----------|------------------------------------|---|--|--|--|
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>1) Provide teacher trainings (T-TESS, LPAC, STAAR, etc.) throughout the school year.</p>  | 4.0, 5.0 | Campus Administration, SCE-I Coach | Walkthrough Data, T-TESS Summative Data, Improved Student Scores              |  |  |  |
| <p><b>Critical Success Factors</b><br/>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> | 4.0, 5.0 | 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 2017-18 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:** Met Performance Objective

| Strategy Description  | TITLE I                 | Monitor                                       | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|-------------------------|---|---|-------------------|-----|-----|
|   |                         |   |   | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>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>                             | 1.0, 2.0, 3.0, 4.0, 5.0 | Campus Administration, SCE-I Coach, Librarian | PD Sign-in Sheets, PLC Meeting Logs/Sign-in Sheets, Improved Student Performance              |                   |     |     |
| <p><b>Critical Success Factors</b><br/>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><b>Critical Success Factors</b><br/>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>                 | 1.0, 3.0, 4.0, 5.0      | 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 2017-18 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:** Met Performance Objective

| Strategy Description   | TITLE I                       | Monitor                                       | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|-------------------------------|---|---|-------------------|-----|-----|
|  |                               |   |   | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>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> | 1.0, 2.0, 3.0, 4.0, 5.0, 10.0 | 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><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>2) Provide substitutes for classroom teachers to attend planning days/professional development each 9 weeks.</p>   | 1.0, 4.0, 5.0, 10.0           | 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><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>3) Hire consultants to provide training in Reading, Math, Writing and Science interventions.</p>   | 1.0, 4.0, 5.0                 | 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><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>4) Purchase materials and/or supplies for teachers to use for instruction in content areas.</p>  | 2.0, 3.0, 4.0, 9.0            | 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 2017-18 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:** Met Performance Objective

| Strategy Description   | TITLE I  | Monitor               | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|----------|-----------------------|--|-------------------|-----|-----|
|  |          |                       |  | Oct               | Jan | May |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 7<br><br>1) Hire consultants to provide training in Reading, Math, Writing and Science interventions. | 4.0, 5.0 | Campus Administration | Purchase Orders, Trip Requests, PD Sign-in Sheets, FlipChart Lessons, Improved Student Performance |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 3000.00   |          |                       |  |                   |     |     |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 7<br><br>2) Purchase and provide training for teachers in daily reading and math reviews.             | 4.0, 5.0 | 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 2017-18 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:** Met Performance Objective

| Strategy Description  | TITLE I            | Monitor                                     | Strategy's Expected Result/Impact                               | Formative Reviews |     |     |
|---|--------------------|---|---|-------------------|-----|-----|
|   |                    |   |   | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) All teachers will be re-trained on House Bill 5.</p>                                     | 1.0, 2.0, 3.0, 9.0 | Campus Administration, Counselors           | House Bill 5 Knowledge, Professional Development sign-in sheets |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Parents will be provided information on House Bill 5 during Open House in July 2016.</p> | 1.0, 2.0, 3.0, 9.0 | 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 2018, 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:** Met Performance Objective

| Strategy Description   | TITLE I | Monitor                           | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|---------|-----------------------------------|------------------------------------|-------------------|-----|-----|
|  |         |                                   |                                    | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) Horizon Heights counselors will organize Generation Texas activities to promote the importance of college and career readiness.</p> | 2.0     | Counselors, Campus Administration | Generation Texas Weekly Activities |                   |     |     |
| Funding Sources: 199 - General - 500.00  |         |                                   |                                    |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Horizon Heights counselors will organize Career Day activities, including presentations by local businesses and parents.</p>        | 2.0     | Counselors, Campus Administration | Career Day Activities              |                   |     |     |
| Funding Sources: 199 - General - 500.00  |         |                                   |                                    |                   |     |     |
| <p>3) Horizon Heights administrators and counselors will organize and head the Tacky Box program. This will help students learn social and emotional skills.</p>                           | 1.0     | Administration and Counselors     | Behavior and Social skills         |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 4224.00   |         |                                   |                                    |                   |     |     |
| = 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 1:** During the 2017-18 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:** Met Performance Objective












| Strategy Description   | TITLE I        | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|----------------|---|--|-------------------|-----|-----|
|  |                |   |  | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>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>   | 1.0, 6.0, 10.0 | Campus Administration, Parent Liaison                                   | Coffee With Principal Sign-in Sheets, Tweets, Improved Parental Involvement                      |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 500.00  |                |   |  |                   |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 5 CSF 6</p> <p>2) Horizon Heights will provide Parent Nights such as:</p> <p>Literacy Night<br/>Math and Science Night<br/>Christmas Program<br/>STAAR Information Night<br/>Make-n-Take Parent Workshops<br/>EOY Transition Workshops<br/>Parent Teacher Conferences</p> | 2.0, 6.0, 10.0 | 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>   | 1.0            | 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 2017-18 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:** Met Performance Objective

| Strategy Description  | TITLE I | Monitor                                    | Strategy's Expected Result/Impact   | Formative Reviews   |   |   |
|---|---------|--|-------------------------------------|---|---|---|
|   |         |  |                                     | Oct   | Jan   | May   |
| <p><b>Critical Success Factors</b><br/>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>  | 6.0     | Campus Administration, Librarian, Teachers | Updated Website                     |  |  |  |
| <p><b>Critical Success Factors</b><br/>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>  | 6.0     | Campus Administration, Parent Liaison      | Distribution of Newsletters, Tweets |  |  |  |
| 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 3:** By the end of the 2017-18 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:** Significant progress made toward meeting Performance Objective

| Strategy Description   | TITLE I | Monitor        | Strategy's Expected Result/Impact                           | Formative Reviews |     |     |
|--|---------|----------------|---|-------------------|-----|-----|
|  |         |                |   | Oct               | Jan | May |
| <b>Critical Success Factors</b><br>CSF 1 CSF 5<br><br>1) Horizon Heights will increase the number of Partners in Education.  | 6.0     | Parent Liaison | List of Partners in Education, Partners in Education Survey |                   |     |     |
| <b>Critical Success Factors</b><br>CSF 1 CSF 5<br><br>2) Horizon Heights will invite Partners in Education to school events, including Partners Appreciation Luncheon/Breakfast. |         | Parent Liaison | Event Sign-in Sheets, Partners in Education Survey          |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 500.00  |         |                |   |                   |     |     |
| = 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 4:** For the 2017-18 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:** Met Performance Objective






| Strategy Description   | TITLE I       | Monitor                          | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|---------------|----------------------------------|--|-------------------|-----|-----|
|  |               |                                  |  | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>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> | 1.0, 2.0, 6.0 | 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 2017-18 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:** Significant progress made toward meeting Performance Objective

| Strategy Description   | TITLE I                 | Monitor                                      | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|-------------------------|--|--|-------------------|-----|-----|
|  |                         |  |  | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>                     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>   | 1.0, 2.0, 8.0, 9.0      | Teachers                                     | Student SMART Goals, Data Walls, Failure Reports, Assessment Data        | ✓                 | ✓   | ✓   |
| <p><b>Critical Success Factors</b><br/>                     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>   | 1.0, 2.0, 3.0, 8.0, 9.0 | Campus Administration, SCE-I Coach, Teachers | PLC Sign-in Sheets, Data Walls, WAGs, FlipChart Lessons, Assessment Data | ✓                 | ✓   | ✓   |
| <p><b>Critical Success Factors</b><br/>                     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>  | 1.0, 2.0, 3.0, 8.0, 9.0 | Campus Administration, SCE-I Coach, Teachers | PLC Sign-in Sheets, Teacher Checklist, RTI Referrals, Assessment Data    | ✓                 | ✓   | ✓   |
| <p><b>Critical Success Factors</b><br/>                     CSF 1 CSF 2</p> <p>4) A data room will be maintained to display student/campus data.</p>   | 1.0, 2.0, 3.0, 9.0      | 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 2017-18 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:** Significant progress made toward meeting Performance Objective

| Strategy Description  | TITLE I                 | Monitor                                      | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|-------------------------|--|--|-------------------|-----|-----|
|   |                         |  |  | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>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>                      | 1.0, 2.0, 3.0, 8.0, 9.0 | Campus Administration, SCE-I Coach, Teachers | Learning Hive Rosters, Eduphoria Journal Entries, Assessment Data, Failure Reports, Improved Student Performance |                   |     |     |
| <p><b>Critical Success Factors</b><br/>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> | 1.0, 2.0, 3.0, 8.0, 9.0 | Campus Administration, Teachers              | iStation, District Benchmarks, Unit Assessments, Failure Reports   |                   |     |     |
| Funding Sources: 199 - General Fund: SCE - 16835.00   |                         |  |  |                   |     |     |
| = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue   |                         |  |  |                   |     |     |

**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 2017-18 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:** Met Performance Objective

| Strategy Description   | TITLE I                                 | Monitor                            | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|---|------------------------------------|--|-------------------|-----|-----|
|  |   |                                    |  | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>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>           | 1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0 | Campus Administration, SCE-I Coach | PD Sign-in Sheets, FlipChart Lessons, Improved Student Performance                           |                   |     |     |
| <p><b>Critical Success Factors</b><br/>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> | 1.0, 2.0, 7.0, 8.0, 9.0, 10.0           | 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 2017-18 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:** Met Performance Objective

| Strategy Description   | TITLE I                            | Monitor                            | Strategy's Expected Result/Impact                        | Formative Reviews |     |     |
|--|------------------------------------|------------------------------------|--|-------------------|-----|-----|
|  |                                    |                                    |  | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>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>  | 2.0, 3.0, 4.0, 7.0, 8.0, 9.0, 10.0 | 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 2017-18 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:** Met Performance Objective

| Strategy Description   | TITLE I | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|---------|--|---|-------------------|-----|-----|
|  |         |  |   | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>1) Horizon Heights will provide Parent Nights such as:</p> <p>Literacy Night<br/>Math and Science Night<br/>Christmas Program<br/>STAAR Information Night<br/>Parent Teacher Conferences</p> | 6.0     | 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   |         |  |   |                   |     |     |
| = Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue  |         |  |   |                   |     |     |

**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 2018, 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:** Met Performance Objective

| Strategy Description  | TITLE I  | Monitor                            | Strategy's Expected Result/Impact              | Formative Reviews |     |     |
|---|----------|------------------------------------|--|-------------------|-----|-----|
|   |          |                                    |  | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>1) Teachers will document academic interventions for at-risk students every three weeks in Eduphoria.</p> | 3.0, 9.0 | Campus Administration,<br>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 2017-18 school year, the attendance rate for all students at Horizon Heights will increase by 1% over the attendance rate of 96.82% from the previous year.

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

**Summative Evaluation 7:** Significant progress made toward meeting Performance Objective

| Strategy Description  | TITLE I       | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|---------------|--|---|-------------------|-----|-----|
|   |               |  |   | Oct               | Jan | May |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>1) Campus Attendance Committee will meet monthly to review student attendance.</p>  | 1.0, 2.0, 9.0 | Campus Administration, Campus Attendance Committee | Campus Attendance Sign-in Sheets, Improved student attendance, monthly attendance reports |                   |     |     |
| <p><b>Critical Success Factors</b><br/>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> | 1.0, 2.0, 9.0 | PEIMS Clerks, Counselors, Campus Administration    | Increased attendance by grade level, weekly attendance reports, attendance bulletin board |                   |     |     |
| Funding Sources: 199 - General - 3000.00  |               |  |   |                   |     |     |
| = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue   |               |  |   |                   |     |     |

# State Compensatory

## Budget for Horizon Heights Elementary:

| <u>Account Code</u>           | <u>Account Title</u>   | <u>Budget</u> |
|-------------------------------|--|---------------|
| <b>6100 Payroll Costs</b>     |  |               |
| 199.11.6118.00.105.7.30.5.00. | 6118 Extra Duty Stipend - Locally Defined                          | \$3,236.00    |
| 199.11.6118.00.105.7.30.9.00. | 6118 Extra Duty Stipend - Locally Defined                          | \$39,478.00   |
| 199.11.6119.00.105.7.30.0.00. | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$71,022.00   |
| 199.11.6119.00.105.7.30.8.00. | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$80,145.00   |
| 199.11.6129.00.105.7.30.0.00. | 6129 Salaries or Wages for Support Personnel                       | \$17,523.00   |
| 199.12.6129.00.105.7.30.0.00. | 6129 Salaries or Wages for Support Personnel                       | \$10,499.00   |
| 199.11.6141.00.105.7.30.0.00. | 6141 Social Security/Medicare                                      | \$1,284.00    |
| 199.11.6141.00.105.7.30.8.00. | 6141 Social Security/Medicare                                      | \$1,543.00    |
| 199.12.6141.00.105.7.30.0.00. | 6141 Social Security/Medicare                                      | \$153.00      |
| 199.11.6142.00.105.7.30.0.00. | 6142 Group Health and Life Insurance                               | \$13,242.00   |
| 199.11.6142.00.105.7.30.8.00. | 6142 Group Health and Life Insurance                               | \$13,242.00   |
| 199.12.6142.00.105.7.30.0.00. | 6142 Group Health and Life Insurance                               | \$3,311.00    |
| 199.11.6143.00.105.7.30.0.00. | 6143 Workers' Compensation   | \$391.00      |
| 199.11.6143.00.105.7.30.8.00. | 6143 Workers' Compensation   | \$470.00      |
| 199.12.6143.00.105.7.30.0.00. | 6143 Workers' Compensation   | \$46.00       |
| 199.11.6146.00.105.7.30.9.00. | 6146 Teacher Retirement/TRS Care                                   | \$756.00      |
| 199.12.6146.00.105.7.30.0.00. | 6146 Teacher Retirement/TRS Care                                   | \$56.00       |
| 199.11.6146.00.105.7.30.0.00. | 6146 Teacher Retirement/TRS Care                                   | \$1,750.00    |
| 199.11.6146.00.105.7.30.5.00. | 6146 Teacher Retirement/TRS Care                                   | \$14.00       |
| 199.11.6146.00.105.7.30.8.00. | 6146 Teacher Retirement/TRS Care                                   | \$1,328.00    |
| 199.11.6149.00.105.7.30.0.00. | 6149 Employee Benefits   | \$1,146.00    |

|                               |                        |                     |
|-------------------------------|------------------------|---------------------|
| 199.11.6149.00.105.7.30.5.00. | 6149 Employee Benefits | \$8.00              |
| 199.11.6149.00.105.7.30.8.00. | 6149 Employee Benefits | \$1,071.00          |
| 199.11.6149.00.105.7.30.9.00. | 6149 Employee Benefits | \$957.00            |
| 199.12.6149.00.105.7.30.0.00. | 6149 Employee Benefits | \$158.00            |
| <b>6100 Subtotal:</b>         |                        | <b>\$262,829.00</b> |

**Personnel for Horizon Heights Elementary:**

| <u>Name</u>                 | <u>Position</u>     | <u>Program</u> | <u>FTE</u> |
|-----------------------------|---------------------|----------------|------------|
| 201922 - ZAVALA, DAVID      | SCE-TEACHER INTERV  | SCE            | 1          |
| 205555 - COPLAN, HELEN      | SCE-INTERV COACH    | SCE            | 1          |
| 206754 - URQUIDI, IRMA I    | INSTRL AIDE-AT RISK | SCE            | 1          |
| 207801 - AGUILAR, GUADALUPE | LIBRARY AIDE        | SCE            | 0.5        |
| 217442 - ESPARZA, DARLENE   | SCE-TEACHER CSR     | SCE            | 1          |

# Campus Funding Summary

| <b>199 - General</b>           |                  |                 |                         |                     |                    |
|--------------------------------|------------------|-----------------|-------------------------|---------------------|--------------------|
| <b>Goal</b>                    | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b>      |
| 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         |
| <b>Sub-Total</b>               |                  |                 |                         |                     | <b>\$30,500.00</b> |
| <b>199 - General Fund: SCE</b> |                  |                 |                         |                     |                    |
| <b>Goal</b>                    | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b>      |
| 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   |
| <b>Sub-Total</b>                              |                  |                 |                                  |                     | \$462,577.00  |
| <b>199 - General Fund : Special Education</b> |                  |                 |                                  |                     |               |
| <b>Goal</b>                                   | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>          | <b>Account Code</b> | <b>Amount</b> |
| 2   | 2                | 2               |                                  |                     | \$700.00      |
| 2   | 3                | 3               |                                  |                     | \$3,760.00    |
| <b>Sub-Total</b>                              |                  |                 |                                  |                     | \$4,460.00    |
| <b>211 - Title I, Part A</b>                  |                  |                 |                                  |                     |               |
| <b>Goal</b>                                   | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>          | <b>Account Code</b> | <b>Amount</b> |
| 1   | 3                | 1               |                                  |                     | \$2,181.00    |
| 2   | 1                | 6               | Instructional material for Pre-K |                     | \$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    |
| 3   | 6                | 3               |                                  |                     | \$4,224.00    |
| 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    |
| <b>Sub-Total</b>                          |                  |                 |                         |                     | \$92,105.00   |
| <b>199 - General Fund: Bilingual</b>      |                  |                 |                         |                     |               |
| <b>Goal</b>                               | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b> |
| 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    |
| <b>Sub-Total</b>                          |                  |                 |                         |                     | \$40,000.00   |
| <b>199 - General: Gifted and Talented</b> |                  |                 |                         |                     |               |
| <b>Goal</b>                               | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b> |
| 2   | 1                | 2               |                         |                     | \$1,000.00    |
| 2   | 1                | 5               |                         |                     | \$4,100.00    |
| 2   | 1                | 7               |                         |                     | \$2,800.00    |
| <b>Sub-Total</b>                          |                  |                 |                         |                     | \$7,900.00    |
| <b>Grand Total</b>                        |                  |                 |                         |                     | \$637,542.00  |