

Richardson Independent School District
Richardson Heights Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Prepare all children for their future by providing intentional instruction to promote personal and academic growth for all students.

Vision

RISD - Where all students connect, learn, grow, and succeed

Value Statement

Integrity-Inspiration-Inclusiveness-Innovation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Richardson Heights is an elementary campus with a diverse student population of almost 450 students, PreK to 6th. We are 50% economically disadvantaged. The Heights neighborhood is regenerating, and has been for a few years, which is reflected in shifts in demographics. Approximately 47% of the Heights population is Hispanic, and as a bilingual campus, the needs of many of these students are met in bilingual classrooms in K-4. The white population is 38% and the rest of the students are in the final 15%.

Heights is also home to the district behavioral and developmental programs. Heights values these diverse students and community populations which result in a rich learning environment for all.

Student Achievement

Student Achievement Summary

RHE was rated a C campus for this school year. We raised our total by four points from the 2021-22 school year. We still face challenges ahead as we work through the learning loss of students due to the Pandemic. The teachers are working tirelessly to meet the students' needs and support them as needed to manage the effects of the pandemic on their learning. Heights utilizes a weekly PLC system whereby staff collaborates and assesses what specific support is needed. We are documenting their needs and interventions so that we may use our support staff appropriately and grow the children.

School Culture and Climate

School Culture and Climate Summary

Overall, the Heights students and staff enjoy coming to school and believe the campus has a safe and nurturing environment. Heights's emphasis on addressing campus and classroom behavior management is sustained through the implementation of Positive Behavior and Intervention Support (PBIS) and CHAMPS. Heights staff provides daily lessons and activities that promote a positive and supportive environment. Proactive and positive programs such as student recognition at events, positive office referrals, lunch bunch, coupons to reward excellent work and behavior, and staff recognition for outstanding jobs help Heights eliminate the need for student removal from the classroom. We believe this proactive approach will promote a culture of positive interactions between staff, students, and community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Heights maintains a focus on the hiring and retention of a highly qualified and student-focused staff. Heights will continue to support new teachers through the assignment of mentor teachers, along with the support of campus specialists, coaches, and grade level teammates. Heights continues to retain highly qualified teachers. Our teachers not only provide strong instruction in the classroom, but many specialize in the areas of bilingual education, behavioral and developmental programs, and special education. Heights is continually mindful of the importance of rewarding staff members for a job well done. These rewards include teacher recognition at events, notes from the principal and assistant principals, and periodic celebrations and gifts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Heights utilizes the district-provided curriculum daily in all subject areas. Various data sources are used regularly to drive classroom instruction, including I-Time and small group instruction. Heights's data indicates a need for a continued focus in advancing the progress of English Language Learners, bilingual students, dyslexic students, and students with disabilities. Both formative and summative data guide instruction. This data is discussed in PLCs and monitored by administration and the Instructional Leadership Team. Adjustments are made as necessary. Heights values the differentiation in the presentation of curriculum, and it is this goal that mandates the inclusion of all specialists at grade level meetings.

Parent and Community Engagement

Parent and Community Engagement Summary

Heights will continue to focus on increasing positive relationships between home and school by providing numerous opportunities for parent engagement and community involvement. Heights will continue to support the PTA by increasing membership and involvement throughout the year. Parent education classes will continue to be offered to increase parent awareness of school life. The parents and community members are very involved in their children's education. They are excited and happy to support the school as necessary. The parents are eager to volunteer and be a vital part of their children's success. At the end of the year, volunteers are recognized with a celebration to recognize their contributions throughout the year.

School Context and Organization

School Context and Organization Summary

The staff at RHE will focus on growth for all students, teachers, administrators, and all personnel by collaborating, communicating, connecting and committing to each other. Growth goals will continue to be that 100% of Heights students will be at or above grade level. The Heights ILT will build the school master schedule with the input of the special education staff and dyslexia facilitators to maximize instructional time and to provide opportunities for interventions. We will collaborate after assessments to focus on student interventions, to monitor student success, and to adjust goals as necessary. We meet often to discuss the needs of each student and our plan to intervene and support the child.

Technology

Technology Summary

Technology integration is an important component of student learning at RHE. All students and teachers have one to one access to iPad devices. All classrooms have had Epson interactive boards installed. Teachers will grow in their proficiency with technology as they will be a part of ongoing professional development with will help with the implementation of the latest educational applications. Several teachers at Heights are either trained Apple Teachers or are currently being trained. They provide professional development for the staff.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices









Goals

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 1: Integrate available technology in meaningful ways to create authentic learning experiences that enhance, engage, and extend.

Evaluation Data Sources: Move as a campus from Proficient to Advanced in overall measurement in the area of Classroom on the BrightBytes Survey. This includes teacher and student use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity) and teacher and student Digital Citizenship skills and internet safety. Move from Advanced to Exemplary in the area of Environment, including professional learning and policies, procedures, and practices.

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Provide purposeful, innovative, and relevant professional development opportunities for all staff to ensure technology integration that impacts teaching and learning. Strategy's Expected Result/Impact: Professional development survey feedback results. Utilization of district I-Team staff to provide professional learning to enhance campus growth. Analyze Bright Bytes survey data. Staff Responsible for Monitoring: TA I-Team coach Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






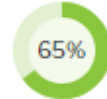




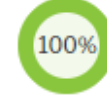





Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 2: Implement activities that support students' academic, social, and emotional wellness.

Evaluation Data Sources: 100% of students identify programs and levels of support available when in crisis (student survey).

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement SEL daily. Strategy's Expected Result/Impact: % of positive responses on SEL survey results (staff and students' baseline year) % increase in attendance Decrease in ISS/OSS referrals Walkthrough data Staff Responsible for Monitoring: Administrators Counselor Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing PBIS, CHAMPS and discipline professional development and supports based on continual implementation which includes: setting expectations, monitoring expectations, and rewarding staff and students through clear and consistent implementation of discipline management plan. Strategy's Expected Result/Impact: % positive response on climate survey (staff and students) Decrease in office/ISS/OSS referrals PBIS/CHAMPS walkthroughs and feedback process Staff Responsible for Monitoring: Administrators PBIS team Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

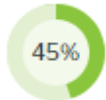





Strategy 3 Details	Reviews			
Strategy 3: Ensure that all staff are trained on digital citizenship and internet safety, as well as preventing bullying, harassment, and dating violence and that students are taught grade-level appropriate lessons on these topics. Ensure implementation of communication plan to inform parents of bullying incidents. Strategy's Expected Result/Impact: Fewer office/ISS/OSS referrals. Staff Responsible for Monitoring: All staff Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Ensure the 5 graduate profile competencies are taught through effective curriculum planning and implementation and engagement strategies. Strategy's Expected Result/Impact: Empowers every student to take risks, be creative, find acceptance, and grow. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide training for staff on suicide/substance abuse prevention and intervention through Region 10 required compliance courses. Strategy's Expected Result/Impact: 100% of students identify programs and levels of support available when in crisis (student survey). Staff Responsible for Monitoring: Executive Assistant	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






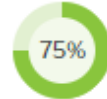
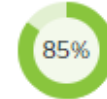









Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 3: Continue PK-6 programming to support healthy life choices by students and staff.

Evaluation Data Sources: 100% of students identify programs and levels of support available when in crisis on the student survey.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to communicate and implement a coordinated health program to support student wellness: Live Wise, Live Healthy, SHAC committee decisions. Strategy's Expected Result/Impact: Increase in positive response on student and staff survey Feedback and evaluation from staff, students, and community Staff Responsible for Monitoring: Administrators Counselor School Nurse Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Emergency Response Team will have AED drills at least once each semester. Strategy's Expected Result/Impact: ERT Team will be prepared to respond quickly should a cardiac emergency occur on campus. Staff Responsible for Monitoring: School Nurse Emergency Response Team Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		








Strategy 3 Details	Reviews			
Strategy 3: Staff will monitor student absences in order to monitor communicable disease issues on the campus. Strategy's Expected Result/Impact: Documentation of student absences, dates, and reasons. Staff Responsible for Monitoring: School nurse Student data specialist Administrators Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Monitor student data reports in an effort to monitor immunization compliance of the student body. Strategy's Expected Result/Impact: Valid and updated student immunization records. Staff Responsible for Monitoring: Nurse Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Ensure 100% of students have a school/home connection. Strategy's Expected Result/Impact: Increase extracurricular participation Staff Responsible for Monitoring: Administrators Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 4: Ensure a culture and environment that embraces equity, diversity, and inclusion throughout RISD programs and support.

Evaluation Data Sources: Increase hiring and representation (43% to 50% hiring) of staff and students in all areas of district function, including increased achievement of Hispanic, African American, Asian, ELL and SPED performance as measured by STAAR .

Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
Strategy 1: Campus Pathways to Equity - RHE's identified area of growth is academic growth/achievement for the students identifies as special education. Strategy's Expected Result/Impact: Increase the percentage of special education students who approach or meet the academic achievement levels of STAAR. Staff Responsible for Monitoring: Administrators Special education teachers Classroom teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
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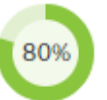

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 1: We will improve student performance and ensure that Richardson Heights is rated "Met Standard"

Evaluation Data Sources: Campus meets standard based upon STAAR/TEA data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Evaluate and monitor all student groups measured for accountability with a focus on increasing the number of students moving from approaches to meets in all test areas.</p> <p>Strategy's Expected Result/Impact: Improve student performance on STAAR and TELPAS in all tested areas</p> <p>Performance growth goals</p> <p>Reivew of student performance data by student groups by teacher each 9 weeks</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Instructional Leadership Team</p> <p>Interventionists</p> <p>Title I:</p> <p>2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Coach and Campus Reading Specialist - 211 - Title I, Part A - \$100,686</p>				

Strategy 2 Details	Reviews			
Strategy 2: Students will set individualized goals for MAP testing throughout the year. Teachers will provide feedback in a timely manner after each MAP test to ensure students are continuously reflecting on their growth. Implement a communication plan to ensure students and parents understand MAP reports and establish individual growth goals. Strategy's Expected Result/Impact: Improved student performance on state-required assessments (STAAR, TELPAS) Students take ownership of their learning Parents and students will have an understanding of MAP scores Staff Responsible for Monitoring: Classroom Teachers Interventionists Administrators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Evaluate and monitor all student groups measured for accountability Strategy's Expected Result/Impact: Improve 3rd grade reading and math performance (targeted group) Improve 6th grade math and reading performance (targeted group) Improve ELL performance in the areas of reading, writing, and speaking to ensure they meet all passing standards Staff Responsible for Monitoring: Teachers, Campus ILT, Interventionists, ESSER Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: Instructional Materials - 199 - State Compensatory Education - \$1,344	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will complete their Gifted and Talented professional development hours in order to enroll, retain, and grow gifted students. Strategy's Expected Result/Impact: Gifted students will receive high quality instruction by qualified teachers Staff Responsible for Monitoring: Advanced Learning Teacher Campus Administration Teachers	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify





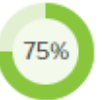





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Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 2: Align and maintain written, taught, and assessed curriculum at all grade levels and in all subject areas (TRS, Lead4Ward, and PLC)

Evaluation Data Sources: 100% of campuses meet standard; meet or exceed identified Board Goals for 2020-2021

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Utilize districtwide professional development days and early release days to support and train teachers on effective Tier I Instruction (comprehensive literacy implementation (Pre-K - 12), TRS Implementation, Lead4ward, PLC's, Culturally Relevant Strategies, and Emotional Intelligence components) Strategy's Expected Result/Impact: Professional development evaluation results Walkthrough analysis Performance growth goals Staff Responsible for Monitoring: Campus ILT Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Within their grade-level teams, teachers will utilize the TEKS Resource System (aligned to STAAR 2.0), Lead4Ward, and District Curriculum Documents to provide vertically and horizontally aligned instruction. Strategy's Expected Result/Impact: Collaborative planning on teams during weekly PLCs Alignment to district expectations and curriculum Targeted Walkthrough Staff Responsible for Monitoring: Teachers Campus ILT Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 3 Details	Reviews			
Strategy 3: Use assessments and PA's to monitor and evaluate student progress towards mastery of grade level standards. Strategy's Expected Result/Impact: Performance Growth Levels Staff Responsible for Monitoring: Admin ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 60%	 80%	
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Goal 2: We will guarantee that all students will perform at or above grade level.

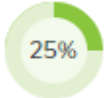







Performance Objective 3: We will ensure students receive foundational skills that will prepare them for college and/or career readiness.

Evaluation Data Sources: Graduation rate for all RISD students will increase from 91.3% to 94%

African American students graduating in RISD will increase to 90%

Hispanic students graduating in RISD will increase to 90%


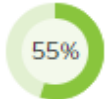






Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: AVID is implemented at Heights Elementary Strategy's Expected Result/Impact: Students served and supported through AVID strategies Staff Responsible for Monitoring: Administrators Counselor Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 4: Create a Pre-K - 6 System to educate stakeholders on the importance of student attendance.

Evaluation Data Sources: Increase campus attendance rate from 95.5% to 96.5%

Strategy 1 Details	Reviews			
Strategy 1: Utilize the A2A System of Attendance. Strategy's Expected Result/Impact: Percent increase in student attendance Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









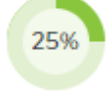

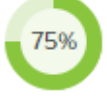

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 5: Ensure 100% of English Language Learners (ELL) students will make progress towards an advanced level in proficiency in Reading, Writing, Listening and Speaking. ELL students will meet all passing standards for all district and state assessments.

Strategic Plan: D1.1-D1.5

Evaluation Data Sources: Student performance meets or exceeds expected increase as defined by Board Goals

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement new bilingual program of services Strategy's Expected Result/Impact: Increase in data scores for students in bilingual program and dual language program Staff Responsible for Monitoring: Campus Admin Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure ESL teachers have professional development in working with ELL students and implement ELLevation to ensure all ESL and content teachers complete progress monitoring to meet the needs of students. Strategy's Expected Result/Impact: 100% of teachers receive professional development Walkthrough analysis (strategies in action) TELPAS progress ELLevation usage reports Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement ELLevation and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs) Strategy's Expected Result/Impact: ELLevation usage reports Performance growth goals Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify











Discontinue

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 6: Create a culture of literacy for ALL in grades Pre-K-3.

Evaluation Data Sources: CIRCLE, mClass, MAP, and DRA

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Existing Pre-K-3 teachers on campus will complete the Teacher Reading Academy. Strategy's Expected Result/Impact: Teachers will have an understanding of best practices for literacy instruction. Staff Responsible for Monitoring: Reading Academy Coaches	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 7: Implement Pre-K for ALL

High Priority
HB3 Goal
Evaluation Data Sources: Circle data/enrollment
Summative Evaluation: Exceeded Objective

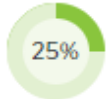











Strategy 1 Details	Reviews			
Strategy 1: Pre-K teachers will continue to participate in Texas Pre-K Guidelines, best practice and inclusive practices professional learning. Strategy's Expected Result/Impact: All Pre-K teachers will have a deep knowledge of the 10 domains of the Texas Pre-K Guidelines; including outcomes, child behaviors and instructional strategies. Teachers will develop a solid foundation for best practices in Pre-K; including instructional methods and classroom environment, and inclusive strategies. Staff Responsible for Monitoring: Pre-K Teacher Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement engagement opportunities for Pre-K families including two required parent conferences, weekly communication, and connecting families to CLI Engage CIRCLE activities directly aligned to meet individual student needs Strategy's Expected Result/Impact: Creates a foundation for parent involvement at the campus, builds a strong relationship of support between the parents and the teacher, and students further develop necessary skills for kindergarten readiness Staff Responsible for Monitoring: Pre-K Teacher Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 8: Continued implementation of the MTSS Framework (Multi Tiered Systems of Support) and its components district wide

Evaluation Data Sources: Reflections and feedback from MTSS learning community support meetings for principals and EDs

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue the Implementation of Kindergarten-3rd Grade ESSER Support/Co-Teachers Strategy's Expected Result/Impact: Meet 21-22 goal progress measures for 3rd grade Reading and Math Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to utilize Branching Minds to ensure consistent and clear documentation of intervention to include days, times, and materials used. Strategy's Expected Result/Impact: Accurate documentation of services provided High quality intervention Staff Responsible for Monitoring: Teachers Campus Administration ESSER Teachers Interventionists	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 9: Increase Implementation and Utilization of Branching Minds campuswide

Evaluation Data Sources: Professional learning dates, number of students with active plans, campus teams utilizing platform features

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: More frequent checks on student/teacher plans









Strategy 1 Details	Reviews			
Strategy 1: Implement requirements from HB4545 to ensure students receive supports identified in Accelerated Learning Plans Strategy's Expected Result/Impact: Increase in the number of students passing grade level assessments Specific notes on intervention in Branching Minds to include days, times, and materials used Staff Responsible for Monitoring: Campus Administration Instructional Leadership Team Teachers ESSER Interventionists Funding Sources: Tutor for HB4545 students - 211 - Title I, Part A - \$3,826.53	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 1: Support all staff using RISD Innovative Practices to increase retention.

Evaluation Data Sources: Increase in positive responses of staff in focus groups and/or staff survey responses.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize and supplement the Richardson Promotes Mentoring (RPM) program to support new staff. Strategy's Expected Result/Impact: Decrease in turnover; Increase in retention rate; Increase in years of experience of RISD teachers Staff Responsible for Monitoring: Lead mentor teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Strategies for intentional New Teacher Academy on campus to address the needs of new teachers through monthly topic-focused meetings, supports, and planning sessions with campus specialists. Strategy's Expected Result/Impact: Decrease in teacher turnover Increase in retention rate Increase in years of experience of RISD teachers Staff Responsible for Monitoring: Lead mentor teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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Goal 3: We will recruit, retain, and reward quality personnel.







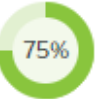





Performance Objective 2: Provide necessary campus professional development to successfully implement the Vision, Mission, Goals, and Objectives of RISD/RHE.









Evaluation Data Sources: Increase retention and quality of teachers.

Increase in positive responses by staff on Climate Survey concerning professional development offered on campus.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide campus professional development in all curricular areas supporting TRS/Lead4ward. Strategy's Expected Result/Impact: Walkthrough data, planning meeting agendas Staff Responsible for Monitoring: Administrators ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide professional development for instructional staff to support students with disabilities and all other learning needs. Strategy's Expected Result/Impact: Agendas Performance growth goals Improved teacher feedback Improved student performance Staff Responsible for Monitoring: Administrators ILT Special education team Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize the district's walkthrough form to give intentional, specific feedback for teacher growth. Strategy's Expected Result/Impact: Teacher retention Increased progress towards TTESS goals Increase in teacher effectiveness improving student growth Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Support teachers in obtaining their ESL certification by EOY 2022-2023. Strategy's Expected Result/Impact: All teachers will have their ESL certification to service students. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize feedback from the staff surveys and other means to retain all staff and create a positive culture. Strategy's Expected Result/Impact: All staff will continue employment at the campus next year. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 6 Details	Reviews			
Strategy 6: Continue to retain, recruit, and hire a diverse staff with a focus on teacher competencies. Strategy's Expected Result/Impact: Diverse staff to mirror our diverse student population Staff Responsible for Monitoring: Administrators ILT Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 1: Enhance communication processes to provide stakeholders with timely, effective and reliable communication via a dynamic communication system that includes websites, print, social media and video.

Evaluation Data Sources: Increase of positive response rate from internal and external stakeholders in focus group and/or survey responses.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize multiple, creative strategies for on-going communication with parents and community including interpretation services and Talking Points. a. Teacher conferences, emails, phone calls home, videos b. Class communications (Seesaw, Google Classroom) c. Blackboard Connect d. Social Media Strategy's Expected Result/Impact: A positive school and family partnership with strong communication throughout the year. Improved communication with families and stakeholders. Staff Responsible for Monitoring: Principal Title I: 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize campus surveys to identify and develop campus goals (teacher morale and discipline). Strategy's Expected Result/Impact: Campus goals are focused on stakeholders' identified needs. Staff Responsible for Monitoring: All Staff Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				



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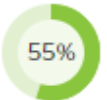






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Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 2: Increase links between home and school by providing systematic opportunities for parent and family engagement.

Evaluation Data Sources: Increase of positive response rate from internal and external stakeholders in focus group and/or survey responses at or above 85?

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue campus participation and partnership with PTA and with an emphasis on promoting our school brand to our parents and community. Strategy's Expected Result/Impact: Staff membership will be 100%. Families will be engaged in RHE's PTA activities. RHE PTA membership will be over 300. Parents and community will be more familiar with our school brand. Staff Responsible for Monitoring: PTA Board All Staff Administrators Title I: 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Facilitate multiple opportunities for family/parent engagement through flexible scheduling of programs/assemblies/events Strategy's Expected Result/Impact: Increased participation, Improved communication, Calendar of Events, Increase parent attendance at school events at greater than 40% Staff Responsible for Monitoring: Principal ILT Counselor Title I: 4.2 Funding Sources: Title 1 Family Engagement Specialist - 211 - Title I, Part A - \$700	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 3 Details	Reviews			
Strategy 3: Continue to foster business and community partnerships. Strategy's Expected Result/Impact: Stronger community ties and participation in campus events. Staff Responsible for Monitoring: Administrators Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide one campus based volunteer opportunity per month in Voly. Strategy's Expected Result/Impact: Increase volunteer participation Staff Responsible for Monitoring: Executive Assistant	Formative			Summative
	Nov	Jan	Mar	June
				
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



Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission

Performance Objective 1: Operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement

Evaluation Data Sources: Maintain district FIRST rating; maintain district bond rating

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The budget of Heights Elementary will be operated in a responsible, effective, and efficient manner in all areas.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Heights staff will request funds from the Deputy Superintendent, Title 1, the PTA, other organizations to support student learning, and explore grant opportunities.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure expenditures support student outcomes, teacher morale, retention, etc. Strategy's Expected Result/Impact: Financially responsible Staff Responsible for Monitoring: Executive Assistant Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details	Reviews			
Strategy 4: Provide training and support for all support staff processing POs, sub payment, etc to ensure staff is following proper policies and procedures, and ensure all staff who directly order/receive goods are aware of proper procurement procedures. Strategy's Expected Result/Impact: Ensure Heights Elementary has no issues associated with improper money handling. Staff Responsible for Monitoring: Administrators Executive Assistant Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









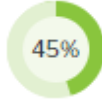











Goal 6: We will ensure that our facilities and infrastructure adapt to support our mission

Performance Objective 1: Provide a safe, comfortable, and well-maintained environment

Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Communicate on-going safety protocols to students and staff by holding "I Know What to Do Days" (Live Wise, Live Healthy) in October, December, January, and April. Conduct Safety Week (August 29-September 2), participating in evacuate, hold, and secure, lockdown, shelter in place, and fire drills. Strategy's Expected Result/Impact: Safety training plan Teacher/Parent feedback Teachers and students know the procedures necessary to staff safe in emergency situations. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communicate with parents after a safety drill via blackboard. Strategy's Expected Result/Impact: Blackboard Calls Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Update CIP quarterly to show progress; November 18; January 27; March 31; June 9 Strategy's Expected Result/Impact: Ensure focus on the goals of the RISD/RHE mission Staff Responsible for Monitoring: Administrators Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide monthly practice of emergency procedures throughout the year Strategy's Expected Result/Impact: Drill Record Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Implement a system to ensure that all visitors are Raptor'd Strategy's Expected Result/Impact: Any visitor entering the building will have a visible badge Staff Responsible for Monitoring: Administrators Office Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Communicate and enforce the Richardson ISD dress code for all staff and students. Strategy's Expected Result/Impact: Dresscode guidelines are followed by all staff and students. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Communicate and enforce the Richardson ISD cellphone policy. Strategy's Expected Result/Impact: Students will follow the cellphone policy. Staff Responsible for Monitoring: All staff.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diane Magary	Campus Reading Specialist		49%
Karen Latimer	Instructional Coach		100%
Virginia Terrell	Campus Math Specialist		50%