Hillcrest PDS CDMC Agenda/Minutes
August 29, 2022
5:30 - 6:30
Library
Zoom link: https://wacoisd-org.zoom.us/j/8081793196

Hillcrest PDS

I. Welcome and Introductions

II. Purpose of CDMC
   A. In accordance with Texas Education Code 11.253(a), and Board Policies BQB(LEGAL) and BQB(LOCAL), a campus decision-making council (CDMC) has been formed on each campus. The CDMC assists the campus principal with the development, review, and revision of the campus improvement plan.
   B. Committee membership is comprised of parents, teachers, campus principal, community members, business representatives and other district personnel.
   C. Survey results, accountability reports, campus events, school partnerships

III. 2022 Accountability Rating
https://txschools.gov

IV. Campus Improvement Plan

V. Next meeting: October 17, 2022 5:30pm

VI. Questions?

Campus Decision Making Committee

Meeting Date: August 29, 2022

5:30 PM

HPDS Library

Committee Role	Name	Position	Signature
Administrator	Haley Dean	Principal	HDean
Instructional Specialist	Melissa Heltenberg	Instructional Specialist	
Classroom Teacher	Sue Garth	1st Grade Teacher	Sue Garth
Classroom Teacher	Rebecca Braswell	4th Grade Teacher	R. Braswell
Classroom Teacher	Patrecia Whitley	Kindergarten Teacher	Patrecia Whitley
Classroom Teacher	Emily Holt	2nd Grade Teacher	
Classroom Teacher	Megan Kittner	3rd Grade Teacher	Megan Kittner
Classroom Teacher	Holly Land	5th Grade Teacher	Holly Land
Classroom Teacher	Ashley Stephens	PE Teacher	Ashley Stephens
Administrator	Amanda Flentge	Assistant Principal	
Parent	Melree Parris	Parent	ZOOM
Parent	Renee Umstattd	Parent	ZOOM
Parent	Erin Skelton	Parent	✓
Parent	Everett Phipps	Parent	
Parent	Mark English	Parent	
Parent	Sterling Hill	Parent	ZOOM
Parent	Anna Lauren Packer	Parent	ZOOM
Parent	Erin Stamile	Parent	Erin
Classroom Teacher	Rachel Martinez	PreKindergarten Teacher	Rachel
Parent	Jennifer Dickey	Parent	Jennifer Dickey
Parent	Emily Hunt	Parent	Emily Hunt

Jeremy Rhodes

Texas Education Agency

2022 Accountability Ratings Overall Summary

HILLCREST PDS MAGNET (161914109) - WACO ISD - MCLENNAN COUNTY

✳ Confidential ✳

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**83**	**B**
Student Achievement		**72**	**C**
STAAR Performance	43	72	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**86**	**B**
Academic Growth	79	86	B
Relative Performance (Eco Dis: 70.4%)	43	74	C
Closing the Gaps	**68**	**75**	**C**

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✗ **ELA/Reading**

✗ **Mathematics**

✗ **Science**

Not Eligible **Social Studies**

✗ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✗ **Comparative Closing the Gaps**

Texas Education Agency

2019 Accountability Ratings Overall Summary

HILLCREST PDS MAGNET (161914109) - WACO ISD - MCLENNAN COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**71**	C
Student Achievement		**69**	D
STAAR Performance	40	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**70**	C
Academic Growth	69	70	C
Relative Performance (Eco Dis: 44.9%)	40	57	F
Closing the Gaps	**56**	**72**	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

X **ELA/Reading**

X **Mathematics**

X **Science**

Not Eligible **Social Studies**

X **Comparative Academic Growth**

X **Postsecondary Readiness**

X **Comparative Closing the Gaps**

Released August 2019

TEA | School Programs | Assessment and Reporting | Performance Reporting

Waco Independent School District

Hillcrest PDS Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

To create a community of learners that foster compassion, inclusion, collaboration and creative thinking while providing a high quality education.

Vision

Empowering future leaders by creating thinkers who will spark change in the world by being life long learners.

Core Beliefs

Hillcrest PDS operates on five core beliefs centered around educating the whole child through:

• developing students through meaningful, student-centered learning;

• partnering with Baylor University; modeling best teaching practices for teacher candidates;

• developing staff as leaders in education who are highly inquisitive, collaborative and dedicated;

• maintaining a connection with diverse stakeholders who believe in, depend on, and choose to be part of our community of learners; and

• providing a wide spectrum of experiences in the arts for all students throughout their tenure at Hillcrest PDS.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The enrollment for last year remained constant at approximately 434 students. Currently, student enrollment for 2022-2023 is 431 students

At the end of the 2021-2022 school year, we had 434 students with the following demographics: 59.5% Hispanic, 15.4% African American, 21% White, 4.1 two or more races, 74% at risk, and 71% Eco. Disadvantaged. Currently, for 2022-2023 school year, we have the following demographics: 57.37% Hispanic, 14.97% African American, 24.26% White, 3.4% Two or more races, and 65.3% economically disadvantaged.

At the end of the 2021-2022 school year, we have 91 of our students identified as GT, this is 21% of our student population. We have 45 students identified as Special Education, this is 10.4% of our student population. We have 61 LEP students, this is 14% of our student population. Currently, for 2022-2023 school year, we have 68 students identified as GT, which is 15.7% of our student population, 45 students identified as needing Special Education services which is 10.4% of the student population, and 50 students identified as LEP, which is 11.6% of the student population.

Staff ethnicity is primarily Anglo, with Hispanic, African-American, and Asian being represented. This breakdown does not mirror the ethnic groups of our student population. The student/teacher ratio averages 22:1. As a magnet school, we draw students from all over the district using a lottery system for selection, thus our demographics may not be similar to the demographics of other campuses that serve as home campuses for students based on their address.

Our Parent Campus Liaison (PCL) arranges meetings with families, sends letters home, makes phone calls, makes home visits and we hold Truancy Prevention Measure(TPM) prior to filing for truancy. These meetings have proven beneficial in informing parents about their child's absences, campus procedures, partial day absences, the "90%" rule, and proactive measures to address student absences. Attendance Recovery was offered for students who had less than 90% attendance rate four times during the school year. Students were able to recover attendance through tutorials and work packets. The classroom with the highest attendance for the week was recognized and presented with a trophy. After the first semester, campus incentives for attendance included games, toys, bicycles, scooters, and books. Also, individual classroom teachers implement various ways to encourage student attendance. Students who did not achieve at least 90% attendance for the year were reviewed by the Magnet Review Committee to determine if their status would be revoked or approved.

A procedure for students that are picked up more than 30 minutes late (at 4:00 or later) needs to be implemented. We will consider requiring parents to sign them out and include a reason for being late. Every five times this occurs, a conference with the Principal is held to address this issue. Another issue was students arriving late to school. Documentation of tardies was sent to teachers every 3 weeks and parent contact was established by the teacher to the parent.

Campus administration works with district departments (Bilingual, SPED, Curriculum & Instruction) and attends job fairs to seek out experienced, highly qualified candidates. The campus hiring process for teachers can consist of a committee of teachers in that grade level and any other teacher that would like to voluntarily serve on the committee. The hiring process for paraprofessionals consists of an interview with the Principal and teacher(s) that volunteer to collaborate in this hiring process. New teachers are assigned mentors and they attend the district's new teacher program/meetings as scheduled.

EL students are supported through instruction from ESL certified teachers. Staff ethnicity is primarily Anglo, with Hispanic, African-American, and Asian being represented, which is not a reflection of the student population.

As a magnet campus, we do not have a physical "community" around us, but the community of our school members includes parent volunteers. community members and our PTA.

Demographics Strengths

- Minimal student mobility; as a magnet campus the majority of students remain on our campus from Pre-kindergarten to 5th grade which results in well-developed relationships with students and families, and reduced behavior concerns that stem from students being "new" to our campus
- Diverse student body
- High level of parental involvement
- PDS campus; Baylor students (Teaching Associates and Interns) provide additional support to students
- Most teachers have their GT and ESL endorsement
- Experienced staff with majority of teachers having at least three years of teaching experience
- Collaboration between campus administration and instructional staff in decision making (procedures, practices, goals, etc.) that impact the campus

Problem Statements Identifying Demographics Needs

Problem Statement 1: All students in Math, Reading, and Science at approaches, meets, and masters are lower than the state average in most grade levels. **Root Cause:** Tier 1 instruction lacks rigor and alignment to the standards

Problem Statement 2 (Prioritized): African American and Hispanic students are not performing at the same level as white students in math state assessments. **Root Cause:** Instruction is not meeting the needs of students in sub-populations to show proportional gains in student achievement to all students.

Problem Statement 3: Attendance for the entire campus is 92.79%. **Root Cause:** Students not attending school regularly and truancy prevention measures or interventions not being effective

Student Learning

Student Learning Summary

2022 STAAR Cumulative Results by test

Test	Did Not Meet	Approaches	Meets	Masters
Reading	23%	77%	52%	30%
Math	40%	60%	33%	15%
Science	44%	56%	32%	11%

2022 STAAR Cumulative Results by achievement level for all tests

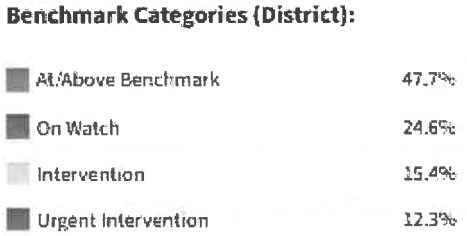
Approaches +	67.26%
Meets +	41.43%
Masters	21.60%

79.47% of students achieved Academic Growth measures for 4th and 5th Math and Reading tests

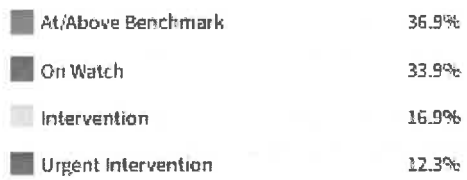
34% of students had accelerated growth in Math and 46% of students had accelerated growth in Reading

Projected to meet all 12 indicators for Domain 3 for Growth

3rd Star Renaissance Reading data

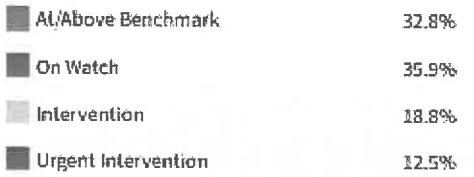


4th Star Renaissance Reading Data



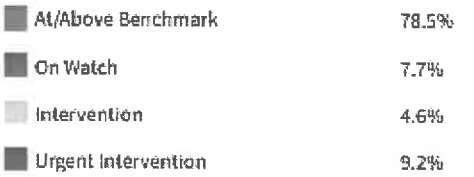
5th Star Renaissance Reading Data

Benchmark Categories (District):



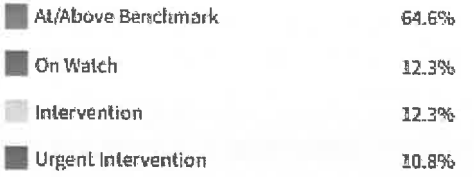
3rd Star Renaissance Math Data

Benchmark Categories (District):



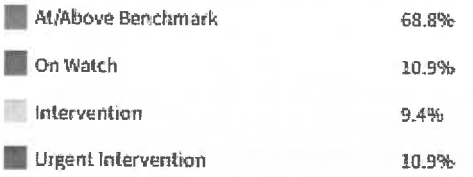
4th Star Renaissance Math Data

Benchmark Categories (District):



5th Star Renaissance Math Data

Benchmark Categories (District):



Student Learning Strengths

- 41% of STAAR tests are at or above Meets
- 77% of students achieved Approaches or higher on STAAR Reading
- Increase in scores on all tests from 2019 to 2022
- Increase of one letter grade from 2019 (71) to 2022 (82) in state accountability rating
- Met all 12 indicators for Growth with sub populations
- Effective tier 1 instruction resulted in increased student achievement
- Targeting specific students for Think Camp and STAAR Camp increased their performance levels to obtain growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are performing lower than the state average for math. **Root Cause:** Tier 1 instruction lacks rigor and alignment to TEKS. Improvement in content knowledge in Math for teachers is needed.

Problem Statement 2: Overall achievement on all tests has only 2/3 of students meeting approaches or higher on STAAR. **Root Cause:** Tier 1 instruction lacks rigor and alignment to TEKS. Fidelity of Tier 2 and 3 interventions

Priority Problem Statements

Problem Statement 1: Students are performing lower than the state average for math.

Root Cause 1: Tier 1 instruction lacks rigor and alignment to TEKS. Improvement in content knowledge in Math for teachers is needed.

Problem Statement 1 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 2: African American and Hispanic students are not performing at the same level as white students in math state assessments.

Root Cause 2: Instruction is not meeting the needs of students in sub-populations to show proportional gains in student achievement to all students.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Increase student achievement for all student groups

Performance Objective 1: Decrease the percentage of "Did Not Meet" in math for student achievement from 40% to 30%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data, Interim Data

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Analyze assessment data with a focus on individual student progress including setting learning goals for each student in math, which includes Accelerated Learning Plans and tiered intervention. **Strategy's Expected Result/Impact:** Improved academic performance in math **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Jan	May	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Consistently monitor student progress, review, and analyze data in math (Star Renaissance, TCAs, Freckle) and provide Tier 2 and # focused instructional support to students identified through RTI process. **Strategy's Expected Result/Impact:** Improved academic performance in math **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers (Classroom and SIT) **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Jan	May	May

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Provide math-specific professional development to improve math instruction for special populations (as defined in Domain 3 of accountability). **Strategy's Expected Result/Impact:** Improved academic performance in math **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Jan	May	May

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Provide intervention and tutorials during Focus Time and after school in math, utilizing content-specific instructional supplies, materials, and technology based on data analysis in DDI. **Strategy's Expected Result/Impact:** Improved academic performance in math **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Jan	May	May

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Implement a minimum of 30 minutes a day/150 min a week of focused intervention time for math and/or reading during the school day. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Jan	May	May

Strategy 6 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 6: Improve campus instructional technology strategies to assist in the delivery of effective instruction in the classroom i.e. technology supplies, instructional materials, equipment for creating instructional visuals. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Increase student achievement for all student groups

Performance Objective 2: Increase student achievement percentage of "Meets" in math from 30% to 40% and "Meets" in reading from 50% to 60%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data, Interim Data

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Monitor student data in PLC meetings to ensure students are on target to meet their individual learning goals. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Jan	May	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Consistently monitor student progress, review, and analyze data in reading (Star Renaissance, TCAs, MyOn, BAS) and provide Tier 2 and 3 focused instructional support to students identified through RTI process. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers (classroom and SIT) **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Jan	May	May

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Provide reading-specific professional development to improve reading instruction for special populations (as defined in Domain 3 of accountability). **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Jan	May	May

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Implement a minimum of 30 minutes a day/150 min a week of focused intervention time for math and/or reading during the school day. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Jan	May	May

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Provide after school enrichment sessions to increase critical thinking strategies (i.e. Think Camp). **Strategy's Expected Result/Impact:** Increase academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Jan	May	May

0% No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase student achievement for all student groups

Performance Objective 3: Obtain that 75% of students in kindergarten through grade 2 are performing at grade level in reading and math

High Priority

HB3 Goal

Evaluation Data Sources: District Assessment data, Star Renaissance Data (BOY, MOY, EOY), CLI Engage, BAS

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Monitor, review, and analyze assessment data with a focus on individual student progress including setting learning goals for each student in math and reading. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 2: Provide reading and math specific professional development to improve reading and math instruction for special populations (as defined in Domain 3 of accountability). **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 3: Consistently monitor student progress, review, and analyze data in reading (Star Renaissance, TCAs, MyOn, BAS) and provide Tier 2 and 3 focused instructional support to students identified through RTI process. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers (Classroom and SIT) **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 2: Create and sustain a safe and supportive learning environment.

Performance Objective 1: Implement strategies to support the safety and well being of students.

High Priority

Evaluation Data Sources: Number of drills conducted, number of safety incidents, minutes of safety committee meetings,

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Develop a campus safety committee and conduct regular meetings to evaluate current safety measures. **Strategy's Expected Result/Impact:** Conduct one safety meeting per six weeks **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 2: Attend threat assessment professional development session provided by the Texas School Safety Center, complete the FEMA/NIMS training, and identify members for the campus threat assessment team. **Strategy's Expected Result/Impact:** Attend training and develop threat assessment team **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 3: Review safety procedures and processes, ensuring the campus is familiar with the requirements of one drill per six weeks with staff and one drill per month with students. **Strategy's Expected Result/Impact:** All procedures and processes are followed **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Participate in Stop the Bleed training.	Formative		
Strategy's Expected Result/Impact: Stop the Bleed team is implements and procedures are followed with fidelity **Staff Responsible for Monitoring:** Principal, Nurse **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Jan	May	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure compliance with Safe Schools Training.	Formative		
Strategy's Expected Result/Impact: All teachers are aware and follow the laws and procedures discussed in each Safe School training **Staff Responsible for Monitoring:** Principal, Secretary **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Jan	May	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Ensure safety procedure posters are displayed in every classroom and safety procedures are reviewed with students once per month.	Formative		
Strategy's Expected Result/Impact: All students and staff are aware of the procedures for each type of drill **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Jan	May	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Conduct safety drills as required by state and district standards.	Formative		
Strategy's Expected Result/Impact: A minimum of two drills are conducted a month and staff and students are familiar with the procedures and expectations **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Jan	May	May

Strategy 8 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 8: Communicate information with parents on safety procedures and the bullying reporting system. **Strategy's Expected Result/Impact:** Parents are aware of procedures and bullying reporting system **Staff Responsible for Monitoring:** Principal, Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 2: Create and sustain a safe and supportive learning environment.

Performance Objective 2: Implement strategies to support Social Emotional Learning.

High Priority

Evaluation Data Sources: discipline data, number of bullying reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement SEL lessons during morning meeting using district approved curriculum, Character Strong.	Formative		
Strategy's Expected Result/Impact: Students feel sense of belonging and ability to voice their feelings/thoughts. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Instructional Specialist **- ESF Levers:** Lever 3: Positive School Culture	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Use Conscious Discipline to teach students how to use their voice when solving a conflict or remain calm during emotional deregulation.	Formative		
Strategy's Expected Result/Impact: Student will use their voice to stand up for themselves and consistent language for emotional deregulation will be used across campus. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **- ESF Levers:** Lever 3: Positive School Culture	Jan	May	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain student acknowledgement system where students are recognized by a staff member with a positive note.	Formative		
Strategy's Expected Result/Impact: Students are celebrated for their positive contributions to school community. **Staff Responsible for Monitoring:** Principal, teachers **- ESF Levers:** Lever 3: Positive School Culture	Jan	May	May

Strategy 4 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 4: Provide students with strategies and interventions to increase their sense of safety, balance their emotional regulation and promote social interactions. Interventions and strategies could include fidgets, bouncy bands, noise cancelling headphones, flexible seating and positive reinforcements. **Strategy's Expected Result/Impact:** Increase student sense of safety, comfort and belonging **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Counselor **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 5: Implement No Place for Hate Initiative campus wide. **Strategy's Expected Result/Impact:** Students use their voice to stand up for themselves and others to increase inclusivity **Staff Responsible for Monitoring:** Counselor **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 6 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 6: Weekly to monthly guidance lessons with counselor on targeted SEL topics. **Strategy's Expected Result/Impact:** Increase student sense of safety, comfort and belonging **Staff Responsible for Monitoring:** Counselor **- ESF Levers:** Lever 3: Positive School Culture			

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 2: Create and sustain a safe and supportive learning environment.

Performance Objective 3: Evaluate the effectiveness of the behavior intervention processes and program and make adjustments as needed.

High Priority

Evaluation Data Sources: Number of discipline referrals, number of students in Tier 2 and 3 for behavior

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a campus behavior plan based on the district template that outlines guidelines for success.	Formative		
Strategy's Expected Result/Impact: Clear procedures and interventions on campus **Staff Responsible for Monitoring:** Campus Behavior Team **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Evaluate the campus behavior plan using the Tiered Fidelity Inventory (TFI) and respond by making changes based on campus data.	Formative		
Strategy's Expected Result/Impact: Campus behavior plan that meets exemplary scoring on TFI **Staff Responsible for Monitoring:** Assistant Principal **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	Jan	May	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct professional development on classroom behavior management strategies.	Formative		
Strategy's Expected Result/Impact: Consistent implementation of CHAMPS to reduce the number of discipline referrals **Staff Responsible for Monitoring:** Campus Behavior Team	Jan	May	May

- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase the capacity of teachers and staff to support identified student needs.

Performance Objective 1: Build leadership capacity to serve student needs while working as a team to advance the goals of the campus.

High Priority

Evaluation Data Sources: Action coaching scripts, student achievement data, walkthrough reports

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Analyze student achievement through Data Driven Instruction (DDI) and implement with fidelity to systemically inform response to data and reteach plans. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Jan	May	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Conduct walkthroughs, evaluate on lesson plans for TEKS alignment and implement Action Coaching to improve Tier 1 instruction. **Strategy's Expected Result/Impact:** Increase student achievement, improve Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Jan	May	May

Strategy 3 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 3: Publish weekly newsletters for campus staff that include instructional look fors for TTESS domains and available professional development. **Strategy's Expected Result/Impact:** Consistent and clear communication, improve Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 4: Attend professional development on state accountability system to understand guidelines, set goals, and clarify misconceptions. **Strategy's Expected Result/Impact:** Increased student achievement, improved interventions for students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 5 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 5: Increase teacher leadership by facilitating Data Driven Instruction during PLCs, acting as grade level leads, and teacher led professional development. **Strategy's Expected Result/Impact:** Increase teacher leader capacity **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 3: Increase the capacity of teachers and staff to support identified student needs.

Performance Objective 2: Build capacity of all teachers and staff to support campus goals.

High Priority

Evaluation Data Sources: Student achievement data

Strategy 1 Details	Formative Reviews		
Strategy 1: K-3 teachers will complete Reading Academy as outlined by HB3.	Formative		
Strategy's Expected Result/Impact: Increase knowledge and skills in the science of reading instruction. **Staff Responsible for Monitoring:** Principal **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Jan	May	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct a minimum of one monthly professional development session for teachers (and by teachers) focused on campus goals.	Formative		
Strategy's Expected Result/Impact: Professional development impacts student achievement, increase capacity in teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Jan	May	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development and strategies to meet the needs of all student groups (Special Education, Emergent Bilinguals, GT, demographic sub pops, etc) at a minimum of once per 6 weeks.	Formative		
Strategy's Expected Result/Impact: Improved academic achievement in sub populations as defined in Domain 3 of state accountability **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Jan	May	May

Strategy 4 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 4: Provide training to academic intervention teachers to support the implementation of small group instruction in literacy and mathematics. **Strategy's Expected Result/Impact:** Increased student achievement, improved interventions for students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 5: Provide professional development and support for campus paraprofessionals to improve effectiveness of academic and behavioral strategies. **Strategy's Expected Result/Impact:** Increased student achievement, improved interventions for students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 6: Provide professional development at minimum of once per semester on state accountability system to ensure teachers understand how domains are calculated. **Strategy's Expected Result/Impact:** Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 7 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 7: Staff attend conferences or trainings in areas that support campus goals. **Strategy's Expected Result/Impact:** Gain knowledge on how to improve systems, communications, parent engagement and instruction **Staff Responsible for Monitoring:** Principal **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Recruit, develop, and retain highly qualified teachers and staff.

Performance Objective 1: Develop and implement campus professional development plan to support new teachers.

High Priority

Evaluation Data Sources: teacher retention data, student achievement data

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Ensure new teachers participate in district's mentoring program. **Strategy's Expected Result/Impact:** improved teacher retention, increase student achievement **Staff Responsible for Monitoring:** Campus Mentor Coordinator **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers	Jan	May	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Conduct monthly meetings with new teachers to provide professional development, guidance with systems/processes and provide additional support as needed. **Strategy's Expected Result/Impact:** Retain teachers, Improve academic performance **Staff Responsible for Monitoring:** Campus Mentor Coordinator **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Jan	May	May

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 4: Recruit, develop, and retain highly qualified teachers and staff.

Performance Objective 2: Develop and implement a plan to support staff in growth opportunities.

High Priority

Evaluation Data Sources: Teacher retention rates, TTESS evaluations

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Implement Action Coaching to support teachers and administrator growth. **Strategy's Expected Result/Impact:** Improve teacher performance, Improve academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 2: Conduct weekly leadership meetings to align coaching support based on student achievement and instructional practices. **Strategy's Expected Result/Impact:** Improve academic performance, improve instructional practices of teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 3: Provide professional development based on campus needs. **Strategy's Expected Result/Impact:** Improve academic performance, improve instructional practices of teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 4: Recruit, develop, and retain highly qualified teachers and staff.

Performance Objective 3: Develop and implement activities to promote teacher retention and sense of belonging.

High Priority

Evaluation Data Sources: teacher retention rates, staff surveys

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Recognize staff member each month for being an example of "Hillcrest Best." **Strategy's Expected Result/Impact:** Improve teacher retention, Increase sense of belonging, recognize staff for accomplishments **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 2: Provide required, requested and relevant professional development to keep teachers current on educational topics. **Strategy's Expected Result/Impact:** Improve instructional practices of teachers, Improve academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 3: Provide for and by teachers monthly technology professional development to increase knowledge and competency in using technology in the classroom. **Strategy's Expected Result/Impact:** Increase use of technology during instruction **Staff Responsible for Monitoring:** Instructional Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Provide positive feedback to staff i.e Staff Shout Out board, written notes, public acknowledgement. **Strategy's Expected Result/Impact:** Improve teacher retention, Increase sense of belonging **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Jan	May	May

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Recognize staff birthdays, accomplishments and life event celebrations. **Strategy's Expected Result/Impact:** Improve teacher retention, Increase sense of belonging **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Jan	May	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Engage families and the community to support student achievement and enhance campus goals.

Performance Objective 1: Engage with parents, community members, and business partners.

High Priority

Evaluation Data Sources: Parent meetings, number of events scheduled, parent participation, pictures (social media)

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Conduct required and supplemental parent involvement activities at least once per six weeks to build relationships among all stakeholders which also requires technology supplies, instructional materials, and equipment for parent communication. **Strategy's Expected Result/Impact:** Increased awareness of campus activities, increase parental and community participation **Staff Responsible for Monitoring:** Parent Involvement Coordinators **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 2: Continue PDS collaboration with Baylor University School of Education for teacher preparation. **Strategy's Expected Result/Impact:** Maintain a collaborative partnership with Baylor, Prepare interns for first year of teaching **Staff Responsible for Monitoring:** Principal, Assistant Principal, Mentor Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 3: Hold events to support Fine Art Program such as Artist Market, Showtime Company, Everywhere Learning Trips, Talent Show, grade level music performances, and campus winter program. **Strategy's Expected Result/Impact:** Increase parental and community involvement, strengthen the Fine Art program **Staff Responsible for Monitoring:** Principal, Assistant Principal, Music and Art Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 4: Increase parent communication by using Blackboard, Remind, campus website, campus Facebook page, campus Twitter, grade level spotlights, Hillcrest Happenings, SeeSaw, mailings, and student planners to inform and invite parents and community to campus events. **Strategy's Expected Result/Impact:** Increase awareness of campus activities, increased parental and community participation **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 5: Share information regarding volunteer opportunities and campus needs via PTA meetings, CDMC meetings, and post information on Facebook and the website. **Strategy's Expected Result/Impact:** Increase awareness of campus activities, increased parental and community participation **Staff Responsible for Monitoring:** Principal, Assistant Principal **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 6 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 6: Hold regular CDMC meeting and maintain posting of CDMC meetings on our website that includes dates, location, agenda, and minutes. **Strategy's Expected Result/Impact:** Increased participation of parents and community members, Input from parent and community members **Staff Responsible for Monitoring:** Principal **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 7 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 7: Engage families with student goal setting, implementing support, and responding to feedback related to student performance and attendance with parent conferences in October and February. **Strategy's Expected Result/Impact:** Parent support results in increased student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: Identify and implement strategies to improve attendance.

Performance Objective 1: Increase student attendance rate from 92.79% to 95%.

High Priority

Evaluation Data Sources: PEIMS data

Strategy 1 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 1: Conduct Truancy Prevention Meetings with PCL, campus administration, and families. Recommend specific interventions based on individual needs. **Strategy's Expected Result/Impact:** Increase daily attendance **Staff Responsible for Monitoring:** Principal, PCL **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 2: Recognize students who meet attendance goals for every 6 weeks, semester and year. **Strategy's Expected Result/Impact:** Increase daily attendance **Staff Responsible for Monitoring:** PEIMS Specialist **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 3: Host a minimum of three Saturday Attendance Recovery sessions targeting students with attendance concerns. **Strategy's Expected Result/Impact:** Improved daily attendance **Staff Responsible for Monitoring:** Principal, PEIMS Specialist **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 4: Implement campus jobs for students. **Strategy's Expected Result/Impact:** Diverse student participation and increase daily attendance **Staff Responsible for Monitoring:** Principal, Grade Level Leads **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 5: Recognize the class with the highest attendance for the week. i.e announcement and trophy.			

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 7: Identify and implement strategies to reduce the district's dropout rate.

Performance Objective 1: Increase students' exposure and knowledge of options/opportunities after graduation.

High Priority

HB3 Goal

Evaluation Data Sources: Increased graduation rates

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Host career fair to promote opportunities to learn about careers and educational requirements. **Strategy's Expected Result/Impact:** Increase student awareness of career options **Staff Responsible for Monitoring:** Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Jan**	**May**	**May**

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Display colleges/post-graduation opportunities of staff members. **Strategy's Expected Result/Impact:** Increase awareness of educational opportunities **Staff Responsible for Monitoring:** Counselor **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Jan**	**May**	**May**

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Promote graduation by using hallway banners to communicate and celebrate each grade's graduation year. **Strategy's Expected Result/Impact:** Develop common language and excitement around graduation **Staff Responsible for Monitoring:** Principal **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Jan**	**May**	**May**

Strategy 4 Details	Formative Reviews		
	Formative		
	Jan	May	May
Strategy 4: Promote high school, college, and post graduation opportunities by wearing spirit shirts highlighting the variety of opportunities for students beyond elementary school. **Strategy's Expected Result/Impact:** Increase awareness and excitement about high school, graduation, and post-graduation opportunities. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue