Waco Independent School District

Hillcrest PDS Elementary School

2024-2025 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The enrollment for the 2023-2024 school year was 421 students. Currently, student enrollment for 2024-2025 is 448 students

At the end of the 2023-2024 school year, we had 421 students with the following demographics: 595.11% Hispanic, 14.25% African American, 25.42% White, 4.99% two or more races, 65% at risk, and 67% Eco. Disadvantaged. Currently, for 2024-2025 school year, we have the following demographics: xxx% Hispanic, xxx% African American, xxx% White, xxx% Two or more races, and xxx% economically disadvantaged.

At the end of the 2023-2024 school year, we had 109 of our students identified as GT, which is 26% of our student population. We had 85 students identified as Special Education, which is 20% of our student population. We had 52 EB students, which is 12.4% of our student population. Currently, for the 2024 -2025 school year, we have xxx students identified as GT, which is xxx% of our student population, xxx students identified as needing Special Education services which is xxx% of the student population, and 52 students identified as EB, which is xx% of the student population.

Staff ethnicity is White, Hispanic, African American, and Asian. 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 who 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. Parents are notified if an Attendance Behavior Plan is needed which includes strategies to improve their child's attendance and commitments to remedy any issues concerning the child's attendance.

Campus administration works with district departments (Bilingual, SPED, Advanced Academics, 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 who voluntarily serve on the committee. The hiring process for paraprofessionals consists of an interview with the Principal and teacher(s) to ensure collaboration in this hiring process. New teachers are assigned mentors and attend the district's new teacher program/meetings as scheduled.

EB students are supported through instruction from ESL-certified teachers. GT students are supported in instruction by their classroom teachers who are trained as well as a GT enrichment teacher.

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 the 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.
- SEL program that supports mental health wellness of our students.
- Leadership development of all students and staff

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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, alignment to the standards, and teachers' pedagogical content knowledge.

Problem Statement 2 (Prioritized): African American and Hispanic students are not performing at the same level as white students in math and reading state assessments. **Root Cause:** Tier 1 instruction does not meet the needs of students in sub-populations to show proportional gains in student achievement to all students.

Problem Statement 3 (Prioritized): Attendance for the entire campus is 95.71%. **Root Cause:** Students not attending school regularly and truancy prevention measures or interventions not being effective

Student Learning

Student Learning Summary

2024 STAAR Cumulative Results by test

Test	Did Not Meet	Approaches	Meets	Masters
Reading	23.3%	76.6%	49.5%	25%
Math	33%	67%	40.4%	15.4%
Science	42.4%	57.6%	23.7%	11.9%

2024 STAAR Cumulative Results by achievement level for all tests

Approaches +	69%
Meets +	42%
Masters	19%

60% of students achieved Academic Growth measures for 4th and 5th Math and Reading tests

Preliminary Domain 3 Data

		Academic Achievement				
		3 pt Target	2024 % Meets+	LY %	Points	Possible Points
READING	ALL	46%	49%	53	3	
	African Amer	34%	46%	35	3	
	Hispanic	39%	37%	45	0	
	High Focus	37%	39%	41	3	
MATH	ALL	49%	40%	39	1	
	African Amer	33%	35%	24	3	
	Hispanic	44%	25%	28	0	
	High Focus	42%	29%	27	1	
						14/32
		Growth				
		3 pt Target	% Growth D2 method	LY %	Points	Possible Points
READING	ALL	64%	60%	69	0	

		Academic Achievement				
	African Amer	59%	64%	64	3	
	Hispanic	62%	55%	65	0	
	High Focus	61%	55%	64	0	
MATH	ALL	69%	60%	71	0	
	African Amer	61%	54%	64	0	
	Hispanic	68%	53%	69	0	
	High Focus	66%	56%	67	0	
						3/32
		STAAR				
		3 pt Target	All tests D1 method	LY %	Points	Possible Points
	ALL	47%	43	44	0	
	African Amer	36%	38	26	3	
	Hispanic	41%	33	38	0	
	High Focus	40%	34	34	0	
						3/16
		# of tests	# Approaches	# Meets	# Masters	
	Af Amer Math	26	7	6	3	
	Af Amer RLA	26	6	5	7	
	Af Amer Sci	6	1	0	0	
		58	35	21	10	
		Total # of tests	Total # App +	Total # Meets +	Total # Masters	
			60%	36%	17%	38%
		# of tests	# Approaches	# Meets	# Masters	
	Hisp Math	108	31	18	9	
	Hisp RLA	108	34	23	17	
	Hisp Sci	35	12	4	2	
		251	150	73	28	
		Total # of tests	Total # App +	Total # Meets +	Total # Masters	
			60%	29%	11%	33%

		Academic Achievement				
		# of tests	# Approaches	# Meets	# Masters	
	High Focus Math	135	42	30	9	
	High Focus RLA	135	41	30	22	
	High Focus Sci	42	13	4	1	
		312	192	96	32	
		Total # of tests	Total # App +	Total # Meets +	Total # Masters	
			62%	31%	10%	34%

Final Accountability will be released in August 2024

Star Renaissance Math Data:

Levels	1st grade	2nd grade	3rd grade	4th grade	5th grade
At/Above Benchmark	55%	53%	74%	68%	67%
On Watch	17%	5%	9%	13%	15%
Intervention	14%	16%	9%	13%	8%
Urgent Intervention	14%	26%	8%	6%	10%

Star Renaissance Reading Data:

Levels	1st grade	2nd grade	3rd grade	4th grade	5th grade
At/Above Benchmark	50%	34%	55%	59%	53%
On Watch	9%	19%	15%	11%	12%
Intervention	23%	10%	12%	13%	22%
Urgent Intervention	17%	37%	18%	17%	13%

TCA Data- % Meets

Reading

Grade	TCA 1	TCA 2	TCA 3	TCA 4	TCA 5	TCA 6	TCA 7	TCA 8	TCA 9	TCA 10	TCA 11
1st grade	66.67%	74.60%	75%								
2nd grade	53.03%	64.44%	76.47%	61.90%							
3rd grade	22.95%	18.18%	26.98%	15%							
4th grade	56.46%		27.27%	8.33%							
5th grade	50%		41.27%	62.75%%							

Math

Grade	TCA 1	TCA 2	TCA 3	TCA 4	TCA 5	TCA 6	TCA 7	TCA 8	TCA 9	TCA 10	TCA 11
1st grade	95.24%	84.38%		73.44%		84.38%	90.48%		87.50%		
2nd grade	72.73%	50%	83.08%	65.91%	68.85%	48.84%	46.77%	62.50%	52.63%		
3rd grade	46.30%		55.17%		40.74%	43.86%	42.86%	27.59%		80.33%	
4th grade	27.12%	50%	32.20%	20.97%	20.63%		19.23%	36.67%		39.66%	
5th grade	32.26%	42.86%	42.37%		23.81%	61.67%	21.05%%		36.67%		

		TCA 1	TCA 2	TCA 3	TCA 4	TCA 5	TCA 6	TCA 7	TCA 8	TCA 9	TCA 10	TCA 11
Science	1st grade											
	2nd grade	69.72%	70.45%	65.79%	83.72%	63.79%	86.89%					
	3rd grade	46.03%	63.64%	57.14%	50%	52.38%						
	4th grade	31.67%	33.33%	22.73%	50%							
	5th grade	35.66%	49.21%	47.62%%	75.81%		54.10%					

Student Learning Strengths

- 42% of STAAR tests are at or above Meets
- 76.6% of students achieved Approaches or higher on STAAR Reading

- Effective tier 1 instruction resulted in increased student achievement for approaches in math
- Targeting specific demographic of students for tutorials increased their performance levels

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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. Tier 2 and 3 interventions fail to close achievement gaps.

Problem Statement 2 (Prioritized): 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, alignment to the standards, and teachers' pedagogical content knowledge.

Problem Statement 3 (Prioritized): African American and Hispanic students are not performing at the same level as white students in math and reading state assessments.   **Root Cause:** Tier 1 instruction does not meet the needs of students in sub-populations to show proportional gains in student achievement to all students.

Priority Problem Statements

Problem Statement 1: African American and Hispanic students are not performing at the same level as white students in math and reading state assessments.

Root Cause 1: Tier 1 instruction does not meet the needs of students in sub-populations to show proportional gains in student achievement to all students.

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

Problem Statement 2: All students in Math, Reading, and Science at approaches, meets, and masters are lower than the state average in most grade levels.

Root Cause 2: Tier 1 instruction lacks rigor, alignment to the standards, and teachers' pedagogical content knowledge.

Problem Statement 2 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 3: Attendance for the entire campus is 95.71%.

Root Cause 3: Students not attending school regularly and truancy prevention measures or interventions not being effective

Problem Statement 3 Areas: Demographics - Student Achievement - School Culture and Climate - Parent and Community Engagement - Demographics - School Processes & Programs

Problem Statement 4: Overall achievement on all tests has only 2/3 of students meeting approaches or higher on STAAR.

Root Cause 4: Tier 1 instruction lacks rigor and alignment to TEKS. Tier 2 and 3 interventions fail to close achievement gaps.

Problem Statement 4 Areas: Student Learning

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

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
- Study of best practices

Goals

Goal 1: Increase student achievement for all student groups

Performance Objective 1: Increase the percentage of students meeting "approaches or better" on standards in math and reading from 70% to 78% by the end of the school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data, Interim Data, TCA assessment, and classroom assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze assessment data with a focus on individual student progress including setting learning goals for each student in math and reading, which includes Accelerated Learning Plans and tiered intervention.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved academic performance in math **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Demographics 1 - Student Achievement 1 - Student Learning 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** SIT Teachers - Title 1, SIT Teachers - State Compensatory Education, Instructional Specialist - State Compensatory Education			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Consistently monitor student progress, review, and analyze data in math and reading (Star Renaissance, interim, TCAs, IReady, unit tests) and provide Tier 2 and 3 focused instructional support to students identified through MTSS process.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved academic performance in math and reading **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers (Classroom and SIT) **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** SIT Teachers - Title 1, SIT Teachers - State Compensatory Education, Instructional Specialist - Title 1			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Provide professional development for math and reading to improve math and reading instruction for special populations (as defined in Domain 3 of accountability).	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved academic performance in math **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** Instructional Specialist - Title 1			

Strategy 4 Details	Formative Reviews		
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.	**Formative**		
	Jan	**May**	**May**

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
    Funding Sources: - American Rescue Plan (ARP/ESSER III) - $10,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement a minimum of 30 minutes a day/150 min a week of focused intervention time for math and/or reading, including needed supplies and curriculum purchases, during the school day as well as the purchase of small allowable incentives and goal tracking resources for students to reach their goals.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Improved academic performance
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2
    Funding Sources: - State Compensatory Education, - Title 1			

Strategy 6 Details	Formative Reviews

Strategy 6 Details	Formative Reviews		
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 and materials.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Demographics 1 - Student Achievement 1 - Student Learning 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Title 1, - State Compensatory Education			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
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, alignment to the standards, and teachers' pedagogical content knowledge.
Problem Statement 2: African American and Hispanic students are not performing at the same level as white students in math and reading state assessments.   **Root Cause**: Tier 1 instruction does not meet the needs of students in sub-populations to show proportional gains in student achievement to all students.

Student Learning
Problem Statement 1: 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. Tier 2 and 3 interventions fail to close achievement gaps.
Problem Statement 2: 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, alignment to the standards, and teachers' pedagogical content knowledge.
Problem Statement 3: African American and Hispanic students are not performing at the same level as white students in math and reading state assessments.   **Root Cause**: Tier 1 instruction does not meet the needs of students in sub-populations to show proportional gains in student achievement to all students.

Goal 1: Increase student achievement for all student groups

Performance Objective 2: Increase academic growth percentage in math and reading for 4th and 5th grade from 60% to 75% by the end of the school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data, Interim Data, TCA assessment, and classroom assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor student data in PLC meetings to ensure students are on target to meet their individual learning goals for growth.	**Formative**		
Strategy's Expected Result/Impact: Improved academic performance and growth	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Demographics 1 - Student Achievement 1 - Student Learning 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - Title 1, - State Compensatory Education			

Strategy 2 Details	Formative Reviews		
Strategy 2: Consistently monitor student progress, review, and analyze data in math and reading (Star Renaissance, TCAs, IReady, BAS, unit tests) and provide Tier 2 and 3 focused instructional support to students identified through MTSS process.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved academic performance and growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers (classroom and SIT) **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** - Title 1, - State Compensatory Education			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development for math and reading instruction to enhance rigor and ensure alignment for special populations (as defined in Domain 3 of accountability).	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved academic performance and growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** - Title 1, - State Compensatory Education			

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, including needed supplies and curriculum purchases, during the school day as well as the purchase of small allowable incentives and goal-tracking resources for students to reach their goals.	**Jan**	**May**	**May**

Strategy's Expected Result/Impact: Improved academic performance and growth
 	
    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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2
    Funding Sources: - Title 1, - State Compensatory Education			

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: Provide after-school enrichment sessions to increase critical thinking strategies (i.e. Tutorials, Maker Club, Chess Club, Art Club, Garden Club, etc).	**Jan**	**May**	**May**

Strategy's Expected Result/Impact: Increase academic performance and growth
 	
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2
    Funding Sources: - Title 1, - State Compensatory Education			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
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, alignment to the standards, and teachers' pedagogical content knowledge.

Demographics
Problem Statement 2: African American and Hispanic students are not performing at the same level as white students in math and reading state assessments.   **Root Cause**: Tier 1 instruction does not meet the needs of students in sub-populations to show proportional gains in student achievement to all students.

Student Learning
Problem Statement 1: 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. Tier 2 and 3 interventions fail to close achievement gaps.
Problem Statement 2: 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, alignment to the standards, and teachers' pedagogical content knowledge.
Problem Statement 3: African American and Hispanic students are not performing at the same level as white students in math and reading state assessments.   **Root Cause**: Tier 1 instruction does not meet the needs of students in sub-populations to show proportional gains in student achievement to all students.

Goal 1: Increase student achievement for all student groups

Performance Objective 3: Ensure that 75% of students in kindergarten through grade 2 are performing at grade level in reading by the end of the year.

    High Priority

    HB3 Goal

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

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved academic performance			
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teachers			
Title I: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			
Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 1 - Student Learning 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1			
Funding Sources: Instructional Specialist - Title 1			

Strategy 2 Details	Formative Reviews		
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).	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Demographics 1 - Student Achievement 1 - Student Learning 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Instructional Specialist - Title 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Consistently monitor student progress, review, and analyze data in reading (TxKEA, CLI Engage, Star Renaissance, TCAs, IReady, BAS, unit tests), and provide Tier 2 and 3 focused instructional support to students identified through MTSS process.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers (Classroom and SIT) **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Demographics 1 - Student Achievement 1 - Student Learning 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Instructional Specialist - Title 1, SIT Teacher - Title 1, SIT Teacher - State Compensatory Education			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
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, alignment to the standards, and teachers' pedagogical content knowledge.

Student Learning
Problem Statement 1: 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. Tier 2 and 3 interventions fail to close achievement gaps.
Problem Statement 2: 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, alignment to the standards, and teachers' pedagogical content knowledge.

Goal 2: Create and sustain a safe and supportive learning environment for students

Performance Objective 1: Implement strategies to support the safety and wellness (emotional, physical, and social) of students.

High Priority

Evaluation Data Sources: Number of drills conducted, number of safety incidents, staff training, metrics from Raptor system, certificates from trainings, data on the implementation of tiered behavior supports

Strategy 1 Details		Formative Reviews		
Strategy 1: Attend required safety trainings (such as Stop The Bleed, Emergency Procedures, Behavior Threat Assessment, FEMA/NIMS, and Safe Schools) and fully implement safety procedures and processes.		**Formative**		
		Jan	**May**	**May**
Strategy's Expected Result/Impact: Implementation of safety procedures and processes according to training Conduct two drills a month with fidelity Develop Threat Assessment Team and Stop the Bleed team Complete weekly exterior door audits (locked and working properly) Ensure safety procedure posters are displayed in every classroom. All students and staff are aware of the procedures for each type of drill **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details		Formative Reviews		
Strategy 2: Communicate information with parents on safety procedures and the bullying reporting system.		**Formative**		
Strategy's Expected Result/Impact: Parents are aware of procedures and bullying reporting system		**Jan**	**May**	**May**
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 for students

Performance Objective 2: Implement strategies to support and build capacity for social-emotional learning and leadership for students.

   High Priority

   Evaluation Data Sources: student goal setting, student leadership roles, participation in student-led opportunities, student recognition, discipline data, bullying reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students with social-emotional learning opportunities daily using district-approved curriculum and programs such as Character Strong, Conscious Discipline, No Place for Hate, Leader in Me and Emergent Tree.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increase students sense of belonging, comfort, and safety.
Students can voice their feelings/thoughts using a common language.
Student coalition group identifies goals and then executes action plans to increase inclusivity and advocacy.
Implementation of tier 1 and 2 SEL supports for students.
Participation in student leadership activities
   Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Specialist
 	
   ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
   Funding Sources: - Title 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain an acknowledgment system where students and classes are recognized for leadership, character traits, or campus core values i.e. personalized notes, monthly character awards, classroom celebrations, and whole school assemblies.	**Formative**		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Students are celebrated for their positive contributions to school community.
Increase students sense of safety, comfort, and belonging
   Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Specialist, Teachers
 	
   ESF Levers:
Lever 3: Positive School Culture
   Funding Sources: - Title 1, - State Compensatory Education			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: 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 campus jobs, small group counseling, skill-building lessons, tier 2 behavior interventions, personal regulation tools (fidgets, bouncy bands, noise canceling headphones), flexible seating, and positive reinforcements for students	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increase students sense of safety, comfort, and belonging Decrease incidents of emotional dysregulation Obtain necessary skills for regulation through skill-building lessons **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Counselor, Campus Support Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - State Compensatory Education, - Title 1			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Conduct weekly to monthly guidance lessons with counselor on targeted SEL topics.	**Formative**		
Strategy's Expected Result/Impact: Increase students sense of safety, comfort, and belonging	**Jan**	**May**	**May**
Decrease incidents of emotional dysregulation Obtain necessary skills for regulation through skill-building lessons Students can voice their feelings/thoughts using a common language. **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Create and sustain a safe and supportive learning environment for students

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, data from Emergent Tree Behavior System Review

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a campus behavior system based on the campus and district core values that address tiered systems of support.	**Formative**		
Strategy's Expected Result/Impact: Clear procedures and interventions on campus	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal and Campus Foundation Team **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Evaluate the campus behavior system for effectiveness of tier 1, 2, and 3 support and respond by making changes based on campus data.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: All tiered systems of support have desirable outcomes for students to have a safe and supportive learning environment. **Staff Responsible for Monitoring:** Assistant Principal and Campus Foundations Team **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct professional development on campus expectations and classroom behavior management strategies (reach and respond, connections, acknowledgment feedback, and corrections).	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Consistent implementation of CHAMPS to reduce the number of discipline referrals Alignment of behavior expectations in common areas and classrooms Daily implementation of reach and respond **Staff Responsible for Monitoring:** Campus Behavior Team **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **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 for students

Performance Objective 4: 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		
Strategy 1: Host a career fair to promote opportunities to learn about careers and educational requirements.	**Formative**		
Strategy's Expected Result/Impact: Increase student awareness of career options	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Counselor			
TEA Priorities: Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Promote post high school opportunities by attending events in the community and local universities/colleges.	**Formative**		
Strategy's Expected Result/Impact: Increase awareness of educational opportunities Reduction of district drop out rate	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Counselor, Grade Level Leads			
Title I: 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Promote graduation from high school by using hallway banners to communicate and celebrate each grade's graduation year.	**Formative**		
Strategy's Expected Result/Impact: Develop common language and excitement around graduation Reduction of district drop out rate **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**May**	**May**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Promote high school, college, and post graduation opportunities to showcase the variety of opportunities for students beyond elementary school (i.e. wearing spirit shirts, campus visits, mentorships with college students, field trips)	**Formative**		
Strategy's Expected Result/Impact: Increase awareness and excitement about high school, graduation, and post-graduation opportunities. Reduction of district drop out rate **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**May**	**May**

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		
Strategy 1: Analyze student achievement through PLC+ framework and Data Driven Instruction (DDI) and systemically respond to data with reteach plans and revision to instruction.	**Formative**		

Strategy's Expected Result/Impact: Increase student achievement and growth
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 1 - Student Learning 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1
	Jan	**May**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Action Coaching to support teachers and administrator growth.	**Formative**		

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
	Jan	**May**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct weekly walkthroughs, evaluate on lesson plans for TEKS alignment and implement Action Coaching to improve Tier 1 instruction.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increase student achievement and growth Improve Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2			

Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct weekly leadership meetings to align coaching support based on student achievement and instructional practices.	**Formative**		
Strategy's Expected Result/Impact: Improve academic performance, improve instructional practices of teachers	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		

Strategy 5: Publish weekly staff newsletters that include instructional look-fors for TTESS domains, professional deve,lopment opportunities, and instructional strategies.

	Formative		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Consistent and clear communication
Improve Tier 1 instruction

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

Title I:
2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 1 - Student Learning 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Strategy 6 Details	Formative Reviews		

Strategy 6: Attend professional development on curriculum and state accountability system to understand guidelines, set goals, clarify misconceptions, and meet the needs of under performing students or targeted groups (special populations)

	Formative		
	Jan	**May**	**May**

Strategy's Expected Result/Impact: Increased student achievement and growth
Improved interventions for students
Improve rating in state accountability

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2

Strategy 7 Details	Formative Reviews		
Strategy 7: Increase teacher leadership by facilitating Data Driven Instruction during PLCs, acting as grade-level leads, being model teachers for reading and math through district cohorts, leading book studies with colleagues, participating in district leadership academies, and presenting teacher-led professional development.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increase teacher leader capacity Retain and support staff Empower teachers to be activators **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture			

Strategy 8 Details	Formative Reviews		
Strategy 8: Develop a professional development plan based on campus needs as identified through data.	Formative		
Strategy's Expected Result/Impact: Improve academic performance and growth	Jan	May	May
Improve instructional practices of teachers Maintain positive school culture **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
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, alignment to the standards, and teachers' pedagogical content knowledge.
Problem Statement 2: African American and Hispanic students are not performing at the same level as white students in math and reading state assessments. **Root Cause**: Tier 1 instruction does not meet the needs of students in sub-populations to show proportional gains in student achievement to all students.

Student Learning

Problem Statement 1: 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. Tier 2 and 3 interventions fail to close achievement gaps.

Problem Statement 2: 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, alignment to the standards, and teachers' pedagogical content knowledge.

Problem Statement 3: African American and Hispanic students are not performing at the same level as white students in math and reading state assessments.   **Root Cause**: Tier 1 instruction does not meet the needs of students in sub-populations to show proportional gains in student achievement to all students.

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.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2			

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 and growth Increase the capacity of teachers	**Jan**	**May**	**May**
Title I: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Demographics 1, 2, 3 - Student Achievement 1, 2, 3 - Student Learning 1, 2, 3 - School Culture and Climate 1 - School Processes & Programs 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1			

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 three time a year.	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved academic achievement in sub populations as defined in Domain 3 of state accountability Improve TELPAS ratings Improve academic growth of GT students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I:** 2.5 **- 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 **Problem Statements:** Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** - Title 1, - State Compensatory Education			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide academic intervention teachers with professional development and resources to support the implementation of small group instruction in literacy and mathematics.	Formative		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased student achievement and growth Improved interventions for students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** - Title 1, - State Compensatory Education			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide professional development and support for campus paraprofessionals to improve effectiveness of academic and behavioral strategies.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased student achievement Improved interventions for students Fidelity of campus behavior system **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide professional development at minimum of once per semester on state accountability system to all teachers	**Formative**		
Strategy's Expected Result/Impact: Improved academic performance and growth	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialist **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2 - Student Learning 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide opportunities for staff to attend conferences or trainings in areas that support campus goals.	**Formative**		
Strategy's Expected Result/Impact: Gain knowledge on how to improve systems, communications, parent engagement and instruction	**Jan**	**May**	**May**
Increase pedagogical content knowledge for effective tier 1 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 8 Details	Formative Reviews

Strategy 8: Develop professional goals with teachers and staff and provide opportunities for goal attainment (on campus and within district).	Formative		
Strategy's Expected Result/Impact: Improve academic performance and growth. Improve instructional practices of teachers Retention of staff Evidence of positive outcome of goal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	**Jan**	**May**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
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, alignment to the standards, and teachers' pedagogical content knowledge.
Problem Statement 2: African American and Hispanic students are not performing at the same level as white students in math and reading state assessments. **Root Cause**: Tier 1 instruction does not meet 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 95.71%. **Root Cause**: Students not attending school regularly and truancy prevention measures or interventions not being effective

Student Learning
Problem Statement 1: 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. Tier 2 and 3 interventions fail to close achievement gaps.
Problem Statement 2: 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, alignment to the standards, and teachers' pedagogical content knowledge.
Problem Statement 3: African American and Hispanic students are not performing at the same level as white students in math and reading state assessments. **Root Cause**: Tier 1 instruction does not meet the needs of students in sub-populations to show proportional gains in student achievement to all students.

School Processes & Programs
Problem Statement 1: Attendance for the entire campus is 95.71%. **Root Cause**: Students not attending school regularly and truancy prevention measures or interventions not being effective

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

Performance Objective 3: 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		
Strategy 1: Ensure teachers who are new to teaching participate in the district's mentoring program and receive a campus mentor	**Formative**		
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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	**Jan**	**May**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct monthly meetings with new to teaching and campus teachers to provide professional development, guidance with systems/processes and provide additional support as needed.	**Formative**		
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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	**Jan**	**May**	**May**

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

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

Performance Objective 4: 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		
Strategy 1: Recognize a staff member each month for being a model of "Hillcrest Best."	**Formative**		
Strategy's Expected Result/Impact: Improve teacher retention Increase sense of belonging, Recognition of staff for accomplishments **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**May**	**May**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Recognize staff birthdays, accomplishments and life event celebrations.	**Formative**		
Strategy's Expected Result/Impact: Improve teacher retention Increase a sense of belonging **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	**Jan**	**May**	**May**

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Provide positive feedback to staff i.e staff shout out, written notes, public acknowledgement, and district recognition system.	**Formative**		
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 3: Positive School Culture	**Jan**	**May**	**May**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Seek input from staff of campus systems, events, and professional development	**Formative**		
Strategy's Expected Result/Impact: Improve instructional practices of teachers Improve academic performance Staff input is valued and heard **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 3: Positive School Culture	**Jan**	**May**	**May**

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Provide technology professional development to increase teacher knowledge and competency in using technology in the classroom.	**Formative**		
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	**Jan**	**May**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Engage families and the community to support campus and district goals, student achievement, and attendance.

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		
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.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased awareness of campus activities Increase parental and community participation **Staff Responsible for Monitoring:** Parent Involvement Coordinators **Title I:** 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3 - Demographics 1, 3 - Student Achievement 1, 3 - Student Learning 2 - School Culture and Climate 1 - School Processes & Programs 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 **Funding Sources:** - Title 1 - $2,500, - State Compensatory Education			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue PDS collaboration with Baylor University School of Education for teacher preparation.	**Formative**		
Strategy's Expected Result/Impact: Maintain a collaborative partnership with Baylor	**Jan**	**May**	**May**
Prepare interns for the first year of teaching **Staff Responsible for Monitoring:** Principal, Assistant Principal, Mentor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews

Strategy 3: Hold events to support magnet and fine arts program such as Artist Market, Showtime Company, Everywhere Learning Trips, Talent Show, grade level music performances, and campus winter program.	Formative		
	Jan	**May**	**May**
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:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews

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.	Formative		
	Jan	**May**	**May**
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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews

Strategy 5: Inform parents and stakeholders of volunteer opportunities and campus needs via PTA meetings, CDMC meetings, and post information on Facebook and the website.	Formative		
	Jan	**May**	**May**
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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3 - Demographics 1, 2, 3 - Student Achievement 1, 2, 3 - Student Learning 1, 2, 3 - School Culture and Climate 1 - School Processes & Programs 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1			

Strategy 6 Details	Formative Reviews		
Strategy 6: Hold regular CDMC meeting and maintain posting of CDMC meetings on our website that includes dates, location, agenda, and minutes.	**Formative**		
	Jan	**May**	**May**
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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3 - Demographics 1, 2, 3 - Student Achievement 1, 2, 3 - Student Learning 1, 2, 3 - School Culture and Climate 1 - School Processes & Programs 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1			

Strategy 7 Details	Formative Reviews		
Strategy 7: Engage families with student goal setting, implementing support, and responding to feedback related to student performance and attendance with parent conferences each semester	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Parent support results in increased student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3 - Demographics 1, 2, 3 - Student Achievement 1, 2, 3 - Student Learning 1, 2, 3 - School Culture and Climate 1 - School Processes & Programs 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1			

Strategy 8 Details	Formative Reviews

Strategy 8 Details	Formative Reviews		
Strategy 8: Host three parent learning workshops that support academic achievement, social emotional learning, and special programs.	**Formative**		
Strategy's Expected Result/Impact: Increase in parent knowledge results in increase student achievement Increase parent awareness of supports **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Demographics 1, 2, 3 - Student Achievement 1, 2, 3 - Student Learning 1, 2, 3 - School Culture and Climate 1 - School Processes & Programs 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1 **Funding Sources:** - Title 1	**Jan**	**May**	**May**

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

Performance Objective 1 Problem Statements:

Demographics
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, alignment to the standards, and teachers' pedagogical content knowledge.
Problem Statement 2: African American and Hispanic students are not performing at the same level as white students in math and reading state assessments.   **Root Cause**: Tier 1 instruction does not meet 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 95.71%.   **Root Cause**: Students not attending school regularly and truancy prevention measures or interventions not being effective

Student Learning
Problem Statement 1: 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. Tier 2 and 3 interventions fail to close achievement gaps.
Problem Statement 2: 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, alignment to the standards, and teachers' pedagogical content knowledge.
Problem Statement 3: African American and Hispanic students are not performing at the same level as white students in math and reading state assessments.   **Root Cause**: Tier 1 instruction does not meet the needs of students in sub-populations to show proportional gains in student achievement to all students.

School Processes & Programs

Problem Statement 1: Attendance for the entire campus is 95.71%.   **Root Cause**: Students not attending school regularly and truancy prevention measures or interventions not being effective

Goal 4: Engage families and the community to support campus and district goals, student achievement, and attendance.

Performance Objective 2: Increase student attendance rate from 95.7% to 96.5%.

    High Priority

    Evaluation Data Sources: PEIMS data

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Truancy Prevention Meetings with PCL, campus administration, and families. Develop attendance behavior plans and recommend specific interventions for targeted students every 12 weeks.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increase daily attendance			
Staff Responsible for Monitoring: Principal, PCL, PEIMS Specialist			
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Problem Statements: Demographics 3 - Demographics 3 - Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1			
Funding Sources: - Title 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Recognize students who meet attendance goals for 1st and 2nd semester.	**Formative**		
Strategy's Expected Result/Impact: Increase daily attendance	**Jan**	**May**	**May**
Staff Responsible for Monitoring: PEIMS Specialist			
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Problem Statements: Demographics 3 - Demographics 3 - Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1			
Funding Sources: - Title 1 - $2,500			

Strategy 3 Details	Formative Reviews		
Strategy 3: Host a minimum of three Saturday Attendance Recovery sessions targeting students with attendance concerns.	Formative		
Strategy's Expected Result/Impact: Improved daily attendance for students **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 **Funding Sources:** - Title 1, - State Compensatory Education	Jan	May	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide leadership opportunities for students such as campus jobs or campus ambassadors.	Formative		
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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Demographics 3 - Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1	Jan	May	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Recognize the class with the highest attendance for the week. i.e announcement and trophy.	Formative		
Strategy's Expected Result/Impact: Increase 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 3: Positive School Culture **Problem Statements:** Demographics 3 - Demographics 3 - Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1	Jan	May	May

Strategy 6 Details	Formative Reviews

Strategy 6: Provide attendance incentive to students.	Formative		
Strategy's Expected Result/Impact: Increase daily attendance **Staff Responsible for Monitoring:** PEIMS Specialist **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Demographics 3 - Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 1 - Parent and Community Engagement 1 **Funding Sources:** - Title 1	**Jan**	**May**	**May**

0% **No Progress**   100% **Accomplished**   ➡️ **Continue/Modify**   ❌ **Discontinue**

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Attendance for the entire campus is 95.71%. **Root Cause**: Students not attending school regularly and truancy prevention measures or interventions not being effective
School Processes & Programs
Problem Statement 1: Attendance for the entire campus is 95.71%. **Root Cause**: Students not attending school regularly and truancy prevention measures or interventions not being effective

State Compensatory

Budget for Hillcrest PDS Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Hillcrest PDS Elementary School

Name	Position	FTE
Amon Harris	SIT	1
Heather Lanford	SIT Math	1

Title I Personnel

Name	Position	Program	FTE
Melissa Heltenberg	IS PCN 7270	Title I	1

Campus Funding Summary

			Title 1		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SIT Teachers		$0.00
1	1	2	Instructional Specialist		$0.00
1	1	2	SIT Teachers		$0.00
1	1	3	Instructional Specialist		$0.00
1	1	5			$0.00
1	1	6			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	3	1	Instructional Specialist		$0.00
1	3	2	Instructional Specialist		$0.00
1	3	3	SIT Teacher		$0.00
1	3	3	Instructional Specialist		$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
3	2	3			$0.00
3	2	4			$0.00
4	1	1			$2,500.00
4	1	8			$0.00
4	2	1			$0.00
4	2	2			$2,500.00
4	2	3			$0.00
4	2	6			$0.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$10,691.00
				+/- Difference	$5,691.00
State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SIT Teachers		$0.00
1	1	1	Instructional Specialist		$0.00
1	1	2	SIT Teachers		$0.00
1	1	5			$0.00
1	1	6			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	3	3	SIT Teacher		$0.00
2	2	2			$0.00
2	2	3			$0.00
3	2	3			$0.00
3	2	4			$0.00
4	1	1			$0.00
4	2	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$21,225.00
				+/- Difference	$21,225.00
American Rescue Plan (ARP/ESSER III)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$10,000.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$60,568.00

American Rescue Plan (ARP/ESSER III)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$50,568.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$23,786.00
				+/- Difference	$23,786.00
				Grand Total Budgeted	$116,270.00
				Grand Total Spent	$15,000.00
				+/- Difference	$101,270.00