Waco Independent School District

Hillcrest PDS Elementary School

2024-2025 Goals/Performance Objectives/Strategies

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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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.

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		
	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.	**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:** - Title 1			

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, 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 **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: Implement campus instructional technology strategies and instructional strategies to improve effective instruction in reading and writing using resources such as technology supplies or equipment, instructional materials (highlighters, decodables, post its), and 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.

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**		
Strategy's Expected Result/Impact: Improved academic performance and growth	**Jan**	**May**	**May**
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 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).

    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		
	Jan	**May**	**May**

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.

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

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.

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		
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.	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 2: Communicate information with parents on safety procedures and the bullying reporting system.	Jan	May	May
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 for students.

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

    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**		
Strategy's Expected Result/Impact: Increase students sense of belonging, comfort, and safety.	**Jan**	**May**	**May**

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**		
Strategy's Expected Result/Impact: Students are celebrated for their positive contributions to school community.	**Jan**	**May**	**May**

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.

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**		
Strategy's Expected Result/Impact: All tiered systems of support have desirable outcomes for students to have a safe and supportive learning environment.	**Jan**	**May**	**May**
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.

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.

    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 T-TESS domains, professional development 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.

    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	**Jan**	**May**	**May**

Increase the capacity of teachers
 	
    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		
	Jan	May	May
Strategy's Expected Result/Impact: Improved academic performance and growth **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		
	Jan	May	May
Strategy's Expected Result/Impact: Gain knowledge on how to improve systems, communications, parent engagement and instruction 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.

   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	**Jan**	**May**	**May**
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			

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**		
	Jan	**May**	**May**
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			

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.

    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	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

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	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			

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.

    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: 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%.

    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**		
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	**Jan**	**May**	**May**

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 **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	**Jan**	**May**	**May**

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

	Formative		
Strategy 6: Provide attendance incentive to students.	Jan	May	May
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			

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