

# Waco Independent School District

## Hillcrest PDS Elementary School

### 2025-2026 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.

## Value Statement

**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 standards in Math: Meets or better from 48% to 50%, and Masters from 15% to 30% by the end of the school year, with progress monitoring every 6 weeks.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data, Interim Data, TCA assessment, and classroom assessments (Approaches or better from 63% to 80%, )

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create and analyze formative assessments (exit tickets, unit assessments, weekly/biweekly checkpoints, etc) of taught curriculum with a focus on progress of identified essential skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance in math, reading and science</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> SIT Teachers - Title 1, SIT Teachers - State Compensatory Education, Instructional Specialist - State Compensatory Education</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Track student progress in math using assessment data (formative, interim, TCAs, iReady, unit tests) and create learning goals and action plans, including Tier 2 and 3 support when needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance in math and reading</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers (Classroom and SIT)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> SIT Teachers - Title 1, SIT Teachers - State Compensatory Education, Instructional Specialist - Title 1</p>	Formative		
	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional development for Math to improve instruction and pedagogical content knowledge to meet the needs of student groups as defined in Domain 3 of accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance in math</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Specialist - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide targeted math interventions during WIN Time (at least 30 minutes daily/3 times a week) and/or after school, using data-driven instruction supported by appropriate materials, curriculum, and technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance in math</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use goal-tracking systems to help students monitor their progress, and provide small, appropriate incentives to encourage engagement, close learning gaps, and accelerate growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - State Compensatory Education, - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implement campus-wide instructional strategies--pedagogical, content-specific, and technology--to strengthen math instruction using resources such as instructional materials, technology tools, and equipment for creating visuals, materials, and supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1, - State Compensatory Education</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Fund SIT teachers to provide intense intervention and support to targeted students identified through MTSS.</p> <p><b>Strategy's Expected Result/Impact:</b> Student improvement for Tier 2 and Tier 3 students by 10% on assessments as compared to 2024-2025 cohort data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>Funding Sources:</b> - State Compensatory Education, - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Fund Instructional Specialist to provide teachers with support, coaching, and mentoring</p> <p><b>Strategy's Expected Result/Impact:</b> Student improvement of "apprpaches or better" to 78% on formative assessments as compared to 2024-2025 cohort data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Prinicipal</p> <p><b>Funding Sources:</b> - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
			

**Goal 1:** Increase student achievement for all student groups.

**Performance Objective 2:** Increase academic growth percentage for math and reading from 64% to 71% by the end of the school year, with progress monitoring every 6 weeks.

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monitor student progress in math and reading by analyzing assessment data (formative, interim, TCAs, iReady, unit tests) and tracking essential skills in PLCs to ensure students are on track to meet individualized learning goals. Develop targeted action plans, including Tier 2 and 3 supports, as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1, - State Compensatory Education</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development for math and reading instruction to enhance rigor and ensure standards alignment for student groups (as defined in Domain 3 of accountability).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1, - State Compensatory Education</p>	Formative		
	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement focused intervention and tutorial support in math and reading during designated WIN Time (minimum 30 minutes daily/3 times a week) and/or after school, using data-driven instruction supported by content-specific instructional supplies, curriculum resources, and technology</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1, - State Compensatory Education</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide after-school enrichment sessions to improve achievement on identified skills and increase critical thinking strategies (i.e. Tutorials, Maker Club, Chess Club, Art Club, Garden Club, etc).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1, - State Compensatory Education</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use goal-tracking systems to help students monitor their progress, and provide small, appropriate incentives to encourage engagement, close learning gaps, and accelerate growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic performance and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
			

**Goal 1:** Increase student achievement for all student groups.

**Performance Objective 3:** Increase the average of performance levels for students identified as Emergent Bilinguals from 30% to 37% and Special Education from 18% to 23% by the end of the school year, with progress monitoring every 6 weeks.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create and analyze formative assessments (exit tickets, unit assessments, weekly/biweekly checkpoints, etc) of taught curriculum with a focus on progress of identified essential skills for students identified EB and SPED.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance in math, reading and science</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> SIT Teachers - Title 1, SIT Teachers - State Compensatory Education, Instructional Specialist - State Compensatory Education</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Track student progress in math and reading using assessment data (formative assessments, interim, TCAs, IReady, unit tests) for students identified as Emergent Bilingual and Special Education, and create learning goals and action plans for each student</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance in math and reading for EB and SPED populations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers (Classroom and SIT)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> SIT Teachers - Title 1, SIT Teachers - State Compensatory Education, Instructional Specialist - Title 1</p>	Formative		
	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional development on instructional strategies in math, reading, and science to strengthen teachers' content and pedagogical knowledge, with a focus on supporting Emergent Bilingual students through ELPS and Sheltered Instruction and Special Education students through alignment with their IEP goals</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance in math, reading and science for Emergent Bilingual and Special Education population</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Specialist - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement focused intervention and tutorial support in math and reading during designated WIN Time (minimum 30 minutes daily/3 times a week) that is targeted for Emergent Bilingual and Special Education students and after school, using data-driven instruction supported by content-specific instructional supplies, curriculum resources, and technology</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance in math, reading and science for Emergent Bilingual and Special Education population</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Use goal-tracking systems to help students monitor their progress, and provide small, appropriate incentives to encourage engagement, close learning gaps, and accelerate growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - State Compensatory Education, - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implement campus instructional strategies in math and reading--supported by technology, materials, and visuals (i.e. highlighters, decodables, post its, anchor charts)--to improve teaching and learning</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1, - State Compensatory Education</p>	Formative		
	Oct	Jan	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Increase student achievement for all student groups.

**Performance Objective 4:** Increase the percentage of students (Pre-kindergarten to 2nd grade) performing at grade level from 75% to 80% in math and reading by the end of the year.

**HB3 Goal**

**Evaluation Data Sources:** District Assessment data, IReady Data (BOY, MOY, EOY), CLI Engage, BAS, TxKEA, formative assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monitor student progress in math and reading by analyzing assessment data (formative, TxKEA, CLI Engage, iReady, TCA, BAS, unit tests) and tracking essential skills in PLCs to ensure students are on track to meet individualized learning goals. Develop targeted action plans, including Tier 2 and 3 supports, as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers (Classroom and SIT)</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Specialist - Title 1, SIT Teacher - Title 1, SIT Teacher - State Compensatory Education</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide reading and math-specific professional development to improve reading and math instruction and pedagogical content knowledge to meet the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Specialist - Title 1</p>	Formative		
	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure consistent and intentional implementation of the district-adopted math and reading curriculum by providing teacher training, planning support, and regular monitoring through classroom observations, lesson plan reviews, and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance and increase teacher competency</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p>	Formative		
	Oct	Jan	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Communicate information with parents on safety procedures and the bullying reporting system.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are aware of procedures and bullying reporting system</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Instructional Specialist</p> <p><b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are celebrated for their positive contributions to school community.            Increase students sense of safety, comfort, and belonging</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Instructional Specialist, Teachers</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title 1, - State Compensatory Education</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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 and 3 behavior interventions, personal regulation tools (fidgets, bouncy bands, noise canceling headphones), flexible seating, and positive reinforcements for students</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students sense of safety, comfort, and belonging  Decrease incidents of emotional dysregulation  Obtain necessary skills for regulation through skill-building lessons</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Counselor, Campus Support Staff</p> <p><b>ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - State Compensatory Education, - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Conduct weekly to monthly guidance lessons with counselor on targeted SEL topics.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students sense of safety, comfort, and belonging  Decrease incidents of emotional dysregulation  Obtain necessary skills for regulation through skill-building lessons  Students can voice their feelings/thoughts using a common language.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>ESF Levers:</b>  Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
			

**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		
<p><b>Strategy 1:</b> Create a campus behavior system based on the campus and district core values that address tiered systems of support.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear procedures and interventions on campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Campus Foundation Team</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Evaluate the campus behavior system for effectiveness of tier 1, 2, and 3 support and respond by making changes based on campus data.</p> <p><b>Strategy's Expected Result/Impact:</b> All tiered systems of support have desirable outcomes for students to have a safe and supportive learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal and Campus Foundations Team</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct professional development on campus expectations and classroom behavior management strategies (reach and respond, connections, acknowledgment feedback, and corrections).</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Behavior Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**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		
<p><b>Strategy 1:</b> Host a career fair to promote opportunities to learn about careers and educational requirements.  <b>Strategy's Expected Result/Impact:</b> Increase student awareness of career options  <b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b>            Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Promote post high school opportunities by attending events in the community and local universities/colleges.  <b>Strategy's Expected Result/Impact:</b> Increase awareness of educational opportunities            Reduction of district drop out rate  <b>Staff Responsible for Monitoring:</b> Counselor, Grade Level Leads</p> <p><b>TEA Priorities:</b>            Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Promote graduation from high school by using hallway banners to communicate and celebrate each grade's graduation year.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop common language and excitement around graduation Reduction of district drop out rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness and excitement about high school, graduation, and post-graduation opportunities. Reduction of district drop out rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist, Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize student goal tracking for individualized goals and lead measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student awareness of academic performance and growth. Setting long term goals with short term actions.</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
			

**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		
<p><b>Strategy 1:</b> Analyze student achievement through PLC+ framework and Data Driven Instruction (DDI) and systemically respond to data with backwards planning, reteach plans and revision to instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement Action Coaching to support teachers and administrator growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher performance, Improve academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Improve tier 1 instruction by conducting weekly walkthroughs and instructional rounds, evaluating lesson plans for TEKS alignment, and implementing Action Coaching to improve Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and growth Improve Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Conduct weekly leadership meetings to align coaching support based on student achievement and instructional practices, identify areas of professional development, and align campus systems to support the learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance, improve instructional practices of teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Publish weekly staff newsletters that include instructional look-fors for T-TESS domains, professional development opportunities, and instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent and clear communication Improve Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and growth Improved interventions for students Improve rating in state accountability</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher leader capacity Retain and support staff Empower teachers to be activators</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Develop a professional development plan based on campus needs as identified through data.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance and growth Improve instructional practices of teachers Maintain positive school culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

**Evaluation Data Sources:** Student achievement data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> K-3 teachers will complete Reading Academy as outlined by HB3.  <b>Strategy's Expected Result/Impact:</b> Increase knowledge and skills in the science of reading instruction.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct a minimum of one monthly professional development session for teachers (and by teachers) focused on campus goals.  <b>Strategy's Expected Result/Impact:</b> Professional development impacts student achievement and growth                      Increase the capacity of teachers</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional development and strategies to meet the needs of all student groups (Special Education, Emergent Bilinguals, GT, demographic sub populations, etc) at a minimum of three times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic achievement in sub populations as defined in Domain 3 of state accountability            Improve TELPAS ratings            Improve academic growth of GT students            Improve academic achievement of students in SPED, more specifically receiving dyslexia services.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1, - State Compensatory Education</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide professional development and resources to support the implementation of small group instruction in reading and mathematics for tier 2 and 3 interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and growth for students in tier 2 and 3 interventions            Increase instruction and supports for students in tier 2 and 3</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b>            Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1, - State Compensatory Education</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide professional development and support for campus paraprofessionals to improve effectiveness of academic and behavioral strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement            Improved interventions for students            Fidelity of campus behavior system</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide professional development at minimum of once per semester on state accountability system to all teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance and growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide opportunities for staff to attend conferences or trainings in areas that support campus goals. (i.e. TEPSA, NASUP, Baylor Math Institute, Region 12, etc)</p> <p><b>Strategy's Expected Result/Impact:</b> Gain knowledge on how to improve systems, communications, parent engagement and instruction Increase pedagogical content knowledge for effective tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1, - State Compensatory Education</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Develop professional goals with teachers and staff and identify lead measures/actions steps for goal attainment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance and growth. Improve instructional practices of teachers Retention of staff Evidence of positive outcome of goal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
			

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

**Performance Objective 3:** Develop and implement a campus system to support new staff members.

**Evaluation Data Sources:** Teacher retention data, student achievement data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure teachers who are new to teaching participate in the district's mentoring program and receive a campus mentor</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher retention Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Mentor Coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Coach new staff members by providing professional development, guidance with systems/processes, and support with curriculum and instruction needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain teachers, Improve academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Mentor Coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
			

**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		
<p><b>Strategy 1:</b> Acknowledge staff members for exemplifying core values of Hillcrest with notes, shout outs, brags, or awards</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher retention Increase sense of belonging, Recognition of staff for accomplishments</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Recognize staff birthdays, accomplishments and life event celebrations and organize special events to bring staff together.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher retention Increase a sense of belonging</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide leadership opportunities to teachers to lead professional development, chair committees, participate in district committees, facilitate special projects on campus, provide input on campus systems, events, and professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase use of technology during instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**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		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of campus activities Increase parental and community participation</p> <p><b>Staff Responsible for Monitoring:</b> Parent Involvement Coordinators</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title 1 - \$2,500, - State Compensatory Education</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Collaborate with Baylor University School of Education as a professional development school to prepare future educators</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain a collaborative partnership with Baylor Prepare interns for the first year of teaching</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Mentor Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Hold events to support magnet and fine arts program such as Artist Market, Showtime Company, Everywhere Learning Trips, Talent Show, grade level music performances/art shows, and campus winter program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental and community involvement Strengthen the Fine Art program</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Music and Art Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase parent communication by using Parent Square, campus website, campus Facebook page, grade level highlights, Hillcrest Happenings, mailings, and home school communication folders to inform and invite parents and community to campus events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of campus activities Increased parental and community participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Inform parents and stakeholders of volunteer opportunities and campus needs via PTA meetings, CDMC meetings, and post information on Facebook and the website.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of campus activities Increased parental and community participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Hold regular CDMC meetings and maintain posting of CDMC meetings on our website that includes dates, location, agenda, and minutes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation of parents and community members Input from parent and community members</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Engage families with student goal setting, implementing support, and responding to feedback related to student performance and attendance with parent conferences each semester</p> <p><b>Strategy's Expected Result/Impact:</b> Parent support results in increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Host three parent learning workshops that support academic achievement, social emotional learning, and special programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent knowledge results in increase student achievement Increase parent awareness of supports</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
			

**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		
<p><b>Strategy 1:</b> Conduct Truancy Prevention Meetings with PCL, campus administration, and families. Develop attendance behavior plans and recommend specific interventions for targeted students every 12 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase daily attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PCL, PEIMS Specialist</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Recognize and provide incentives to students who meet attendance goals for the 1st and 2nd semesters to promote consistent school attendance</p> <p><b>Strategy's Expected Result/Impact:</b> Increase daily attendance</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Specialist</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title 1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Host a minimum of three Attendance Recovery sessions targeting students with attendance concerns.  <b>Strategy's Expected Result/Impact:</b> Improved daily attendance for students  <b>Staff Responsible for Monitoring:</b> Principal, PEIMS Specialist</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  <b>Funding Sources:</b> - Title 1, - State Compensatory Education</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide leadership opportunities for students such as campus jobs or campus ambassadors.  <b>Strategy's Expected Result/Impact:</b> Diverse student participation and increase daily attendance  <b>Staff Responsible for Monitoring:</b> Principal, Grade Level Leads</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Recognize the class with the highest attendance for the week. i.e announcement, brags, display, awards.  <b>Strategy's Expected Result/Impact:</b> Increase daily attendance  <b>Staff Responsible for Monitoring:</b> Principal, PEIMS specialist</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Monitor student attendance for those at risk of chronic absenteeism and implement Attendance Behavior Plans to improve attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase daily attendance</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Specialist</p> <p><b>TEA Priorities:</b>            Improve low-performing schools</p> <p><b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title 1</p>	Formative		
	Oct	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			