Waco Independent School District



Hillcrest PDS Elementary School

2026-2027 Campus Improvement Plan

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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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Comprehensive Needs Assessment

Demographics

Summary

The enrollment for the 2025 - 2026 school year was 440 students. Currently, student enrollment for 2026-2027 is 434 students

At the end of the 2024-2025 school year, we had 430 students with the following demographics: 53.64% Hispanic, 15.45% African American, 25% White, 5.45% two or more races, 51.61% at risk, and 63.64% Eco. Disadvantaged. Currently, for 2025-2026 school year, we have the following demographics: % Hispanic, % African American, % White, % Two or more races, and % economically disadvantaged.

At the end of the 2024-2025 school year, we had 104 of our students identified as GT, which is 23.64% of our student population. We had 108 students identified as Special Education, which is 24.55% of our student population. We had 41 EB students, which is 9.32% of our student population. Currently, for the 2026-2027 school year, we have students identified as GT, which is % of our student population (PK-5th), students identified as needing Special Education services which is % of the student population, and students identified as EB, which is % of the student population.

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

Our Parent Campus Liaison (PCL) arranges meetings with families, sends letters home, makes phone calls, makes home visits, and holds Truancy Prevention Measures (TPM) before filing for truancy. These meetings have proven beneficial in informing parents about their child's absences, campus procedures, partial day absences, the "90%" rule, and proactive measures to address student absences. Attendance Recovery is offered for students who have less than 90% attendance rate three times during the school year. Students are able to recover attendance through tutorials and Attendance Recovery sessions or assignments. The classroom with the highest attendance for the week was recognized and presented with brags for their brag boards (Tier 1 behavior system). After the first semester, campus incentives for attendance can include prizes, games, toys, bicycles, scooters, and books. Also, individual classroom teachers implement various ways to encourage student attendance. Students who did not achieve at least 90% attendance for the year were reviewed by the Magnet Review Committee to determine if their status will be revoked or placed on probation. Documentation of tardies are sent to teachers every 3 weeks and parent/guardian is contacted by the teacher. Parents are notified if an Attendance Behavior Plan is needed which includes strategies to improve their child's attendance and commitments to remedy any issues concerning the child's attendance. Students who exhibit habitual tardies will be assigned a staff mentor to encourage positive attendance behavior and form a positive school relationship with a caring adult.

Campus administration collaborates with district departments (Emergent Bilingual, SPED, Advanced Academics, Curriculum & Instruction) to retain and recruit experienced, highly qualified candidates. The campus hiring process for teachers can consist of a committee of teachers at that grade level and any other teacher who voluntarily serves on the committee. The hiring process for paraprofessionals consists of an interview with the Principal and teacher(s) to ensure collaboration in this hiring process. New teachers are assigned mentors and attend the district's new teacher program/meetings as scheduled.

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

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

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.
2 ★	The overall attendance rate for the entire campus sits around 95.82%, with chronic absenteeism remaining a challenge.	Students are not attending school regularly, and current truancy prevention measures, magnet transfer requirements, or family interventions are not being effective.
3 ★	Classroom disruptions and behavioral incidents rise as the school year progresses, leading to a loss of instructional time, with most incidents occurring in the classroom.	While the campus utilizes a Multi-Tiered System of Supports (MTSS) for behavior, there is a need to avoid assuming student motives and apply trauma-informed and culturally responsive professional development for all behavior interventions.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**

- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**

- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1

Develop and implement plans, systems, and processes to support improved campus ratings and demonstrate accelerated student growth. (Priority 1:Students)

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Implement a multi-tiered instructional plan to ensure all students achieve more than 1 year's growth during the academic school year (from BOY to EOY) in both reading and math, thereby improving our accountability ratings from a C to a B. (Priority 1.1, 1.2, & 2.2)

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

Strategy 1

Implement the curriculum for math in grades K-5 using streamlined resources and a lesson internalization process

Strategy's Expected Result/Impact: Increased alignment in math instruction across all grade levels, improved academic performance of students K-5. Students scoring at Meets Grade Level on STAAR Math will increase from 38% to 55% by May 2027.) 55% of students will score at meets level plus 5 on each Taught Curriculum Assessment in each core content tested area.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teaching and Learning Specialist, Grade Level Leads, Teachers

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: SIT Teachers State Compensatory Education,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Implement the curriculum for reading in grades K-12 using streamlined resources and a lesson internalization process

Strategy's Expected Result/Impact: Students scoring at Meets Grade Level on STAAR Reading will increase from 56% to 65% by May 2027. 65% of students will score at meets level plus 5 on each Taught Curriculum Assessment in each core content tested area.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teaching and Learning Specialist, Grade Level Leads, Teachers

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: SIT Teachers State Compensatory Education,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Coordinate, implement, and monitor intervention systems and programs across the campus instructional program with fidelity

Strategy's Expected Result/Impact: Students scoring at Meets Grade Level on STAAR Math will increase 38% to 55% by May 2027. Students scoring at Meets Grade Level on STAAR Reading will increase 56% to 65% by May 2027. By MOY 70% of students on or above grade level will meet the typical growth goal on the iReady Diagnostic for both reading and math. By MOY, 50% of students 1+ years below grade level will meet their stretch growth goal on the iReady Diagnostic for both reading and math.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teaching and Learning Specialist, At Risk Specialist, Grade Level Leads, Teachers

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: SIT teachers State Compensatory Education,

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

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Strategy 4

Develop and implement Local Accountability Action Plans with aligned systems and processes to support improved campus A-F ratings, focusing on meeting goals for student populations and ensuring academic success for
students.

Strategy's Expected Result/Impact: Campus will be rated a B or higher by state accountability measures and improved federal ratings based on Domain 3 results pf C or higher.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teaching and Learning Specialist, Grade Level Leads

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Title 1,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Develop and implement an instructional coherence plan to increase the average of performance levels for students identified as Emergent Bilinguals from 28% to 35% and Special Education from 17% to 25% as evidenced in STAAR Math scores by May 2027

Evaluation Data Source: STAAR Data, TCA assessment, and classroom assessments

Strategy 1

Aligned expectations of IEP development to grade level instruction and implementation to include frequent and ongoing data collection and tracking.

Strategy's Expected Result/Impact: Improved alignment of IEP goals related to specific needs and improved adherence to student support plans. Increased student engagement and academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Increased alignment in differentiated Tier 1 instruction strategies and accommodations included in student IEPs and EB accommodation, ensuring increased inclusion of students receiving Special Education services and ESL support in the general education classroom setting.

Strategy's Expected Result/Impact: Increased emphasis on Tier 1 instructional access for students with IEPs and identified as EB which will increase improved academic growth and achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teaching and Learning Specialists

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Create and sustain safe and supportive learning environments (Priorities 1.3, 2.2, 3.1)

Evaluation Data Source: MTSS Data Fidelity Program Review of Campus & District Implementation; Safety Audits (Sentinel) and Climate Surveys; Discipline Data Review (Frontline)

Strategy 1

Implement tiered expectations of the Multi-Tiered System of Support for Behavior (MTSS~B) intervention processes with fidelity and consistency across the campus.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, the campus will show a reduction (by 30%) in behavioral incidents requiring administrative action, leading to improved student behavior, an increase in student academic engagement and achievement. (Priority 1.3)

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 4 - Student Achievement 3 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Implement and maintain yearly support and training with updated legislation and district policies, procedures, and best practices for behavior, discipline, and safety measures for both physical and mental health services

Strategy's Expected Result/Impact: Improved alignment with updated safety requirements, as shown in district safety audits (Sentinel) submitted to TEA. The campus will close any gaps of disproportionately in discipline, specifically those associated with our students identified as male African-American, receiving Special Education services by at least 4%. (Priority 1.3, 2.2)

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

Problem Statements: Student Learning 4 - Student Achievement 3 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 2

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

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Strategy 3

Develop and consistently implement a survey of students, staff, and parents to assess perceptions of safety and well-being, aiming to demonstrate an increase in positive responses related to student and building safety.

Strategy's Expected Result/Impact: Develop a baseline set of data points to drive appropriate plans that target meeting identified needs. See increase in perceptions on safety and well-being in Leader in Me MRA BOY to EOY (Priority 1.3, 3.1)

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 4 - Student Achievement 3 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Comply with TEC by implementing safety trainings (such as Stop The Bleed, Stop It Bullying Reporting, Emergency Procedures, Behavior Threat Assessment, FEMA/NIMS, and Safe Schools) and fully implementing safety procedures and processes.

Strategy's Expected Result/Impact: Ensure compliance with safety procedures, reporting protocols, staff training, parent notification, and behavior threat assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 4 - Student Achievement 3 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Classroom disruptions and behavioral incidents rise as the school year progresses, leading to a loss of instructional time, with most incidents occurring in the classroom.	While the campus utilizes a Multi-Tiered System of Supports (MTSS) for behavior, there is a need to avoid assuming student motives and apply trauma-informed and culturally responsive professional development for all behavior interventions.

Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
3	Classroom disruptions and behavioral incidents rise as the school year progresses, leading to a loss of instructional time, with most incidents occurring in the classroom.	While the campus utilizes a Multi-Tiered System of Supports (MTSS) for behavior, there is a need to avoid assuming student motives and apply trauma-informed and culturally responsive professional development for all behavior interventions.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Classroom disruptions and behavioral incidents rise as the school year progresses, leading to a loss of instructional time, with most incidents occurring in the classroom.	While the campus utilizes a Multi-Tiered System of Supports (MTSS) for behavior, there is a need to avoid assuming student motives and apply trauma-informed and culturally responsive professional development for all behavior interventions.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Classroom disruptions and behavioral incidents rise as the school year progresses, leading to a loss of instructional time, with most incidents occurring in the classroom.	While the campus utilizes a Multi-Tiered System of Supports (MTSS) for behavior, there is a need to avoid assuming student motives and apply trauma-informed and culturally responsive professional development for all behavior interventions.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Classroom disruptions and behavioral incidents rise as the school year progresses, leading to a loss of instructional time, with most incidents occurring in the classroom.	While the campus utilizes a Multi-Tiered System of Supports (MTSS) for behavior, there is a need to avoid assuming student motives and apply trauma-informed and culturally responsive professional development for all behavior interventions.

Goal 2 Recruit, develop, and retain highly qualified teachers and staff. (Priority 2: staff)

Performance Objective 1 ☑ High Priority

Develop and implement systems and practices that improve campus climate and morale and increase recruitment and retention of highly qualified staff by at least 5%. (Priority 2.1, 2.3, & 3.3)

Evaluation Data Source: climate surveys, one-on-one interviews, LIM/MRA surveys, annual retention trend data, tracked data of those participating in campus events and leadership opportunities

Strategy 1

Develop and consistently conduct staff survey and provide feedback opportunities to assess culture, climate, and employee satisfaction that has high level of participation.

Strategy's Expected Result/Impact: Conduct Leader in Me MRA survey three times a year and preview staff feedback for continuous improvement.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Refine and strengthen PDS partnership with Baylor University to ensure we are providing a quality learning environment for future educators.

Strategy's Expected Result/Impact: Measurable outcomes will be assessed through analysis of PDS partnership, tracking number of teacher eligible to mentor, monitor observations of teaching associates and clinical teachers for effectiveness and impact, and post graduation preparedness.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2 ☑ High Priority

By June 2027, we will strengthen our campus team by streamlining on-boarding and elevating mentorship. We will also align campus leadership opportunities with teaching competencies, ensuring clear pathways for teachers looking to step into roles like mentor teachers, grade-level chairs, or PLC leaders.

Evaluation Data Source: Documentation of leadership practices, increases in student outcomes due to teacher competencies, TIA designations, retention and promotion rates

Strategy 1

Develop, refine, and improve leadership pipeline efforts to ensure a more comprehensive and scaffolded strategic plan to strengthen leadership capacity

Strategy's Expected Result/Impact: Maintain a retention rate of 95% or better, see improved morale as reported in the staff surveys.Consistently employing high-quality staff yields improved academic achievement, so increased student growth and academic achievement would serve as further evidence of successful implementation.

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 3: Positive School Culture

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Goal 3 Engage families and the community. Priority 3: Community

Performance Objective 1

Increase effective parent/family engagement opportunities to support student success and well-being. (Priority 3.1)

Evaluation Data Source: Annual Student Services Survey, Parent Square usage analytics, campus agendas and sign in sheets from PFE activities

Strategy 1

Develop and implement systems that accurately assess and allow tracking of parent engagement

Strategy's Expected Result/Impact: Increased parent participation in events, maintain 99% or better parent engagement on Parent Square, increase of favorable responses to parent surveys

Staff Responsible for Monitoring: Principal, At Risk Specialist

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 2 ☑ High Priority

Foster strong partnerships with organizations, business/industry, and higher education institutions. (Priority 3.2)

Evaluation Data Source: The creation of a tiered partnership/sponsorship program. Year to year community partner and donation data.

Strategy 1

Develop a school partnership program to implement with current and new community partners to foster stronger partnerships and support

Strategy's Expected Result/Impact: Document all school partners through appropriate protocols and quantify their support

Staff Responsible for Monitoring: At Risk Specialist

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3

Ensure campus communication, marketing, and branding are strategic, targeted, and transparent to maintain and strengthen public perception of Waco ISD and promote our magnet school remains a top choice for families.

Evaluation Data Source: Engagement on Parent Square and social media, highlights or stories on social media are tracked and documented.

Strategy 1

Create and implement a resource database for parent communication and tracking tool of campus communication and engagement.

Strategy's Expected Result/Impact: Increase engagement on Parent Square and social media. Increase in teacher and student-produced communication on campus communication systems.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October	January	May

Strategy 2

Employ a variety of communication and marketing strategies to include special events, digital, announcements, videos, social media, and parent communication

Strategy's Expected Result/Impact: By June 2026, we will refine our communication plan to include multi-media and student/teacher created media.

Staff Responsible for Monitoring: Campus Mentor Coordinator

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Goal 4

Evaluate, develop, and/or refine financial and operational processes and systems Priority 4: Financial & Operational efficiencies

Performance Objective 1

Ensure strategic allocation of resources to effectively address student/staff needs (Priority 4.1)

Evaluation Data Source: Campus budget, attendance data, STAAR performance data.

Strategy 1

Accurately identify and target low socio-economic status (SES) students for funding purposes, moving beyond direct certification through social service programs (e.g., SNAP, TANF, Medicaid). For the 2025-2026 school year, 63.4% of students on campus were identified as low socio-economic. Use this data to support efforts for the 2026-2027 school year.

Strategy's Expected Result/Impact: Increased identification will generate additional funding for programs aimed at supplementing resources to these students and impact state accountability in Domain 2b.

Staff Responsible for Monitoring: Principal, PEIMS Specialist, At Risk Specialist, Counselor

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 2

Distribute state/federal resources based on student need and campus needs to support increased student achievement for all groups, focusing on low socio-economically identified students

Strategy's Expected Result/Impact: Improved growth and achievement of students identified as low socioeconomic status

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Title 1, , State Compensatory Education,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 3

Implement a campus wide attendance intervention program to address the loss in average daily attendance and academic achievement of HPDS students

Strategy's Expected Result/Impact: Increase campus-wide average daily attendance from 96.11.% to 96.5% by the end of 2026-2027 through phased improvements, including targeted communication, early intervention, and a new attendance platform--aiming for 0.5% decrease in chronic absenteeism.

Staff Responsible for Monitoring: Principal, At Risk Specialist

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2, 3 - Student Achievement 1, 2 - School Processes & Programs 2, 3 - Perceptions 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1

TEA Priorities: 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

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.
3	The overall attendance rate for the entire campus sits around 95.82%, with chronic absenteeism remaining a challenge.	Students are not attending school regularly, and current truancy prevention measures, magnet transfer requirements, or family interventions are not being effective.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.
2	The overall attendance rate for the entire campus sits around 95.82%, with chronic absenteeism remaining a challenge.	Students are not attending school regularly, and current truancy prevention measures, magnet transfer requirements, or family interventions are not being effective.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.
3	The overall attendance rate for the entire campus sits around 95.82%, with chronic absenteeism remaining a challenge.	Students are not attending school regularly, and current truancy prevention measures, magnet transfer requirements, or family interventions are not being effective.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The overall attendance rate for the entire campus sits around 95.82%, with chronic absenteeism remaining a challenge.	Students are not attending school regularly, and current truancy prevention measures, magnet transfer requirements, or family interventions are not being effective.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	The overall attendance rate for the entire campus sits around 95.82%, with chronic absenteeism remaining a challenge.	Students are not attending school regularly, and current truancy prevention measures, magnet transfer requirements, or family interventions are not being effective.

Performance Objective 2

Equip our teachers, staff, and students with the technology and training needed to advance teaching, learning, and district effectiveness. (Priority 4.2)

Evaluation Data Source: Frontline inventory, TCEA Online Training, KACE Help-desk Platform.

Strategy 1

Establish and maintain a minimum technology standard for classroom resources

Strategy's Expected Result/Impact: Ensure equitable, up-to-date instructional technology campus-wide to meet student needs and instructional needs

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Title 1,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Provide on-demand professional development for all faculty, staff, and students.

Strategy's Expected Result/Impact: Build staff expertise in daily instructional technology usage, increase classroom technology integration, and raise TCEA participation and completion

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Title 1,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Integrate instructional technology into the curriculum guides and lesson plans.

Strategy's Expected Result/Impact: Ensure all accessed instructional technology is vetted and district approved. Full integration into 100% of the elementary curriculum by June 2027.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Title 1, , State Compensatory Education,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 3

Ensure well-maintained, quality teaching and learning spaces that are operating at maximum efficiency. (4.3)

Evaluation Data Source: Minimum cleanliness standards measurement tool (to be developed in 2025-2026), district work orders, energy usage reports

Strategy 1

Conduct an efficiency audit of campus

Strategy's Expected Result/Impact: Establish baseline data. Receive feasible recommendations that can be prioritized and carried out, resulting in improved operational efficiency

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	May

Strategy 2

Launch the Hillcrest PDS Garden Committee to design and implement an educational gardening program to serve as our campus beautification program that will integrate cross curricular and multi-grade collaboration.

Strategy's Expected Result/Impact: Improved exterior appearance of Hillcrest PDS through an educational gardening space. Increased favorable results on staff and student climate and culture survey prompts relating to sense of safety, pride, and morale by fostering cross-curricular, multi-grade student collaboration outdoors. Increased favorable results on parent survey prompts related to feeling welcomed to their student's school by inviting families to engage with our campus garden initiatives. Increased student knowledge and mastery of life science TEKS by utilizing the garden as an active, outdoor science laboratory.

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2, 4 - Student Achievement 1, 3 - School Processes & Programs 1, 2 - School Culture and Climate 1 - Perceptions 2 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.
4	Classroom disruptions and behavioral incidents rise as the school year progresses, leading to a loss of instructional time, with most incidents occurring in the classroom.	While the campus utilizes a Multi-Tiered System of Supports (MTSS) for behavior, there is a need to avoid assuming student motives and apply trauma-informed and culturally responsive professional development for all behavior interventions.

Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.
3	Classroom disruptions and behavioral incidents rise as the school year progresses, leading to a loss of instructional time, with most incidents occurring in the classroom.	While the campus utilizes a Multi-Tiered System of Supports (MTSS) for behavior, there is a need to avoid assuming student motives and apply trauma-informed and culturally responsive professional development for all behavior interventions.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Classroom disruptions and behavioral incidents rise as the school year progresses, leading to a loss of instructional time, with most incidents occurring in the classroom.	While the campus utilizes a Multi-Tiered System of Supports (MTSS) for behavior, there is a need to avoid assuming student motives and apply trauma-informed and culturally responsive professional development for all behavior interventions.
2	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Classroom disruptions and behavioral incidents rise as the school year progresses, leading to a loss of instructional time, with most incidents occurring in the classroom.	While the campus utilizes a Multi-Tiered System of Supports (MTSS) for behavior, there is a need to avoid assuming student motives and apply trauma-informed and culturally responsive professional development for all behavior interventions.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Classroom disruptions and behavioral incidents rise as the school year progresses, leading to a loss of instructional time, with most incidents occurring in the classroom.	While the campus utilizes a Multi-Tiered System of Supports (MTSS) for behavior, there is a need to avoid assuming student motives and apply trauma-informed and culturally responsive professional development for all behavior interventions.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Overall achievement and growth on all tests show that only about two-thirds of students are meeting Approaches or higher on STAAR and meeting their growth targets.	Tier 1 instruction lacks a high-quality curriculum, rigor, alignment to the TEKS standards, and teachers' pedagogical content knowledge. Additionally, Tier 2 and Tier 3 interventions are failing to close existing achievement gaps.

State Compensatory Education

State Compensatory

Budget for Hillcrest PDS Elementary School

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Hillcrest PDS Elementary School

Name	Position	FTE
Hannah Parks	SIT	1
Sandra Maxwell	SIT	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Melissa Heltenberg	At Risk Specialist	Title I	1

Funding Summary

Funding Summary

State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	SIT teachers	--	$0.00
4	1	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$163,300.00
				+/- Difference	**$163,300.00**

Title 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	$0.00
4	1	2		--	$0.00
4	2	1		--	$0.00
4	2	2		--	$0.00
4	2	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$111,200.00
				+/- Difference	**$111,200.00**

Title I Parent Involvement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,120.00
				+/- Difference	**$1,120.00**

State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SIT Teachers	--	$0.00
1	1	2	SIT Teachers	--	$0.00
4	2	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$21,225.00
				+/- Difference	**$21,225.00**

American Rescue Plan (ARP/ESSER III)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$60,568.00
				+/- Difference	**$60,568.00**