

HILLCREST ELEMENTARY

Campus Improvement Plan

2017/2018

Today's Kids.... Tomorrow's Leaders

HILLCREST ELEMENTARY Site Base

Name	Position
Guerra, Phil	District
Henderson, Shannon	Teacher
Mason, Shari	Teacher
Mcomber, Katie	Teacher
Ollinger, Haley	Community
Schilling, Stephanie	Principal
Stroebel, Misty	Teacher
Sykes, David	Business
West, Lisa	Parent

Demographics

Eco-Dis and serving student needs
Consistent vocabulary

Student Achievement

Improvement in RTI
Focus on Intervention in K-2
Student Growth with High Achieving students

School Culture and Climate

Staff communication
School-wide program for continuity
School-wide goals

Teacher Quality

Commitment from new teachers to stay in Dumas

Curriculum, Instruction and Assessment

Academic Vocabulary
Non-tested subject areas

Family & Community Involvement

Provide more parent/community involvement opportunities

School Context & Organization

Vertical alignment meetings and communication
Assistant Principal

Technology

More technology needed for students
Colored printers/copiers needed at elementary level

TEXAS EDUCATION AGENCY

2017 Accountability Summary

HILLCREST EL (171901103) - DUMAS ISD

Accountability Rating

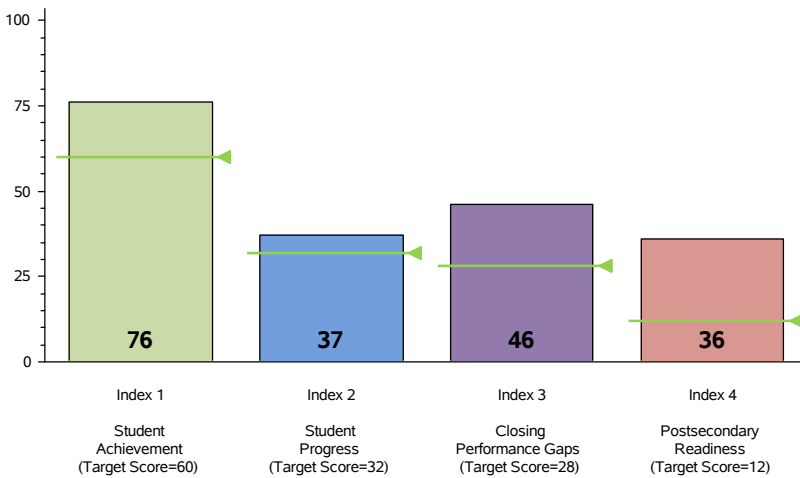
Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NOT ELIGIBLE
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	329 Students
Grade Span	KG - 04
Percent Economically Disadvantaged	44.4
Percent English Language Learners	17.9
Mobility Rate	10.5
Percent Served by Special Education	5.8
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	250	329	76
2 - Student Progress	223	600	37
3 - Closing Performance Gaps	546	1,200	46
4 - Postsecondary Readiness			
STAAR Score	36.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		36

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	11 out of 11 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	19 out of 19 = 100%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

HILLCREST ELEMENTARY

Mission

Hillcrest Elementary will provide academic excellence through collaboration with students, parents and the community.

Vision

Hillcrest will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.

Hillcrest will provide staff development to achieve Academic Excellence for all students.

Hillcrest will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Hillcrest will create and maintain a safe learning environment.

Nondiscrimination Notice

HILLCREST ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Resources

Resource	Source	Amount
Title IA	Federal	\$23,294
Title III Bilingual / ESL	Federal	\$16,403
Local Funds	Local	\$0
State Compensatory	State	\$75,970
State G/T	State	\$131,621
State SpEd	State	\$106,922

HILLCREST ELEMENTARY

Goal 1. Hillcrest Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 1. Hillcrest Elementary will refine its Equity and Excellence Plan to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, TAPR, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common Assessments and benchmarks revised to address state assessments needs (Title I SW: 8,10) (Target Group: All)	Elementary Curriculum Director, Principal	May	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of TEKS Resource System (Title I TA: 1,4,8) (Target Group: All)	Elementary Curriculum Director, Principal	December, May	(L)Local Funds	Formative - Increase in state assessment scores
3. Implementation of DMAC system to disaggregate data (Title I TA: 1,3,8) (Target Group: All) (CSFs: 1,2)	Principal, Teacher(s)	September, January, May	(L)Local Funds	Formative - Improved scores on statewide assessments
4. Teachers will focus on higher-level thinking skills in daily lessons (Title I SW: 1,4) (Title I TA: 6) (Target Group: All) (CSFs: 1)	Principal, Teacher(s)	October, January, May	(L)Local Funds	Formative - Increased scores on statewide assessments

HILLCREST ELEMENTARY

Goal 1. Hillcrest Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 2. Hillcrest Elementary will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading Recovery Program for Kindergarten or Grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. (Title I SW: 5,9) (Target Group: AtRisk)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(O)FTEs - 1, (S)State Compensatory - \$58,537	Formative - Increased reading proficiency among participants
2. Literacy Strategies modeled and provided by the reading instructional coach (Title I SW: 5,7,9,10) (Target Group: All)	Elementary Curriculum Director, Instructional Coach, Teacher(s)	Each reporting period	(L)Local Funds	Formative - Increased reading proficiency as measured by K-2nd local assessments and 3rd-4th grade state assessments.
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Title I SW: 7,9) (Target Group: All)	Elementary Curriculum Director, Principal, Teacher(s)	August and May	(L)Local Funds	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. Tutorial programs before, during, and after school (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 4)	Elementary Curriculum Director, Principal, Teacher(s)	October, January, May	(L)Local Funds	Formative - Retention rate reduction, increased reading/language arts state assessment scores.
5. HOTS projects from 4th grade students with Place Value and Unlock the Box activities (Title I SW: 1) (Target Group: 4th)	Principal, Teacher(s)	October and May	(L)Local Funds	Formative - Increased math local assessment scores.
6. Use of Think Thru Math, Education Galaxy and other technology programs (Title I SW: 1) (Target Group: All)	Elementary Curriculum Director, Instructional Technology Coordinator	January and May	(F)Title IA - \$4,555	Formative - Increased state and local assessment scores
7. Implementation of Enrichment activities in RTI lab, Computer Lab and Library (Title I SW: 1,3) (Target Group: All)	Principal, Teacher(s)	November and May	(L)Local Funds	Formative - Lab sign in sheets and activity reports
8. Implement goal setting in grades 3 and 4 (Title I SW: 1) (Target Group: All) (CSFs: 2)	Principal, Teacher(s)	October and May	(L)Local Funds	Formative - Increased scores on assessments
9. Use of Empowering Writers writing process (Title I SW: 1,4) (Target Group: All)	Elementary Curriculum Director, Principal, Teacher(s)	October and April	(L)Local Funds	Formative - Improved scores in writing assessments and state scores
10. Implement peer tutor groups and buddy reading (Title I SW: 1,9) (Target Group: All) (Strategic Priorities: 3)	Principal, Teacher(s)	October, May	(L)Local Funds	Formative - Improved scores in reading assessments and state scores

HILLCREST ELEMENTARY

Goal 1. Hillcrest Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 2. Hillcrest Elementary will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Hillcrest staff will follow the guidelines and requirements set forth in regulation FFC-R2 and FFC-R2 Exhibit in regard to transportation of students in foster care to ensure the educational stability of students in foster care. (Title I SW: 9,10) (Target Group: AtRisk)	Principal	May	(L)Local Funds	Formative - Increased educational stability of students in foster care.

HILLCREST ELEMENTARY

Goal 1. Hillcrest Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 3. Hillcrest Elementary will promote highly effective instruction for LEP and SpEd students to increase performance to a level commensurate with state and federal standards. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special Education IEPs will be written using eSpEd and TEKS and will utilize various sources to determine curriculum level (Title I SW: 9,10) (Target Group: SPED)	Principal, Special Services Director, Teacher(s)	January and May	(O)FTEs - 1.5, (S)State SpEd - \$90,319	Formative - Increased regular state assessment participants instead of alternative assessments
2. Step-by-step Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED)	Principal, Special Services Director, Teacher(s)	January and May	(S)State SpEd - \$16,603	Formative - Increased scores on special education student state assessment scores
3. ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(F)Title IA - \$0, (F)Title III Bilingual / ESL - \$16,403, (O)FTEs - 1, (S)State ESL	Formative - Increased scores on LEP student state assessment
4. Dyslexia program for identified students-Take Flight (Title I SW: 9) (Target Group: Dys)	Special Services Director	May	(L)Local Funds	Formative - Increased reading state assessment scores among participants

HILLCREST ELEMENTARY

Goal 1. Hillcrest Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 4. Hillcrest Elementary will provide intensive interventions and remediations for students below the 10% range as measured by Rtl Benchmarking Assessments. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Renaissance will be used to screen all students in grades 1st-4th three times per year (Title I SW: 8,9) (Target Group: AtRisk)	Special Services Director	September, January, and May	(L)Local Funds	Formative - Increased state assessment scores
2. Continued use of Tier II and Tier III interventions with support from Rtl teachers and assistants (Title I SW: 9) (Target Group: AtRisk)	Elementary Curriculum Director, Principal, Special Services Director, Teacher(s)	September, January, and May	(F)Title IA - \$17,499, (O)FTEs - 1, (S)State Compensatory - \$0	Formative - Increased state assessment scores
3. Continued implementation of campus level Impact Teams (Title I SW: 9,10) (Target Group: AtRisk)	Principal, Special Services Director, Teacher(s)	January and May	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Title I SW: 9,10) (Target Group: AtRisk)	Elementary Curriculum Director, Principal, Special Services Director	September, January and May	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
5. Use of chromebooks and Ipads to provide Rtl programs to students (Title I SW: 9) (Target Group: All)	Special Services Director, Teacher(s)	September, January and May	(L)Local Funds	Formative - Increased state assessment scores

HILLCREST ELEMENTARY

Goal 1. Hillcrest Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 5. Hillcrest Elementary will promote early learning to ensure school readiness. Summative Evaluation: TPRI, Observation Survey, District Assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Full day kindergarten with assistant who assists with kindergarten students who did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. (Title I SW: 9) (Target Group: All)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal	May	(O)FTEs - 1, (S)State Compensatory - \$17,433	Formative - Increased student progress on kindergarten testing.
2. Community will be notified of PK classes through flyers and media (Title I SW: 6,7,10) (Target Group: All)	Assistant Superintendent for Instruction, PEIMS Coordinator, Principal	May	(L)Local Funds	Formative - Increased interest in PK classes
3. Transition activities for entering Kindergarteners at elementaries (Title I SW: 7) (Target Group: All)	Assistant Superintendent for Instruction, Elementary Curriculum Director	August and May	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents

HILLCREST ELEMENTARY

Goal 1. Hillcrest Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 6. Hillcrest Elementary will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful.
Summative evaluation: discipline records, attendance records, state assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Summer school activities for students not discontinuing from Reading Recovery (Title I SW: 9) (Target Group: AtRisk)	Elementary Curriculum Director	January and May	(L)Local Funds	Formative - Increased reading proficiency among participants

HILLCREST ELEMENTARY

Goal 1. Hillcrest Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 7. Hillcrest Elementary will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hillcrest Elementary will provide additional counseling services for at-risk and homeless students (Title I SW: 9) (Target Group: AtRisk)	Assistant Superintendent for Instruction, Elementary Curriculum Director, PEIMS Coordinator, Principal	January and May	(L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
2. Hillcrest Elementary will provide school supplies to homeless students (Title I SW: 9) (Target Group: AtRisk)	PEIMS Coordinator	January and May	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school

HILLCREST ELEMENTARY

Goal 1. Hillcrest Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 8. Hillcrest Elementary will implement its Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hillcrest Elementary will ensure all teachers and counselors receive training and/or updated training in G/T strategies (Title I SW: 3,5,10) (Title I TA: 5) (Target Group: GT)	Assistant Superintendent for Instruction, Principal, Teacher(s)	May	(S)State G/T - \$131,621	Formative - Increased effectiveness of G/T instruction

HILLCREST ELEMENTARY

Goal 1. Hillcrest Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 9. Hillcrest Elementary students will participate in moderate to vigorous physical activities weekly. Summative Evaluation: Fitnessgram Results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students K-4 will participate in moderate to vigorous physical activity weekly (Title I SW: 1) (Target Group: All)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase physical fitness of all students
2. All students in 3rd and 4th grade will participate in Fitnessgram (Title I SW: 1) (Target Group: All)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in physical fitness for students in grades 3 and 4
3. CATCH will be fully implemented in grades K-4 (Title I SW: 1) (Target Group: All)	Elementary Curriculum Director, Principal	September and May	(L)Local Funds	Formative - Increase in overall fitness of students

HILLCREST ELEMENTARY

Goal 2. Hillcrest Elementary will provide staff development to achieve academic excellence for all students.

Objective 1. Hillcrest Elementary will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hillcrest Elementary will send all core staff to trainings about TEKS and state assessments (Title I SW: 1,4) (Target Group: All)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	January and May	(L)Local Funds	Formative - Increased state assessment scores
2. New teachers will participate in new teacher training by Instructional Coaches using Ginger Tucker's training (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Instructional Coach	August	(L)Local Funds	Formative - Increased writing and reading scores on state assessments.
3. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Title I TA: 6) (Target Group: All) (CSFs: 2)	Instructional Technology Coordinator, PEIMS Coordinator	August	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
4. All grade level teachers will participate in Professional Learning Communities (Title I SW: 3,4,8) (Title I TA: 2) (Target Group: All)	Principal, Teacher(s)	September, January, May	(L)Local Funds	Formative - Increase in teacher performance
5. All grade level teachers will participate in Technology Trainings such as Education Galaxy (Title I SW: 1,4) (Title I TA: 3) (Target Group: All)	Instructional Coach, Principal, Special Services Director	October	(L)Local Funds	Formative - Increased state assessment scores
6. Hillcrest Elementary will participate in a book study, The Leader In Me to incorporate the 7 Habits of Highly Effective People. (Title I SW: 1,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6,7)	Principal, Teacher(s)	May	(L)Local Funds	Formative - Increase performance of student growth in Index 2

HILLCREST ELEMENTARY

- Goal 3.** Hillcrest Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.
- Objective 1.** Hillcrest Elementary will provide translation services for non-English speaking parents to improve communication and parent involvement. Summative Evaluation: sign-in sheets and contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hillcrest Elementary will designate at least one person to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Title I TA: 7) (Target Group: ESL, LEP) (CSFs: 5)	Principal, Superintendent	Monthly	(L)Local Funds	Formative - Increased parental involvement on campuses
2. Hillcrest Elementary will use a telephone translation system for languages where a translator is not available on site (Title I SW: 6) (Target Group: ESL, LEP)	Assistant Superintendent for Instruction	Monthly	(L)Local Funds	Formative - Increased parent involvement on campuses

HILLCREST ELEMENTARY

- Goal 3.** Hillcrest Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.
- Objective 2.** Hillcrest Elementary will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent/teacher conference schedules

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. K-4th grade teachers will meet with parents to review report cards and discuss student needs and the school compact brochure (Title I SW: 6) (Target Group: All)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	October, March	(L)Local Funds	Formative - Increased parental involvement
2. Back to School Event (Title I SW: 6) (Target Group: All)	Principal, Superintendent	August	(L)Local Funds	Formative - Increased parental involvement
3. Open House (Title I SW: 6) (Target Group: All)	Principal, Superintendent	December	(L)Local Funds	Formative - Increased parental involvement
4. Hillcrest Elementary will provide opportunities for parent involvement through meetings, programs, materials, etc (Title I SW: 6) (Target Group: All)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(F)Title IA - \$1,240	Formative - Increased parental involvement
5. Parent Portal (Title I SW: 6) (Target Group: All)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased parental involvement
6. Hillcrest Elementary will communicate with parents through the School Way App and the Google calendar on the District Website (Title I SW: 6) (Target Group: All)	Assistant Superintendent for Instruction, Principal	September, January	(L)Local Funds	Formative - Increase parental involvement

HILLCREST ELEMENTARY

Goal 4. Hillcrest Elementary will create and maintain a safe learning environment.

Objective 1. Hillcrest Elementary will maintain its campus and train staff in order to provide a safe learning environment. Summative evaluation: sign-in sheets, maintenance records, accident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety review of our campus (Title I SW: 1,10) (Target Group: All)	Operations Director, Principal	January and May	(L)Local Funds	Formative - Maintain safety of campus
2. Maintain surveillance system for campus (Title I SW: 1,10) (Target Group: All)	Chief of Police, Principal, Superintendent	November	(L)Local Funds	Formative - Maintain safety of campus

HILLCREST ELEMENTARY

Goal 4. Hillcrest Elementary will create and maintain a safe learning environment.

Objective 2. Hillcrest Elementary will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys for Success. Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The 7 Habits materials will be provided for each teacher (Title I SW: 1) (Target Group: All) (CSFs: 3,6)	Assistant Superintendent for Instruction	August	(L)Local Funds	Formative - Successful continuance of program
2. Character Counts activities using the 7 Habits will address topics including conflict resolution, self-esteem, suicide prevention and violence education (Title I SW: 1) (Target Group: All)	Assistant Superintendent for Instruction	January and May	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Bullying lessons (Title I SW: 1) (Target Group: All)	Assistant Superintendent for Instruction, Counselor(s), Principal	February	(L)Local Funds	Formative - Increased student awareness
4. Bullying awareness education included in yearly internet safety education program (Title I SW: 1) (Target Group: All)	Counselor(s), Instructional Technology Coordinator, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased student awareness
5. Student Recognition on Leadership Banners (Title I SW: 1) (Target Group: All) (CSFs: 3)	Principal, Teacher(s)	September, May	(L)Local Funds	Formative - Displayed photos on banners

HILLCREST ELEMENTARY

Goal 4. Hillcrest Elementary will create and maintain a safe learning environment.

Objective 3. Hillcrest Elementary will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, fire department schedule, incident reports, sweep reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1 lesson from the DAVE curriculum will be taught each year (Title I SW: 1) (Target Group: All)	Chief of Police, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Firehouse for 4th grade, provided by Dumas Fire Department (Title I SW: 1,10) (Target Group: All)	Principal, Superintendent	October and May	(L)Local Funds	Formative - Increased understanding by students of fire safety
3. Interquest Canines will perform random campus sweeps to Hillcrest when requested. (Title I SW: 1,10) (Target Group: All)	Chief of Police, Principal	September, May	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school
4. Two internet safety lessons will be taught each year. (Title I SW: 1) (Target Group: All)	Instructional Technology Coordinator, Teacher(s)	August and May	(L)Local Funds	Formative - Increased student awareness
5. Hillcrest will practice safety drills as required (Title I SW: 1) (Target Group: All)	Chief of Police, Principal, Teacher(s)	January, May	(L)Local Funds	Formative - Increased safety for all students
6. District Management Plan as outlined in FFI (Local); FFH (Local); and FFG (Exhibit) will be implemented at Hillcrest. These policies provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles (Title I SW: 10) (Target Group: All)	Assistant Superintendent for Instruction, Chief of Police, Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased staff and student awareness
7. Hillcrest staff will follow the guidelines and requirements set forth in Board Policy in regard to sexual abuse and other maltreatment of children. The policies that address these issues are FFG(Legal); FFG(Exhibit);GRA (Legal) GRA(Local);DH (Local) and DH(Exhibit) and DMA(Legal) (Title I SW: 10) (Target Group: All)	Assistant Superintendent for Instruction, Chief of Police, Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased awareness by staff and students

At-Risk Criteria

Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless*, as defined by 42. U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

***Homeless students**, as defined by 42. U.S.C. Section 11302, and its subsequent amendments-

- 1) The term "homeless" or "homeless individual or homeless person" includes-an individual who lacks a fixed, regular, and adequate nighttime residence; and
- 2) an individual who has a primary nighttime residence that is
 - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

At-Risk Criteria (continued)

Student Eligibility Using Local Criteria

School Districts may use local criteria for identifying “students at risk of dropping out of school” as long as:

- The number of students identified and served with SCE funds is limited to 10% of the number of students who received SCE services from the district using the state criteria during the preceding school year and
- The local criteria have been approved by the local board of trustees.

For more SCE Update information, please visit: <http://www.tea.state.tx.us/stcomped/>

Title IA Schoolwide Components

Components of Schoolwide Program: Title I, Part A does not have to pay for the 10 components in a schoolwide program, but a school with a schoolwide program must include these components in its school. The schoolwide program must:

1. Be based on a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.
2. Engage in schoolwide reform strategies.
3. Provide instruction by highly qualified professional staff.
4. Provide for high quality and on-going professional development for teachers and paraprofessionals, parents, principals, and other staff to enable all children in the schoolwide program to meet the state's student performance standards.
5. Include strategies to attract high-quality highly qualified teachers to high-need schools.
6. Include strategies to increase parent involvement such as family literacy services.
7. Use strategies for assisting children in transition from early childhood programs to public elementary schools.
8. Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
9. Ensure that students who experience difficulty mastering any of the state's standards will be provided with effective, timely additional assistance.
10. Coordinate and integrate Federal, State, and local services.