

# HILLCREST ELEMENTARY

## Campus Improvement Plan

### 2016/2017

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

# HILLCREST ELEMENTARY Site Base

Name	Position
Brinkmann, Bob	Business
Clements, Angie	Kindergarten Teacher
Guerra, Phil	District
Henderson, Shannon	3rd Grade Teacher
Mason, Shari	Third Grade Teacher
Mcomber, Katie	Fourth Grade Teacher
Ollinger, Haley	Community
Schilling, Stephanie	Principal
West, Lisa	Parent

## **Hillcrest Elementary Needs Assessment Summary**

The major strengths and areas of need for the 2016-2017 school year, as identified by the needs assessment will be:

### **Areas of Strength:**

- 1. Identifying student needs and differentiating instruction**
- 2. Positive, supportive and flexible staff**
- 3. Use of data to make instructional decisions**
- 4. Flexible grouping/peer tutoring**
- 5. Grade level planning and communication**
- 6. Utilization of Instructional coaches**

### **Areas of Need:**

- 1. Target our subpopulations, such as Eco Dis, ELL, Hispanic**
- 2. Technology equipment needed on campus**
- 3. Using higher order thinking skills in lessons**
- 4. Communication between specials and teachers**
- 5. Friendliness of front office**

# TEXAS EDUCATION AGENCY

## 2016 Accountability Summary

HILLCREST EL (171901103) - DUMAS ISD

### Accountability Rating

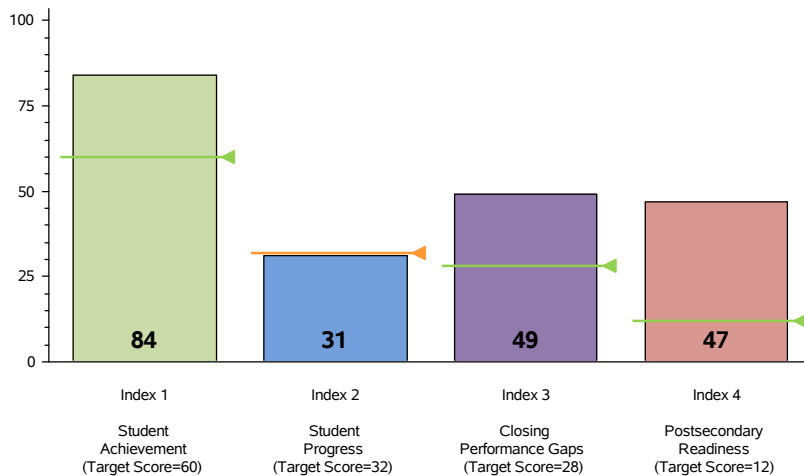
**Met Standard**

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- Student Progress</li> </ul>
In 2016, 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
<b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics
<b>NO DISTINCTION EARNED</b>
Academic Achievement in Science
<b>NOT ELIGIBLE</b>
Academic Achievement in Social Studies
<b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress
<b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps
<b>NO DISTINCTION EARNED</b>
Postsecondary Readiness
<b>NO DISTINCTION EARNED</b>

### Performance Index Report



### Campus Demographics

Campus Type	Elementary
Campus Size	325 Students
Grade Span	KG - 04
Percent Economically Disadvantaged	42.2
Percent English Language Learners	16.6
Mobility Rate	12.9

### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	269	320	84
2 - Student Progress	244	800	31
3 - Closing Performance Gaps	593	1,200	49
4 - Postsecondary Readiness			
STAAR Score	47.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		47

### System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	10 out of 10 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>18 out of 18 = 100%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/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	\$35,105
Title III Bilingual / ESL	Federal	\$22,061
Local Funds	Local	
State Compensatory	State	\$79,538
State ESL	State	\$61,806
State G/T	State	\$129,277
State SpEd	State	\$150,680

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high 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 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) (NCLB: 1)	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) (NCLB: 1,2)	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) (NCLB: 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) (NCLB: 1,2,3)	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) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(O)FTEs - 1, (S)State Compensatory - \$57,410	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) (NCLB: 1,2)	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) (NCLB: 1,2)	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) (NCLB: 1,2)	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) (NCLB: 1)	Principal, Teacher(s)	October and May	(L)Local Funds	Formative - Increased math local assessment scores.
6. Use of Think Thru Math, Istation, and other technology programs (Title I SW: 1) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Instructional Technology Coordinator	January and May	(L)Local Funds	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) (NCLB: 1)	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) (NCLB: 1,2)	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) (NCLB: 1,2)	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) (NCLB: 1,2)	Principal, Teacher(s)	October, May	(L)Local Funds	Formative - Improved scores in reading assessments and state scores

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**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)	Principal	May		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) (NCLB: 1)	Principal, Special Services Director, Teacher(s)	January and May	(O)FTEs - 4, (S)State SpEd - \$133,574	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) (NCLB: 1)	Principal, Special Services Director, Teacher(s)	January and May	(S)State SpEd - \$17,106	Formative - Increased scores on special education student state assessment scores
3. ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(F)Title IA - \$0, (F)Title III Bilingual / ESL - \$22,061, (O)FTEs - 2, (S)State ESL - \$61,806	Formative - Increased scores on LEP student state assessment
4. Dyslexia program for identified students-Take Flight (Title I SW: 9) (Target Group: Dys) (NCLB: 1)	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) (NCLB: 1,2)	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) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Special Services Director, Teacher(s)	September, January, and May	(F)Title IA - \$22,161, (L)Local Funds, (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) (NCLB: 1,2,5)	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) (NCLB: 1,2)	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 to provide Rtl programs to students (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Special Services Director, Teacher(s)	September, January and May	(F)Title IA - \$3,909	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) (NCLB: 1,2)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal	May	(O)FTEs - 1, (S)State Compensatory - \$22,128	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) (NCLB: 1,2)	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) (NCLB: 1,2)	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) (NCLB: 1)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 1)	Assistant Superintendent for Instruction, Principal, Teacher(s)	May	(S)State G/T - \$129,277	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) (NCLB: 1)	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) (NCLB: 1)	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) (NCLB: 1)	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) (NCLB: 3)	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) (NCLB: 3)	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) (NCLB: 3)	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) (NCLB: 3)	Principal, Teacher(s)	September, January, May	(L)Local Funds	Formative - Increase in teacher performance
5. All grade level teachers will participate in Renaissance U training (Title I SW: 1,4) (Title I TA: 3) (Target Group: All) (NCLB: 1)	Instructional Coach, Principal, Special Services Director	August, September	(L)Local Funds	Formative - Increased state assessment scores
6. Hillcrest Elementary CILT Team will visit a top performing school to increase scores in Index 2 (Title I SW: 1,9) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	May	(F)Title IA - \$7,818	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	October, March	(F)Title IA - \$1,217	Formative - Increased parental involvement
2. Back to School Event (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent	August	(L)Local Funds	Formative - Increased parental involvement
3. Open House (Title I SW: 6) (Target Group: All) (NCLB: 4)	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) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased parental involvement
5. Parent Portal (Title I SW: 6) (Target Group: All) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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. Character Counts materials will be provided for each teacher (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction	August	(L)Local Funds	Formative - Successful continuance of program
2. Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education (Title I SW: 1) (Target Group: All) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	Counselor(s), Instructional Technology Coordinator, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased student awareness
5. Student Recognition on Character Banners (Title I SW: 1) (Target Group: All) (NCLB: 4)	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) (NCLB: 4)	Chief of Police, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Firehouse for 2nd and 4th, provided by Dumas Fire Department (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	Assistant Superintendent for Instruction, Chief of Police, Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased awareness by staff and students

## At Risk Guidelines

Dumas ISD has adopted the thirteen criteria delineated in TEC §29.081 as the criteria used in identifying students who are eligible to receive intensive, supplemental services.

A student at risk of dropping out of school includes each student who is under 21 years of age and who as per Section 29.081 of TEC:

- A. is in prekindergarten, 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;
- B. 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.
- C. was not advanced from one grade level to the next for one or more school years;
- D. 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 (refer to appendix 1 for 110% chart);
- E. is pregnant or is a parent;
- F. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.
- G. has been expelled in accordance with Section 37.007 during the preceding or current school year;
- H. is currently on parole, probation, deferred prosecution or other conditional release;
- I. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- J. is a student of limited English proficiency, as defined by Section 29.052;
- K. 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;
- L. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- M. 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.



# **MIGRANT “PRIORITY FOR SERVICES” ACTION PLAN**

As part of the ongoing effort to meet the needs of Migrant students who are identified as “priority for services” students the district will adopt a plan of action to serve those students. The plan of action will include the following:

- NGS “Priority for Services” reports will be run at the beginning of the school year and each six week period thereafter. Each campus will be given the report to share with the staff as needed.
- All MEP students will be identified in PEIMS. At the beginning of the school year and each eight week period thereafter, the MEP and PEIMS reports will be compared for accuracy.
- Programs that serve “Priority for Services” students will be documented with the names of those participating.
- The academic progress of students identified as “Priority for Services” will be tracked each six week reporting period.
- Periodic home visits will be made to update parents on the academic progress of their children. Visits will be made based upon most needed.
- Campus principals and appropriate campus staff, along with parents, will be provided with updates from NGS “Priority for Services” reports.

## Elementary Migrant Program Activities

<b>Goal:</b> Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.	
<b>Objective:</b> All identified Migrant students will receive services according to high priority.	
<b>Required Program Activities</b>	Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.
	Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.
	Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.
	Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.)
<b>Supplemental Program Activities</b>	Supplemental Instruction--Tutoring in core content areas during the regular school day
	Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)
	Supplemental Instruction--Statewide student assessment Tutorials during the regular school day.
	Health and Safety Day for grades 3-5--One day event focusing on health and safety issues. Students will receive information about food safety/nutrition, dental prevention, fire safety, drug/alcohol awareness, sun safety/hand washing, resources using technology and social health. This event meets the health area of concern with MEP OME. Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.

# Dumas ISD Highly Qualified Teacher Plan

<b>Goal</b>	State Certified Staff: All students will be taught by state certified teachers who are assisted by highly qualified paraprofessionals.				
<b>Performance Measure</b>	1. Maintain the percentage of state certified core academic subject area teachers on each campus to meet 100%.				
	2. Maintain the percentage of core academic subject area classes taught by state certified teachers on each campus to meet 100%.				
	3. Maintain the percentage of core academic subject area classes taught by state certified teachers on high poverty campuses to meet 100%.				
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100%.				
	5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-certified teachers.				
	6. Attract and retain state certified teachers.				
	7. Assist teachers not currently state certified to meet the certification requirements in a timely manner.				
<b>Summative Evaluation</b>	Personnel files and SBEC certificates				
<b>Strategy/Activity</b>	<b>Population</b>	<b>Person Responsible</b>	<b>Budget/Resource</b>	<b>Formative Assessment</b>	<b>Timeline</b>
Conduct recruitment activities to ensure state certified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Assistant Superintendent for Personnel	Local Funds	Number of positions posted Number of applications completed	September, November March-May
Establish an effective teacher mentoring system in order to retain state certified staff.	All Teachers	Asst. Supt. for Personnel, Asst. Supt. for Instruction, Instructional Coaches, and Campus Principals	Local Funds	Mentor assignments Mentor conference logs	August/November December/April/May
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet state certified status.	All Teachers	Assistant Superintendent for Personnel	Local Funds	Personnel files Teacher interviews	July/August
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is state certified. Teachers will be notified every two months about testing dates and records will be reviewed after test results are given.	All Teachers	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Number of teachers in ACPs Personnel files	August/January Every 2 months
Analyze staffing procedures at the affected Campuses and look at ways to ensure strategies to reduce the gap of inexperienced teachers at high minority/poverty campuses.	All Staff Members	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Staffing procedures Number of HQ teachers at high poverty/minority schools	May

# 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.

**HILLCREST ELEMENTARY**  
**Campus Improvement Plan**  
**2016/2017**

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

Date Reviewed:

Date Approved:

**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	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Common Assessments and benchmarks revised to address state assessments needs (Title I SW: 8,10) (Target Group: All) (NCLB: 1)	Formative - Increased scores on state assessments	yes	yes	
2. Implementation of TEKS Resource System (Title I TA: 1,4,8) (Target Group: All) (NCLB: 1,2)	Formative - Increase in state assessment scores	yes	yes- benchmark scores increased	
3. Implementation of DMAC system to disaggregate data (Title I TA: 1,3,8) (Target Group: All) (NCLB: 1,2)	Formative - Improved scores on statewide assessments	yes	yes- benchmark scores increased	
4. Teachers will focus on higher-level thinking skills in daily lessons (Title I SW: 1,4) (Title I TA: 6) (Target Group: All) (NCLB: 1,2,3)	Formative - Increased scores on statewide assessments	yes	yes- documented in lesson plans	

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
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) (NCLB: 1)	Formative - Increased reading proficiency among participants	yes	yes	
2. Literacy Strategies modeled and provided by the reading instructional coach (Title I SW: 5,7,9,10) (Target Group: All) (NCLB: 1,2)	Formative - Increased reading proficiency as measured by K-2nd local assessments and 3rd-4th grade state assessments.	yes	yes	
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Title I SW: 7,9) (Target Group: All) (NCLB: 1,2)	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.	yes	yes	
4. Tutorial programs before, during, and after school (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2)	Formative - Retention rate reduction, increased reading/language arts state assessment scores.	yes	yes	
5. HOTS projects from 4th grade students with Place Value and Unlock the Box activities (Title I SW: 1) (Target Group: 4th) (NCLB: 1)	Formative - Increased math local assessment scores.	yes	yes	
6. Use of Think Thru Math, Istation, and other technology programs (Title I SW: 1) (Target Group: All) (NCLB: 1,2)	Formative - Increased state and local assessment scores	yes	yes	
7. Implementation of Enrichment activities in RTI lab, Computer Lab and Library (Title I SW: 1,3) (Target Group: All) (NCLB: 1)	Formative - Lab sign in sheets and activity reports	yes	yes	
8. Implement goal setting in grades 3 and 4 (Title I SW: 1) (Target Group: All) (NCLB: 1,2)	Formative - Increased scores on assessments	yes	yes	
9. Use of Empowering Writers writing process (Title I SW: 1,4) (Target Group: All) (NCLB: 1,2)	Formative - Improved scores in writing assessments and state scores	yes	yes	
10. Implement peer tutor groups and buddy reading (Title I SW: 1,9) (Target Group: All) (NCLB: 1,2)	Formative - Improved scores in reading assessments and state scores	yes	yes	

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
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)	Increased educational stability of students in foster care.	yes	yes	



Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
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) (NCLB: 1)	Formative - Increased regular state assessment participants instead of alternative assessments	yes	yes	
2. Step-by-step Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 1)	Formative - Increased scores on special education student state assessment scores	yes	yes	
3. ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Formative - Increased scores on LEP student state assessment	yes	yes	
4. Dyslexia program for identified students-Take Flight (Title I SW: 9) (Target Group: Dys) (NCLB: 1)	Formative - Increased reading state assessment scores among participants	yes	yes	

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
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) (NCLB: 1,2)	Formative - Increased state assessment scores	yes	yes	
2. Continued use of Tier II and Tier III interventions with support from Rtl teachers and assistants (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2)	Formative - Increased state assessment scores	yes	yes	
3. Continued implementation of campus level Impact Teams (Title I SW: 9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Formative - Decreased number of students referred for special education testing.	yes	yes	
4. Continue implementation of local Rtl Guidelines (Title I SW: 9,10) (Target Group: AtRisk) (NCLB: 1,2)	Formative - Increased ability of Impact Teams to meet student needs	yes	yes	
5. Use of chromebooks to provide Rtl programs to students (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Formative - Increased state assessment scores	yes	yes	

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
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) (NCLB: 1,2)	Formative - Increased student progress on kindergarten testing.	yes	yes	
2. Community will be notified of PK classes through flyers and media (Title I SW: 6,7,10) (Target Group: All) (NCLB: 1,2)	Formative - Increased interest in PK classes	yes	yes	
3. Transition activities for entering Kindergarteners at elementaries (Title I SW: 7) (Target Group: All) (NCLB: 1,2)	Formative - Decreased anxiety of kindergarten students and their parents	yes	yes	

Summative evaluation: discipline records, attendance records, state assessment results

<b>Activity/Strategy</b>	<b>Evaluation</b>	<b>Was the strategy completed? Yes/No</b>	<b>Was the evaluation criteria accomplished? Yes/No</b>	<b>Notes</b>
1. Summer school activities for students not discontinuing from Reading Recovery (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Formative - Increased reading proficiency among participants	yes	yes	

**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	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Hillcrest Elementary will provide additional counseling services for at-risk and homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Formative - Increased number of homeless and at-risk students served during the academic year	yes	yes	
2. Hillcrest Elementary will provide school supplies to homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Formative - Increased number of homeless students attending and prepared for school	yes	yes	

**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	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
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) (NCLB: 1)	Formative - Increased effectiveness of G/T instruction	yes	yes	

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

Activity/Strategy	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. All students K-4 will participate in moderate to vigorous physical activity weekly (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increase physical fitness of all students	yes	yes	
2. All students in 3rd and 4th grade will participate in Fitnessgram (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increase in physical fitness for students in grades 3 and 4	yes	yes	
3. CATCH will be fully implemented in grades K-4 (Title I SW: 1) (Target Group: All) (NCLB: 1)	Formative - Increase in overall fitness of students	yes	yes	

**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	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Hillcrest Elementary will send all core staff to trainings about TEKS and state assessments (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Formative - Increased state assessment scores	yes	yes	
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) (NCLB: 3)	Formative - Increased writing and reading scores on state assessments.	yes	yes	
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) (NCLB: 3)	Formative - Increased accuracy of student attendance and grades	yes	yes	
4. All grade level teachers will participate in Professional Learning Communities (Title I SW: 3,4,8) (Title I TA: 2) (Target Group: All) (NCLB: 3)	Formative - Increase in teacher performance	yes	yes	
5. All grade level teachers will participate in Renaissance U training (Title I SW: 1,4) (Title I TA: 3) (Target Group: All) (NCLB: 1)	Formative - Increased state assessment scores	yes	yes	
6. Hillcrest Elementary CILT Team will visit a top performing school to increase scores in Index 2 (Title I SW: 1,9) (Target Group: All) (NCLB: 1)	Formative - Increase performance of student growth in Index 2	yes	yes	



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

<b>Activity/Strategy</b>	<b>Evaluation</b>	<b>Was the strategy completed? Yes/No</b>	<b>Was the evaluation criteria accomplished? Yes/No</b>	<b>Notes</b>
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) (NCLB: 4)	Formative - Increased parental involvement on campuses	yes	yes	
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) (NCLB: 4)	Formative - Increased parent involvement on campuses	yes	yes	

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	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
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) (NCLB: 4)	Formative - Increased parental involvement	yes	yes	
2. Back to School Event (Title I SW: 6) (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	yes	yes	
3. Open House (Title I SW: 6) (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	yes	yes	
4. Hillcrest Elementary will provide opportunities for parent involvement through meetings, programs, materials, etc (Title I SW: 6) (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	yes	yes	
5. Parent Portal (Title I SW: 6) (Target Group: All) (NCLB: 4)	Formative - Increased parental involvement	yes	yes	
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) (NCLB: 4)	Formative - Increase parental involvement	yes	yes	

**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	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Conduct safety review of our campus (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	Formative - Maintain safety of campus	yes	yes	
2. Maintain surveillance system for campus (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	Formative - Maintain safety of campus	yes	yes	

**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	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. Character Counts materials will be provided for each teacher (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Successful continuance of program	yes	yes	
2. Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Decreased student conflicts and increased student responsibility	yes	yes	
3. Bullying lessons (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Increased student awareness	yes	yes	
4. Bullying awareness education included in yearly internet safety education program (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Increased student awareness	yes	yes	
5. Student Recognition on Character Banners (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Displayed photos on banners	yes	yes	

**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	Evaluation	Was the strategy completed? Yes/No	Was the evaluation criteria accomplished? Yes/No	Notes
1. 1 lesson from the DAVE curriculum will be taught each year (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Decreased substance abuse and violent incidents	yes	yes	
2. Firehouse for 2nd and 4th, provided by Dumas Fire Department (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	Formative - Increased understanding by students of fire safety	yes	yes	
3. Interquest Canines will perform random campus sweeps to Hillcrest when requested. (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	Formative - Decreased substance abuse and number of illegal items brought to school	Not needed	Not needed	
4. Two internet safety lessons will be taught each year. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Increased student awareness	yes	yes	
5. Hillcrest will practice safety drills as required (Title I SW: 1) (Target Group: All) (NCLB: 4)	Formative - Increased safety for all students	yes	yes	
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)	Formative - Increased staff and student awareness	yes	yes	
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) (NCLB: 4)	Formative - Increased awareness by staff and students	yes	yes	

