

HILLCREST ELEMENTARY

Campus Improvement Plan

2013/2014

EXPECT SUCCESS

HILLCREST ELEMENTARY Site Base

Name	Position
Clements, Angie	Kindergarten Teacher
Henderson, Shannon	First Grade Teacher
Mason, Shari	Third Grade Teacher
Mcomber, Katie	Fourth Grade Teacher
Schilling, Stephanie	Principal
Seagler, Trent	Business
Shockey, Mike	Community
Speck, Kathy	Parent
Stroebel, Mark	District

NCLB Comprehensive Needs Assessment Summary of Priority Needs

Demographics

Include more hands on activities to build background knowledge with our diverse population

School Culture and Climate

Principal will work to better support consistency with staff members, student expectations, and discipline

Curriculum, Instruction and Assessment

Plans for monitoring of assessments through DMAC
 Improvement plans for RTI inclusion and individual lessons
 Look for ways to motivate learners

School Context & Organization

Continue student leadership program with fourth grade students who qualify
 Improve communication with 3rd/4th grade teachers and DIS teachers

Student Achievement

Increase reading strategies to earn distinction award at the 4th grade level
 Improve Hispanic scores in 3rd/4th grade math

Staff Quality

Retain Highly Qualified teachers and paraprofessionals

Family & Community Involvement

Update and maintain current information on webpage and teacher links
 Include prizes and performances at PTO meetings to encourage attendance

Technology

Encourage teachers to maintain webpage and keep current

TEXAS EDUCATION AGENCY
2013 Accountability Summary
HILLCREST EL (171901103) - DUMAS ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps	- NONE

Distinction Designation

Academic Achievement in Reading/ELA

Percent of Eligible Measures in Top Quartile
0 out of 4 = 0%

NO DISTINCTION EARNED

Academic Achievement in Mathematics

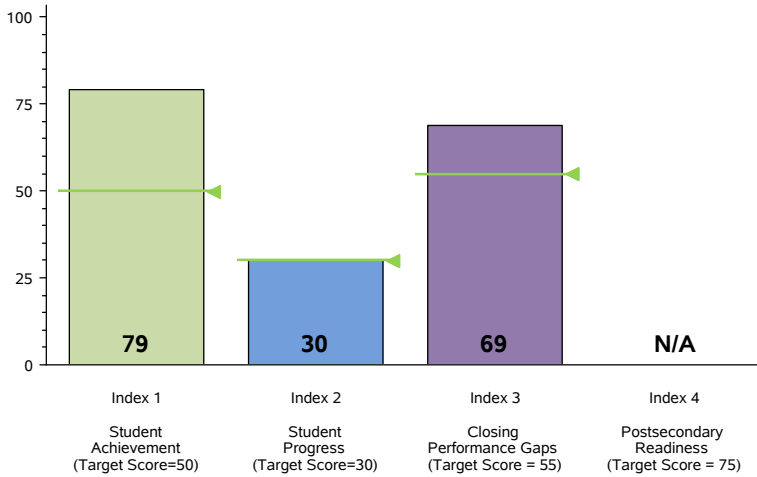
Percent of Eligible Measures in Top Quartile
0 out of 2 = 0%

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	330 Students
Grade Span	KG - 04
Percent Economically Disadvantaged	38.8%
Percent English Language Learners	9.1%
Mobility Rate	14.3%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	241	307	79
2 - Student Progress	238	800	30
3 - Closing Performance Gaps	343	500	69
4 - Postsecondary Readiness	N/A	N/A	N/A

System Safeguards

Number and Percent 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 Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2013/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
Carl Perkins	Federal
IDEA Formula	Federal
TIC Migrant	Federal
Title III Bilingual / ESL	Federal
Local Funds	Local
Dumas Education Foundation	Other
CTE	State
High School Allotment	State
State Compensatory	State
State SpEd	State

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 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.

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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 Eight Step Process to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, AEIS, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Mini-assessments and benchmarks revised to address state assessments needs (Target Group: All) (NCLB: 1)	Elementary Curriculum Director	May 2014	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of CScope (Title I SW: 1,4,8) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director	Dec. 2013-May 2014	(L)Local Funds	Formative - Increase in state assessment scores

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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 1st grader at-risk students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director	January and May 2014	(O)FTEs - 0.5, (S)State Compensatory - \$37,737	Formative - Increased reading proficiency among participants
2. Balanced Literacy with Literacy Coordinator (Title I SW: 7,9,10) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director	Each reporting period	(F)Title IA - \$0, (O)FTEs - 0.5, (S)State Compensatory - \$37,737	Formative - Increased reading proficiency as measured by second grade local assessments and third 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	August 2012 and May 2013	(L)Local Funds	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. Use of Abydos writing process (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director	September 2013 and February 2014	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
5. Tutorial program (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director	January and May 2014	(L)Local Funds	Formative - Retention rate reduction, increased reading/language arts state assessment scores, increased graduation rate.
6. Additional teacher units to provide smaller class size for ELA/Reading (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction	January and May 2014	(O)FTEs - 1	Formative - Increased reading levels and state assessment scores
7. Additional teacher units to provide smaller class size for math (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction	January and May 2014	(O)FTEs - 1, (S)State Compensatory - \$0	Formative - Increased math state assessment scores.
8. Science projects (i.e., Science Starters, Cscope) (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director	January and May 2014	(L)Local Funds	Formative - Increased science state and local assessment scores.
9. Study Island (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director, Instructional Technology Coordinator	January and May 2014	(L)Local Funds	Formative - Increased state and local assessment 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
10. Supplemental intervention material provided for migrant students (Title I SW: 1,9,10) (Target Group: Migrant) (NCLB: 1,5)	Assistant Superintendent for Instruction	January and May 2014	(F)TIC Migrant - \$0	Formative - Increased migrant students' state assessment scores
11. Transfer requests by current teachers and placement of new teachers will be reviewed by the Assistant Superintendent for Personnel to ensure high quality teachers are placed in higher need schools and programs first. (Title I SW: 3,5) (Target Group: AtRisk) (NCLB: 3)	Assistant Superintendent for Personnel	August 2013 and May 2014	(L)Local Funds	Formative - Increased student state assessment scores
12. Implementation of Enrichment activities in RTI lab (Target Group: All)	Principal	October 2013 and May 2014	(L)Local Funds	Formative - Lab sign in sheets and activity reports
13. Implement Math Journals in grades 3 and 4 (Target Group: All)	Teacher(s)	September 2013 and May 2014	(L)Local Funds	Formative - Increased scores on assessments

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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, AEIS.

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: 1,5)	Special Services Director	January and May 2014	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
2. Loose in the Lab and Shake-n-Learn multi-sensory system to help LEP students (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Elementary Curriculum Director	January and May 2014	(L)Local Funds	Formative - Increased science state and local assessment scores
3. Step-by-step Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May 2014	(F)IDEA Formula, (L)Local Funds	Formative - Increased scores on special education student state assessment scores
4. Bilingual Transition and ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction	January and May 2014	(F)Title IA - \$0, (F)Title III Bilingual / ESL - \$21,033, (O)FTEs - 1, (S)State Compensatory - \$0	Formative - Increased scores on LEP student state assessment

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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, AEIS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Istation will be used to screen all students in grades kindergarten through four three times per year (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	September 2013, January 2014, and May 2014	(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: 1,2,5)	Elementary Curriculum Director, Special Services Director	September 2013, January 2014 and May 2014	(F)Title IA - \$0, (L)Local Funds, (O)FTEs - 1, (S)State Compensatory - \$16,011	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)	Special Services Director	January and May 2014	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Special Services Director	September 2013, January 2014 and May 2014	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
5. The Language! Intervention will be used for Tier III students by trained personnel (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	Each grading period	(L)Local Funds	Formative - Increased AimsWeb scores
6. Use of mobile carts to provide Rtl programs to students (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director	September 2013, January 2014 and May 2014	(L)Local Funds	Formative - Increased state assessment scores

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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 (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Personnel, Elementary Curriculum Director	May 2014	(O)FTEs - 1, (S)State Compensatory - \$17,458	Formative - Increased student progress on kindergarten testing.
2. Migrant student eligibility for medical assistance and school supplies when needed (Title I SW: 9) (Target Group: Migrant) (NCLB: 1,5)	Assistant Superintendent for Instruction	September 2013 and May 2014	(F)TIC Migrant - \$0	Formative - Increased attendance and readiness among migrant students
3. Community will be notified of PK classes through flyers and media (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Director of Student Services	May 2014	(L)Local Funds	Formative - Increased interest in PK classes
4. 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 2013 and May 2014	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents

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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, completion and dropout rates, 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 2014	(S)State Compensatory - \$0	Formative - Increased reading proficiency among participants

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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, Director of Student Services, Elementary Curriculum Director	January and May 2013	(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)	Director of Student Services	January and May 2013	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school

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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: 4,10) (Target Group: GT) (NCLB: 3)	Assistant Superintendent for Instruction	May 2014	(L)Local Funds	Formative - Increased effectiveness of G/T instruction

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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

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 2014 and May 2014	(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 2014 and May 2014	(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 2013 and May 2014	(L)Local Funds	Formative - Increase in overall fitness of students

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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, CScope and bilingual/ESL contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contract with ESC 16 for TPTR trainings with emphasis on instructional techniques and methodologies (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	January and May 2014	(L)Local Funds	Formative - Increased state assessment scores
2. 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	January and May 2014	(L)Local Funds - \$2,400	Formative - Increased state assessment scores
3. Contract with ESC 16 for Curriculum and Instructional Services, CScope and Bilingual/ESL (Title I SW: 1,4) (Target Group: All, ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	January and May 2014	(S)State ESL - \$28,849	Formative - Increased state assessment scores.
4. Abydos refresher module (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director	October 2013	(L)Local Funds	Formative - Increased writing/ELA scores on state assessments
5. Fred Jones Positive Classroom Management refresher (Title I SW: 4) (Target Group: All) (NCLB: 3,4)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel	October 2013 and April 2014	(L)Local Funds	Formative - Decreased student office referrals
6. Shurley Method module (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director	October 2013	(L)Local Funds	Formative - Increased writing/ELA scores on state assessments.
7. Quantum Learning training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	August 2013 and May 2014	(L)Local Funds	Formative - Increased scores on state assessments.
8. Special education modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Title I SW: 4) (Target Group: SPED) (NCLB: 3)	Special Services Director	October 2013	(L)Local Funds	Formative - Better understanding of how special education and regular education work together.
9. Balanced literacy trainings (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director	January and May 2014	(L)Local Funds	Formative - Increased writing and reading scores on state assessments.
10. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Target Group: All) (NCLB: 3)	Director of Student Services, Instructional Technology Coordinator	October 2013	(L)Local Funds	Formative - Increased accuracy of student attendance and grades

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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, CScope and bilingual/ESL contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Technology modules (Title I SW: 4) (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator	October 2013 and April 2014	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate.
12. Differentiation strategies for LEP students modules (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	October 2013	(L)Local Funds	Formative - Increased awareness of LEP student needs
13. Margaret Kilgo Data-Driven Decision Making training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	October 2013	(L)Local Funds	Formative - Increased state assessment scores
14. TextESOL/TABE State Conference (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	As scheduled	(S)State ESL	Formative - Increased LEP students' scores on state assessments.
15. Regional, state and local migrant trainings (Title I SW: 4) (Target Group: Migrant) (NCLB: 3)	Assistant Superintendent for Instruction	January and May 2014	(F)TIC Migrant - \$0	Formative - Increased migrant students' scores on state assessments
16. Highly qualified training and certification provided by the district for paraprofessionals (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel	January and May 2014	(L)Local Funds	Formative - Increased number of paraprofessionals designated as highly qualified.
17. Materials and training available to aide teachers in becoming certified (Title I SW: 3) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel	January and May 2013	(F)Title IIA Principal and Teacher Improvement - \$1,000	Formative - Increased number of teachers designated as highly qualified
18. Sheltered instruction training for teachers of ELL students (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction	January and May 2014	(L)Local Funds	Formative - Increased LEP students' state assessment scores

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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 per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Principal, Superintendent	August 2013 and May 2014	(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	(F)Title III Bilingual / ESL - \$0	Formative - Increased parent involvement on campuses

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- 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 (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director	Fall 2013 and Spring 2014	(L)Local Funds	Formative - Increased parental involvement
2. Back to School Night (Title I SW: 6) (Target Group: All) (NCLB: 4)	Superintendent	August 2013	(L)Local Funds	Formative - Increased parental involvement
3. Open House (Title I SW: 6) (Target Group: All) (NCLB: 4)	Superintendent	December 2013	(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	January and May 2014	(F)Title IA - \$0	Formative - Increased parental involvement

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

Objective 1. Hillcrest Elementary will maintain its facilities 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 (Target Group: All) (NCLB: 4)	Director of Maintenance and Transportation	January and May 2014	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for campus (Target Group: All) (NCLB: 4)	School Police Chief, Superintendent	November 2013	(L)Local Funds	Formative - Maintain safety of facilities
3. CPI Trainings (Title I SW: 1) (Target Group: All) (NCLB: 4)	Special Services Director	October 2013	(F)IDEA Formula	Formative - Better understanding of conflict resolution

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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 2013	(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 2014	(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	February 2014	(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)	Instructional Technology Coordinator	January and May 2014	(L)Local Funds	Formative - Increased student awareness
5. Student Recognition on Character Banners (Target Group: All)	Principal	September 2013 May 2014	(L)Local Funds	Formative - Displayed photos on banners

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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: 9) (Target Group: All) (NCLB: 4)	School Police Chief	January and May 2014	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Firehouse for 2nd and 4th, provided by Dumas Fire Department (Target Group: All) (NCLB: 4)	Superintendent	May 2014	(L)Local Funds	Formative - Increased understanding by students of fire safety
3. Interquest Canines will perform random campus sweeps to Hillcrest when requested. (Target Group: All) (NCLB: 4)	School Police Chief	Twice monthly	(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: 9) (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator	August 2013 and May 2014	(L)Local Funds	Formative - Increased student awareness

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/>

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.

Migrant Program Activities - Elementary

Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the school district, (1) determine individual needs for instructional and support services, (2) identify available resources to address said needs, (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 TAKS in any content area are accessing local, intrastate, and interstate opportunities available for summer TAKS 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 Texas Assessment of Knowledge and Skills (TAKS) are accessing local, intrastate and interstate opportunities available for summer TAKS 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 or provide services to meet the identified needs.

Dumas ISD Highly Qualified Teacher Plan 2013-14

Goal	Highly Qualified Staff: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.				
Performance Measure	1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2013-14				
	2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2013-14				
	3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2013-14				
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2013-14				
	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-highly qualified teachers				
	6. Attract and retain highly qualified teachers.				
	7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.				
Summative Evaluation	Personnel files, highly qualified worksheets, and principal attestations				
Strategy/Activity	Population	Person Responsible	Budget/Resource	Formative Assessment	Timeline
Conduct recruitment activities to ensure highly qualified 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 highly qualified staff.	All Teachers	Assistant Superintendent for Personnel , Mentor Teachers, Campus Principals	Local Funds	Mentor assignments Mentor conference logs	August/November December/Apri/May
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified 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 highly qualified. 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

LEA Name:	Dumas ISD
Campus Name:	Hillcrest Elementary

Data Analysis Summary

Is this a district submission or campus submission?	Campus
Is your district staged in PBM?	Yes
Definition/Purpose:	<i>Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.</i>
Summary of findings	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the basis for the needs assessment process.
Section 1: Student Achievement	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 1 data over time?	Lower scores in Hispanic and Eco Dis group in all grades
What impact do the trends have on Index 1?	These scores are dropping our average scores and keeping us from reaching distinction awards
What other insights do the data reveal that impact student success?	Huge gaps between Phase-In Level II and Level III
Section 2: Student Progress	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 2 data over time?	Students are not showing a year's worth of growth; Hispanic Math out performing White group on 4th math
What impact do the trends have on Index 2?	Almost kept us from meeting standards; Many of Hispanic group count in multiple groups (ELL, Hispanic, EcoDis)
What other insights do the data reveal that impact student success?	Need to concentrate on making year's growth and aim for distinction awards
Section 3: Closing Performance Gaps	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 3 data over time?	Weak groups continue to be the same (Hispanic/EcoDis)
What impact do the trends have on Index 3?	These students continue to lower our average score and count in two different categories for us
What other insights do the data reveal that impact student success?	Focus on these groups while continuing to raise the bar for advanced students

LEA Name:	Dumas ISD
Campus Name:	Hillcrest Elementary

Data Analysis Summary

Section 4: Postsecondary Readiness	
Index met?	
What are the trends in the index 4 data over time?	
What impact do the trends have on Index 4?	
What other insights do the data reveal that impact student success?	
Section 5: System Safeguards	
Were system safeguards missed for Performance?	No
Were system safeguards missed for Participation?	No
Were system safeguards missed for Graduation?	No
What are the trends in the System Safeguard data over time?	Hispanic and EcoDis groups are lowest groups
What other insights do the data reveal that impact student success?	Look at strategies for achieving distinctions
Section 6: PBM	
In what program areas is the district staged?	Bilingual Education
If the campus is contributing to the district's PBM staging please explain. Enter your answer in the cell to the right.	Continue to improve ELL scores

LEA Name:	Dumas ISD
Campus Name:	Hillcrest Elementary

Data Analysis Summary

LEA Name:	Dumas ISD
Campus Name:	Hillcrest Elementary

Needs Assessment Summary and Improvement Plan

Definition/Purpose:	<i>After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</i>
Identified and Prioritized Needs: It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.	
Need 1:	Teachers struggle to plan lessons to build background knowledge.
Need 2:	Students aren't motivated to come to school.
Need 3:	Teachers struggle to individualize lessons to promote student progress at a higher level.
Need 4:	
Need 5:	

*****Important Notice! Upon completion of the Improvement Plan, please complete Attestation Statement at the bottom of this tab!*****

Need:	Teachers struggle to plan lessons to build background knowledge.
Index:	2
Critical Success Factor:	Teacher Quality
Annual Goal:	Improve reading and math scores in Hispanic group from 64% passing to 70% passing
Strategy:	Build background knowledge through hands on activities and experiences.

LEA Name:	Dumas ISD
Campus Name:	Hillcrest Elementary

Needs Assessment Summary and Improvement Plan

Lead 1	How will addressing this need impact the index/CSF or major system identified?	Hands on activities will impact teacher quality making lessons more engaging, helping to build background knowledge. This will increase student performance.	
	Cell applies only to district submissions		
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	Cell applies only to district submissions		

LEA Name:	Dumas ISD
Campus Name:	Hillcrest Elementary

Needs Assessment Summary and Improvement Plan

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Interventions by Quarter								
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)		
To date, what actions have been taken to address Need 1?	Q2 Goal:		Improve reading and math scores in Hispanic group from 64% passing to 70% passing	Q3 Goal:		Q4 Goal:		
	Interventions:			Interventions:		Interventions:		
	1) Tutorials			1)		1)		
	2) Teacher's planning activities to build schema			2)		2)		
	3)			3)		3)		
	4)			4)		4)		
What data will be collected to monitor interventions?			What data will be collected to monitor interventions?			What data will be collected to monitor interventions?		
1) Sign in sheets & data from assessments			1)		1)			
2) PLC agendas			2)		2)			
3)			3)		3)			
4)			4)		4)			

End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?			Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
	Describe the data or evidence used to determine if the goal will or won't be met.			data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
	What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

LEA Name:	Dumas ISD
Campus Name:	Hillcrest Elementary

Needs Assessment Summary and Improvement Plan

Need:	Students aren't motivated to come to school.
Index:	1
Critical Success Factor:	School Climate
Annual Goal:	Increase attendance rate by 1% during 2013-2014
Strategy:	Implementation of motivational activities
How will addressing this need impact the index and CSF identified?	Motivational activities will instill the desire for students to attend school. This will ultimately increase student achievement.

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Interventions by Quarter

Need 2

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 2?		Q2 Goal:	Increase student attendance rate by 1% in 2013-2014	Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		1)	Providing 6 wks recognition for perfect attendance	1)		1)	
		2)	Communication with parents	2)		2)	
		3)	Classroom incentives	3)		3)	
		4)		4)		4)	
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
	1)	attendance reports	1)		1)		
	2)	parent phone calls	2)		2)		
	3)	attendance reports	3)		3)		
	4)		4)		4)		

LEA Name:	Dumas ISD
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Needs Assessment Summary and Improvement Plan

End of Quarter Reporting						
Q1 Report	Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

Need:	Teachers struggle to individualize lessons at a higher level.
Index:	4
Critical Success Factor:	Teacher Quality
Annual Goal:	Increase phase III scores in 4th reading by 4%
Strategy:	Implementation of goal setting
How will addressing this need impact the index and CSF identified?	Goal setting will impact individualized learning at a higher rate.

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LEA Name:	Dumas ISD
Campus Name:	Hillcrest Elementary

Needs Assessment Summary and Improvement Plan

Interventions by Quarter

Need 3

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 3?		Q2 Goal:	Increase phase III scores in 4th reading by 4%	Q3 Goal:		Q4 Goal:	
	Interventions:		Interventions:		Interventions:		
	1)	individual goal setting	1)		1)		
	2)	individual practice during RTI	2)		2)		
	3)		3)		3)		
	4)		4)		4)		
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?			
1)	Monitor of goals set/reached	1)		1)			
2)	Journal of student responses	2)		2)			
3)		3)		3)			
4)		4)		4)			

End of Quarter Reporting

Q1 Report	Q2 Report	Q3 Report	Q4 Report
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	Are you on track to meet the annual goal?
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	Describe the data or evidence used to determine if the goal will or won't be met.
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?

Attestation Statement:	<input checked="" type="checkbox"/> By checking the box, I attest that an on-site needs assessment has been conducted TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.
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