



# Campus Improvement Plan

## 2023-2024



Hillcrest Elementary

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# Board of Trustees



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Dr. Jaime Aquino**

## **VISION**

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

## **MISSION**

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

## **CORE VALUES**

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

## **CORE BELIEFS**

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

**SAISD 5 Year Board Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2023-2024 Board Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2023-2024 Campus Goals**

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_\_ in August 2023, to \_\_\_\_ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
<b>Meeting #1</b>  <b>April 10, 2023</b>	<b>Demographics</b> - Attendance: reviewed attendance, tardy concerns and created problem statements/root cause statements <b>Perception</b> - Behavior: reviewed behavior incidents in frontline and created problem statements/root cause statements
<b>Meeting #2</b>  <b>May 22, 2023</b>	<b>Student Learning</b> - EOY MAP Data: Reviewed EOY MAP Data for K-5th grades growth percentages and Tier 1 and created problem/root cause statements <b>Processes and Programs</b> - professional growth, professional development and PLNs and created problem/root cause statements

## How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

Based on the summative evaluation of the 2022 - 2023 CIP

- While student attendance has increased, we continue to have issue with tardiness. We will have a sign in book that will need parents to get off and sign in/out their children at 8:10 a.m. Last year's attendance for the year 2021-2022 was 87.1% currently for the 2022-2023 school year our attendance is at 90.8%.
- The campus had an increase of behavior incidents. We will continue to use PBIS to support positive behavior and branching minds data to find analyze the types of behavior incidents monthly, support students and teachers, and training.
- EOY MAP Data shows significant increase in growth for Math. We will continue to implement interactive journals and anchor charts for Math to increase achievement. EOY MAP Data for Reading does not show the growth necessary to close gaps. Our focus next year will be Reading.
- Due to the needs of our campus Reading professional development will be our focus. Will continue to include the implemented instructional strategies and focus on small group instruction, phonics and phonemic awareness.



## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

## Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Groups	SPED 2022-2023	PS DE-1	Percentage of SPED increase from 17% (62 students) to 21% (77 students).
		RC DE-1	As a campus, we have not fully implemented systems to monitor SPED population. (ESF1.2C)
Staff Data	Years of Experience 2023-2024	PS DE-2	Turnover rate of teachers who have less than 5 years of classroom experience is 30%.
		RC DE-2	As a campus, we have not fully implemented targeted systems to recognize high performing teachers. (ESF2.1C)
		PS DE-3	
		RC DE-3	
		PS DE-4	
		RC DE-4	
Data Determinations	2022-23 we started with 58 SPED students, increased to 79 students total of 21 newly identified SPED students. 8-1st grade, 19- 2nd grades, 8-3rd grade, 23-4th grade, 18-5th graders for next year. Increase from 62 students @ 17% to 77 students @ 21%		
	30% Of teachers are 0-5 years experience, 39% of teachers have 6-9 years of experience,26% 10 years of experience or more. Turnover rate of teachers who have less than 5 years of classroom experience is 30%.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Grade Level Readiness	EOY MAP K-2	PS SL-1	EOY MAP K-2 Reading Spanish/English collectively did not reach growth rate of 50% or higher.
		RC SL-1	Reading classrooms do not identify students with significant learning gaps and provide timely interventions (ESF5.4a)
STAAR	2023 STAAR 3-5	PS SL-2	Reading STAAR preliminary data for 3rd - 5th grade shows no increase from last year at 42%.
		RC SL-2	Majority of the teachers are not consistently using teaching practices that promote critical thinking and differentiation for student groups (ESF5.1)
		PS SL-3	
		RC SL-3	
		PS SL-4	
		RC SL-4	
Data Determinations	<p>Reading Spanish - Kinder decrease from 81% Tier 1 to 50% Tier 1, 77% met growth to 47%; 3rd grade decrease from 57% Tier 1 to 42% Tier 1</p> <p>Reading English - 1st grade below 50% for Tier 1 (38%) and met growth (31%); 2nd grade below 50% for Tier 1 (39%)</p> <p>Reading STAAR scores are 11% lower than district average for 3rd grade and 10% lower than district average for 5th grade.</p> <p>3rd grade 45%(2022) 36% (2023) (47% District), 4th 43% (2022) 40%(2023) (40% District), 5th 39%(2022) 49% (2023) (59% District)</p> <p>TELPAS 2-5 - # progressed 33, # matched 58, % progress 2023 57%, Closing the GAP points earned 10</p> <p>Reading Circle Data - #Tested 32, # Tier I -31, % Tier 1-97%, #Met Growth 31, % Met Growth 97%</p> <p>Math Circle Data - #Tested 32, # Tier I -32, % Tier 1-100%, #Met Growth 32, % Met Growth 100%</p> <p><b>*Add Tier 1 student data when STAAR results come in.</b></p>		



## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

## Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Student Discipline	Frontline Branching Minds	PS PE-1	Number of behavior incidents increased from 108 to 403 in 2022-23.
		RC PE-1	Inconsistent implementation of PBIS and SEL lessons during mascot time. (ESF3.2B)
Staff Engagement	2023 Insight Survey Hillcrest EOY Survey	PS PE-2	Hillcrest EOY Survey indicates that 64% of teachers requested the following professional development; small group (24%), intervention (20%), reading (20%).
		RC PE-2	Majority of the teachers are not consistently using teaching practices that promote critical thinking and differentiation for student groups (ESF 5.1)
Parent Family Engagement	Parent Survey Principal Coffees	PS PE-3	Hillcrest Principal Coffee and school events indicated that Parent participant on campus is low.
		RC PE-3	Parent will only attend events or meeting if their child is performing. (ESF3.4)
		PS PE-4	
		RC PE-4	
Data Determinations	Behavior Trends?		

<div>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</div> <div>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.</div>			
Processes and Programs (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
PLNs	PLNs Agenda	PS PP-1	100% of PLN Agendas were dictated by administration the entire school year to ensure proper analysis of data protocols.
		RC PP-1	Teachers were not prepared to analyze data due to not consistently following campus protocols.(ESF5.3b)
Professional Growth	2023 MAP K-2 Data 2023 STAAR 3-5 Data Campus Created Assessments District Benchmarks (CBAs)	PS PP-2	Utilize Reading EOY assessment data currently at 42% and Hillcrest EOY Teacher Survey to identify the learning needs and gaps for the campus in Reading.
		RC PP-2	Majority of the teachers are not consistently using teaching practices that promote critical thinking and differentiation for student groups (ESF5.1)
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	3	By the end of the year, increase the percentage of SPED students for reading and math readiness by 5%.	Create a system (campus instructional calendar) to monitor SPED students for teachers.	Teachers ICs Administration	
		Quarterly KPIs	By the end of Quarter 1, 90% teachers will be trained on how to utilize the campus data monitoring system. By the end of Quarter 2, administration will provide feedback on instructional calendar and 45% of teachers will utilize the instructional calendar to monitor student progress. By the end of Quarter 3, 90% of teacher will utilize the instructional calendar to monitor student progress.		
DE-2	1	By the end of the year, 100% of the campus teachers will implement a targeted system to recognize high performing teachers monthly.	Create and implement criteria for teacher of the month which recognizes high performing teachers.	Teachers ICs Administration	
		Quarterly KPIs	By the end of Quarter 1, 100% of teachers will be informed of the criteria for teacher of the month. CAC will assist in creating the criteria for teacher of the month. By the end of Quarter 2, 100% implementation of teacher of the month recognition. By the end of Quarter 3, CAC will analyze data that contributed to teacher of the month and provide feedback.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of the school year, increase the percentage of students who are at MAP Tier 1 in reading by 5%.	Consistently implement systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted interventions for students with gaps in grade-level readiness. Instructional Coaches will provide coaching and targeted small group instruction and/or intervention based on data.	Teachers ICs Administration	211 Instructional Coaches \$178,266
		Quarterly KPIs	By the end of Quarter 1, 90% of teachers will be trained in small group instruction to target all students to include reinforcement. By then end of Quarter 2, 45% of teachers implementation of small group instruction to target all student to include reinforcement. By the end of Quarter 3, 90% of teachers implementation of small group instruction to target all student to include reinforcement.		
SL-2	1	By the end of the school year, increase the percentage of students who are at STAAR Meets grade level in reading by 5%	Consistently implement systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted interventions for students with gaps in grade-level readiness. Certified Retired Teachers will provide targeted small group instruction and/or intervention based on data. Students will be provided a snack during tutoring.	Teachers ICs Administration	211 CRTs \$18,905.00 (\$15,794.49)  211 Refreshment/snack \$6.00
		Quarterly KPIs	By the end of Quarter 1, 90% of teachers will be trained in small group instruction to target all students to include enrichment. By then end of Quarter 2, 45% of teachers implementation of small group instruction to target all student to include enrichment. By the end of Quarter 3, 90% of teachers implementation of small group instruction to target all student to include enrichment.		
SL-3					
		Quarterly KPIs			
SL-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	By the end of the year, decrease the number of behavior incidents by 50%	Provide professional development to all teachers to include PBIS, Restorative Circles and SEL lessons throughout the school year. Review behavior incidents with faculty monthly.	Teachers ICs Administration Counselor	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 100% teachers will be trained on PBIS and SEL lessons to incorporate into lesson plans. By the end of Quarter 2, a decrease of behavior incidents of 25% compared to 2022-23 school year. We will analyze behavior incidents and make adjustments to SEL lessons and PBIS procedures if needed. By the end of Quarter 3, a decrease of behavior incidents of 50% will be shown when compared to 2022-23. We will follow up on adjustments and protocols to ensure that systems in place are working.		
PE-2	4	By the end of the year, 100% of teachers will be provided professional development in small group, interventions and reading based on teacher feedback and data.	Provide professional development at the beginning of the school year, 50/50 days and/or after school for small group, interventions and reading.	Teachers ICs Administration	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 90% teachers will be provided training in small group, intervention and reading. By the end of Quarter 2, 45% implementation of targeted small group and intervention. Administration will provide feedback and recommendation for adjustments, if needed. By the end of Quarter 3, 90% effectiveness in targeted intervention and small group.		
PE-3	4	By the end of the 2023-24 school year, increase the percentage of parents represented at district and campus activities by 10%.	Campus will provide monthly workshops for parents on the different topics. Parents will create make and take activities.	Teachers ICs Administration	211 Supplies \$1,237 Refreshments \$1,237
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 30% of the parent workshops will be provided to parents. By the end of Quarter 2, 60% of the parent workshops will be provided to parents. By the end of Quarter 3, 90% of the parent workshops will be provided to parents.		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes and Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1,2	By the end of the year, 90% of teachers will consistently implement data analysis protocols to ensure 25% of PLN time is designated to the Grade Level needs.	Teachers will consistently implement data analysis to ensure one teacher generated grade level agenda monthly with administration approval.	Teachers ICs Administration	
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 90% of teachers will be trained on the use of the checklist. Instructional coaches will create a checklist of items that need to be completed in order for teachers to have one PLN agenda. By the end of Quarter 2, 45% of teachers will have evidence of the data analysis protocol(instructional calendar, and action plans). By end of Quarter 3, 90% of teachers will provide evidence of the data analysis protocol. Teachers will also complete an evaluation of monthly PLN meetings.		
PP-2	1,2	By the end of the year, 100% of teacher will be trained in small group reading intervention to address learning needs and close student gaps.	Teachers (PK-5) and administration will attend professional development in small group reading intervention as evidence by modeling on anchor charts (chart paper), hands on activities and student interactive journal (composition books) for reading and math.	Teachers ICs Administration	164 General Supplies and Materials \$4160.00  211 PK Reg 39,023 Bil Teachers 38,963
		<b>Quarterly KPIs</b>	By the end of Quarter 1, 90% all teachers will be provided training in small group reading intervention.By Quarter 2, student reading data should reflect an increase of 30% in tier 1 instruction for reading based on feedback and adjustments on assessments. By Quarter 3, administration will follow through to ensure changes to small group reading intervention is occurring and Tier 1 increase up to 50%.		
PP-3					
		<b>Quarterly KPIs</b>			



2.2 – First Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of Quarter 1, 90% teachers will be trained on how to utilize the campus data monitoring system.		
DE-2	By the end of Quarter 1, 100% of teachers will be informed of the criteria for teacher of the month. CAC will assist in creating the criteria for teacher of the month.		
SL-1	By the end of Quarter 1, 90% of teachers will be trained in small group instruction to target all students to include reinforcement.		
SL-2	By the end of Quarter 1, 90% of teachers will be trained in small group instruction to target all students to include enrichment.		
PP-1	By the end of Quarter 1, 90% of teachers will be trained on the use of the checklist. Instructional coaches will create a checklist of items that need to be completed in order for teachers to have one PLN agenda.		
PP-2	By the end of Quarter 1, 90% all teachers will be provided training on small group reading intervention.		
PE-1	By the end of Quarter 1, 100% of teachers will be trained on PBIS and SEL lessons to incorporate into lesson plans.		
PE-2	By the end of Quarter 1, 90% of teachers will be provided training on small group, interventions and reading.		
PE-3	By the end of Quarter 1, 30% of the parent workshops will be provided to parents.		

2.2 – Second Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of Quarter 2, administration will provide feedback on instructional calendar and 45% of teachers will utilize the instructional calendar to monitor student progress.		
DE-2	By the end of Quarter 2, 100% implementation of teacher of the month recognition.		
SL-1	By then end of Quarter 2, 45% of teachers implementation of small group instruction to target all student to include reinforcement.		
SL-2	By then end of Quarter 2, 45% of teachers implementation of small group instruction to target all student to include enrichment.		
PP-1	By the end of Quarter 2, 45% of teachers will have evidence of the data analysis protocol(instructional calendar, and action plans).		
PP-2	By the end of Quarter 2, student reading data should reflect an increase of 30% in Tier 1 instruction for reading based on feedback and adjustments on assessments.		
PE-1	By the end of Quarter 2, a decrease of behavior incidents of 25% compared to 2022-23 school year. We will analyze behavior incidents and make adjustments to SEL lessons and PBIS procedures if needed.		
PE-2	By the end of Quarter 2, 45% implementation of targeted small group and intervention. Administration will be provided feedback on small group reading interventions and adjustments, if needed.		
PE-3	By the end of Quarter 2, 60% of the parent workshops will be provided to parents.		

2.2 – Third Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of Quarter 3, 90% of teacher will utilize the instructional calendar to monitor student progress.		
DE-2	By the end of Quarter 3, CAC will analyze data that contributed to teacher of the month and provide feedback		
SL-1	By the end of Quarter 3, 90% of teachers implementation of small group instruction to target all student to include reinforcement.		
SL-2	By the end of Quarter 3, 90% of teachers implementation of small group instruction to target all student to include enrichment.		
PP-1	By end of Quarter 3, 90% of teachers will provide evidence of the data analysis protocol. Teachers will also complete an evaluation of monthly PLN meetings.		
PP-2	By end of Quarter 3, administration will follow through to ensure changes to small group reading intervention is occurring and Tier 1 increase up to 50%		
PE-1	By the end of Quarter 3, a decrease of behavior incidents of 50% will be shown when compared to 2022-23. We will follow up on adjustments and protocols to ensure that systems in place are working.		
PE-2	By the end of Quarter 3, 90% effectiveness in targeted intervention and small group		
PE-3	By the end of Quarter 3, 90% of the parent workshops will be provided to parents.		

2.2 – Fourth Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the year, increase the percentage of SPED students for reading and math readiness by 5%.		
DE-2	By the end of the year, 100% of the campus teacher will implement targeted systems to recognize high performing teachers monthly.		
SL-1	By the end of the school year, increase the percentage of students who are at MAP Tier 1 in reading by 5%.		
SL-2	By the end of the school year, increase the percentage of students who are at STAAR Meets grade level in reading by 5%		
PP-1	By the end of the year, 90% of teacher will consistently implement data analysis protocols to ensure 25% of PLNs agendas by Grade Levels.		
PP-2	By the end of the year, 100% of teacher will be training in small group reading intervention to address learning needs and close student gaps.		
PE-1	By the end of the year, decrease the number of behavior incidents by 50%		
PE-2	By the end of the year, 100% of teachers will be provided professional development in small group, interventions and reading based on teacher feedback and data.		
PE-3	By the end of the 2023-24 school year, increase the percentage of parents represented at district and campus activities by 10%.		

### 3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives

The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps
By the end of the year, increase the percentage of SPED students for reading and math readiness by 5%.		
By the end of the year, 100% of the campus teacher will implement targeted systems to recognize high performing teachers monthly.		
By the end of the school year, increase the percentage of students who are at MAP Tier 1 in reading by 5%.		
By the end of the school year, increase the percentage of students who are at STAAR Meets grade level in reading by 5%		
By the end of the year, 90% of teachers will consistently implement data analysis protocols to ensure 25% of PLN time is designated to the Grade Level needs.		
By the end of the year, 100% of teacher will be training in small group reading intervention to address learning needs and close student gaps.		
By the end of the year, decrease the number of behavior incidents by 50%		
By the end of the year, 100% of teachers will be provided professional development in small group, interventions and reading based on teacher feedback and data.		
By the end of the 2023-24 school year, increase the percentage of parents represented at district and campus activities by 10%.		

District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Multiple Measure		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DP-1					



Campus Improvement Plan Quality Checklist									
Comprehensive Needs Assessment - Problem Statements and Root Causes									
All are based on the analysis of data and we have listed all sources.					All are based on the success criteria of the ESF.				
All are based on issues that the campus can control and improve on.					All talk to adult systems and behaviors.				
Improvement Plan – Performance Objectives									
All are in SMART format					All are tied to at least one problem statement.				
All are measured by a data source.									
Improvement Plan – Strategies									
All are in BEST format.					All strategies are targeted to eliminate at least one root cause.				
All are measured by quarterly KPI outcomes.					Entire plan has been checked for spelling and grammar.				
Federally Required Strategies – Do we have strategies that address -									
Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level			
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment			
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary			
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions					
Equitable Availability of the Campus Improvement Plan to Parents					Equitable Availability of the School-Parent Compact to Parents				
Physical Locations of the Plan					Physical Locations of the Plan				
Languages Available					Languages Available				
URL to Online Version					URL to Online Version				
Equitable Availability of Parent-Family Engagement Policy to Parents									
Physical Locations of the Policy					How and When was the PFE Policy Distributed				
Languages Available	English and Spanish								
URL to Online Version									

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

**Assurances and Approval Information****Assistant Superintendent Assurance**

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

**Campus Principal Assurance**

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Hillcrest ES	15907- 136
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Jonelda De Leon
Principal	SAISD Board Approval Date
Santa Lopez	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders



