



Campus Improvement Plan

2024 - 2025



Hillcrest Elementary

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Board of Trustees



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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.

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

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
<p>Meeting #1</p> <p>April 1, 2024</p>	<p>During the Meeting #1 we numbered off to get into the 4 different groups. There was an Admin at every group. Teams were all given 7 minutes to review data presented. Teams then created anchor charts and areas of concern and suggestions on anchor charts. At the end all groups rotated during gallery walk to add to anchor chart.</p> <p>Demographics - Attendance: reviewed attendance, tardy concerns and Programs: reviewed SPED data Student Learning - reviewed BOY to MOY MAP data K-5th growth Percentages decreased and STAAR Interim -Student achievement is not where we need it to be</p> <p>Processes and Programs - Behavior: reviewed behavior incidents in frontline and created problem statements/root cause statements Perception - Parent Engagement - parent attendance at parent meetings, Extracurricular- lack of afterschool clubs; Teacher Support - leadership walkthrough - patterns identified pacing, support in monitoring and adjusting. We will review CNA again at our Next CAC Meeting which will be our CNA Meeting #2</p>
<p>Meeting #2</p> <p>April 15, 2024</p>	<p>During the Meeting #2 we numbered off to get into the 4 different groups. There was an Admin at every group. Principal reviewed the minutes from the Meeting #1. CAC committee teams then created problem statements and root causes.</p> <p>Demographics - Attendance: PS: While our attendance has increased 3.9%, our tardiness is a continuous issue. RC: As a campus we have no policy to hold parents accountable for tardiness. Programs: PS: 48% of our SPED students grew from BOY to MOY in MAP Reading and 45% in MAP Math. RC: Students are being identified in the intermediate grade levels after formative instruction has occurred.</p> <p>Student Learning - MAP Data: PS: 6-10% of Tier 1 student are decreasing from BOY to MOY. RC: As a campus, there are not many incentives to read or improve reading skills. STAAR Results: PS: Reading continuous to be below 50% at approaches. RC: As a campus, differentiation is not being consistently implemented in reading. No universal intervention time.</p> <p>Processes and Programs - Behavior: PS: Students don't understand the importance of Rhythm based on the 18% usage campus wide. RS: Students haven't been explicitly taught how to use it or why it is important. Solution: Teachers need to explicitly teach what the purpose of rhythm is and how it can help them. Intervention: PS: Our interventions are inconsistent throughout the campus based MOY MAP data where 50% of the campus is below approaches. RC: Teachers don't have enough resources, need more training on intervention groups. Pacing on lessons. Solution: Universal intervention time, training on the difference between small group and intervention. Universal small group. Intervention before lesson.</p> <p>Perception - Parent Engagment: PS: Less than 1% of parents attend parent meetings. RC: Scheduling of the meeting does not align to parent availability. Extracurricular: PS: Only 50% of students can participate in extracurricular clubs. RC: As of now, there are only 2 clubs and they only cater to 3-5 grade students. Teacher Support: PS: Based on leadership walkthroughs 60% of the time pacing was identified as a pattern to improve. RC: Teachers need support in the skill of monitoring and adjusting.</p>

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

May 13, 2024 Based on the summative evaluation of the 2023-2024 CIP

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 2024-2025 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 2024, to ___ in August 2025.
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 2024, to ___ in August 2025.
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 2024, to ___ in August 2025.
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 2024-2025 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 2024, to ___ in August 2025.
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 2024, to ___ in August 2025.
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 2024, to ___ in August 2025.
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 - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	
Special Education Service Records	X	PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	X	Local Benchmark Results		State Interim Results		MAP Data	X
CIRCLE Data		CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data		Sign-Ins / Minutes		Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness		Effectiveness of Restorative Practices		Rhythm Data	X
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)	X	Behaviors		Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys		Parent/Student Surveys		Classroom Observations		Parental Involvement Data	X
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers	X	Mission, Values, and Vision	
Other (Indicate to the Right)	X	Extra Curricular		Other (Indicate to the Right)	X	Teacher Support	

Comprehensive Needs Assessment - Demographics

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	Problem Statements and Root Causes	
Student Attendance	PS DE-1	Student attendance rate for the 23-24 school is 91.91%. This is a .96% increase from 22-23 (90.95%) and is 4.09% below the target 96% attendance rate. While our attendance has increased, our tardiness is a continuous issue with 9% of students being tardy this school year.
	RC DE-1	As a campus we have no policy to hold parents accountable for tardiness.
Programs Enrollment	PS DE-2	SPED students grew 48% on MAP Reading from BOY to MOY and 45% in MAP Math from BOY to MOY.
	RC DE-2	Student accommodations are not being used consistently in the classrooms. The implementation of teacher intervention with special education is not provided consistently.
Teacher Experience	PS DE-3	Based on teacher experience 11 out of 29 (39%) classroom teachers are new classroom teachers.
	RC DE-3	2 teacher voluntarily transferred. 3 teachers resign for employment at another school district. 3 from the HeadStart units added to Hillcrest. 1 Bil allocation added for next year.
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strengths: Daily attendance has increased from 90.05 (2022-2023) to 91.91 (2023-2024). Tracking of Special Education student growth.</p> <p>Areas of Improvement: Campus wide tardiness is an issue with 9% of students being tardy. Special Education student growth continues to be under 50%.</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.

Student Learning (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Grade Level Readiness	PS SL-1	2023-2024 MOY MAP English Reading Tier 1 students is at 44% at MOY. This is a 2% decrease from BOY at 46%. In Fall 22-23 MOY MAP English Reading Tier 1 was at 44% with a decrease of 4% in MOY (40%) Our Tier 1 students are decreasing from BOY to MOY.
	RC SL-1	As a campus, there is no systematic approach to teaching students how to read.
EOY Assessment Outcomes	PS SL-2	2024 STAAR Reading is at 54% for Approach, 46% of our students are still not passing STAAR with only 28% at Meets and 6% at Masters.
	RC SL-2	As a campus, differentiation is not being consistently implemented in reading. No universal intervention time.
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strengths: MOY MAP Math Tier 1 51% to 55%. Math CBA #1 66% passed; Math CBA #2 67% passed. CBA Reading #1 48% to 64%</p> <p>Areas of Improvement: MOY MAP Reading show a decrease of 6-10% in Tier 1 from the BOY to MOY. STAAR Reading Interim continues to be below 50% @ Approach for upper grades. CBA Reading #1 48% DNM. MOY MAP Reading English from 46% to 44%. MOY MAP Reading Spanish 57% to 68%.</p>	

Comprehensive Needs Assessment - Processes & Programs

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.

Processes & Programs (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Behavioral / SEAD Needs	PS PP-1	The number of student behavior incidents increased from 403 to 634 in 2023-24 an increase of 231 behavior incidents.
	RC PP-1	Inconsistent use of rhithm, restorative circle, cool down area in the classrooms and how to determine behavior incidents.
Teacher Feedback	PS PP-2	Based on leadership walkthroughs 60% of the time, pacing was identified as a pattern to improve as the teacher feedback.
	RC PP-2	Teachers need support in the skill of monitoring and adjusting.
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strengths: With the usage of Rhithm, the counselor was able to connect with students in need through 259 risk alerts.</p> <p>Areas For Improvement: Explicitly train teachers and students on Rhithm and the options for alternate teacher-led check-ins, the expectations for daily usage, and change the univernal time for check-ins.</p> <p>Strengths-With continued implementation of interventions, we observed a rise in the number of students who showed growth from Fall Interim to Spring Interim.</p> <p>Areas for improvement- Teachers don't have enough resources and more training on intervention groupings and lesson pacing.</p>	

Comprehensive Needs Assessment - Perceptions

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	Problem Statements and Root Causes	
Parent Engagement Attendance	PS PE-1	In 2023-2024, less than 1% of parents attend parent meetings compared to 2% in 2022-2023.
	RC PE-1	Scheduling of the meeting does not align to parent availability. Parent Meetings are not being promoted consistently monthly.
Extracurricular Involvement	PS PE-2	In 2023-2024, only 50% of students can participate in extracurricular clubs
	RC PE-2	As of now, there are only 2 clubs and they only cater to 3-5 grade students.
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis	PS PE-1- Strengths- Parents do engage on Class Dojo, and can see all events. Weaknesses- Meetings are scheduled with little notice. PS PE 2- Strengths- The students who participate in clubs consistently attend and are engaged. Weaknesses- Only 3 staff members are willing to host a club. PS PE 3- Strengths- In at least 60% of the observed lessons, teachers are aware that students are not progressing through the lesson. Weakness- In at least 60% of the observed lessons teachers struggle to make next steps.	

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	3	By the end of the year, tardies will decrease by 25% as a campus.	Administrator will meet with parents and students who have 5 tardies to provide support and gather information on how the school can assist with students coming to school on time.	Barbara Saenz Dora Leija Santa Lopez Teachers	
		Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained at the beginning of the school year on the new Tardy Procedure.		
			By the end of the second quarter, 90% of parents will be informed about the new tardy procedure during Open House and Parent/Teacher conferences		
			By the end of the third quarter, 100% implementation of new tardy procedure at Hillcrest.		
			By the end of the fourth quarter, we should see a decrease of 25% in student tardiness compared to 2023-2024 school year.		
DE-2	3	By the end of the year, SPED students will show growth of 10% from BOY to MOY.	General Education Teacher will meet with the Special Education Teacher to review accommodations and/or IEPs.	Teachers Admin	
		Quarterly KPIs	By the end of the first quarter, 90% of the General Education Teacher will be trained on the different types of accommodations available to students.		
			By the end of the second quarter, 90% of the General Education Teacher will review current student accommodation and/or IEPs during PLNs.		
			By the end of the third quarter, an increase of 5% growth in MOY MAP data for SPED students.		
			By the end of the fourth quarter, an increase of 10% growth in EOY MAP data for SPED students.		
DE-3	1	By the end of the year, 100% of new teachers would be provided observational feedback through a coaching cycle at the beginning, middle and end of the school year.	New teachers will be provided observational feedback through instructional coaching cycles in their area of need to support instruction and student achievement by the instructional coach. Partnering with Contracting Services (Rebecca Robinson) will help us ensure teachers use high quality instructional materials and that our teachers use research-based teaching practices that promote critical-thinking skills to include differentiation and scaffold supports for students in the classroom. They will provide face to face collaboration during PLNs, implementation support, walkthroughs and on site coaching for our team and will help build capacity with effective instructional strategies.	Teachers IC Admin	Title 1 Funds 262 - Contracting Services \$16, 900
		Quarterly KPIs	By the end of the first quarter, 25% of the new teachers were provided observational feedback through instructional coaching cycles which will improve instructional and student achievement outcomes.		
			By the end of the second quarter, 50% of the new teachers were provided observational feedback through instructional coaching cycles which will improve instructional and student achievement outcomes.		
			By the end of the third quarter, 75% of the new teachers were provided observational feedback through instructional coaching cycles which will improve instructional and student achievement outcomes.		
			By the end of the fourth quarter, 100% of the new teachers were provided observational feedback through instructional coaching cycles which will improve instructional and student achievement outcomes.		
DE-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	By the end of the year, K-5th student achievement in MAP Tier 1 Reading will increase 10%	Professional development will be provided to teachers on small group instruction utilizing the design, deliver and debrief model monthly.	CRT Teachers Admin	Title I 8100.00
		Quarterly KPIs	By the end of the first quarter, 90% of teachers will attend professional development in small group instruction utilizing the design, deliver and debrief model which will improve student achievement in Tier 1 for reading by 2%.		
			By the end of the second quarter, 90% of teachers will attend professional development in small group instruction utilizing the design, deliver and debrief model which will improve student achievement in Tier 1 for reading by 4%.		
			By the end of the third quarter, 90% of teachers will provide feedback on small group instruction utilizing the design, deliver and debrief model which will improve student achievement in Tier 1 for reading by 6%.		
			By the end of the fourth quarter, 90% of teachers will be implementing small group instruction which improve student achievement in Tier for reading by 10%.		
SL-2	1	By the end of the year, 3rd-5th grade student achievement in STAAR reading will be at 61% at approaches, 35% at Meets and 13% at Masters.	A campus wide intervention time will be embedded into the master schedule to include specials teachers and librarian. Teachers will implement small group intervention in reading and math with utilization of the following programs:Think It Up, as evidence by an increase in student performance on assessments.	Teachers Librarian Admin	Title I Librarian 262 -Think Up \$7685
		Quarterly KPIs	By the end of the first quarter, 90% of teachers are implementing intervention during the campus wide scheduled time which will improve student achievement for reading at 50% at approaches, 10% of Meets and 5% at Masters.		
			By the end of the second quarter, 90% of teachers are implementing intervention during the campus wide scheduled time which will improve student achievement for reading at 55% at approaches, 18% at Meets and 8% at Masters.		
			By the end of the third quarter, 90% of teachers are implementing intervention during the campus wide scheduled time which will improve student achievement for reading at 60% at approach, 26% at Meets and 10% at Masters.		
			By the end of the fourth quarter, 90% of teachers are implementing intervention during the campus wide scheduled time which will improve student achievement for reading at 65% at approach, 35% at Meets and 13% at Masters.		
SL-3	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	4	By the end of the year, decrease the number of behavior incidents by 10% in Branching Minds.	Teachers will be provided professional development on expectations for Hillcrest Behavior Protocol which includes PBIS, Restorative Circles, Classroom Management Systems, Calming Area and Behavior Rubric for determining student incident behavior entry.		
		Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained on campus procedures for properly documenting behavior incidents on campus which will decrease student behavior incidents by 2% in Branching Minds.		
			By the end of the second quarter, 50% of teachers have implemented the Hillcrest Behavior Protocol which will decrease student behavior incident by 4% in Branching Minds.		
			By the end of the third quarter, 75% of teachers have implemented the Hillcrest Behavior Protocol which will decrease student behavior incident by 8% in Branching Minds.		
PP-2	4	By the end of the year, teacher feedback on pacing will decrease 40%.	Teachers will be provided feedback on pacing during walkthroughs, instructional rounds and coaching cycles.	Teachers IC Administration	
		Quarterly KPIs	By the end of the first quarter, based on observational feedback teacher pacing will improve by 10%.		
			By the end of the second quarter, based on observational feedback teacher pacing will improve by 20%.		
			By the end of the third quarter, based on observational feedback teacher pacing will improve by 30%.		
PP-3	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
PP-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
		By the end of the fourth quarter,			

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1,2,3,4	By the end of the year, increase the percentage of parents represented at district and campus activities by 5%.	Campus will provide monthly workshops for parents on different topics. Parents will create, make and take activities.	Teachers IC Adminstration	
		Quarterly KPIs	By the end of the first quarter, 25% of the parent workshops will be provided to parents.		
			By the end of the second quarter, 50% of the parent workshops will be provided to parents.		
			By the end of the third quarter, 75% of the parent workshops will be provided to parents.		
			By the end of the fourth quarter, 100% of the parent workshops will be provided to parents.		
PE-2	1,2,3,4	By the end of the year, 30% of students will participate in an extracurricular activity.	Teachers will offer an extracurricular activity for students in 1st-5th.		
		Quarterly KPIs	By the end of the first quarter, by the first week of school, 60% of classroom teachers will determine the grade level and club activity. Flyers will distributed to students.		
			By the end of the second quarter, 60% of classroom teachers have started school clubs. 10% of students have enrolled and are participating in clubs.		
			By the end of the third quarter, 20% of students have enrolled and are partiicing in clubs.		
			By the end of the fourth quarter, 30% of students have enrolled and are partiicing in clubs.		
PE-3	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% of teachers will be trained at the beginning of the school year on the new Tardy Procedure.	Choose One	
DE-2	By the end of the first quarter, 90% of the General Education Teacher will be trained on the different types of accommodations available to students.	Choose One	
DE-3	By the end of the first quarter, 25% of the new teachers were provided observational feedback through instructional coaching cycles which will improve instructional and student achievement outcomes.	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 90% of teachers will attend professional development in small group instruction utilizing the design, deliver and debrief model which will improve student achievement in Tier 1 for reading by 2%.	Choose One	
SL-2	By the end of the first quarter, 90% of teachers are implementing intervention during the campus wide scheduled time which will improve student achievement for reading at 50% at approaches, 10% of Meets and 5% at Masters.	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 100% of teachers will be trained on campus procedures for properly documenting behavior incidents on campus which will decrease student behavior incidents by 2% in Branching Minds.	Choose One	
PP-2	By the end of the first quarter, based on observational feedback teacher pacing will improve by 10%.	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, 25% of the parent workshops will be provided to parents.	Choose One	
PE-2	By the end of the first quarter, by the first week of school, 60% of classroom teachers will determine the grade level and club activity. Flyers will distributed to students.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, 90% of parents will be informed about the new tardy procedure during Open House and Parent/Teacher conferences	Choose One	
DE-2	By the end of the second quarter, 90% of the General Education Teacher will review current student accommodation and/or IEPs during PLNs.	Choose One	
DE-3	By the end of the second quarter, 50% of the new teachers were provided observational feedback through instructional coaching cycles which will improve instructional and student achievement outcomes.	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, 90% of teachers will attend professional development in small group instruction utilizing the design,deliver and debrief model which will improve student achievement in Tier 1 for reading by 4%.	Choose One	
SL-2	By the end of the second quarter, 90% of teachers are implementing intervention during the campus wide scheduled time which will improve student achievement for reading at 55% at approaches, 18% at Meets and 8% at Masters.	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 50% of teachers have implemented the Hillcrest Behavior Protocol which will decrease student behavior incident by 4% in Branching Minds.	Choose One	
PP-2	By the end of the second quarter, based on observational feedback teacher pacing will improve by 20%.	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, 50% of the parent workshops will be provided to parents.	Choose One	
PE-2	By the end of the second quarter, 60% of classroom teachers have started school clubs. 10% of students have enrolled and are participating in clubs.	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

2.2 – Third Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 100% implementation of new tardy procedure at Hillcrest.	Choose One	
DE-2	By the end of the third quarter, an increase of 5% growth in MOY MAP data for SPED students.	Choose One	
DE-3	By the end of the third quarter, 75% of the new teachers were provided observational feedback through instructional coaching cycles which will improve instructional and student achievement outcomes.	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 90% of teachers will be provide feedback on small group instruction utilizing the design, deliver and debrief model which will improve student achievement in Tier 1 for reading by 6%.	Choose One	
SL-2	By the end of the third quarter, 90% of teachers are implementing intervention during the campus wide scheduled time which will improve student achievement for reading at 60% at approach, 26% at Meets and 10% at Masters.	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 75% of teachers have implemented the Hillcrest Behavior Protocol which will decrease student behavior incident by 8% in Branching Minds.	Choose One	
PP-2	By the end of the third quarter, based on observational feedback teacher pacing will improve by 30%.	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 75% of the parent workshops will be provided to parents	Choose One	
PE-2	By the end of the third quarter, 20% of students have enrolled and are particiing in clubs	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

Fourth Quarterly Review

2.2 – Fourth Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, we should see a decrease of 25% in student tardiness compared to 2023-2024 school year.	Choose One	
DE-2	By the end of the fourth quarter, an increase of 10% growth in EOY MAP data for SPED students.	Choose One	
DE-3	By the end of the fourth quarter, 100% of the new teachers were provided observational feedback through instructional coaching cycles which will improve instructional and student achievement outcomes.	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 90% of teachers will be implementing small group instruction which improve student achievement in Tier for reading by 10%.	Choose One	
SL-2	By the end of the fourth quarter, 90% of teachers are implementing intervention during the campus wide scheduled time which will improvet student achievement for reading at 65% at approach, 35% at Meets and 13% at Masters.	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 100% of teachers have implemented the Hillcrest Behavior Protocol which will decrease student behavior incident by 10% in Branching Minds.	Choose One	
PP-2	By the end of the fourth quarter, based on observational feedback teacher pacing will improve by 40%.	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, 100% of the parent workshops will be provided to parents.	Choose One	
PE-2	By the end of the fourth quarter, 30% of students have enrolled and are particiing in clubs.	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, tardies will decrease by 25% as a campus.	Choose One	
DE-2	By the end of the year, SPED students will show growth of 10% from BOY to MOY.	Choose One	
DE-3	By the end of the year, 100% of new teachers would be provided observational feedback through a coaching cycle at the beginning, middle and end of the school year.	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, K-5th student achievement in MAP Tier 1 Reading will increase 10%	Choose One	
SL-2	By the end of the year, 3rd-5th grade student achievement in STAAR reading will be at 61% at approaches, 35% at Meets and 13% at Masters.	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, decrease the number of behavior incidents by 10% in <i>Branching Minds</i>	Choose One	
PP-2	By the end of the year, teacher feedback on pacing will decrease 40%.	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, increase the percentage of parents represented at district and campus activities by 5%.	Choose One	
PE-2	By the end of the year, 30% of students will participate in an extracurricular activity.	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor 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 Principal Supervisor 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	
Principal	SAISD Board Approval Date
Santa Lopez	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

Committee Members

Name	Role	Name	Role
Santa Lopez	Principal		
Dora Leija	Assistant Principal		
Alan Garcia	Math Instructional Coach		
Stacey Self	Counselor		
	PK Teacher		
Sandra Jimenez	Kinder Bilingual Teacher		
Danielle Stanton	1st grade Teacher		
Julieanna Luna	2nd grade Teacher		
	3rd grade Teacher		
	4th grade Teacher		
	5th grade Teacher		
Jamie Cavazos	SPED Teacher		
John Amaro	Parent		
Viridiana Perez	Parent		
Sandy Puente	Community Member		
Clara Jo Galan	Community Member		
John Moore	Business Member		
Rudy Flores	Business Member		
Crystal Galan	Paraprofessional		
	Paraprofessional		

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.

Compliance Checklist							
Federally Required Strategies – Do we have strategies that address -							
At-Risk Support		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention (Secondary)	
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to K	
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions		Federally Funded Staff	
Equitable Availability of the Campus Improvement Plan to Parents				Equitable Availability of the School-Parent Compact to Parents			
Physical Locations of the Plan	Campus Website			Physical Locations of the Compact	Front Office		
Languages Available	English/Translation available upon request			Languages Available	English/Translation available upon request		
URL to Online Version				URL to Online Version			
Equitable Availability of Parent-Family Engagement Policy to Parents							
Physical Locations of the Policy	Front Office			How and When was the PFE Policy Distributed			
Languages Available	English and Spanish						
URL to Online Version							

Compliance Checklist

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan			
<input type="checkbox"/>	CCMR - Secondary	Languages Available			
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version			
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy			
<input type="checkbox"/>	Parent & Family Engagement	Languages Available			
<input type="checkbox"/>	Physical Activity	URL to Online Version			
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact			
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available			
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version			
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

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	Google Shared Folder	
	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		
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		
	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	Google Shared Folder	
		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		