

Plainview Independent School District

Hillcrest Elementary School

2019-2020

Accountability Rating: B

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



Mission Statement

To empower Students to recognize and optimize their full potential through:
Growth, Resiliency, Integrity and Teamwork (GRIT)

Vision

Inspire a passion for learning without limits!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Students-438

Pre-K 32

Kinder 64

Grade 1 61

Grade 2 68

Grade 3 82

Grade 4 66

Grade 5 65

African American 2.3% Hispanic 87% White 9.4% American Indian 0.2 %

Economically Disadvantaged 89.5% Non-Educationally Disadvantaged 10.5% EL 17.4% At Risk 73.1% Sped 11%

RSVP, Lions Club, Rotary Club, Snack Pack For Kids,

Demographics Strengths

Hillcrest students are predominately Hispanic. Students have a sense of belonging; many share the same interests as their peers. We serve students with communication

disorders in a self-contained classroom. The students are provided many opportunities to be included with our general education students. Some join

Awards

Assemblies, pull-out classes, Hillcrest Hero Celebrations and classrooms as part of our inclusion program. ,

School Processes & Programs

School Processes & Programs Summary

PBIS, Teacher Resource System, Balanced Literacy,

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Based on STAAR reading results for all students, Hillcrest will increase the number of students at the meets grade-level standard by 3% to 36% by planning objective-driven daily lesson plans with formative assessments.




Baseline Data-33% Source: STAAR Report



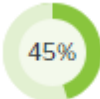



Performance Objective 1: Hillcrest will increase the number of students at the meets level standard on STAAR Reading by 3% by planning objective-driven daily lesson plans with formative assessments.

Evaluation Data Source(s) 1: STAAR Reading Scores

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) Professional Development for teachers and job embedded coaching in reading to improve effective instructional practices classroom management, differentiation in the classroom, cultural competencies; technology and knowledge of TEKS.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach, Teachers	Improve students achievement and build teacher efficacy				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum</p> <p>2) Purchase supplemental instructional materials for students focused on literacy instruction, ie, Mentoring Minds: Think Up!, Phonemic Awareness materials, Guided Reading Short Reads. Purchase educational technology-blended or online learning, apps to support literacy, Starfall, and BrainPop,</p>	2.4, 2.5	Principal, Assistant Principal & Instructional Coach, Teachers	Increase in student success.				
<p>Comprehensive Support Strategy ESF Levers Lever 5: Effective Instruction</p> <p>3) Tiered reading interventions for Highly, Highly need students & struggling students or at risk of not meeting state achievement goals. Two ARI teachers will work with students K-2nd & 3-5th. Students will be identified based on little or no growth, and students struggling who are identified as Sped, 504, EL,.</p>	2.4, 2.5, 2.6	Principal, Assistant principal, Instructional coach, Teachers	Targeted instruction resulting in increased student achievement.				
<p>ESF Levers Lever 2: Effective, Well-Supported Teachers</p> <p>4) Provide training and support for data analysis activities and data driven instruction. Teachers will meet with administrators after each CBA, benchmark, DRA, or assessments to disaggregate data. Teachers and Administrators will progress monitor students and growth. Target students will be identified based on minimal or no growth, those not meeting their targets, and those below grade-level. Identify TEKS to be taught and make a plan of intervention for students.</p>	2.4	Principal, Assistant Principal, District Instructional Coach, campus Instructional Coach	Utilize data to drive instruction- increasing student achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) School-wide training for all staff on effective classroom management and lesson delivery. Instructional coaches will work with teachers to refine classroom management skills and lesson delivery skills. Planning will be done at the district level and both district instructional coaches and campus administrators will monitor lesson delivery is aligned to TEKS and planning.	2.5, 2.6	Principal, Assistant principal, Instructional Coach, Campus Leadership.	A classroom/campus environment conducive to student achievement.				
Additional Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Review lesson plans, conduct walkthroughs, monitor that lesson delivery is aligned to Student Learning Objectives along with language objectives to ensure instruction is aligned to TEKS. Provide coaching and feedback to classroom teachers .	2.4, 2.6	Principal, AP, Instructional Coaches	Increased teacher efficacy, increased student achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Based on STAAR Math results for all students, Hillcrest will increase the number of students at the meets grade-level standard by 3% to 43 % by planning objective-driven daily lesson plans with formative assessments.



Baseline Data- 40% Source: STAAR Report









Performance Objective 1: Hillcrest will increase the number of students at the meets grade-level standard on STAAR math by 3% to 43%, as indicated by STAAR 2019.

Evaluation Data Source(s) 1: Baseline Data 40% Source STAAR Report

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum 1) 1) Professional Development for teachers and job embedded coaching in math to improve effective instructional practices, classroom management, differentiation in the classroom, cultural competencies; technology; and knowledge of TEKS.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach, Teachers	Improve students achievement and build teacher efficacy				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum</p> <p>2) 2) Purchase supplemental instructional materials for students focused on math instruction, ie, Mentoring Minds: Think Up!, and other math materials as needed. Purchase educational technology-blended or online learning, apps to support math literacy, Starfall, BrainPop, IStation math.</p>	2.4, 2.5	Principal, Assistant Principal & Instructional Coach, Teachers	Increase in student success.				
<p>Targeted Support Strategy</p> <p>3) 3) Math interventions for struggling students or at risk of not meeting state achievement goals.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional coach, Teachers	Targeted instruction resulting in increased student achievement.				
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>4) 5) Professional development for teachers to include effective instructional practices, tiered academic interventions,. Job-embedded coaching for teachers and other school leaders.</p>	2.6	Principal, Assistant Principal, Instructional Coach	Build teacher efficacy to impact student achievement.				
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools</p> <p>5) Review lesson plans, conduct walkthroughs, monitor that lesson delivery is aligned to Student Learning Objectives along with language objectives to ensure instruction is aligned to TEKS. Provide coaching and feedback to classroom teachers .</p>	2.6	Principal, Assistant Principal, District Instructional Coach,	Utilize data to drive instruction- increasing student achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 3: Hillcrest will increase the number of Hispanic students at the meets grade level standard by 1% to 40% in Domain III as indicated by STAAR 2019 performance measures.

Performance Objective 1: To close the achievement gap within our subgroups.

Evaluation Data Source(s) 1: STAAR Report, CBA's, Benchmarks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) 1) Professional Development for teachers and job embedded coaching in reading and math to improve effective instructional practices to address differentiation in the classroom for students with disabilities, Ell's, and students within our subgroups. Language Acquisition department train on language and learning objectives for the ELL students. Provide training for paras and teachers working with sped students.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principal, Instructional Coach, Teachers	Improve students achievement and build teacher efficacy				
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) 2) Purchase supplemental instructional materials for students focused on literacy instruction, ie, Mentoring Minds, STAAR support materials, Intervention materials Purchase educational technology-blended or online learning, apps for support of reading and math literacy.</p>	2.4, 2.5	Principal, Assistant Principal & Instructional Coach, Teachers	Increase in student success.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 3) Tiered reading interventions for highly, highly need students within the subgroups that are not showing growth in reading or math. Students will be identified by looking at previous school-year assessment data and the highly, highly need list. Students will have first priority to working with an ARI teacher and monitored closely.	2.4, 2.5, 2.6	Principal, Assistant principal, Instructional coach, Teachers	Targeted instruction resulting in increased student achievement.				
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 4) 5) School-wide training: cultural support, SIOP training, support teachers and students with linguistic accommodations. Implement school-wide language objectives.	2.4	Principal, Assistant principal, Instructional Coach, Campus Leadership.	A classroom/campus environment conducive to student achievement.				
5) Involve parents in supporting students' academic achievement. Family Reading Night, Family Math Night, Family Science Night, Kindergarten Orientation, Noche de Platicas.	3.2						
= Accomplished = Continue/Modify = No Progress = Discontinue							









Goal 4: Hillcrest will increase the number of students at the meets grade-level standard by 1% to 24% on STAAR writing as indicated by STAAR 2019 performance measures


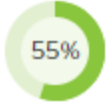




Data Source(s) :STAAR Report

Performance Objective 1: To increase the number of students at meets grade-level standard and increase academic achievement.

Evaluation Data Source(s) 1: STAAR Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Professional Development for teachers:improve instructional practices classroom management, differentiation in the classroom,cultural competencies; technology; knowledge of TEKS.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach, Teachers	Improve students achievement and build teacher efficacy				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Purchase supplemental instructional materials for students focused on literacy instruction. Purchase educational technology-blended or online learning, apps for support literacy.	2.4, 2.5	Principal, Assistant Principal & Instructional Coach, Teachers	Increase in student success.				
Comprehensive Support Strategy 3) Review lesson plans, conduct walkthroughs, monitor that lesson delivery is aligned to Student Learning Objectives along with language objectives to ensure instruction is aligned to TEKS. Provide coaching and feedback to classroom teachers .	2.4, 2.5, 2.6	Principal, Assistant principal, Instructional coach, Teachers	Targeted instruction resulting in increased student achievement.				
4) Provide training and support for data analysis activities and data driven instruction.	2.4	Principal, Assistant Principal, District Instructional Coach, campus Instructional Coach	Utilize data to drive instruction- increasing student achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.	2.5	Principal, Assistant Principal, Instructional Coach	Build teacher efficacy.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: Recruit, train, retain highly qualified teachers by decreasing the teacher turnover rate from 19% to 17%.

Performance Objective 1: Retain highly qualified teachers, train and build strong teacher efficacy in order to increase student achievement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Implement targeted and personalized strategies to support and retain staff. Particularly high performing staff.		Principal, AP, District instructional coaches.	Increased student achievement, teacher retention				
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Campus schedule teacher professional development and support.		Principal, AP,	Increased teacher efficacy, content knowledge,				
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Maintain a positive campus culture.		Principal, AP,	Increased teacher efficacy, content knowledge,				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Tiered reading interventions for Highly, Highly need students & struggling students or at risk of not meeting state achievement goals. Two ARI teachers will work with students K-2nd & 3-5th. Students will be identified based on little or no growth, and students struggling who are identified as Sped, 504, EL,.
3	1	4	5) School-wide training: cultural support, SIOP training, support teachers and students with linguistic accommodations. Implement school-wide language objectives.
4	1	1	Professional Development for teachers:improve instructional practices classroom management, differentiation in the classroom,cultural competencies; technology; knowledge of TEKS.
4	1	3	Review lesson plans, conduct walkthroughs, monitor that lesson delivery is aligned to Student Learning Objectives along with language objectives to ensure instruction is aligned to TEKS. Provide coaching and feedback to classroom teachers .

State Compensatory

Budget for Hillcrest Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6117-05-106-0-30-036	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$6,000.00
211-11-6119-00-106-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$117,220.00
199-11-6129-00-106-0-30-000	6129 Salaries or Wages for Support Personnel	\$161,449.00
199-11-6129-00-106-0-34-000	6129 Salaries or Wages for Support Personnel	\$16,792.00
199-12-6129-00-106-0-30-000	6129 Salaries or Wages for Support Personnel	\$25,105.00
199-11-6141-00-106-0-30-000	6141 Social Security/Medicare	\$2,098.00
199-11-6141-00-106-0-34-000	6141 Social Security/Medicare	\$214.92
211-11-6141-00-106-9-30-000	6141 Social Security/Medicare	\$1,699.00
199-11-6142-00-106-0-34-000	6142 Group Health and Life Insurance	\$4,092.00
199-11-6142-00-106-030-000	6142 Group Health and Life Insurance	\$26,598.00
211-11-6142-00-106-9-30-000	6142 Group Health and Life Insurance	\$8,184.00
199-11-6144-00-106-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$11,644.00
199-11-6144-00-106-0-34-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$209.88
199-12-6144-00-106-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,021.00
199-11-6146-00-106-0-30-000	6146 Teacher Retirement/TRS Care	\$3,254.00
199-11-6146-00-106-0-34-000	6146 Teacher Retirement/TRS Care	\$1,519.80
199-12-6146-00-106-0-30-000	6146 Teacher Retirement/TRS Care	\$565.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
211-11-6146-00-106-9-30-000	6146 Teacher Retirement/TRS Care	\$11,803.00
211-11-6147-00-106-9-30-000	6148 Employee Benefits - Locally Defined	\$12.00
199-11-6147-00-106-0-30-000	6148 Employee Benefits - Locally Defined	\$39.00
199-11-6147-00-106-0-34-000	6148 Employee Benefits - Locally Defined	\$5.76
199-12-6147-00-106-0-30-000	6148 Employee Benefits - Locally Defined	\$6.00
6100 Subtotal:		\$400,531.36
6200 Professional and Contracted Services		
211-13-6239-00-106-9-30-000	6239 ESC Services	\$1,417.00
211-23-6239-00-106-9-30-999	6239 ESC Services	\$600.00
211-13-6291-00-106-9-30-000	6291 Consulting Services	\$3,000.00
6200 Subtotal:		\$5,017.00
6300 Supplies and Services		
211-13-6329-00-106-9-30-999	6329 Reading Materials	\$420.00
211-11-6399-00-106-9-30-170	6399 General Supplies	\$4,300.00
211-11-6399-00-106-9-30-999	6399 General Supplies	\$700.00
211-6399-00-106-9-30-066	6399 General Supplies	\$7,700.00
199-11-6399-16-106-0-24-004	6399 General Supplies	\$500.00
211-11-6399-00-106-9-30-000	6399 General Supplies	\$3,968.00
6300 Subtotal:		\$17,588.00
6400 Other Operating Costs		
211-13-6411-00-106-9-30-000	6411 Employee Travel	\$3,313.00
211-23-6411-00-106-9-30-000	6411 Employee Travel	\$3,000.00
211-61-6499-00-106-9-30-000	6499 Miscellaneous Operating Costs	\$250.00
6400 Subtotal:		\$6,563.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfredo Sepeda	Paraprofessional	SCE	1.00
Delia Reyes	Paraprofessional	SCE	1.00
Elizabeth Arnold	Teacher	Title I	1.00
Kathy Jones	Teacher/Dylexia	Title I	1.00
Laura Alcorcha	Paraprofessional	SCE	1.00
Laura Larralde	Paraprofessional	SCE	.50
Steven Quezada	Paraprofessional	SCE	1.00
Victor Reyes	Paraprofessional	SCE	1.00

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Yesenia Pardo	Principal
Standing -Scribe	Jan Reeves	Assistant Principal