

Nederland Independent School District

Hillcrest Elementary

2023-2024 Campus Improvement Plan



Mission Statement

The mission of the Hillcrest Elementary School is to have every student achieve at his/her maximum potential in an engaging, inspiring, and challenging learning environment.

Vision

Hillcrest Elementary School will develop life-long learners engaged in high-quality, real-world learning. Our teachers will facilitate learning where all students' individual needs are met in order to achieve success.

Value Statement

We Are Not Just a School, We Are FAMILY!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1) DEMOGRAPHICS - Students, Staff, School, District, Parents and Community - Who are we and how are we engaged?

STUDENTS

Enrollment - 700 students(*As of September 25, 2023*)

Hillcrest Elementary is a Title 1 campus in the Nederland Independent School District. Hillcrest Elementary is committed to high expectations for all students and provides an academically challenging program while offering a loving, nurturing environment that develops students' social and emotional needs as well. We make every effort to ensure that our social community is engaged in the shared belief that every student matters, every staff member matters, and every parent matters. We will continue to focus on maintaining a safe and orderly environment in our school, providing intervention and enrichment experiences for our children, and engaging them in academic learning that will prepare them to enter the best middle schools, high schools, and colleges of their choice.

Attendance

94.15% attendance rate recorded from the 2022-2023 TSDS PEIMS Summer Collection Report (93.3 in 2021-22)

Ethnicity

From the 2022 TAPR Report, Hillcrest has the following demographic breakdown:

A/A - 14.2%, Hispanic - 43.1%, White - 28.2%, American Indian - .2%, Asian - 10.6%, Pacific Islander - .2%, Two or More Races - 3.6%

Mobility/Stability

The mobility rate for Hillcrest is currently rated at 12.0% on the 2021-2022 Accountability Summary.

Special Programs

SPED - Hillcrest has 51 enrolled students with 18 referrals pending. This includes (3) EE, (1) KG with 5 referrals, (3) 1st with 1 referrals, (12) 2nd with 2 referrals, (11) 3rd with 1 referrals and (6) with (0) referrals 4th grade students and (14) 5th grade students with 0 referrals. (As of 9-26-23)

504--There are 20 total students. (10-4-23)

Speech-- Walk-Ins-5 (Being served at Helena Park), PK-6, GR K -6, GR 1-14, GR 2-14, GR 3-10, GR 4-5; GR 5-9 RTI Speech - 0 (9-25-23)

PEP - There are 15 students in the AM class. 1 qualified as SPED. There are 14 students in the PM class. 3 qualified under SPED. (9-25-23)

PK - There are 14 Students in Mrs. Torres' Bilingual morning class and 13 in her Bilingual afternoon class. (9-25-23)

RtI (Academic)--We have 27 students that are currently tier 2 or tier 3 for reading or math. (9-25-23)

RtI (Behavioral)--0 Total Students

As a campus, we will continue to use data from Renaissance360 for monitoring Math and Reading. Hillcrest GR 1-4 took the 2023 BOY Universal screener between August 21-September 8, 2023. GR K 2023 BOY Universal Screening was administered September 11-September 22, 2023. Pre-K students will use CLI Engage Circle Progress Monitoring with WAVE 1 August 21-September 22. GR K-2 will use mClass (Reading) and EasyCBM (Math) for progress monitoring. GR 3-4 will use EasyCBM for both Reading and Math.

The Distribution Report for Renaissance360 at the BOY 2023-2024 is as follows:

Kindergarten

Kindergarten took the Star Early Literacy Assessment which also includes numeracy. There were 99 students who tested. 43 students, or 43%, scored at or above the benchmark score. 13 students, or 13%, scored “on watch”. 18 students, or 18%, scored as “intervention”. 25 students, or 25%, scored as “urgent intervention”.

On Spanish Star Early Literacy, There were 27 students who tested. 13 students, or 48%, scored at or above the benchmark score. 6 students, or 22%, scored “on watch”. 7 students, or 26%, scored as “intervention”. 1 student, or 4%, scored as “urgent intervention”.

1st Grade - Reading

There were 99 students who took the Star Reading Assessment. 40 students, 40%, scored at or above the benchmark score. 21 students, 21%, scored as “on watch”. 18 students, 18%, scored in the “intervention” category. 20 students, 20%, fell in the “urgent intervention” category.

On the Spanish Star Reading Assessment, there were 5 students who tested. 2 students, 40%, scored at or above the benchmark score. 1 student, 20%, scored as “on watch”. 2 students, 40%, scored in the “intervention” category. 0 students, 0%, fell in the “urgent intervention” category.

1st Grade - Math

There were 82 students who took the Star Math Assessment. 57 students, 70%, scored at or above the benchmark score. 11 students, 13%, scored as “on watch”. 12 students, 15%, scored as “intervention”. In addition, 2 students, 2%, scored as “urgent intervention”.

On the Spanish Star Math Assessment, there were 0 students who tested.

2nd Grade - Reading

There were 60 students who took the Star Reading Assessment. 31 students, 52%, scored at or above the benchmark score. 6 students, 10%, scored as “on watch”. 8 students, 13% scored in the “intervention” category. 15 students, 25%, fell in the “urgent intervention” category.

On the Spanish Star Reading Assessment, there were 25 students who tested. 14 students, or 56%, scored at or above the benchmark score. 7 students, or 28%, scored “on watch”. 2 students, or 8%, scored “intervention”. 2 students, or 8%, scored as “urgent intervention”.

2nd Grade - Math

There were 65 students who took the Star Math Assessment. 35, or 54%, scored at or above the benchmark score. 14 students, 22%, scored as “on watch”. 10 students, 15%, scored as “intervention, and 6 students, 9% scored as “urgent intervention”.

On the Spanish Star Math Assessment, there were 6 students who tested. 2, or 33%, scored at or above the benchmark score. 2 students, 33%, scored as “on watch”. 1 student, 17%, scored as “intervention, and 1 student, 17% scored as “urgent intervention.”

3rd Grade - Reading

There were 118 students who took the Star Reading Assessment. 65, 55%, scored at or above the benchmark score. 21 students, 18%, scored as “on watch”. 9 students, 8%, scored at “intervention”. 23 students, 19%, scored as “urgent intervention” for reading.

On the Spanish Star Reading Assessment, there were 7 students who tested. 5 students, or 71%, scored at or above the benchmark score. 1 student, or 14%, scored “on watch”. 0 students, or 0%, scored as “intervention”. 1 students, or 14%, scored as “urgent intervention”.

3rd Grade - Math

There were 119 students who took the Star Math Assessment. 78 students, 66%, scored at or above the benchmark score. 20 students, 17%, score as “on watch”. 11 students, 9%, scored as “intervention”. 10 students, 8%, scored as “urgent intervention”.

On the Spanish Star Math Assessment, there were 7 students who tested. 4 students, or 57%, scored at or above the benchmark score. 1 student, 14%, scored as “on watch”. 0 students, 0%, scored as “intervention”. 2 students, 29%, scored as “urgent intervention”.

4th Grade - Reading

There were 99 students who took the Star Reading Assessment. 54 students, 55%, scored at or above the benchmark score. 16 students, 16%, scored as “on watch”. 11 students, 11%, scored at “intervention”. 18 students, 18%, scored as urgent intervention”.

On the Spanish Star Reading Assessment, there were 7 students who tested. 5 students, 71%, scored at or above the benchmark score. 0 students, 0%, scored as “on watch”. 2 students, 29%, scored at “intervention”. 0 students, 0%, scored as urgent intervention”.

4th Grade - Math

There were 99 students who took the Star Math Assessment. 74 students, 75%, scored at or above the benchmark score. 5 students, 5%, scored as “on watch”. 12 students, 12%, scored as “intervention”. 8 students, 8%, scored as “urgent intervention”.

On the Spanish Star Math Assessment, there were 2 students who tested. 0 students, 0%, scored at or above the benchmark score. 1 student, 50%, scored as “on watch”. 1 students, 50%, scored as “intervention”. 0 students, 0%, scored as “urgent intervention”.

5th Grade - Reading

There were 108 students who took the Star Reading Assessment. 52 students, 48%, scored at or above the benchmark score. 26 students, 24%, scored as “on watch”. 15 students, 14%, scored at “intervention”. 15 students, 14%, scored as urgent intervention”.

On the Spanish Star Reading Assessment, there were 22 students who tested. 16 students, 73%, scored at or above the benchmark score. 2 students, 9%, scored as “on watch”. 3 students, 14%, scored at “intervention”. 1 student, 5%, scored as urgent intervention”.

5th Grade - Math

There were 110 students who took the Star Math Assessment. 84 students, 76%, scored at or above the benchmark score. 9 students, 8%, scored as “on watch”. 8 students, 7%, scored as “intervention”. 9 students, 8%, scored as “urgent intervention”.

On the Spanish Star Math Assessment, there were 21 students who tested. 18 students, 86%, scored at or above the benchmark score. 3 students, 14%, scored as “on watch”. 0 students, 0%, scored as “intervention”. 0 students, 0%, scored as “urgent intervention”.

At-Risk

Hillcrest currently has 215 Students (44.3%) coded as At-Risk. Texas has thirteen at-risk indicators that a student may be considered to be labeled at risk.

Educationally Disadvantaged

Hillcrest is a Title I campus with 63.1% of its enrollment categorized as economically disadvantaged for the 2021-2022

Emergent Bilingual/Migrant

There are currently 192 active Emergent Bilingual (EB) students at Hillcrest Elementary. This number includes 12 recent immigrants from Japan, Colombia, Nicaragua, Mexico, Cuba, and India. There are five parent denial EB students, 3 Monitor-2 and 5 Monitor-3 status students. There are no migrant students enrolled at Hillcrest. Emergent Bilingual students receive service by two full-time ESL-certified teachers who meet with students for an appropriate amount of time either in the students' general education classroom or in a pull out program, depending on the need of each student. Their job includes serving the students who have a classroom teacher who is not bilingual or ESL certified. In addition, they manage the data, hold LPAC trainings and meetings, and conduct/manage TELPAS for all EB and denial students each spring. They work with bilingual students who are very low academically, new immigrants, and RTI students. The ESL teachers coordinate instruction with use of the classroom teachers' input, lesson plans, ELPS standards, and TELPAS data to meet student needs for English acquisition in the domains of listening, speaking, reading and writing. Eleven classroom teachers are ESL certified and five bilingual certified teachers currently at Hillcrest.

Gifted/Talented

There are 32 identified Gifted and Talented students at Hillcrest for the 2023-2024 school year. There are 6 in first grade, 7 in second grade, 6 in third grade, 7 in fourth grade and 6 in fifth grade.

SCHOOL AND STAFF

Hillcrest is one of four elementary campuses within the Nederland Independent School District and one of eight total campuses.

We have one principal, one assistant principal, 1.5 counselors, one nurse, one secretary and one paraprofessional in the front office.

We have one SPED Certified, PEP teacher and a certified paraprofessional for Pre-Kindergarten. We also have 1 certified bilingual teacher and 1 paraprofessional in Pre-Kindergarten.

We have 5 Kindergarten teachers (2 bilingual), Six 1st grade teachers (2 bilingual), Six 2nd grade teachers (2 bilingual), Six 3rd grade teachers (1 bilingual), Five 4th grade teachers (1 bilingual) and Five 5th grade teachers (1 bilingual.)

We have two PE coaches, one music teacher, one dyslexia teacher, two interventionists, and one Librarian.

We have one full-time speech pathologist and also contract another speech pathologist. There is one diagnostician and ARD clerk.

We have one paraprofessional in the computer lab.

We have 3 Special Education teachers that are (1 does Inclusion/Resource, 1 does Resource and 1 does Inclusion only) and 3 paraprofessionals that are resource and inclusion.

We have 1 Bilingual Paraprofessional

We have 2 extra help personnel that help with our growing bilingual population (1 in Sped and 1 paid by local funds)

We have 2 extra help personnel that are also for inclusion and personal care services for students.

Staff Support Structures

All teachers new to Hillcrest are assigned mentor teachers. Administration personnel support our school by attending school functions and providing resources.

Hillcrest has traditional self-contained classrooms in GR K-2 (and 1 3rd graded teacher) and team teaching for Reading and Math in Grades 3 -5(ELAR/Social Studies and Math/Science). The continuum of service ranges from PEP through GR 5 with resources available for identified students. Multiple teachers have added ESL certification to assist with our growing ESL population.

Teacher Certification/Qualification Data

We have two teachers teaching outside their certification (both are bilingual teachers and are certified teachers, just not bilingual certified.)

Paraprofessional and Other Staff Qualifications

Paraprofessionals participate in NISD training and receive certification through Region 5.

Professional Staff: 46, 88.5%

Teachers: 40, 77%

Professional Support: 4, 7.7%

Campus Administrator (School Leadership): 2, 3.8%

Educational Aides: 6, 11.5%

Teachers by Highest Degree Held:

No Degree: 0.0%

Bachelors: 92.5%

Masters: 7.5%

Doctorate: 0%

Teachers by Years of Experience:

Beginning Teachers: 11.1%

1-5 Years: 16.7%

6-10 Years: 11%

11-20 Years: 19.9%

20-30 Years' 8 %

Over 30 Years' 5%

Number of Students per Teacher (22-23): Kindergarten 14.8, 1st Grade 21.2, 2nd Grade - 16.6, 3rd Grade - 21.7, 4th Grade - 21.3

DISTRICT

From the 2021-22 PEIMS report, Nederland ISD is located in Region 5. There are 8 campuses within the district and hold a district accountability rating of A. There are a total of 5,200 students with 8.4% African American, 28.9% Hispanic, 52.0% White, 7.1% Asian, .2% American Indian, .1% Pacific Islander and 3.00% two or more. The district overall has 45.8% classified as economically disadvantaged, 7.7% LEP, 12.9 special education, 10.6% Bilingual/ESL.

Nederland ISD superintendent, Stuart Kieschnick, and Assistant Superintendents, Dr. Steven Beagle, and Bill Jardell are are lead administration for 2022-23

school year.

The Vision of Nederland Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. The Mission of Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

Funding

Hillcrest is a Title I campus with 63.1% of its enrollment categorized as economically disadvantaged for this 2021-22.

Title 1 funds are used for the following four teachers: Kiana Stirman, Jenny Brown, Julissa Pham, Nicole Gary.

Local funds pay for the salary for our interventionist.

We have \$4000 in tutoring money from Bilingual Education Allotment (Bilingual extra help)

Stacey Odom salary is 100% from State Comp Ed funding, computer aide, and is focused on technology integration with students.

Terra Louvier salary is 100% from State Comp Ed funding, and is the supplemental campus dyslexia teacher for the campus.

General Fund Special Education PIC 23 (199)

The following employees are paid from the General Special Education Fund PIC 23 (199): Lacy Bailleaux, Lisa Judice, Jennifer Calzontzin, Patti Talley (50/50), Jennifer Redlich, Selena Harris, Emma Fournier, Kim Nguyen, Krystal Tallant, Olga Garza.

Fund 224

The following employee is paid from the Fund 224: Jamie O'Quinn, Lisa Johnson, Norma Gomez, Emma Fournier.

PARENTS

PTA is a huge part of Hillcrest successful reputation and students overall engagement. Parents are encouraged to join PTA to support classroom teachers and students. PTA Members assist with school needs such as but not limited to: Grade 4 End of Year Party, Book Fair, Teacher Appreciation Week, Fundraisers,

PTA Reflections, Character Counts and Drug Free Red Ribbon Parade, Picture Day, AR Parties.

COMMUNITY

Hillcrest receives numerous donations from community businesses and members that help to fund activities and provide students and staff with an engaging environment. Hillcrest encourages involvement of community members, including but not limited: Office Depot, Casa Ole', Farmers Insurance, Junior Achievement, First Baptist Church (Nederland), Sonic, Rao's Bakery, Chick-Fil-A, Kreative Kamera, Jessica Darder, Homestead Mortgage, Five Point Credit Union, NHS Peer Tutors, Nederland Education Foundation, Kona Ice, H.E.B., Sombreros.

Demographics Strengths

1. Hillcrest employs talented, experienced teachers.
2. Hillcrest has the most diversity of any campus in the district.
3. Hillcrest hosts the bilingual program for the elementary schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With our Spanish-speaking population growing so rapidly, we are in need of a Spanish Special Education Teacher as well as a Spanish Dyslexia teacher. We also are in need of an extra bilingual teacher at each grade level. Also, we have 2 bilingual teacher that is uncertified. **Root Cause:** With an influx of Spanish speakers coming to Nederland ISD (Hillcrest is the bilingual school), students are coming with special needs situations. We went from 1 to 2 bilingual teachers in PK, Kindergarten, 1st Grade and 2nd Grade.

Problem Statement 2: Attendance is lower than it needs to be. **Root Cause:** Covid has really hurt our school community.

Student Learning

Student Learning Summary

STUDENT LEARNING - Formative, Summative and Diagnostic - How are your students doing?

All student achievement data has been entered into Eduphoria for ease of retrieval. As needed, it is disaggregated and utilized in planning for the individual educational needs of our students.

GRADING POLICY

Nederland ISD's Grading Policy was adopted in 2018 and updated September 20, 2021. It can be located on the district's web page.

Hillcrest will follow the district's grading policies for students. Monitoring of the academic progress and feedback to students and parents is essential to foster student success. Our goal is to communicate a fair and accurate indication of the level of mastery of the subject by the student. To accomplish this goal, the district has well established grading standards, procedures, and policies. Evaluation should be planned to include a proper balance of formal and informal measures.

Grading for all courses will follow the Nederland ISD grading policy. The district combined ELA and Reading courses in elementary to a single grade for students.

FORMATIVE ASSESSMENTS

Formative assessments will be derived from a pool of daily work, homework, classroom discussions and observations, group work or projects, quizzes, anecdotal records and/or portfolios based on the student's grade level, teacher and needs.

SUMMATIVE ASSESSMENTS

District Checkpoints and Assessments

Student performance on local District Checkpoint Assessments are usually lower than the students' report card grades and state assessments. Achievement rates of Special Education students are significantly below non-Special Education students' scores. Individual education plans for Special Education students are followed. Administration ensures that Sp. Ed. teachers and staff receive professional development to address student needs. Achievement rates of 504 students and students in other special programs are comparable to all other students. Inclusion, small group instruction, supplemental aids, and individualized

accommodations are implemented to support their needs. Reteaching of students is provided by individual teachers for absentee students as needed. Research-based professional development is provided to teachers and staff.

Standardized/Norm-Referenced/Criterion Referenced Tests and Measures

Individual student needs are identified through: Reinassance360, STAAR (GR 3-5), ITBS (K-2), CoGAT (GR K-3), Lexia, Topic Tests, Unit Assessments, and District Assessment Checkpoints GR 2-5 (M) (R). Data is collected and systematically monitored. Progress monitoring tools, computer programs, support staff, and campus leadership help ensure that individual needs are met. Accelerated instruction is addressed through tutoring, Pump It Up Time, CAMP, Inclusion, peer tutors, extra-help personnel, and computer programs.

Graded assessments consist of assessments provided through the state adopted curriculum. Assessments will be given in Math GR K-5 (Pearson Topic Tests), ELAR GR 2-5 (TEKS Resource System, HMH, NISD Literacy Module and Supplemental Resources), and ELAR GR K-1 (HMH with NISD literacy Module, Unit Assessments). Eduphoria is used to breakdown data for ALL assessments for GR 2-5 in both areas of Math and ELAR.

Hillcrest conducts two practice STAAR Released Tests to measure all students' progress and game plan for INTERVENTION weeks prior to the actual testing day in Math and Reading. The INTERVENTION gives GR 3 -5 the opportunity to focus on TEKS Clusters our students performed the lowest on for the practice STAAR Released Test(s).

TEKS objectives are posted for all grade levels for Math and ELAR in each classroom. Students monitor and track their own progress throughout the year in their data folders as well as having individual growth meetings with teachers. This makes expectations more individualized.

STAAR - If students did score Accomplished or better on STAAR for the last academic school year, the TEA requires a BOY diagnostic screener to help address student's learning gaps. If students didn't meet state requirements for one or more learning areas, each student is required to attend 30 hours of accelerated learning per subject area.

Texas Education Agency Accountability System

Hillcrest Accountability Rating for 2021-2022: A Campus

2022 3rd Grade STAAR, the following scores for all grades show the percentage at

Approaches Grade Level Standard or above:

Reading: 84%

Math: 83%

20221 4th Grade STAAR, the following scores for all grades show the percentage at

Approaches Grade Level Standard or above:

Reading: 86%

Math: 84%

ACCELERATED LEARNING

Students who did not meet the STAAR goals for GR 3 Math and GR 3 Reading from last school year will participate in an additional 30 instructional hours of small group tutoring sessions to meet the requirement of House Bill 4545.

DIAGNOSTIC

Diagnostic assessments will be monitored, used to collect data and to make decisions on student's learning and needs. Diagnostic assessment tools can include TEA GR 4 Diagnostic Test, EasyCBM, universal from Star Early Literacy and numeracy and Renaissance360, I-Station, Dyslexia Screener and Reading Readiness Assessment. Kindergarten through first grade will use Mclass and Easy CBM for progress monitoring.

RtI

We are continuing to provide intervention for our current RTI students. Two interventionists have been hired to provide additional pull out time for RTI or any student whose data indicated they were deficient in skills.

We continue to implement a strong RtI program to track and disaggregate data to help drive our instruction. Regularly scheduled RtI meetings help to monitor student progress and address additional needs. Teachers identify students by using multiple data sets, including analyzing Renaissance360 and refer those in need of intervention.

Student Learning Strengths

We did an exceptional job again in the Growth Category but increased tremendously in Academic Achievement

From STAAR 2022-2023 (Academic Achievement)

	3rd Grade				4th Grade			
	Math		Reading		Math		Reading	
	2022	2023	2022	2023	2022	2023	2022	2023
Approaches	83%	86%	84%	86%	84%	86%	86%	89%
Meets	50%	53%	65%	56%	57%	55%	65%	52%
Masters	25%	18%	34%	24%	31%	20%	28%	24%

From STAAR 2022-2023 (Growth Scores)

	2022	2023
Math	86	TBD
Reading	86	TBD
All Subjects	86	TBD

Chart for Growth Scores

- A - 82+
- B - 75-81
- C - 69-74
- D - 64-68

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We need to focus on Science even more this year. **Root Cause:** We moved 5th grade to the elementary schools this year in NISD.

School Processes & Programs

School Processes & Programs Summary

(3) SCHOOL PROCESSES AND PROGRAMS - Instructional, Curricular, Personnel, Organization and Administrative - What are our programs and processes?

INSTRUCTIONAL

Technology Programs

All teachers have Boxlight digital displays, document cameras, student iPads/laptops, desktop computer to enhance student learning. Hillcrest has one computer labs with network access.

Numerous programs are utilized for instruction and intervention: Lexia, Progress Learning, Lead4Ward, HMH, RGR, Discovery Education, Learning.com, Renaissance-STAR Reading and Math, Texas Studies Weekly, EasyCBM, SeeSaw, Flocabulary, Stemsscopes, Teachermade and Nearpod.

Students are assessed through Learning.com to ensure they are developing skills as needed to meet technology requirements through TEKS.

Implementation of #greatesttechs to promote responsibility of digital citizenship. Implementation of Design Qualities and S (Substitution) A (Augmentation) M (Modification) R (Redefinition) Model from Schlechty Center to support 1:1 technology integration.

Hillcrest faculty and staff are open to and interested in learning new technology through professional development as it becomes available. Ex. Texas Computer Education Association Conference, Elementary Technology Conference.

Instructional Design/Delivery and High Yield Strategies

Hillcrest began implementing Really Great Reading Phonics Program in the 2021-2022 school year.

We are utilizing a team teaching approach in third/fourth/fifth grade for ELAR/Social Studies and Math/Science. Hillcrest's goal is student-centered learning

with differentiated instruction that can meet the needs of all learners.

Collaborative Horizontal and Vertical Team Alignment

TheLead4Ward Team feels strongly that vertical alignment is needed on campus and horizontal alignment is needed for the district. Planning days with other elementary schools have been implemented to share curriculum ideas and strategies to increase student achievement.

Push-In and Pull-Out Programs

RtI

The RtI process is used to determine and provide appropriate interventions for students as well as monitor progress. The Home Language Survey and incoming student records are closely monitored when enrolling students to verify if they are currently LEP or should be tested for language proficiency. This data will determine the students' possible qualification for recommendation of services by the Language Proficiency Assessment Committee.

RtI Individualized/Differentiated Strategies and Processes

Identification of individualized strategies has increased through the RTI process. Data collection/disaggregation is used to identify learning strategies and provide more effective intervention. Differentiated instruction is necessary to address all learning styles as we use traditional methods combined with more collaborative and inquiry-based learning strategies. Multi-sensory learning is seen in all classrooms across campus (formative assessments--thumbs up/down, exit tickets, white boards, and use of technology). Instruction is student-centered to ensure all students are highly engaged. Students are progressed monitored through the Renaissance Program online and also by the EasyCBM.

CAMP

CAMP (two separate rooms), consisting of a 3 special education teachers, 3 special education para-professional and extra-help, helps to implement a push-in program to assist all students in GR K-5 in the areas of Math and ELAR. We are utilizing additional paraprofessionals and extra-help personnel to provide push-in as well as pull-out assistance for GR K-5 during Pump It Up Time. This will help to provide additional time for interventions throughout the school day in core areas such as Math and ELAR.

Accelerated Learning

According to HB 4545, any student who does not meet the state standard on the STAAR assessment taken the previous academic school year, will attend 30 hours per subject area of accelerated learning in a small group setting. The district will train specific faculty to administer this intense tutoring and will maintain attendance logs. Parent meetings were to notify them of the amount of instruction.

Intervention and Enrichment

Intervention and enrichment time will be scheduled regularly for students to best meet their academic needs. During these times, students can engage in assigned group activities, project learning activities, small group instruction and digital platforms. We have a math and reading interventionist to help with intervention.

Dyslexia

Hillcrest has one dyslexia teacher (Terra Louvier) who screens students and provides intervention in a pull out program.

Speech

Hillcrest has one speech pathologist.

CURRICULAR

Standards-Based Curriculum

Nederland Independent School District has implemented TEKS Resource Management System (TRS) for its curriculum provider. The TEKS Resource Management System (TRS) provides the Year at a Glance (YAG) as the scope and sequence; Instructional Focus Document (IFD) to help teachers see the depth to which a student expectation should be taught; and the Vertical Alignment Document (VAD) which allows teachers to see what has been taught prior to their grade level and what comes after their grade level. Academic Vocabulary is also identified for teachers to help students acquire the necessary information. An additional feature in the (TRS) is the area where students routinely have misconceptions of the content, thus allowing teachers to target those areas.

Services and Activities Provided from Title I Funds

Title I funds are spent on research-based math programs and strategies, research-based reading programs and strategies, professional development, research-based writing programs and strategies, research-based individualized instruction, computer-aided instruction, extended-learning opportunities, parental involvement strategies, supplemental instructional staff and supplemental tutorials before, during and after school hours. Also, four teachers are funded from Title 1 funds.

RELATED SERVICES

These services (Occupational Therapy, Physical Therapy, Counseling, Speech Therapy, etc.) are scheduled by the provider and are scheduled to limit loss of

instructional minutes.

SCHOOL ATTENDANCE

All students who attend Hillcrest Elementary are expected to follow all state and local guidelines on attendance.

PERSONNEL

Staff Effectiveness in Relation to Student Achievement

Nederland Independent School District uses T-TESS for teacher appraisals. Administration utilizes Quality Alignment Data Walks to ensure teachers are on track and our students are actively engaged.

Professional Development

Teachers are continually participating in professional development activities to stay abreast of current standards and practices. Hillcrest Elementary teachers will work to expand engaging experiences that promote higher order thinking skills.

Hillcrest will participate in Staff Development designed to focus on the following campus needs: Really Great Reading Phonics Program, Through the Eye of a Special Education Attorney: The Most Common (and Preventable) Mistakes Made at the Campus Level, Project Based Learning, Inclusion, Response to Intervention (Academic/Behavior) with Dr. Ogonosky, Lead4Ward-Rigor-Engagement, Balanced Literacy, Leading Learning-Planning Instruction-Intervention and Process, LeadExcel by John Wink, Action Coaching, RTI Academic / Behavior, Reagan Tunstall Guided Math, Higher Order Thinking Skills (H.O.T.S.), Differentiation, Get Your Teach On Conference, etc.

Handle With Care (HWC)

Handle with Care specializes in safely managing behaviorally challenged and disruptive behavior. Handle with Care's training model is considered the "standard of best practices" in behavior management and safe physical intervention. Hillcrest has one certified instructor who is also the Assistant Principal. The campus has a core team of teachers and staff that receive re-certification annually to assist the campus if a behavior need arises.

ORGANIZATIONAL

Parent-Teacher Conferences

Specific days are set aside to be early release to allow teachers and staff the opportunity to provide parents a one-to-one time to conference for academic and behavior needs. All teachers are expected to make contact with a parent or guardian and communicate either in person or by phone.

Pump it Up Time

All grade levels have a built in 30 minute time allotted to receive services through response to intervention, tutoring, etc. to enhance students on-campus learning.

Committees

Campus Communication Committee, Grade Level Meetings, Campus Lead4Ward Team, CPOC, Faculty meetings, Email(s) from Principal, GroupMe, and Social Media (Facebook/Dojo), are all utilized to communicate within Hillcrest faculty and staff. We will work to create more vertical communication in regards to students and curriculum to ensure student success. Hillcrest expectations include a safe environment for faculty and students and increased student growth in academics.

Master Schedule

Master schedule was created by starting with special programs and building outwards (ESL, Speech, RtI, PT, and OT) to ensure maximum use of all instructional minutes and decrease transition time. Each grade level has an Pump it Up Time block to ensure instructional minutes are targeted to our learners needs. The master schedule was adjusted to allow for more instructional minutes during core instruction.

ADMINISTRATIVE

Decision-Making Process

All grade level teachers and additional faculty are making 100% of decisions with principal approval. Hillcrest is working toward a Balanced Literacy-Guided Reading instruction across all grade levels. The administrator is responsible for reviewing teacher lesson plans and noting that TEKS and objectives are stated on plans for the day. Activities on the plans may include traditional pencil/paper activities, as well as, student based activities. Classrooms are moving toward more student-centered instruction to meet the needs of all learners.

Quality Data Walks

All administrative staff participate in classroom walk-throughs on each campus once a month. This provides an opportunity for all staff to observe and collect data that is more unified across the district. It provides administrative staff with the opportunity to respond to what they observed provide specific feedback and to collect ideas for their own campus.

PARENT, FAMILY ENGAGEMENT

See Addendum for PARENT INVOLVEMENT POLICY AND COMPACT

Parents are encouraged to attend and participate in activities: Parent Meetings, Open House, Intramural Sporting Events: Milers Club, Volleyball, Kickball, Track Meet, Thanksgiving Meal, Grade Level Programs, Class Projects, , Grandparents' Day, Veterans Day (U. S. Flag), Junior Achievement Financial Literacy, Beaumont Art Museum, Beaumont Children's Museum, Nederland Fire Department, Rotary Club Dinner, Hillcrest Night at Bulldog Stadium, Nederland High School Theatre and Art Department, Constitution Day- Field Trips (NASA, Old McDonald's Farm, Houston Zoo, Berryland Farms).

Due to the changes in the community's demographics and the local economy and family dynamics, we are continually striving to increase parental involvement on campus. Hillcrest has a multicultural student population. Home Language Surveys verify students' languages spoken in these homes.

Hillcrest expects parents to be team players in their child's education, working with teachers to increase student growth in all areas. Many staff members are available to translate verbal communications when necessary. Several computer programs are also available for translation of written communications.

These partnerships are recruited by the principal, teachers, and parents of Hillcrest. There is also an established CPOC composed of parents and community

members to support Hillcrest's goals. Parents and community members can be heard through the following practices: Open-Door Policy of the Principal, No Bullying TIP OFF, Hillcrest PTA, and Teacher Conferences: Three Days in November after first distribution of Report Cards.

School Processes & Programs Strengths

1. The RTI program at Hillcrest is definitely a strength.
2. The bilingual program is successful.
3. CAMP is a great aspect of Hillcrest.
4. We are on year 8 of our House System (PBIS)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A big need for more bilingual teachers, and specifically SPED and Dyslexia. We had to add bilingual sections in PK, Kindergarten and First Grade this year.

Root Cause: Huge influx of Spanish-speaking students.

Problem Statement 2: Starting this year, we will be in need of more infrastructure for our school (another curriculum coordinator, another full-time counselor, attendance clerk, counselor secretary, bilingual coordinator, etc...) **Root Cause:** Going from 600 students to 720 when 5th grade came to elementary school, we need this extra infrastructure of personnel to help the school run properly and keep our scores up. Hillcrest will then have more students than Middle Schools.

Perceptions

Perceptions Summary

1. Does the campus focus on an authentic home/school connection to educate and engage parents in understanding how to support their children?

As a Title I campus, Hillcrest attempts to create the home/school connection. The efforts have not been very successful with the families of economically disadvantaged students or English language learners but are getting better. Open House/Back2school Bash has continued to draw large numbers and has improved relationships with all stakeholders.

2. What are teachers' expectations for parental involvement?

Parents are expected to support the campus instructional program and assist their child in achieving its goals. This includes letting the faculty and staff know of issues that might affect the learning process.

3. How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc?

Hillcrest utilizes a campus Facebook page, Blackboard Connect, Class Dojo, and, our digital sign to get information to our stakeholders. Newsletters are sent home periodically to help inform parents of current events.

4. Do parents and community members participate in the site-based planning committee? How are they selected?

Two parents, two community members, and two business representatives are part of the Hillcrest Campus Performance Objectives Council. Per Administrative Regulation CUR-30, candidates for these six positions are nominated and selected in a collaboration between the CPOC and principal.

5. Does the campus or district structure make it easy for parents and the community to be heard and be part of solutions to identified problems?

The NISD Board of Trustees' meetings, campus CPOC, campus PTA, booster clubs and various ad hoc committees allow ample opportunities for parents and community members to collaborate in the decision-making process. A parent survey is sent home each Spring in English/Spanish to gain input from stakeholders.

6. Parent and Community Engagement Parent and Community Engagement Summary

Parents are encouraged to attend and participate in activities such as but not limited to:

Parent Meetings

Open House

Intramural Sporting Events: Milers Club, Volleyball, Kickball, Track Meet

Field Day

Thanksgiving Meal

Grade Level Programs

Wax Museum

Grandparents' Day

Veterans Day (Human Flag)

Hillcrest Night at Bulldog Stadium

Nederland High School Theatre and Art Department

Field Trips (NASA, Old McDonald's Farm, Berryland Farms, Gator Country, Whimsical, Nutcracker, etc...)

Parents are encouraged to join PTA to support classroom teachers and students

PTA Members assist with school needs such as but not limited to:

Grade 4 End of Year Party

Book Fair

Kindergarten Round-up

Teacher Appreciation Week

PTA Reflections

Drug Free Red Ribbon Parade

ESL/Bilingual Meetings

Hillcrest encourages involvement of community members, including but not limited:

Rao's Bakery

Chick-Fil-A

Kreative Kamera, Jessica Darder

Former Hillcrest Graduating Seniors "Final Walk"

5Point Credit Union

H.E.B.

John Nguyen and Associates

Louvier Engraving

Tip Top Nails

John Burton Insurance

The Phelan Group

Live Oak Memorial

Elite Nails

The Schooner

Kane's Chicken

Texas Road House

Perceptions Strengths

Hillcrest communicate via Facebook/Class Dojo.

Information sent home are in most instances sent in Spanish and English.

Hillcrest has a 1.5 full-time counselors to support our students.

It is important for our campus to reinforce positive behaviors and equip students with strategies to address inappropriate behavior.

Implementation of Capturing Kids Hearts

We have an armed security guard until an SRO can be hired by NPD

Implementation of PBIS at Level 1 (CKH, RtI Behavior, House System)

Ensures proper safety drills and implementation of all Emergency Operations

Priority Problem Statements

Goals

Revised/Approved: November 9, 2023

Goal 1: Hillcrest Elementary will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3)

Performance Objective 1: By June, 2023, all Hillcrest Elementary will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2023 Reading Assessment will be at a minimum of 62% meeting grade level in all student population groups.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. Strategy's Expected Result/Impact: Increased student growth in reading Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the school to increase performance for all students with differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). (SP)</p> <p>Strategy's Expected Result/Impact: Increased student growth in reading</p> <p>Staff Responsible for Monitoring: Campus Administration Interventionists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Progress Learning, iRead, Really Great Reading, My Virtual Reading Coach, and Waterford.</p> <p>Strategy's Expected Result/Impact: Increased student growth in reading</p> <p>Staff Responsible for Monitoring: Campus Administration Interventionists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient. A bilingual paraprofessional is employed at Hillcrest for our ever-increasing EB population. An extra-help aide will be hired with Title III funds to help with the growing number of EB/Bilingual students. Tutoring will also be provided for EB students in need and will be funded by Title III funds.</p> <p>Strategy's Expected Result/Impact: Increase in student growth in reading</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure master schedule reflects built-in intervention (Pump It Up Time) during the school day.</p> <p>Strategy's Expected Result/Impact: Student growth in reading</p> <p>Staff Responsible for Monitoring: Campus Administration Interventionist Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
Strategy 6: Oversee Dyslexia Program, monitor testing timelines, assess students during the identification process, and ensures our teachers are trained in current dyslexia practices.. Strategy's Expected Result/Impact: Earlier identification of students with dyslexia Increase of student growth in reading Staff Responsible for Monitoring: Campus Administration Dyslexia Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to monitor, adjust and improve on the implementation of the K-2 Literacy Program. Strategy's Expected Result/Impact: Increased student growth in reading Staff Responsible for Monitoring: Elementary Curriculum Coordinator Campus Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 8 Details		Formative Reviews		
Strategy 8: Continue training any PreK - 3rd grade teachers, Elementary Special Education teachers, Elementary ESL teachers, Interventionist, Elementary Dyslexia teachers, and 4th-5th Grade ELAR teachers in the Reading Academy coursework that have not completed it. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: Elementary Coordinator Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Nov	Feb	June
Strategy 9 Details		Formative Reviews		
Strategy 9: Continue offering opportunities for all Elementary Teachers to become ESL Certified. Strategy's Expected Result/Impact: Increase student growth in reading for our EB students Support EB students through the ELPs Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative		
		Nov	Feb	June

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue to train all K-3 teachers in Really Great Reading phonics instruction. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: Elementary Curriculum Coordinator Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Ensure Interventionist work with our RtI and HB4545 students in a small group setting to build reading skills and close learning gaps. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: Campus Administration Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 12 Details	Formative Reviews		
Strategy 12: Continue providing STAAR 2.0 Redesign training for all 3rd - 5th grade ELAR teachers to help teachers to understand the new item types and how to support our students in reading. Staff Responsible for Monitoring: Campus Administration Interventionist Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Administer the mCLASS assessment to all K-2nd grade students. Strategy's Expected Result/Impact: Increase student growth in reading Identify students struggling with specific reading skills Identify students who may show indicators of dyslexia Staff Responsible for Monitoring: Campus Administration Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 14 Details	Formative Reviews		
Strategy 14: Use data from CLI, mCLASS, Renaissance STAR Reading, Lexia, and MVRC (My Virtual Reading Coach) to drive instruction for students to close reading gaps. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
Strategy 15: Utilize inclusion for sped students to provide access to the general education setting with support and maximize time spent in the least restrictive environment. Implement timely interventions for all students in the sped program. Strategy's Expected Result/Impact: Student Achievement Individual technology usage reports Progress reports, Report cards Staff Responsible for Monitoring: Campus Administration Teachers Support Staff Sped Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 16 Details	Formative Reviews		
Strategy 16: Raise attendance to help with student progress. Strategy's Expected Result/Impact: Better scores on STAAR, Star Ren. as well as report cards/daily work. Staff Responsible for Monitoring: Campus Administration Teachers Attendance Clerk Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 17 Details	Formative Reviews		
Strategy 17: Utilize Dvorak Typing Program in the computer lab to help students to become better typers in order to be more successful on STAAR 2.0. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 18 Details	Formative Reviews		
Strategy 18: Use data from writing samples collected at the beginning, middle, and end of the year to improve performance on constructed responses across the curriculum. Strategy's Expected Result/Impact: Increase growth in expressing comprehension and critical thinking in response to reading Staff Responsible for Monitoring: Teachers, Principals, Curriculum Coordinators, and Asst. Superintendent for Curriculum and Instruction Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Hillcrest Elementary will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3)

Performance Objective 1: By June 2024, all elementary campuses in NISD will meet performance objective targets as outline in the Campus Improvement Plans. Administration will support this attainment with the strategies outline in the District Improvement Plan. STAAR results in June 2024 Math Assessment will be at a minimum of 62% meeting grade level in all student population groups

HB3 Goal
Evaluation Data Sources: STAAR Data and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Campus Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase overall student progress by focusing on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction. Teachers will be included in the development of instruction and assessments. (PLC) (SP)</p> <p>Strategy's Expected Result/Impact: Increased student growth in math</p> <p>Staff Responsible for Monitoring: Campus Administration Interventionists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate technology enriched curriculum with individualized math programs that are aligned with STAAR such as Progress Learning.</p> <p>Strategy's Expected Result/Impact: Increased student growth in math</p> <p>Staff Responsible for Monitoring: Campus Administration Interventionists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure master schedule reflects built-in intervention time (Pump-it-up-Time) during the school day. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Campus Administration Interventionist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure Interventionist as well as other teachers work with our RtI and HB4545 students in a small group setting to build math skills and close learning gaps. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Campus Administration Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Continue to provide STAAR 2.0 training for all 3rd - 5th grade Math teachers to help teachers to understand the new item types and how to support our students in math. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Campus Administration Interventionist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Continue offering opportunities for all Elementary Teachers to become ESL Certified. Strategy's Expected Result/Impact: Increase student growth in reading for our EB students Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Use data from local tests, district benchmarks, TFAR, Renaissance STAR Math, and Progress Learning to drive instruction for students to close math gaps. Strategy's Expected Result/Impact: Increase student growth in math Staff Responsible for Monitoring: Campus Administration Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Raise attendance to help with student progress. Strategy's Expected Result/Impact: Better scores on STAAR, Star Ren. as well as report cards/daily work. Staff Responsible for Monitoring: Campus Administration Teachers Attendance Clerk Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 3: Hillcrest Elementary will seek continuous student performance improvement by focusing on College, Career, and Military Readiness.

Performance Objective 1: Hillcrest Elementary will increase opportunities for students to achieve college and career readiness by ensuring K-9th grade students show a minimum of one year's growth in reading and math.

High Priority

HB3 Goal





Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Hillcrest Elementary will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2023 following HB4545 guidelines. Strategy's Expected Result/Impact: Increased Scores on 23 TAPR Report Staff Responsible for Monitoring: Campus Administration Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase conversations with students about college as well as trades as long time jobs. Hillcrest will participate in College Day (Wear College shirts) on progress report days.	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Progress Learning for reading and math for Kindergarten-5th grade students for learning recovery and interventions. Strategy's Expected Result/Impact: Increased growth on universal screening reports. Improved six week grades. Reduced failure rates Staff Responsible for Monitoring: Principal, Counselors, Teachers, Curriculum Coordinators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Response to Intervention (RtI) with fidelity including an emphasis on Progress Monitoring. Strategy's Expected Result/Impact: Student Growth: Increased student performance on universal screenings; Walk Through Data; Staff Responsible for Monitoring: Principals, Teachers, State and Federal Programs Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
Strategy 5 Details	Formative Reviews		
Strategy 5: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experience teachers receive updates on additional components of the TEKS Resource System Strategy's Expected Result/Impact: Increased Student Growth Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		

Strategy 6 Details		Formative Reviews		
Strategy 6: District staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, SIOP, TEKS Resource System, RTI, Higher Order Thinking Skills (H.O.T.S), differentiation, data analysis, and research-based instructional strategies and activities. (SP) (DG) Strategy's Expected Result/Impact: Student Achievement Results, Agendas, Sign-in sheets Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Nov	Feb	June
		N/A		
Strategy 7 Details		Formative Reviews		
Strategy 7: Increase overall student progress by focus on data driven instruction (AWARE) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools through differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). (SP) (DG) Strategy's Expected Result/Impact: Development of Check Points, Data Analysis by teachers and Administration Functioning PLCs, Intentional planning from the data, Increased Student Growth Staff Responsible for Monitoring: Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Nov	Feb	June
		N/A		

Strategy 8 Details		Formative Reviews		
Strategy 8: Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS). Conduct review of usage of online programs to ensure fidelity and efficacy of the results. (DG) Strategy's Expected Result/Impact: Review pre and post assessment data, Increase Student Growth Staff Responsible for Monitoring: Assistant Superintendent for C&I, Director of Technology, Technology Specialist, Administrators, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Nov	Feb	June
		N/A		
Strategy 9 Details		Formative Reviews		
Strategy 9: The district will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, STAR (Renaissance Learning), Lexia, TEKS Resource System, Progress Learning, Edgenuity, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities. (DG) Strategy's Expected Result/Impact: Increase student growth Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		
		Nov	Feb	June
		N/A		

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide supplemental instruction/support and timely interventions for students who are Emergent Bilingual. Sheltered Instruction training for teachers of all content areas, differentiated professional development, regarding best practices for English language acquisition education. Strategy's Expected Result/Impact: Increase in student growth Staff Responsible for Monitoring: State and Federal Program Coordinator, Teachers, Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
Strategy 11 Details	Formative Reviews		
Strategy 11: Provide staff in the Special Education program training on supplemental instruction/support/interventions and behavior interventions. Strategy's Expected Result/Impact: Increase achievement growth for students with special needs; increase graduation rates for past year Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			





Goal 3: Hillcrest Elementary will seek continuous student performance improvement by focusing on College, Career, and Military Readiness.

Performance Objective 2: Nederland ISD will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2023 following HB4545 guidelines as revised by SB1416.

High Priority

Evaluation Data Sources: tutoring logs
progress monitoring
completed accelerated instruction plan
2023 STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Accelerated Instruction opportunities throughout the Fall and Spring Semesters. Strategy's Expected Result/Impact: Improved performance of STAAR Assessments Improved student achievement Enhance growth opportunities for students Staff Responsible for Monitoring: Campus Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor student progress in the Accelerated Instruction setting. Strategy's Expected Result/Impact: Tracking student progress toward attainment of Accelerated Learning Committee (ALC) goals. Staff Responsible for Monitoring: Campus Administration Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze STAAR and Benchmark Data to determine effectiveness of the performance objective 5. Strategy's Expected Result/Impact: Improved STAAR performance. Improved student growth and achievement. Staff Responsible for Monitoring: Principals Curriculum Coordinators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 4: Hillcrest Elementary will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1: Hillcrest will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

High Priority





Evaluation Data Sources: Increase staff retention from 92.5% to 95.5% as identified on the TAPR report.

Personnel documentation on certification, professional development documentation from Eduphoria, and New Teacher meetings and professional development documentation.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement additional safety measures to ensure student and staff safety. Strategy's Expected Result/Impact: Have the safest environment possible for our staff and students. Staff Responsible for Monitoring: Campus Administration Teachers Staff Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a Positive Behavior Intervention and Supports (PBIS) System to support staff and students' social and emotional needs. (Hillcrest House System and CKH) Strategy's Expected Result/Impact: Safe School Increased student achievement Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue implementing District and Campus Professional Learning Communities (PLC). Strategy's Expected Result/Impact: PLCs will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate, and culture. Staff Responsible for Monitoring: District and Campus Leadership Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Develop a Mentorship Program for Teachers at the campus level. Refine and continue implementation of New Teacher Induction (NTI) program (DG) Strategy's Expected Result/Impact: Well developed Mentorship Program for Teachers, Professional Learning Plan Sign-in sheets, Training Materials, Retention of New Staff Staff Responsible for Monitoring: Campus Administration Mentor Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Hillcrest Campus Communication Committee will work with (CCC) Professional District Communications Committee (PDCC) to assist in creating two way communication between employees and the Superintendent, while bringing forward ideas, questions, and concerns from employees. Strategy's Expected Result/Impact: Improve communication between administration and staff in areas of concern and need. Agendas, Minutes, and Sign-in Sheets Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Recognize faculty and staff for outstanding performance and contributions as observed throughout the year. Conduct monthly faculty meetings to showcase featured staff. (Teacher of the Year, Reaud Nominee, Teacher of the Six Weeks, etc...) Strategy's Expected Result/Impact: Teacher Moral Staff Responsible for Monitoring: Campus Administrators Highlight Committee TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Campus Principal will utilize the T-TESS process to identify needs and guide professional development plans for the campus using the data analysis protocol. Strategy's Expected Result/Impact: Identification of campus level professional development needs and district level trends for professional development. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide professional development opportunities to support campus goals and professional growth for campus personnel. Provide Professional Learning Opportunities to "Grow" leaders, teachers, and administrators: District Leadership Team PLC Lead4ward Team Lead4ward Conference TEPSA Region 5 Campus and District New Teacher Program Strategy's Expected Result/Impact: Develop future leaders to help increase student achievement and staff proficiency in delivering instruction. Staff Responsible for Monitoring: Campus Administration Lead4ward Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Hillcrest Elementary will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
 - a. early mental health intervention and suicide prevention (District only)
 - b. conflict resolution programs [TEC 11.252(3)(B)]
 - c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
 - d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
 - e. pregnancy related services [TEA Addendum]
 - f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
 - a. prevention of and education concerning unwanted physical or verbal aggression,
 - b. sexual harassment
 - c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
 - a. Harassment and Dating Violence are not tolerated in NISD.
 - b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
 - c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
 - d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)

13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)

14. Migrant Services (All Campuses)

Evaluation Data Sources: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

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 - f. homeless
2. Attendance
3. Dropout reduction
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 - b. sexual harassment
 - c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
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 - a. Harassment and Dating Violence are not tolerated in NISD.
 - b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
 - c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
 - d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)]
DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)
14. Migrant Services (All Campuses)

Goal 4: Hillcrest Elementary will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 3: Hillcrest will provide a quality counseling program that supports the emotional and mental health of our students, and provides resources for parents and students to support academic planning from Kindergarten to 12th grade.

Evaluation Data Sources: Counseling Data

Strategy 1 Details	Formative Reviews		
Strategy 1: School Counselor will work with campus faculty, staff, students, and parents to provide guidance and counseling that meets the needs of all students. Strategy's Expected Result/Impact: Better Mental Health Increase in Student Achievement Staff Responsible for Monitoring: Counselor Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Prepare 5th grade students for transition to middle school. Provide middle school orientation and meeting, participate in ARD meetings hold 504 meetings for students for academic and behavioral plans with middle school staff members, continue 4th grade departmentalization for preparation of changing classes. Strategy's Expected Result/Impact: Scheduled orientation meeting ARD schedules Counselor records 504 meetings Staff Responsible for Monitoring: Principal (Elementary and Middle Schools) Counselor (Elementary and Middle Schools) Teacher Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors will communicate information through various modes; bi-annual newsletter, school website, and parent nights. The website will include important information for the Fours Service Delivery Models and Capturing Kids Hearts. Strategy's Expected Result/Impact: Better Communication with School Community Staff Responsible for Monitoring: Campus Administration Counselor Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 4: Hillcrest Elementary will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 4: Implement additional safety measures to ensure student and staff safety.

High Priority

Evaluation Data Sources: Safety Drills

Strategy 1 Details	Formative Reviews		
Strategy 1: All exterior doors on all campuses will be locked during the instructional day. Strategy's Expected Result/Impact: Campus administrators and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. Staff Responsible for Monitoring: Campus Administration NPD Officers Faculty and Staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: As a best practice, classroom doors will be locked during classroom instruction. Strategy's Expected Result/Impact: Random checks of classroom doors Staff Responsible for Monitoring: Campus Administration Faculty and Staff	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop a schedule at the beginning of the school year for all safety drills to be held during the school year. Routinely perform safety drills, conduct After Action Review (AAR) of the drill, and develop improvement plan based on results of AAR. Work with NPD and NFD to improve our safety procedures. Strategy's Expected Result/Impact: Improve effectiveness of safety drills Improve preparedness for emergency events Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jenny Brown	4th Grade Math Teacher	Title I	
Julie Pham	1st Grade Teacher	Title I	
Kiana Stirman	3rd Grade Math	Title I	
Nicole Gary	2nd Grade Teacher	Title I	

Addendums

Hillcrest Elementary
Parental Involvement Policy
2022-2023

PURPOSE

The goal of Title I parental involvement is to provide opportunities and information for parents that will help them assume a more meaningful role in improving student achievement and increase their effectiveness when participating in the planning, design, implementation and evaluation of Title I programs.

GENERAL EXPECTATIONS

HILLCREST ELEMENTARY agrees to:

- Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (a) That parents play an integral role in assisting their child's learning.*
- (b) That parents are encouraged to be actively involved in their children's education at school*
- (c) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children*
- (d) The carrying out of other activities, such as those described in section 1118 of the ESEA.*

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community.
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parent involvement policy.
- Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy.
- Inform parents and parents organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Texas
- If the plan for Title I, Part A, developed under section 1112 is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local education agency.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/2/12)
- Provide each parent timely notice information regarding the professional qualifications of the students' classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

POLICY INVOLVEMENT/DEVELOPMENT

HILLCREST ELEMENTARY will take the following actions to:

1. Convene an annual meeting at a time convenient for parents of participating children:
 - a. All parents shall be invited and encouraged to attend.
 - b. The school will provide information and explain the requirements of Title I and the rights of parents.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Open House/ Back2School Bash	All Staff Members	9-13-22	Parents and students will be able to visit the classrooms, book fair. Parents will be given info on the importance of parental involvement.	<ul style="list-style-type: none"> • Attendance/Sign-in sheets • Parent Feedback

2. Offer a flexible number of meetings and may provide with Title I funds, child care, or home visits, as such services relate to parent involvement.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Meet the Teacher Night	All Staff	8-8-22 8-9-22	Parents and students meet teachers and bring supplies. PTA and CIS info as well as other community information.	Feedback
Parent Teacher Conferences	All Staff	9-27-22 9-28-22 9-29-22	Parents attend conferences with classroom teacher and administrator when appropriate	Feedback and Sign In sheets

3. Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I Programs. This should include the planning, review, and improvement of the school parental involvement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2):

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
CPOC Meetings	Administration – facilitator	Periodically	CPOC	Sign in sheets and completion of policy and parent-school compact

4. Provide parents of participating children:
 - a. Timely information about the Title I programs.
 - b. Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - c. Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Parent / Teacher Conference	All teachers of record	9-27-22 9-28-22 9-29-22	Parent-School Compacts will be distributed	<ul style="list-style-type: none"> • Sign in sheets
Parent Survey	Campus Administration	4-2023	Sent home with students for parents to complete	<ul style="list-style-type: none"> • Survey's completed & Responses aggregated

COMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACHIEVEMENT 118(d)

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact for **HILLCREST ELEMENTARY** is a separate document that is developed in collaboration with parents, and is posted on the campus website.

CAPACITY FOR INVOLVEMENT 1118(e)

HILLCREST ELEMENTARY will take the following actions to:

1. Provide assistance to parents in understanding such topics as:
 - a. Texas's academic content standards
 - b. Texas's student academic achievement standards
 - c. Texas's and local academic assessments including alternate assessments
 - d. The requirements of Title I, Part A
 - e. How to monitor their children's progress
 - f. How to work with educators to improve the achievement of their children

List activities, such as workshops, conferences, classes, and include any equipment or other materials that may be necessary to ensure success.)

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Open House/ Back2School Bash	All Staff Members	9-13-22	Parents and students will be able to visit the classrooms, book fair. Parents will be given info on the importance of parental involvement.	<ul style="list-style-type: none"> Attendance/Sign-in sheets Parent Feedback
Parent Literacy Night (PK-2)	All Staff Members	12-13-22	Parents of PK-2 nd Grade students are able to meet with teachers about how to be a part of the process educating their students with the school.	<ul style="list-style-type: none"> Attendance/Sign-in sheets Parent Feedback
Parent Literacy Night (3-4)	All Staff Members	11-15-22	Parents will learn what they can do at home to prepare their child for the upcoming STAAR Test .	<ul style="list-style-type: none"> Attendance/Sign-in sheets Parent Feedback
Virtual Parent Literacy Night (3-4)	All Staff Members	Spring 2022	Parents will get information and tips on helping students with the STAAR Test.	<ul style="list-style-type: none"> Attendance/Sign-in sheets Parent Feedback

2. Foster parental involvement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Parent / Teacher Conference	All teachers of record	9-27-22 9-28-22 9-29-22	Teachers will discuss with parents ways to help their child at home.	<ul style="list-style-type: none"> Parent Feedback Sign in sheets

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Staff Development on Parental Involvement	Principal	8-4-22	Staff Meeting – discuss ways to improve parental involvement for CIP and the importance of parental involvement	<ul style="list-style-type: none"> Attendance/Sign-in sheets Campus Improvement Plan

4. Coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate).

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Open House/ Back2School Bash	All Staff Members	9-13-22	Parents and students will be able to visit the classrooms, book fair. Parents will be given info on the importance of parental involvement.	<ul style="list-style-type: none"> Attendance/Sign-in sheets Parent Feedback
Parent Literacy Night (PK-2)	All Staff Members	12-13-22	Parents of PK-2 nd Grade students are able to meet with teachers about how to be a part of the process educating their students with the school.	<ul style="list-style-type: none"> Attendance/Sign-in sheets Parent Feedback

Parent Literacy Night (3-4)	All Staff Members	11-15-22	Parents will learn what they can do at home to prepare their child for the upcoming STAAR Test .	<ul style="list-style-type: none"> Attendance/Sign-in sheets Parent Feedback
Virtual Parent Literacy Night (3-4)	All Staff Members	Spring 2022	Parents will get information and tips on helping students with the STAAR Test.	<ul style="list-style-type: none"> Attendance/Sign-in sheets Parent Feedback
Newsletters	Administrator & Teachers	Periodically	DOJO and Facebook	<ul style="list-style-type: none"> Parent Feedback

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
DOJO/ Facebook	Teachers and Administrator	Year round	Parents will be given instructions on how to sign up for Remind/ Facebook	<ul style="list-style-type: none"> Parent Surveys Remind Directories
Student handbook given to every student. All students receive a Teacher/Parent Communication folder.	Campus Admin/ Teachers	Year round		<ul style="list-style-type: none"> Receipt signed by parent for Handbook

Newsletters and Letters Home	Administrator & Teachers	Periodically	Sent home with students	<ul style="list-style-type: none"> Parent Feedback
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6. Provide reasonable support of parental involvement activities as parents may request.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
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Parent Representation on Parental Involvement and CPOC	Administrator	Multiple times per year	Meeting dates and times communicated via Remind101, paper reminders	<ul style="list-style-type: none"> Attendance/Sign-in sheets Parent Feedback
Parental survey	Principal	Spring 2023	Hard copy	Survey results

7. Other School Parental Involvement activities:

ACCESSIBILITY 1118(f)

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Documents sent home to parents are translated into Spanish when needed.	Campus Administration Bilingual teachers	Ongoing	As needed	Surveys
Bilingual Staff	Campus Administration	Ongoing	As needed	Case load
Translators	Bilingual/ESL Teachers	As needed	As needed	Case load

ADOPTION

The Hillcrest Elementary Parental Involvement Policy/Plan has been developed/revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parental Involvement Policy/Plan was developed/revised by HILLCREST ELEMENTARY on **October 9, 2022** and will be in effect for the period of the school year.

The school will distribute the Parental Involvement Policy/Plan by posting it on the campus website in a timely manner after it is approved.

Dr. Kevin Morrison

10/10/2022

Signature of Title I Authorized Representative (Campus Administrator)

Date

These parents were involved with the development of this document:

Pamela Magana

Shara Rashall

These community members were involved with the development of this document:

Chase Romero

Angela Fannett

Mandy Clayton

Jody Swango

Staff Involved:

Kevin Morrison - Administrator

Torrey Gomez

Jaci Romero

Heather Barrow

Nicole Gary

Terra Louvier

Duy Nguyen

Ashley Root

Primaria Hillcrest
Política de participación de los padres
2022-2023

OBJETIVO

Los El objetivo de la participación de los padres del Título I es proporcionar oportunidades e información para los padres que los ayudarán a asumir un papel más significativo en la mejora del rendimiento de los estudiantes y aumentar su eficacia al participar en la planificación, el diseño, la implementación y la evaluación de los programas del Título I.

EXPECTATIVAS GENERALES

LA ESCUELA PRIMARIA HILLCREST está de acuerdo a:

- Se registrará por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

Participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar:

- (e) Que los padres juegan un papel integral en ayudar al aprendizaje de sus hijos.*
- (f) Que se alienta a los padres a participar activamente en la educación de sus hijos en la escuela*
- (g) Que los padres son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos*
- (h) la realización de otras actividades, como las descritas en la sección 1118 de la ESEA.*

- Involucrar a los padres de los niños atendidos en el Título I, Parte A en las decisiones sobre cómo se gastan los fondos del Título I, Parte A reservados para la participación de los padres.
- Conjuntamente desarrollar/revisar con los padres la política de participación de los padres de la escuela y distribuirla a los padres de los niños participantes y poner a disposición de la comunidad local el plan de participación de los padres.
- Conducta conjunta, con la participación de los padres, una evaluación anual del contenido y la eficacia de la política de participación de los padres de la escuela.
- Utilice los resultados de la evaluación de la política de participación de los padres para diseñar estrategias para una participación de los padres más efectiva y para revisar, si es necesario, la política de participación de los padres de la escuela.
- Informar a los padres y organizaciones de padres sobre el propósito y la existencia de los Centros de Información y Recursos para Padres (PIRC) en Texas
- Si el plan para el Título I, Parte A, desarrollado bajo la sección 1112 no es satisfactorio para los padres de los niños participantes, la escuela presentará los comentarios de los padres con el plan cuando la escuela

presente el plan a la agencia de educación local.

- Proporcionar a cada padre un informe estudiantil individual sobre el desempeño de su hijo en la evaluación estatal en al menos matemáticas, artes del lenguaje y lectura.
- Proporcionar a cada padre un aviso oportuno cuando a su hijo se le haya asignado o se le haya enseñado durante cuatro (4) o más semanas consecutivas un maestro que no esté altamente calificado dentro del significado del término en la sección 200.56 de las Regulaciones Finales del Título I (67 Fed. Reg. 71710, 2/12/12)
- Proporcionar a cada padre información oportuna sobre las calificaciones profesionales de los maestros y paraprofesionales del salón de clases de los estudiantes, como se describe en la sección 1111 (h) (6) (A)

POLÍTICA PARTICIPACIÓN/DESARROLLO

PRIMARIA HILLCREST tomará las siguientes acciones para:

1. Convoque una reunión anual en un momento conveniente para los padres de los niños participantes:
 - a. Todos los padres serán invitados y animados a asistir.
 - b. la escuela proporcionará información y explicará los requisitos del Título I y los derechos de los padres.

Actividad/Tarea (Qué se hará)	Personal Responsable(Quién lo hará)	Cronología (Cuándo se hará)	Pasos (Cómo se hará)	Rendición de cuentas/evaluaciones (cómo se medirá el éxito)
Fiesta de puertas abiertas/ Back2School	Todos los miembros del personal	9-13-22	Padres y alumnos podrán visitar las aulas, feria del libro. Los padres recibirán información sobre la importancia de la participación de los padres.	<ul style="list-style-type: none"> • Hojas de asistencia/registro • Comentarios de los padres

2. Ofrecer un número flexible de reuniones y puede proporcionar fondos del Título I, cuidado de niños o visitas domiciliarias, ya que dichos servicios se relacionan con la participación de los padres.

Actividad/Tarea (Qué se hará)	Personal Responsable(Quién lo hará)	Cronología (Cuándo se hará)	Pasos (Cómo se hará)	Rendición de cuentas/evaluaciones (cómo se medirá el éxito)
Conozca a la noche del maestro	Todo el personal	8-8-22 8-9-22	Los padres y los estudiantes se reúnen con los maestros y traen útiles. Información de PTA y CIS, así	Retroalimentación

Conferencias de padres y profesores	Todo el personal	9-27-22 9-28-22 9-29-22	Los padres asisten a conferencias con el maestro del salón de clases y el administrador cuando	Comentarios y Hojas de inicio de sesión
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3. Involucrar a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas de Título I. Esto debe incluir la planificación, revisión y mejora de la política de participación de los padres de la escuela, así como el desarrollo conjunto del plan del programa para toda la escuela bajo la sección 1114 (b)(2):

Actividad/Tarea (Qué se hará)	Personal Responsable (Quién lo hará)	Cronología (Cuándo se hará)	Pasos (Cómo se hará)	Rendición de cuentas/Evaluaciones (Cómo se medirá el éxito)
Reuniones del CPOC	administración –facilitador	Períodicamente	CPOC	Hojas de registro y finalización de la política y el pacto entre padres y

4. Proporcionar a los padres de los niños participantes:
- Oportunidad de información sobre los programas de Título I.
 - Descripción y explicación del plan de estudios de la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes.
 - Oportunidades de reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos.

Actividad/Tarea (Qué se hará)	Personal Responsable (Quién lo hará)	Cronología (Cuándo se hará)	Pasos (Cómo se hará)	Rendición de cuentas/evaluaciones (cómo se medirá el éxito)
Conferencia de padres y maestros	Todos los maestros de registro	9-27-22 9-28-22 9-29-22	Escuela de padres Se distribuirán	<ul style="list-style-type: none"> Hojas de registro
Encuesta para padres	Administración del Campus	4-2023	Enviado a casa con los estudiantes para que los	<ul style="list-style-type: none"> Encuesta completada & Respuestas agregadas

PACTO: RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ESTUDIANTIL 118(d)

Como componente de la política/plan de participación de los padres a nivel escolar, cada escuela deberá desarrollar conjuntamente, con los padres de todos los niños atendidos bajo esta parte, un pacto entre la escuela y los padres que describa cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. El pacto entre la escuela y los padres para HILLCREST ELEMENTARY es un documento separado que se desarrolla en colaboración con los padres y se publica en el sitio web del campus.

CAPACIDAD DE PARTICIPACIÓN 1118(e)

LA ESCUELA PRIMARIA HILLCREST tomar las siguientes acciones para:

8. Brindar asistencia a los padres para que comprendan temas como:

- a. Estándares de contenido académico de Texas
- b. Estándares de rendimiento académico de los estudiantes de Texas
- c. Evaluaciones académicas locales y de Texas, incluidas evaluaciones alternativas
- d. Los requisitos del Título I, Parte A
- e. Cómo monitorear el progreso de sus hijos
- f. Cómo trabajar con los educadores para mejorar el rendimiento de sus hijos

Haga una lista de actividades, como talleres, conferencias, clases, e incluya cualquier equipo u otros materiales que puedan ser necesarios para asegurar el éxito).

Actividad/Tarea (Qué se hará)	Personal Responsable(Quién lo hará)	Cronología (Cuándo se hará)	Pasos (Cómo se hará)	Rendición de cuentas/evaluaciones (cómo se medirá el éxito)
Fiesta de puertas abiertas/ Back2School	Todos los miembros del personal	9-13-22	Padres y alumnos podrán visitar las aulas, feria del libro. Los padres recibirán información sobre la importancia de la participación de	<ul style="list-style-type: none"> Asistencia/Registrohojas Comentarios de los padres
Noche de alfabetización para padres (PK-2)	Todos los miembros del personal	12-13-22	Los padres de los estudiantes de PK a 2.º grado pueden reunirse con los maestros sobre cómo ser parte del proceso de educar a sus estudiantes con la	<ul style="list-style-type: none"> Hojas de asistencia/registro Comentarios de los padres
Noche de alfabetización para padres (3-4)	Todos los miembros del personal	11-15-22	Los padres aprenderán lo que pueden hacer en casa para preparar a sus hijos para el próximo examen	<ul style="list-style-type: none"> Asistencia/Registrohojas Comentarios de los padres
Noche virtual de alfabetización para padres (3-4)	Todos los miembros del personal	Primavera 2022	Los padres obtendrán información y consejos sobre cómo ayudar a los estudiantes con el examen	<ul style="list-style-type: none"> Hojas de asistencia/registro Comentarios de los padres

9. Fomentar la participación de los padres proporcionando materiales y capacitación, como alfabetización y uso de tecnología, según corresponda, para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos.

Actividad/Tarea (Qué se hará)	Personal Responsable(Quién lo hará)	Cronología (Cuándo se hará)	Pasos (Cómo se hará)	Rendición de cuentas/evaluaciones (cómo se medirá el éxito)
Conferencia de padres y maestros	Todos los maestros de registro	9-27-22 9-28-22 9-29-22	Profesoresdiscu tirá con los padres formas de ayudar a su hijo en casa.	<ul style="list-style-type: none"> Comentarios de los padres Hojas de registro

10. Educar a los maestros, estudiantepersonal de servicios, directores y otro personal sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales. Las acciones deben incluir cómo implementar y coordinar programas para padres y crear vínculos entre los padres y las escuelas:

Actividad/Tarea (Qué se hará)	Personal Responsable(Quién lo hará)	Cronología (Cuándo se hará)	Pasos (Cómo se hará)	Rendición de cuentas/evaluaciones (cómo se medirá el éxito)
Desarrollo del personal sobre participación de los padres	Principal	8-4-22	Reunión del personal: discutir formas de mejorar la participación de los padres para el CIP y la importancia de la participación de los	<ul style="list-style-type: none"> Asistencia/Registrohojas Plan de Mejoramiento del Campus

11. Coordinar e integrar programas y actividades de participación de los padres que enseñen a los padres cómo ayudar a sus hijos en el hogar (en la medida de lo posible y apropiado).

Actividad/Tarea (Qué se hará)	Personal Responsable(Quién lo hará)	Cronología (Cuándo se hará)	Pasos (Cómo se hará)	Rendición de cuentas/evaluaciones (cómo se medirá el éxito)
Fiesta de puertas abiertas/ Back2School	Todos los miembros del personal	9-13-22	Padres y alumnos podrán visitar las aulas, feria del libro. Los padres recibirán información sobre la importancia de la participación de	<ul style="list-style-type: none"> Asistencia/Registrohojas Comentarios de los padres

Noche de alfabetización para padres (PK-2)	Todos los miembros del personal	12-13-22	Los padres de los estudiantes de PK a 2.º grado pueden reunirse con los maestros sobre cómo ser parte del proceso de educar a sus estudiantes con la escuela.	<ul style="list-style-type: none"> Hojas de asistencia/registro Comentarios de los padres
Noche de alfabetización para padres (3-4)	Todos los miembros del personal	11-15-22	Los padres aprenderán lo que pueden hacer en casa para preparar a sus hijos para el próximo examen STAAR.	<ul style="list-style-type: none"> Asistencia/Registrohojas Comentarios de los padres
Noche virtual de alfabetización para padres (3-4)	Todos los miembros del personal	Primavera 2022	Los padres obtendrán información y consejos sobre cómo ayudar a los estudiantes con el examen STAAR.	<ul style="list-style-type: none"> Hojas de asistencia/registro Comentarios de los padres
Boletines	Administrador y Profesores	Periódicamente	DOJO y Facebook	<ul style="list-style-type: none"> Comentarios de los padres

12. Asegúrese de que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato y un idioma que los padres puedan entender.

Actividad/Tarea (Qué se hará)	Personal Responsable (Quién lo hará)	Cronología (Cuándo se hará)	Pasos (Cómo se hará)	Rendición de cuentas/evaluaciones (cómo se medirá el éxito)
DOJO/Facebook	Profesores y administrador	Año redondo	Los padres recibirán instrucciones sobre cómo registrarse en Remind/Faceb	<ul style="list-style-type: none"> Encuestas para padres Recordar directorios

Manual del estudiante entregado a cada estudiante. Todos los estudiantes reciben una carpeta de comunicación entre maestros y padres.	Administrador del campus/maestros	Todo el año		<ul style="list-style-type: none"> Recibo firmado por los padres para el Manual
Boletines y Cartas Hogar	Administrador y Profesores	Periódicamente	Enviado a casa con los	<ul style="list-style-type: none"> Comentarios de los padres

13. Proporcionar apoyo razonable para las actividades de participación de los padres según lo soliciten los padres.

Actividad/Tarea (Qué se hará)	Personal Responsable (Quién lo hará)	Cronología (Cuándo se hará)	Pasos (Cómo se hará)	Rendición de cuentas/evaluaciones (cómo se medirá el éxito)
Representación de los padres sobre la participación de los padres y el	Administrador	Varias veces por año	Reunión fechas y horas comunicadas a través de Remind101,	<ul style="list-style-type: none"> Asistencia/Registro hojas Comentarios de los padres
Encuesta para padres	Principal	Primavera 2023	Copia impresa	Resultados de la encuesta

14. Otras Actividades de participación de los padres en la escuela:

ACCESIBILIDAD 1118(f)

En Para llevar a cabo los requisitos de participación de los padres de esta parte, los distritos y las escuelas, en la medida de lo posible, brindarán todas las oportunidades para la participación de los padres de niños con dominio limitado del inglés, los padres de niños con discapacidades y los padres de niños migratorios, incluida la información y informes escolares en un formato y, en la medida de lo posible, en un idioma que dichos padres puedan entender.

Actividad/Tarea (Qué se hará)	Personal Responsable (Quién lo hará)	Cronología (Cuándo se hará)	Pasos (Cómo se hará)	Rendición de cuentas/Evaluaciones (Cómo se medirá el éxito)
Los documentos enviados a casa a los padres se traducen al español cuando es necesario.	Administración del Campus Profesores bilingües	En curso	Según sea necesario	Encuestas
Personal bilingüe	Administración del	En curso	Según sea	Casocarga
traductores	Maestros bilingües/ESL	Según sea	Según sea	Casocarga

ADOPCIÓN

La primaria Hillcrest La Política/Plan de Participación de los Padres ha sido desarrollado/revisado conjuntamente con, y acordado con, los padres de los niños que participan en el programa Título I, como evidencia en las actas de las reuniones.

La Política/Plan de Participación de los Padres fue desarrollada/revisada por HILLCREST ELEMENTARY el 9 de octubre de 2022 y estará vigente durante el período del año escolar.

La escuela distribuirá la Política/Plan de Participación de los Padres mediante su publicación en el sitio web del campus de manera oportuna después de su aprobación.

Dr. Kevin Morrison

10/10/2022

Firma del Representante Autorizado del Título I (Administrador del Campus)

Fecha

Estos padres eran involucrados en el desarrollo de este documento:

Pamela Magaña

Shara Rashal

Estos miembros de la comunidad fueron involucrados en el desarrollo de este documento:

Chase Romero

Ángela Fannett

Mandy Clayton

Jody Swango

Personal involucrado:

Kevin Morrison - Administrador

torrey gomez

jaci romero

brezo carretilla

nicole gary

Terra Louvier

duy nguyen

raíz de ashley

2022 – 2023 Hillcrest Elementary School Student – Parent – Teacher Compact

We make this agreement to motivate, support, respect, challenge, and inspire each other as partners in education. To accomplish this, we hereby sign this compact to work together in order to achieve the highest level of success for every student.

Each Student will:

1. Respect myself by eating right, getting enough sleep, being safe and keeping a good attitude.
2. Attend school regularly and come to class on time, prepared and ready to learn.
3. Respect my teachers, parents and classmates and the cultural diversity of others.
4. Listen and do my best at school and at home.
5. Ask for help if I need it.
6. Tell my parents about what I am doing at school.
7. Do my homework and read every night for at least 15 minutes.
8. Respect school property and return books and materials that I borrow.

Each Parent / Guardian will:

1. Support learning by reading with my child, providing a quiet place for homework and helping my child with homework.
2. Attend parent / teacher conferences, Open House and other meetings.
3. Ensure that my child is rested, has a balanced diet and is ready to learn each day.
4. Model and teach my child to respect others and their cultural diversity.
5. Volunteer to help at school whenever I can.
6. Communicate as needed with my child's classroom teachers.
7. Ask for help if I need it.

As the Principal,

I am committed to providing a safe and orderly environment that is conducive to learning. In my role as the instructional leader of the school, I will support the teachers in their effort to teach their students. Opportunities for the establishment and attainment of high expectations will be made available to all students. I will foster the use of technology to make the operations of the campus transparent to the community.

Each Teacher will:

1. Provide a welcoming environment where each child is valued.
2. Foster an atmosphere of respect for everyone and their cultural diversity.
3. Set clear and consistent expectations for students.
4. Support open communication with parents concerning student progress and be available for conferences.
5. Encourage each child to achieve high standards.
6. Support communications with each student and set clear goals based on individual needs.
7. Continue his / her own learning to ensure quality instruction.
8. Provide parents / guardians with home strategies and activities when needed.

I represent the faculty and staff of Hillcrest Elementary School in affirming this compact.

Principal's Signature

Date

2022 – 2023 la Escuela Primaria Hillcrest Estudiante - Padres - Compacto del maestro

Hacemos este acuerdo para motivar, apoyar, respetar, desafiar e inspirar a los demás como socios en la educación. Para lograr esto, firmamos este compacto para trabajar juntos a fin de lograr el más alto nivel de éxito para cada estudiante.

Como estudiante, haré lo siguiente:

1. Respetarme a mí mismo comiendo bien, durmiendo lo suficiente, estando a salvo y manteniendo una buena actitud.
2. Asista a la escuela regularmente y venga a clase a tiempo, preparado y listo para aprender.
3. Respetar a mis maestros, padres y compañeros de clase y la diversidad cultural de los demás.
4. Escucha y haz lo mejor en la escuela y en casa.
5. Pide ayuda si la necesito.
6. Dile a mis padres sobre lo que estoy haciendo en la escuela.
7. Haga mi tarea y lea todas las noches durante al menos 15 minutos.
8. Respetar la propiedad de la escuela y devolver los libros y materiales que tomo prestados.

Como padre / tutor, haré lo siguiente:

1. Respaldo el aprendizaje leyendo con mi hijo, proporcionando un lugar tranquilo para la tarea y ayudando a mi hijo con la tarea.
2. Asista a las conferencias de padres y maestros, a la Casa Abierta y a otras reuniones.
3. Asegúrese de que mi hijo esté descansado, tenga una dieta balanceada y esté listo para aprender todos los días.
4. Modelar y enseñarle a mi hijo a respetar a los demás y su diversidad cultural.
5. Voluntario para ayudar en la escuela siempre que pueda.
6. Comuníquese según sea necesario con los maestros del salón de clases de mi hijo.
7. Pide ayuda si la necesito.

Como el Director,

Me comprometo a proporcionar un entorno seguro y ordenado que sea propicio para el aprendizaje. En mi rol de líder instruccional de la escuela, apoyaré a los maestros en su esfuerzo por enseñar a sus alumnos. Las oportunidades para el establecimiento y el logro de altas expectativas estarán disponibles para todos los estudiantes. Fomentaré el uso de la tecnología para que las operaciones del campus sean transparentes para la comunidad.

Cada maestro:

1. Proporcione un ambiente acogedor donde se valore a cada niño.
 2. Fomentar una atmósfera de respeto para todos y su diversidad cultural.
 3. Establezca expectativas claras y consistentes para los estudiantes.
 4. Apoye la comunicación abierta con los padres sobre el progreso del estudiante y esté disponible para conferencias.
 5. Anime a cada niño a alcanzar altos estándares.
 6. Apoye las comunicaciones con cada estudiante y establezca metas claras basadas en las necesidades individuales.
 7. Continuar su propio aprendizaje para garantizar una instrucción de calidad.
 8. Proporcione a los padres / tutores estrategias y actividades para el hogar cuando sea necesario.
- Represento a los profesores y al personal de Hillcrest Elementary School al afirmar este compacto.**

Firma del director

Fecha