

**Socorro Independent School District**  
**H.D. Hilley Elementary**  
**2016-2017 Campus Improvement Plan**



**Board Approval Date:** July 26, 2016

# Mission Statement

The mission of H.D. Hilley is to provide students the highest quality education and workforce skills where students strive for academic achievement, become responsible and contributing citizens while embracing lifelong learning.

## Vision

Educating Tomorrow's Leaders

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

H. D. Hilley Elementary is one of 48 campuses in the Socorro Independent School District. H. D. Hilley opened its doors in 1980 and serves predominantly low socio-economic families of Hispanic descent. H. D. Hilley serves 711 students in grades Kindergarten to fifth grade. Last year, 675 students were served by the campus, which is a decrease of 5.06%.

The student population is 1.0% Anglo, 0.4% Asian, 0.1% American Indian, and 98.5% Hispanic, 50.3% male and 49.6% female with a low socio-economic status of 89.3%. The staff population is 1% African-American, 2% Anglo, 35.9% Hispanic, 16.22% male and 83.78% female with a range of 1-10 years of experience.

The overall mobility rate for the campus is approximately 14.63%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.82%. The average daily attendance rate for staff is 93%, down from 95.10%. There were five teachers on FMLA throughout the year. All teaching staff needs to increase attendance rates to school to increase both student achievement and student attendance. There are a total of 154 discipline referrals this year, which is an decrease of 23.38% from last year's 201 referrals. In reviewing the referrals, it was easy to see that a handful of students had the majority of referrals for pushing, fighting or using bad language. The repeat offenders were seen by the counselor and some students were placed on behavior plans. We will keep an eye on these particular students and act quicker in addressing their persistent behavior problems.

H. D. Hilley serves 378 English Language Learner students, 2 students in the Gifted and Talented program, 12 students identified for 504 services, 90 students were reviewed by the RTI team with 83 of these students being identified as Tier III students, 65 students served through special education services and 19 students tested, but only three did not qualify for special education services.

### Demographics Strengths

We had an increase of enrollment which allowed us to keep all of our staff and kept our class loads very manageable. Hilley also had a decrease of 23% in discipline referrals translating improving instructional time usage.

### Demographics Needs

We didn't reach our attendance goal of 97% for last year by .18%. We will look at the absentee cases sooner and be more consistent in talking to families who are accruing high absentee rates. Our counselor will have a larger role on attendance cases.

# Student Achievement

## Student Achievement Summary

The site-based decision-making team looked at last year's data and found the following results. The fall interim assessments in the areas of Reading, Math, and Science for 3rd, 4th, and 5th grade, provided us an indication on the areas that presented us with the greatest challenges. Third grade District Benchmark result for Reading was 75.24% in the fall and decreased by 5.72% points in the spring (69.52%); for Math, fall benchmark was 81.73% and decreased by 11.92% points in the spring (69.81%). Fourth grade District Benchmark result for Reading was 73.56% in the fall and decreased by 14.86% in the spring (58.70%); for Math, fall benchmark was 89.89% in the fall and decreased by 6.02% points in the spring (83.87%); for Writing, 78.16% in the fall and decreased by 15.94% point in the spring (62.22%). Fifth grade District Benchmark result for Reading was 72.18% and decreased by 2.26% in the spring (69.92%); for Math, fall benchmark was 71.21% and increased by 7.58% in the spring (78.79%); for Science, fall benchmark was 56.82% and increase by 3.79% in the spring (60.61%).

All grade levels were given data sheets that indicated the objective breakdown for individual student performance on each assessment. These assessment sheets included a comparative teacher analysis along with an overall percentage passing score. This data helped teachers monitor student progress every three weeks. The STAAR results for this school year are as follows: 3rd Grade STAAR 2016 Reading 81%, STAAR Math was 85%; 4th Grade STAAR Reading 2016-78%, STAAR Math 2016- 78%, STAAR Writing 2016- 76%; 5th Grade STAAR Reading 2016 -80%, STAAR Math 2016-93%, STAAR Science 2016-76%.

Kindergarten through fifth grade iStation reading reports indicate students' needs and suggested interventions that teachers can focus on a daily basis. Kindergarten Tier 1 students increased by 38%. First grade Tier 1 students increased by 19%. Second grade Tier 1 students increased by 23%. Third grade Tier 1 students increased by 5%, 4th grade Tier 1 increased by 1%, and 5th grade Tier 1 students decreased 5%. A need to pay close attention to reading instruction continues as we are inconsistent with growth patterns, based on the data. However, we have noticed that by practicing the unfamiliar vocabulary words the students will encounter has increased fluency and comprehension in iStation. Students have been practicing the milestones in class through the use of cooperative strategies, and we have seen a slight increase in mastery.

Tier 1-Students performing at grade level

Tier 2-Students performing at moderately below grade level and in need of intervention

Tier 3-Students performing seriously below grade level, in need of intensive intervention

Kindergarten iStation Results: Overall

Tier 1- BOY 33%, MOY 64%, EOY 71%

Tier 2 –BOY 31%, MOY 21%, EOY 19%

Tier 3 –BOY 36%, MOY 15%, EOY 10%

First Grade iStation Results : Overall

Tier 1-BOY 57%, MOY 63%, EOY 76%

Tier 2-BOY 26%, MOY 18%, EOY 15%

Tier 3-BOY 16%, MOY 19%, EOY 9%

2nd Grade iStation Results: Overall

Tier 1- BOY 48 %, MOY 69%, EOY 71%

Tier 2- BOY 32%, MOY 18%, EOY 9%

Tier 3- BOY 20%, MOY 13%, EOY 20%

3rd Grade iStation Results: Overall

Tier 1-BOY 59%, MOY 62%, EOY 64%

Tier 2-BOY 18%, MOY 23%, EOY 20%

Tier 3-BOY 22%, MOY 15%, EOY 16%

4th Grade iStation Results: Overall

Tier 1- BOY 63%, MOY 65%, EOY 64%

Tier 2- BOY 20%, MOY 19%, EOY 17%

Tier 3- BOY 17%, MOY 16%, EOY 18%

5th Grade iStation Results: Overall

Tier 1- BOY 70%, MOY 66%, EOY 65%

Tier 2- BOY 18%, MOY 18%, EOY 16%

Tier 3- BOY 12%, MOY 16%, EOY 20%

After reviewing Teacher Created Materials (BOY, MOY, and EOY) assessments in grades Kinder to Third, the data indicated an increase. Kindergarten increased 16.97%. First grade increased 8.77%. Second grade increased 7.25%. Third grade STAAR Math Data indicates an increase from 67% to 95%.

TCM (Teacher Created Materials):

Kinder Overall Math

BOY 80%

MOY 96.94%

EOY 96.97%

First Overall Math

BOY 90.22%

MOY 89.01%

EOY 98.99%

#### Second Overall Math

BOY 81.74%

MOY 87.25%

EOY 88.99%

#### Third Overall Math

BOY 80.19%

MOY 65.14%

EOY STAAR- 95%

### STAAR RESULTS

#### 3rd Grade Results

STAAR Reading - 2014- 67%, 2015- 80 %, 2016- 82%

STAAR Math - 2014 67.1%, 2015- 95%, 2016 85%

#### 4th Grade Results

STAAR Reading 2014-68.3%, 2015- 75%, 2016-78%

STAAR Math 2014- 71.4%, 2015- 66%, 2016- 78%

STAAR Writing 2014- 77.8% , 2015- 84.2%, 2016- 76%

#### 5th Grade Results

STAAR Reading 2014-78.5% , 2015- 89%, 2016 -80%

STAAR Math 2014-87.3 %, 2015- 88%, 2016-93%

STAAR Science 2014-65.8%, 2015- 87.1%, 2016-76%

H.D. Hilley did Meet Standards according to Texas Performance Reporting System.

### **Student Achievement Strengths**

Fifth grade STAAR Math scores have demonstrated an increase over the last three years 2014-87.3 %, 2015- 88%, 2016-93%. Fourth grade STAAR Reading and Maths scores made gains this year 2014-68.3%, 2015- 75%, 2016-78% and 2014- 71.4%, 2015- 66%, 2016- 78% respectively. Third Grade STAAR



Reading scores also improved 2014- 67%, 2015- 80 %, 2016- 82%.

### **Student Achievement Needs**

Fifth grade STAAR Reading and STAAR Science scores decreased this year 2014-78.5% , 2015- 89%, 2016 -80% and 2014-65.8%, 2015- 87.1%, 2016-76% respectively. Fourth grade STAAR Writing scores also decreased by 8% 2014- 77.8% , 2015- 84.2%, 2016- 76%. Third Grade STAAR Math has a decrease of 10% from the previous year 2014 67.1%, 2015- 95%, 2016 85%.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Our 2016 Olweus student survey of over three hundred students ranging from 3rd through fifth grade provides us the latest insight on how students feel about our anti-bullying program. The gender of our survey group broke down in the following manner: 51% girls and 49% Boys. Third grade girls(25%) feel that they are bullied more than girls from fourth (5%) and fifth grade (5%). Boys in third (11%) and fourth (11%) grade feel that they are bullied more than boys from fifth(6%) grade. Overall our students responses fall below the national average and feel safe at H.D. Hilley. The most common type of bullying is isolation. According to the survey the hotspot for this to occur is the playground and cafeteria. We did not conduct a climate for our students, parents and teachers this school year. There are a total of 154 discipline referrals this year, which is an decrease of 23.38% from last year's 201 referrals. In reviewing the referrals, it was easy to see that a handful of students had the majority of referrals for pushing, fighting or using bad language.

### **School Culture and Climate Strengths**

Students overall feel safe at H.D. Hilley and feel supported. The Olweus survey did show an above national average empathy towards students being bullied. We will continue to have our annual Christmas and Mother's Day programs. New to our school this year will be the addition of a SAM and SAF dances for our community.

### **School Culture and Climate Needs**

The repeat offenders were seen by the counselor and some students were placed on behavior plans. We will keep an eye on these particular students and act quicker in addressing their persistent behavior problems.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All of our teachers and instructional paraprofessionals fulfill highly qualified requirements. Our new teachers participate in the district Becoming a Friend for Tomorrow's Future (BFF) new teacher mentor program allows first year teachers the opportunity to partner with mentors and learn the foundation of becoming effective teachers. The teachers will learn best practices, activities and strategies to have a successful year. Our grade level teams are part of our professional learning community which meet weekly to build capacity. Hilley PLC's serve to two broad purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching.

### **Staff Quality, Recruitment, and Retention Strengths**

Most of the attrition H.D. Hilley had this year was do to lower enrollment numbers rather than teacher burn out. We have had good applicate pools for our positions which has allowed us to be very selective in the hiring process to ensure we hire the best person for our students.

### **Staff Quality, Recruitment, and Retention Needs**

H. D. Hilley will make every effort to hire only highly qualified teachers but if the need arises we will follow the following plan:

- Hilley will identify each non-highly qualified teacher by assignment
- The teacher will be assigned a mentor teacher that is highly qualified she will provide instruction to her class in core areas
- The teacher will be assigned high-quality, on-going staff development in the core academic subject areas to enable all children to meet the state's academic achievement standards
- Hilley will assist specific teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

H.D. Hilley PLC's function as a form of action research—i.e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by SCE or administration. Participation in meetings is a school-wide requirement that all faculty members participate. Teams engage in prepared dialogue that allows teachers to focus on specific problems and strategies—How do I teach *this* particular student better? How do I teach this more effectively?—rather than on general educational goals or theories. Teachers, for example, will discuss and reflect on their instructional techniques, lesson designs, and assessment practices, while administrators may address leadership questions, strategies, and issues.

Our assessments follow a backward design method and typically involve three stages:

1. Identify the results desired (big ideas and skills)
  - What should the students know, understand, and be able to do?
  - Consider the goals and curriculum expectations
  - Focus on the "big ideas" (principles, theories, concepts, point of views, or themes)
2. Determine acceptable levels of evidence that support that the desired results have occurred (culminating assessment tasks)
  - What will teachers accept as evidence that student understanding took place?
  - Consider culminating assessment tasks and a range of assessment methods (observations, tests, projects, etc.)
3. Design activities that will make desired results happen (learning events)
  - What knowledge and skills will students need to achieve the desired results?
  - Consider teaching methods, sequence of lessons, and resource materials

Data is discussed off our data walls which provide a visual representation of students progress and gives it a face. It also provides an interactive display of our school and demonstrates change over time in non-threatening method of accountability, which leads to building capacity and accounts for the results of our work.

### Curriculum, Instruction, and Assessment Strengths

Staff development during the summer has solidified grade level team changes and assisted planning roles. No major district initiatives to roll out. This allows us to focus on our Daily Five, Fundamental Five, Guided Math and Empowering Writers. We also have year two roll out of Achieve 3000 and Living With Stem.

### Curriculum, Instruction, and Assessment Needs

PLC's must be limited to scheduled activities only in order to maximize learning time. Teacher preparation for meeting is crucial. All assessment must be scanned at set schedule in order to prevent delays in data talks. General concern over having all assessments on the same time line: three weeks, six weeks and nine weeks.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Our School-wide Title I program consists of supporting parents socially and academically. In order to link school and home we provide our students with academic planners to keep the line of communication open with parents. Information on upcoming events, homework assignments and academic or discipline issues are shared in the planner. We also use our callout system to notify parents.

Parents are provided with weekly sessions on topics ranging from understanding classroom assignments to learning how to deal with student issues. The parent center is supplied with items such as paper, pencils, pens, a computer and printer, ink, and light snacks for their activities and workshops.

Parents are part of our School Improvement Team where they can participate in our community of learners. The parents that serve volunteer from our Volunteer Program. Our program has various opportunities for our community to support our school, one is the Mustang Guardians. This group of volunteers assist with the security of the campus as their primary duty.

Throughout the year we have three annual events that our community shares with us: Fall Festival, Christmas Program and our Mother's Day Celebration. We also celebrate Terrific Kids every month.

### **Family and Community Involvement Strengths**

Our Terrific Kids program allows us to talk to a large portion of our school every month. The celebration starts off with breakfast with your child and concludes with a certificate, a prize from our partners in ed, and a picture that is posted in the main hallway.

### **Family and Community Involvement Needs**

Our area of need would require us to continue to grow our resource from the parent volunteer program and our partners in education.

## **School Context and Organization**

### **School Context and Organization Summary**

Our goal as a school is that our scholars perform in the top five campuses in the district this next year and to receive an all star performance again this will require urgency and a strong commitment. To achieve this we must be consistent in our PLC's. We will monitor all assessment tools and change instruction accordingly. Our common planning time will have detailed agendas and expected outcomes checklist.

Title I and State Compensatory Education Program (SCE) pays for one intervention coach, who trains teachers in best practices for assisting at-risk students in math, reading, writing and science during school, during Saturday camps, and/or during intersession. Additionally, to assist students during the day, we have two temporary instructional aides, the library aide, and the At Risk Aide who work with the students to provide assistance in the classroom. The students are pulled out of class one on one or as a small group if they need more focused instruction on a concept. To enhance tutoring for our youngest students, the P.E. aides are utilized to provide tutoring early in the morning when they don't have assigned P.E. classes. The instructional aide assigned to Living With Stem Lab provides tutoring when there are open slots in the schedule.

Teachers will be required to recommend at least two students each semester to be tested for the G/T program. To help teachers identify students who might be Gifted and Talented, professional development will be provided at the beginning of the school. In addition, information nights will be held for parents to inform them of what characteristics to look for in a Gifted and Talented child.

An important part of our Title I program is to extend and enrich the students' learning time by: providing teachers extra duty pay to provide tutoring, providing substitutes for teacher staff development and providing targeted, strategic staff development on required district days. Tutoring sessions are held after school, during intersession, and/or on Saturdays.

### **School Context and Organization Strengths**

Our school is poised for the next level, with the changes made in teacher grade level assignments, we have enhanced the dynamics of our PLC's.

### **School Context and Organization Needs**

Our needs in this area require us to be protective of the staffs learning time.

# Technology

## Technology Summary

H.D. Hilley follows several modalities of blended learning. Our teachers use a face-to-face driver – where the teacher drives the instruction and augments with digital tools such as IWB and Web based basal reading books. In our daily five and small group instruction teachers use a rotation – where students cycle through a schedule of independent online study and face-to-face classroom time. For Istation our teachers use a flex – where most of the curriculum is delivered via a digital platform and teachers are available for face-to-face consultation and support. During sponge time in any computer lab students can self-blend – here students choose to augment their traditional learning with online course work. The use of achieve 3000 and Living with Stem have all of these combinations. All of our learning is monitored and assessed with BOY, MOY, EOY and On Demand.

## Technology Strengths

With Achieve3000's focus on nonfiction science and social studies content, as well as academic vocabulary, intervention students do not miss out on essential grade-level, standards-aligned instruction while engaged in Tier II, Tier III, or Special Education instruction during targeted instruction in the general classroom or intensive intervention in a specialized classroom.

## Technology Needs

Blended learning has a strong dependence on the technical resources or tools with which the blended learning experience is delivered. These tools need to be reliable, easy to use, and up to date, for them to have a meaningful impact on the learning experience. Although the use of an Ipad provides the fastest log on time which improves instruction time; it has a costly replacement value. Our experience is that these devices work better in a stationary setting such as a reading station or word work.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Community surveys and/or other feedback

### **Support Systems and Other Data**

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









# Goals

**Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.**

**Performance Objective 1:** For the 2016-2017 school year, Hilley will develop and implement a plan of action to ensure that its stakeholders are safe at school and school events by decreasing the amount of infractions by five from incident reports and safety walk throughs from district representatives.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All visitors (parents, visitors, interns, workers, etc.) will sign in and provide proof of identification at the check-in desk, wear a label indicating business at school, and return paper badge upon leaving premises.	1, 2, 6	All campus Personnel	All visitors following rules Campus personnel feeling empowered and safe Children feeling safe			
Funding Sources: 199 - General - \$0.00						
2) All visitors following rules Campus personnel feeling empowered and safe Children feeling safe	1, 2, 9	Administration, All Hilley staff	Students will recognize staff members by badge. Students will feel safer. Parents will recognize staff members by badge.			
Funding Sources: 199 - General - \$0.00						
3) Recruit and retain parents and community members to be a part of the Mustang Guardians to assist in increasing the safety of the students and campus by providing extra security.	1, 2, 6	Administration, Librarian, Parent Liaison, All Teaching Staff	Mustang Guardians will wear specific T-shirts and specific buttons. Calendar sign in, Log sign in, Mustang Guardian Daily Schedule, Picture on Bulletin Board			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 2:** For the 2016-2017 school year, Hilley will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) H.D. Hilley will conduct scheduled drill practice, such as, fire drills, shelter in place, reverse evacuation, etc. Evaluation data will be utilized to improve areas of weakness.	1, 8, 10	Administrator	Students will be prepared to act in different emergency situations.			
	Funding Sources: 199 - General - \$0.00					
2) H.D. Hilley will review district reports of "Intruder drills" and implement changes, as needed, based on report.	1, 2, 4, 8, 9, 10	Administration, All campus personnel	Higher passing percentage rate, more employees questioning visitors without badges or identification badges.			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 3:** For the 2016-2017 school year, the number of bullying-related incidents reported at Hilley will decrease from 8 to 4 per week.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue to increase awareness of and implement the "WHO" program, the Olweus anti-bullying program and character development education in the classroom by posting rules, informational posters, using program materials, resources and surveys. We will be implementing Master Teacher social emotional program to supplement current Olweus bullying prevention program.	2, 3, 9, 10	Counselor and Teacher	Decreased number of bullying incidents			
	Funding Sources: 199 - General - \$3,962.08					
2) The counselor will conduct small group sessions with students who consistently exhibit unacceptable behavior at a minimum of three sessions per occurrence.	2, 6, 9, 10	Counselor, Administration, Teachers, Support Personnel	Less discipline referrals, less reports of unacceptable behavior.			
	Funding Sources: 199 - General - \$0.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 1:** SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 4:** For the 2016-2017 school year, the attendance rate for all students at Hilley will increase by 1% over the attendance rate of 96% for the previous year.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will contact student's parents who are absent on a daily basis to discuss the reason for absence and offer assistance.	8, 9	All teaching personnel	Less children will be absent. Increased academic achievement.			
Funding Sources: 199 - General - \$0.00						
2) Provide attendance incentives to all children who achieve 100% attendance every month.	2, 8, 9	Administration, all teaching personnel, Attendance Committee	Attendance rate increases. Referrals to Social Agencies increase.			
Funding Sources: 199 - General - \$700.00						
3) Recognize classrooms with the highest attendance percentages weekly and monthly.	2	Administration, all instructional personnel	Higher attendance rates, academic improvement			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 5:** For the 2016-2017 school year, the total number of disciplinary incidents at H. D. Hilley will decrease from 143 last year to 120 this coming school year.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Olweus class meetings provide discipline strategies for students.	3, 8, 10	Classroom teacher, administration	Lesson plans, Referrals decrease			
	Funding Sources: 199 - General - \$0.00					
2) Olweus Committee will meet once a month to discuss future classroom topics and identify current discipline issues occurring inside and outside the classroom and how to solve the problems or recognize desired behavior.	3, 8, 10	Counselor, Administration, Teachers, Support Personnel	Less undesirable behaviors, students behaving and solving minor problems			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



**Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice**

**Performance Objective 1:** By the end of May 2017, H.D. Hilley will implement a minimum of six strategies to promote College and Career Readiness.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**













Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will participate in HB5 Endorsements by becoming familiar with the different career paths they can take in life.	2, 8, 9	Counselor	Students will be informed of different career opportunities during Career Week. Invite different guest speakers from different endorsement to provide information about their career.			
Funding Sources: 199 - General - \$0.00						
2) Students will become familiar with the purpose of a university/college through the participation in activities such as, Generation Texas week and conducting research on the college or university of their choice.	2, 3, 10	Counselor, Administration, Teachers	Students will be informed of different universities both within and outside of Texas. Students will identify universities of choice per career preference.			
Funding Sources: 199 - General - \$0.00						
3) Students will receive presentations from college or university level personnel to promote higher level educational opportunities in the Five Endorsements. STEM, Business and industry, Public Service, Arts & Humanities, Multidisciplinary studies.	1	School counselor, teachers, administration	Sign-in sheets, correspondence with presenters			
4) Advancement Via Individual Determination AVID will be implemented to provide professional learning for educators to improve college readiness for all students, especially those traditionally underrepresented in higher education.	1	Administrators, Counselor, Teacher, Parent Liaison	Student implementation of AVID strategies, binders, Cornell notes			
Funding Sources: 211 - Title I, Part A - \$8,911.60						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

**Performance Objective 2:** For the 2016-2017 school year, 100% of H. D. Hilley students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

**Evaluation Data Source(s) 2:** Lexia reading program

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will be informed of different universities both within and outside of Texas. Students will identify universities of choice per career preference.	1, 3, 9	Admin, General Education Teacher, SCEI coach, Counselor	Students served in special education, 504, or Dyslexia will show improvement in academic achievement.			
				Funding Sources: 199 - General - \$0.00		
2) Teachers will provide students with differentiated instruction through the use of TRS/I station/Achieve 3000 and/or other aligned resources (Scholastic leveled readers, and guided reading).	3, 8, 9, 10	Administrators, Teachers, SCEI Coach, Instructional Aides, Support personnel	Tier 3 students move to second or first tier in Reading and/or Math.			
				Funding Sources: 211 - Title I, Part A - \$17,500.00		
3) Provide differentiated instruction to enhance rigor and relevance for GT students in all content areas. Teachers will be trained in identifying GT students. Prior to testing, parents will be invited for training in identifying GT characteristics.	3, 8, 10	Campus GT Coordinator, Teachers, SCEI Coach	GT Showcase participation, Robotics, students participation in GT activities and classes.			
				Funding Sources: 199 - General: Gifted and Talented - \$500.00		
4) Provide students with necessary technology equipment, such as tablets, desktops or grade level C.O.W.S. (computers on wheels), to complete academic tasks on computer software, create power points, projects etc.	1, 9	Administration, Teachers, Instructional Aides, Support Instructional Personnel	Higher academic achievement, higher technology usage			
				Funding Sources: 211 - Title I, Part A - \$14,949.50		
5) Recognize students for making academic gains in any subject area through the use of trophies, medals, certificates, etc.	8, 10	Administrators, Counselor, Teachers, Support Instructional Personnel.	Higher grades, test results, higher participation numbers			
				Funding Sources: 211 - Title I, Part A - \$575.74		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

**Performance Objective 3:** By July 2017, H.D. Hilley shall increase the level of instructional rigor to indicate an improvement in the area of reading for grades 3rd - 5th from 79% to 84%.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Monitor differentiated instruction and lesson delivery of all small group intervention instruction through grade level planning and walk through data.	3, 8, 9	Admin, Teacher, SCEI coach	Improved scores in core content areas.			
				Funding Sources: 199 - General - \$0.00		
2) The library will provide students with up to date resources by continually updating its resources such as; books, ebooks, magazines, and technology resources and equipment.	1, 3, 10	Librarian, Administration, Teachers, Support Instructional Personnel	Increased student/teacher use of library resources, increased student achievement			
				Funding Sources: 199 - General - \$500.00		
3) The librarian will provide lessons to support the different grade level TEKS such as conducting research projects.	3, 8, 10	Librarian, Administration, Teachers	Increased student achievement in all core areas.			
				Funding Sources: 199 - General - \$0.00		
4) Monitor performance data through the use of Eduphoria results and other district and campus assessments.	1, 3, 8	Administration, SCEI Coach, Teachers, All Support Instructional Personnel.	Increased number of student success			
				Funding Sources: 199 - General - \$0.00		
5) Teaching staff will be provided with the materials, such as projectors, instructional materials (i.e. STAAR Reading 3rd - 5th grades, Mentoring Minds, Measuring Up, Empowering Writers, Living with Stem) and manipulatives, necessary to help them prepare, manage, organize, teach and assess classroom activities which will be utilized by the students to promote higher level academic achievement.	1, 9, 10	Administrators, Teachers, Support Instructional Personnel, Instructional Aides	Increased Student Achievement in core subject areas, more hands-on activities			
				Funding Sources: 199 - General - \$1,656.32		









6) Students, with teacher assistance, will note in their daily student planners/agendas important school activities, such as home work, class projects, assessment results, and parent communication notes.	2, 6, 9	Administration, Teachers, Support Instructional Personnel	Improved student achievement, better organization by students, improved parent communication with the teacher			
	Funding Sources: 199 - General - \$0.00					
7) Teachers will be provided materials to provide tutorial sessions and implement comprehensive interventions in reading, writing, math, and science for At- Risk students.	1, 3, 8, 9, 10	Administration, Teachers, Support Instructional Personnel	Reduced Failure Rate Reports			
	Funding Sources: 199 - General Fund: Bilingual - \$1,000.00, 224 - IDEA A, SPED - \$1,000.00, 211 - Title I, Part A - \$1,485.69					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

**Performance Objective 4:** For the 2016-2017 school year, H. D. Hilley will improve its student state assessment scores in 4th grade Reading as compared to the 2015-2016 state assessment score of 77.5% to 80% and 5th grade reading from 80% to 88%.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Use Daily 5, Guided Reading, Guided Math, Fundamental 5 strategies for all grade levels.	2, 3, 8, 9	Teacher, TIA, Admin, SCEI coach	Documentation of interventions during Guided Reading. Improved scored on Istation reports. Improved Reading scores based on Eduphoria reports.			
	Funding Sources: 199 - General - \$0.00					
2) Provide accelerated reading instruction for students identified as Tier II and Tier III in iStation.	1, 3, 8, 9, 10	Administrators, Teachers, SCEI Coach, Support Instructional Personnel	Increased student achievement in reading			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
3) Provide Achieve3000 to students in grades third through fifth. In addition, the Smarty Ants technology resource will be implemented for our Kinder through 2nd grades. In addition, we will be using Starfall and IXL computer based programs to supplement STAAR interventions.	2, 3	Administrators, Teachers, SCE Coach, Support Instructional Personnel	Increase student reading achievement			
	Funding Sources: 211 - Title I, Part A - \$17,000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

**Performance Objective 5:** For the 2016-2017 school year, H.D. Hilley will improve its student state assessment scores in Mathematics from 86% to 88% from 3rd through 5th grades.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**











Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide Tier II and Tier III students with small group instruction to address weak math objectives.	3, 8, 9, 10	Administration, SCE Coach, Teachers, Support instructional Personnel.	Lesson plans for Tier II and Tier III students, Eduphoria Math results, Super School, Tutoring Rosters			
				Funding Sources: 199 - General - \$0.00		
2) Use campus and state data to pinpoint weaknesses and strengths in math instruction.	1, 8, 9	Administration, Teachers, SCE Coach, Support Instructional Personnel	Eduphoria data reports, lesson plans, assessments			
				Funding Sources: 199 - General - \$0.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

**Performance Objective 6:** For the 2016-2017 school year, H.D. Hilley will improve its student state assessment scores in Science from 76.3% to 80% as compared to the 2015-2016 state assessment.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Use Living with Stem lab for 4th and 5th grade.	1, 3, 8	Living with Stem aide, SCEI coach, Teacher	Improved Science grades.			
2) Classroom science fair for all grade levels.	3, 8, 9	Admin, SCEI coach, teacher	Improved Science grades.			
3) The Instructional Aide in Living with Stem will assist in providing computerized lessons and tutoring sessions.	3, 8, 9, 10	Administration, Teachers, Instructional Aide	Increased science scores			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

**Performance Objective 7:** For the 2016-2017 school year, H.D. Hilley will improve its student state assessment scores in Writing from 76.4% to 80% as compared to the 2015-2016 year.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Use Empowering Writers themes along with TRS school wide to enhance the writing process to successfully produce effective compositions in both the narrative and expository medium.	1, 3, 8, 9	Administrators, Teachers, SCEI Coach, Support Instructional Personnel	Improved writing scores			
				Funding Sources: 211 - Title I, Part A - \$3,000.00		
2) Focus on revising and editing sentences and compositions.	3, 8, 9	Administration, Teachers, All Support Personnel	Grammatically correct sentences, legible compositions, increase writing scores STAAR, benchmarks			
				Funding Sources: 199 - General - \$0.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

**Performance Objective 8:** By spring 2017, the amount of students being referred to our Response to Intervention process will be increased by 10% measured by our RtI logs and Eduphoria documentation.

**Evaluation Data Source(s) 8:**

**Summative Evaluation 8:**







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) We will run reports of students not meeting core content area standards. The use of failure reports will be used to get this data.		Administration, teachers, school counselor	RtI logs, scheduled meeting with number of students referred			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

**Performance Objective 9:** H.D. Hilley will offer a minimum of two trainings to review and discuss H.B. 5 requirements with all teachers.

**Evaluation Data Source(s) 9:**

**Summative Evaluation 9:**








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) During our attendance committee meetings we will train members of H.B.5 requirements. Also, during our Faculty Meetings we will be reviewing H.B. 5 information with all teachers.	1	Attendance Committee Administrator and members	Agendas			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.**

**Performance Objective 1:** Eighty percent of teachers evaluated at H.D. Hilley during the 2016-2017 school year will meet the proficient level rating as measured by T-TESS.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All teachers will be trained on the T-TESS to maintain high qualified status and to improve student performance	3, 4, 5, 8	Administration, Teachers	Lesson Plan, Classroom Management, Walk Throughs			
	Funding Sources: 199 - General - \$0.00					
2) All teachers will receive a pre and post conference for their formal observation.	3, 4, 5, 8	Administration, Teachers	Improved instruction through the use of effective teaching strategies, walk through, T-Tess results			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 2:** For the 2016-2017 school year, H.D. Hilley will maintain 100% Highly Qualified teachers in all core academic subjects.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide support through classroom observations, model lessons, peer observations, and planning.	3, 4, 5	Administration, Teacher, and Campus Leadership Team	Lesson plans and student achievement			
	Funding Sources: 199 - General - \$0.00					
2) Provide a mentor teacher to new teachers and struggling teachers with ongoing T-TESS support.	3, 4, 5, 8	Administration, Teachers	Increased student achievement			
	Funding Sources: 199 - General - \$0.00					
3) Provide support through staff development sessions to increase understanding of curriculum and data such as Achieve3000.	2, 3, 8	Administration, Teachers, SCEI Coach	Increased effectiveness in the classroom, use of strategies			
	Funding Sources: 211 - Title I, Part A - \$1,200.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 3:** H.D. Hilley will provide a minimum of 3 professional development opportunities for teachers during the 2016-2017 school year on T-TESS.

**Evaluation Data Source(s) 3:**









**Summative Evaluation 3:**

**Goal 3:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 4:** We will increase the number of teachers certified in bilingual education by 2 more teachers this year. Currently 21 are certified 23 by March 2017.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All teachers will be given the opportunity to attend workshops in Reading, Writing, Math, Science and/or Social Studies and to purchase resources as necessary to implement student lessons.	3, 4, 8	Administration, Teachers, SCEI Coach	Increased Student Achievement			
	Funding Sources: 199 - General - \$2,000.00					
2) Differentiated training will be offered to K- 2, and 3-5 teachers based on data, weak objectives and students' needs.	3, 4, 5, 8	Administration, Campus Leadership Team, Instructional Aides and Teachers	Increase student achievement			
	Funding Sources: 199 - General - \$0.00					
3) Encourage all personnel to become bilingual certified and /or Special Education certified by assisting these teachers with their schedules and/or providing study sessions.	3, 5, 8	Administration, Teachers, SCEI Coach, Support Instructional Personnel	More certified teachers in critical areas			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 5:** We will increase the number of students in the Gifted and Talented Educational program.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide opportunity to attend 30 hours of core area trainings-		DSC training personnel	Sign-in sheets, flyers, handouts			
2) Provide opportunity for a yearly letter update		GT campus coordinator, DSC staff	Sign-in Sheets, flyers, handouts			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.**

**Performance Objective 1:** During the 2016-2017 school year, H.D. Hilley will increase the number of collaborative educational involvement activities and events for parents and community members from six events to ten as compared to the 2015-2016 school year to promote teamwork and unity in the education of students. The events added to this years calendar are Coffee with the Principal, Father and Daughter Dance and Mother and Son Dance.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide presentations for parents on academic strategies, anti-bullying issues, parenting book club, parenting information through the use of Active Parenting, discipline strategies and social issues.		Administrators, Teachers, support staff, Parent Liaison	Lesson plans, agendas, calendar dates, fliers, posters, website, sign in sheets, number of participants, student behavior sheets			
Funding Sources: 199 - General - \$0.00						
2) Offer parents the opportunity to attend campus training on issues such as parenting, discipline, strategies and/or academic issues. District-wide Father/Son, Mother/Daughter conference and Region 19 Parental Involvement Conference	1, 2, 6, 10	Parent Liaison, Counselor, Administration	Agendas, workshops, fliers, sign in sheets			
Funding Sources: 199 - General - \$0.00						
3) Provide snacks and refreshments at parenting sessions and informational sessions to encourage attendance and to help parents feel welcome and comfortable. On-line registrations for Pre-Kinder and New Kinder will be offered in addition to the district's registration date of April 22nd. This event will take place the evening of May 26th.	1, 6, 10	Parent Liaison, Administration, Counselor, On-line Registration Team members	Purchase orders, agendas, fliers, lesson plans, community resource agendas. Registration of Pre-kinder and New Kinder students at Hilley.			
Funding Sources: 199 - General - \$500.00, 211 - Title I, Part A - \$150.00						
4) Provide the Parent Liaison with the materials necessary to help her organize, prepare, and manage parenting classes and/or presentations.	1, 6, 10	Parent Liaison, Administration	Materials organized and easily accessible.			
Funding Sources: 211 - Title I, Part A - \$600.00						
5) Offer two GT parent meetings, parent information nights: one in the fall and one in the spring of 2017.		GT campus coordinator	Sign-in sheets, flyers, meeting agenda, Power Point			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 4:** SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 2:** Hilley will send a newsletter home, every nine weeks, to parents to inform the community of upcoming events or changes to school procedure.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Parents will be informed of upcoming events through call-outs, marquee, fliers and bulletins.	1, 2, 6, 8, 9	Administrators, teachers, Librarian, support staff	Parents will be kept informed and up-to-date			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						










**Goal 4:** SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 3:** By the end of the 2016- 2017 school year, our Partners in Education program supporters will be increased by a minimum of three partners from the previous year for a total of six. The number of partnership activities with businesses and higher education institutions and other agencies will also increase in order to support student academic and social, emotional success.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Partners in Education and various community members will present to parents during parenting classes.	1, 2, 6, 10	Administrators, Parent Liasion, Counselor	agenda, workshop fliers, sign in sheets			
				Funding Sources: 199 - General - \$0.00		
2) Partners in Education and community members will be invited to take part in festivals, assemblies, contests and judge the science fair and the Trashion fashion show.	1, 6, 10	Administrators, Parent Liasion, Counselor	agenda, workshop fliers, sign in sheets			
				Funding Sources: 199 - General - \$200.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4:** SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 4:** For the 2016-2017 school year, H.D. Hilley will have a minimum of one customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Faculty and staff will attend a customer service training at the start of the year.	2, 3, 4	Administrators, all faculty and staff	sign in sheets, agendas, handouts			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4:** SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 5:** During the 2016-2017 school year, H.D. Hilley will invite the Head Start to attend school functions at a minimum of twice a year.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Invite Head Start teachers, students and parents to attend academic and social events so parents and students become familiar with the campus before students are enrolled for Kindergarten.	6, 7, 10	Administration, Parent Liaison, Counselor	Sign in sheets, flyers, letters			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.**

**Performance Objective 1:** For the 2016-2017 school year, 85% of all students in all subgroups at H.D. Hilley will meet district, state, and federal accountability standards as measured by reports such as the Performance-Based Monitoring Analysis System.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Monitor student performance through the use of data from Eduphoria, after school tutoring, fall and spring intersession, super school and small group interventions.	1, 2, 3, 8	Campus Teachers/ Staff, Campus Leadership Team.	Eduphoria reports, data analysis, common assessments, lesson plans			
	Funding Sources: 199 - General - \$0.00					
2) Use support staff, such as Temporary Instructional Aides (TIAS), Library Aide, and At Risk Aide to guide small group intervention through the use of intervention learning plans based on data.	1, 2, 10	Administration, Teachers, TIAS, Support Instructional Personnel	Eduphoria reports, data analysis, common assessments, lesson plans			
	Funding Sources: 199 - General Fund: SCE - \$1,000.00, 211 - Title I, Part A - \$1,000.00, 199 - General Fund: Bilingual - \$1,000.00					
3) Provide extra duty pay to teachers providing accelerated instruction to struggling students in all core subject areas during after school tutoring, intersession tutoring and Saturday tutoring.	1, 2, 3, 8, 9, 10	Administration, Teachers, SCE Coach	Lesson plans, Student sign-in sheet, Student Rosters, Pay roll sheets			
	Funding Sources: 211 - Title I, Part A - \$25,000.00, 199 - General Fund: Bilingual - \$10,000.00, 224 - IDEA A, SPED - \$5,000.00					
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 2:** During the 2016-2017 school year, 100% of H.D. Hilley teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Through the implementation of iStation interventions, small group instruction, Achieve 3000, and strategic pre-assessment inventories to diagnose and prescribe interventions, teachers will develop intervention plans based on students needs.	1, 2, 3, 8, 9, 10	Administration, Teacher, Instructional Aides, SCEI Coach, and Support Instructional Personnel	Istation lesson plans, Achieve 3000, TCM lesson plans, walk throughs			
				Funding Sources: 199 - General - \$0.00		
2) Provide tutorial sessions and implement comprehensive intervention plans in Reading, Writing, Math,	1, 2, 3, 8, 9, 10	Administration, Teachers, Support Instructional Personnel	Afterschool tutoring, Saturday Camp, Intersession tutoring, and Super School			
				Funding Sources: 199 - General - \$0.00, 211 - Title I, Part A - \$0.00		
3) Provide extra duty pay to teachers providing accelerated instruction to struggling students in all core subject areas during after school tutoring, intersession tutoring and Saturday tutoring.	1, 2, 3, 8, 9, 10	Administration, Teachers, SCE Coach	Lesson plans, Student sign-in sheet, Student Rosters, Pay roll sheets			
				Funding Sources: 199 - General - \$0.00, 199 - General Fund: Bilingual - \$0.00, 224 - IDEA A, SPED - \$0.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 3:** For the 2016-2017 school year, H.D. Hilley administrators will provide one additional after school staff development opportunity a month based on teacher survey needs to achieve professional growth and high student academic achievement rates.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will be trained in areas of need as requested by teachers or as evidenced by data reports, at least once a month. Campus climate survey will be discussed and reviewed with faculty and staff.	1, 2, 3, 4, 5, 8, 10	Administration, Teachers, SCEi Coach, Support Instructional Personnel	Agendas, data reports, teacher requests, lesson plans, walk throughs. Campus Climate Survey results and areas of strength.			
	Funding Sources: 211 - Title I, Part A - \$125.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 4:** During the 2016-2017 school year, H.D. Hilley administrators will schedule at least four data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Invite district Curriculum and Instructional personnel to view campus data and offer recommendations in low achieving areas.	1, 3, 8, 10	Administration, Teachers, SCEI Coach	Agendas, Data walls, Lesson plans, Professional Development			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 5:** During the 2016-2017 school year, H.D. Hilley personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by adding six more events as compared to the 2015-2016 school year.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students, with teacher guidance, will note in their daily school planner important school activities, such as school meetings and events, in order to increase parental involvement.	1, 2, 6, 8, 9	Campus Teachers	Agendas showing calendar dates of upcoming meetings and events.			
Funding Sources: 199 - General - \$0.00						
2) The campus will provide Family Literacy nights, community involvement activities (to include but not limited to Poetry Slam, curriculum nights, such as Science night, math night, Literacy night, Learn With Your Child, holiday/award assemblies, Donuts for Dads, Coffee with the Principal). A parent information night to introduce WIN Academy program will be provided during last week of school year.	2, 6, 8, 9, 10	Administration, Teachers, SCEI Coach, Support Instructional Personnel	Lesson plans, agendas, calendar dates, fliers, posters, website, sign in sheets, number of participants, student behavior sheets, student enrollment in the WIN Academy and student interview forms for WIN 2017- 2018.			
Funding Sources: 199 - General - \$200.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



# State Compensatory

## Personnel for H.D. Hilley Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Garza	State Comp Education Instructional Coach		Yes
Collazo, Brenda R	Instructional Aide	At-Risk	Yes
Lujan, Lizzeth	Library Aide		Yes
Salas, Edna	Teacher CSR		Yes

# Title I

## 1: Comprehensive Needs Assessment

1. **Comprehensive Needs Assessment** A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

## 2: Schoolwide Reform Strategies

2. **School Wide Reform Strategies** Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

## 3: Instruction by highly qualified professional teachers

1. **Instruction by Highly Qualified Teachers** Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

## 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Not applicable to H.D. Hilley

## 5: Strategies to attract highly qualified teachers

5. **Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools** A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.

## 6: Strategies to increase parental involvement

6. **Strategies to Increase Parental Involvement** Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

## 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

7. **Ensure Smooth Transition for Students** Plans for assisting preschool children in the transition from early childhood programs, such as Head Start,

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Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

**8. Measure to Include Teachers in Decisions Regarding the use of Academic Assessments** Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

**9. Effective, Timely Additional Assistance** Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

(1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**10: Coordination and integration of federal, state and local services and programs**

**10. Coordination and Integration of Federal, State, and Local Services and Programs** including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Agredano	Para -183		yes

## School Improvement and Operational Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Fernando L	Principal
Administrator	Esteban Alvarez	Assistant Principal
Classroom Teacher	Marta Ayala	Kindergarten
Classroom Teacher	Irene Chavez	4th grade
Classroom Teacher	Laura Cruz	5th grade
Classroom Teacher	Concepcion Gonzalez	2nd grade
Classroom Teacher	Ana Oropeza	1st grade
Classroom Teacher	Araniza Rodriguez	Special Education
Classroom Teacher	Margarita Zavala-Murphy	3rd grade
Non-classroom Professional	Elena Fuentes	Counselor
Non-classroom Professional	Claudia Garza	SCEI coach
Non-classroom Professional	Roselyn Morales	Librarian
Parent	Mrs. Duran	
Parent Liaison	Rachel Rios	

## Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1	Master Teacher resources/ binders and teacher supplemental materials.		\$3,962.08
1	3	2			\$0.00
1	4	1			\$0.00
1	4	2			\$700.00
1	4	3			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	3	2			\$500.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$1,656.32
2	3	6			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00

2	5	2			\$0.00
2	6	2			\$0.00
2	7	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	4	1			\$2,000.00
3	4	2			\$0.00
3	4	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$500.00
4	2	1			\$0.00
4	3	1			\$0.00
4	3	2			\$200.00
4	4	1			\$0.00
4	5	1			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	4	1			\$0.00
5	5	1			\$0.00
5	5	2			\$200.00
<b>Sub-Total</b>					\$9,718.40
<b>199 - General Fund: SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

5	1	2			\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	4			\$8,911.60
2	2	2			\$17,500.00
2	2	4			\$14,949.50
2	2	5			\$575.74
2	3	7			\$1,485.69
2	4	2			\$1,000.00
2	4	3			\$17,000.00
2	6	1			\$2,800.00
2	6	3			\$2,500.00
2	7	1			\$3,000.00
3	2	3			\$1,200.00
4	1	3			\$150.00
4	1	4			\$600.00
5	1	2			\$1,000.00
5	1	3			\$25,000.00
5	2	2			\$0.00
5	3	1			\$125.00
<b>Sub-Total</b>					\$97,797.53
<b>224 - IDEA A, SPED</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	3	7			\$1,000.00
5	1	3			\$5,000.00
5	2	3			\$0.00
<b>Sub-Total</b>					\$6,000.00



<b>199 - General Fund: Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	3	7			\$1,000.00
5	1	2			\$1,000.00
5	1	3			\$10,000.00
5	2	3			\$0.00
<b>Sub-Total</b>					\$12,000.00
<b>199 - General: Gifted and Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	3			\$500.00
<b>Sub-Total</b>					\$500.00
<b>Grand Total</b>					\$127,015.93