

Socorro Independent School District
H.D. Hilley Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness



Board Approval Date: August 21, 2018
Public Presentation Date: August 21, 2018

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 School was established in 1980 and was the second built elementary school in the Socorro Independent School District. Today it is one of forty-eight campuses in SISD serving approximately 638 students from Pre-Kindergarten through fifth grades. Our student populations includes: 47.46% females and 52.54% males. Our diverse populations consist of 6 students either American Indian or AK native, Asian 2 students, Black 2 students, Hispanic 623, No multi-racial, and No Pacific Islander. Our school's mobility rate was approximately 16.93%.

Student Programs:

School	Program	Total Students
HD Hilley Elementary	At Risk	481
HD Hilley Elementary	Economic	598
HD Hilley Elementary	Gifted & Talented	16
HD Hilley Elementary	Homeless/Unaccompanied	9
HD Hilley Elementary	Immigrant	19
HD Hilley Elementary	LEP	479
HD Hilley Elementary	Migrant	3
HD Hilley Elementary	Miscellaneous	2
HD Hilley Elementary	Section 504	19

HD Hilley Elementary	Special Education	78
HD Hilley Elementary	WIN Academy	19

Student Attendance Yearly Rate:

Grade Level	Total Enrollment	Unexcused Absences	Excused Absences	Total Absences	Absent %	Present %	Date
							6/1/2018
Grade PK	67	14	1	15	22.38877	77.61119	
Grade K	78	15	0	15	19.23078	80.76922	
Grade 01	83	9	0	9	10.84338	89.15662	
Grade 02	96	15	0	15	15.625	84.375	
Grade 03	101	14	0	14	13.86138	86.13862	
Grade 04	112	13	0	13	11.60718	88.39282	
Grade 05	99	11	0	11	11.11111	88.88889	
All Students	638	91	1	92	14.46548	85.53452	

This year our attendance rates suffered due to hard flu and seasonal allergies. This will continue to be one of our focus for the 2018- 2019 school year. Our campus has to offer more student and teacher incentives besides the campus occasional prizes and end of year Perfect Attendance Trophy. Student attendance for the 2017 - 2018 school year is 95.66% compared to 96.28% in the previous year. Attendance will continue to be encouraged through campus and district incentives and with recognition every month.

Faculty and Staff Analysis: H.D. Hilley Elementary

Our Teacher size consist of 36 classroom teachers, 6 male at 16.67% and 29 females at 80.56%. Our staff at H.D. Hilley proudly serves students from Pre-Kindergarten through fifth grade with approximately four to five sections per grade level. Mustang numbers indicate our employee populations is 97% Hispanic, 1% Black and 1% Caucasian. Our students are supported by two administrators, a State Compensatory Education Instructional Coach (SCEI), five

Instructional Aides, five Special Education Teachers, one school counselor, two P.E. Coaches and one P.E. Aide, one school nurse and five full time custodial staff employees. Other support staff include a Parent Liaison, one Security Guard and five Crossing Guards/ Cafeteria Monitors plus a fully staffed Child Nutritional Service personnel.

Demographics Strengths

H. D. Hilley is proud to offer endless opportunities to all our students. Our school's focus is on college and career readiness for all. One hundred percent of our educators are highly qualified, effective professionals and are dedicated to students, school and community. Every team member and stakeholder is committed and determined to offering a high quality, rigorous instruction to ensure all Mustangs are successful.

Hilley is one of the few schools within our district implementing Achieve 3000, Smarty Ants for grades kinder through second grades and KidBiz for grades third through fifth. Our demographic strengths include:

This past year we incorporated two Social Emotional Learning components: Students utilized Tacky Box strategies to write about "tacky" experiences they could help relate to our teachers, school counselor and staff. We also used Master Teacher/ Top 20 guided lessons and morning messages via announcements. Our teachers and support staff received in-service on this program and technical supports were provided by district specialist and Librarian/ Media Specialist. In the past three school years H.D. Hilley students have seen an overall decline in discipline referrals. 2015-16 = 161 referrals, 2016- 17 = 74 and 2017 -18 = 86 referrals reported to administration.

- Our fifth grade students received their first full year of AVID implementation in scheduled classes and one section of our fourth graders due to teacher and staff training at Summer Institute in Dallas TX. This year, 18-19 the rest of our fourth grade teachers will be fully trained and are currently attending Summer Institute as well. The school principal and two fifth grade teachers attended Summer Pathway training locally to continue with our second year of AVID implementation. Our campus received certification for its first year of practice. Our classes in fourth and fifth will continue incorporating AVID in scheduled classes with use of AVID organizational tools and its resources. Students were recommended to register for AVID courses in our feeder pattern middle schools.

H.D. Hilley continues to employ instructional certified and highly qualified professionals and paraprofessionals.

Teachers by Highest Degree Held: Bachelors Count =25.0 Percent =70.0% Masters Count = 10.7 Percent =30.0%

Teachers by Years of Experience:

Beginning Teachers Count = 2.7 Percent =7.6%

1-5 Years Experience Count =4.0 Percent =11.2%

6-10 Years Experience Count =6.0 Percent =16.8%

11-20 Years Experience Count =18.0 Percent =50.4%

Over 20 Years Experience Count =5.0 Percent =14.0%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Of our 638 student population, 479 students are coded limited English proficiency or LEP. The challenge is to ensure all students are proficiently reading and comprehending in english and to meet state standards in STAAR. **Root Cause:** Approximately 75% of our students enroll speaking a language other than english.

Student Academic Achievement

Student Academic Achievement Summary

Students at H.D. Hilley have made gains in the area of mathematics at all grade levels from third through fifth grade according to state Spring 2018 STAAR results: 5th Grade Math 2017 Approaches = 96.7% Meets =59.3% Masters =25.3% In 2018 Approaches= 96.8% Meets =69.1% Masters =37.2% Student achievement gains are +7.3% 4th Grade Math 2017 Approaches =84.2% Meets =50.5% Masters =21.1% In 2018 Approaches= 82.2% Meets =56.4% Masters =25.7% Student achievement gains are +2.9% 3rd Grade Math 2017 Approaches =77.5% Meets =46.1% Masters =23.5% In 2018 Approaches= 84.2% Meets=51.6% Masters =20.0% Student achievement gains are +2.9% All Grades 3- 5 Math In 2017 Approaches =85.8% Meets =51.7% Masters =23.3% In 2018 Approaches= 87.6% Meets =59.0% Masters =27.6% Student achievement gains are +4.46% 4th Reading In 2017 Approaches =78.9% Meets =38.9% Masters =17.9% In 2018 Approaches = 75.2% Meets = 47.5% Masters = 23.8% Student achievement gains are +3.6% All Grades 3-5 Reading 2017 Approaches = 82.2% Meets = 50.0% Masters =23.3% In 2018 Approaches = 76.3% Meets = 31.2% Masters = 10.8% Percentage change 12.43 3rd Reading In 2017 Approaches = 75.5% Meets = 48.0% Masters =27.5% In 2018 Approaches = 78.9% Meets = 32.6% Masters = 17.9% Percentage change 7.2% 5th Reading In 2017 Approaches = 84.6% Meets = 51.6% Masters =28.6% In 2018 Approaches = 85.1% Meets = 46.8% Masters = 20.2% Percentage change 4.2% 5th Science In 2017 Approaches = 82.2% Meets = 50.0% Masters = 23.3% In 2018 Approaches = 76.3% Meets = 31.2% Masters = 10.8% Percentage change 12.43% 4th Writing In 2017 Approaches = 75.8% Meets = 40.0% Masters = 8.4% In 2018 Approaches = 71.3% Meets =45.5% Masters = 5.9% Percentage change 0.48%

Student Academic Achievement Strengths

Mustangs are making STAAR gains in the areas of fifth grade math, 4th grade math and 3rd grade math. Combined there has been an increase in math state standards by +4.46%.

Our fourth grade students have show improvement in STAAR Reading by +3.6%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our students continue to struggle in reading overall. We saw a decrease in the overall STAAR Reading scores from Spring 2017 by - 2.3% from third to fifth grades. **Root Cause:** Differentiation of student instruction and increasing rigor for all students will be at forefront for upcoming school year.

Problem Statement 2: Reading **Root Cause:** Corrective instruction not being provided to students for assessment. Effectiveness of intervention strategies are not tracked

Problem Statement 3: Writing **Root Cause:** Teachers require training and resources to include key ideas.

Problem Statement 4: Science all grade levels **Root Cause:** Consistent effective instruction not delivered in lower grades Tracking of struggling students and instruction effectiveness interventions

Problem Statement 5: Bilingual Reading- LEP not served population **Root Cause:** Team lacks in tracking student progress for strugglers Campus identifies struggling students and tiers them: 1,2 and 3

Problem Statement 6: Special Education Writing **Root Cause:** Teachers are required to develop lesson plans with clear defined goals.

Problem Statement 7: Special Education Science **Root Cause:** Maximizing instructional time and delivering effective instruction consistently.

Problem Statement 8: Special Education Reading **Root Cause:** Mutitple paths of instruction geared toward a clearly defined goals and formative assessments.

School Processes & Programs

School Processes & Programs Summary

Our school believes in the effectiveness of Social and Emotional Learning building on the five SEL Core Competencies of Self-Management, Self-Awareness, Responsible Decision Making, Relationship Skills, and Social Awareness. These competencies coupled with best practices in guidance and counseling help students with issues with bullying, making positive choices, building better relationships and relating with peers, adults and community. Our students have opportunities to be a part of our school's Random Acts of Kindness Club. This year our campus administration was invited to ASCA conference due to the social media communication with all stakeholders in regard to SEL and it's potential to develop stronger strategies and program for our Mustangs.

The Children's Access to Mentors Promotes Success or CHAMPS program provided a social and emotional and educational avenue for students in need of additional adult supervision and support. Administration and support staff mentored fifteen boys and girls throughout the year. Various activities and mentor-ship opportunities were provided to our students.

Our WIN Academy expanded to two sections for the 2018-19 school year. We will have one second grade and a third grade section who will be our first cohort of students and teacher. Our WIN Academies serve the most At-Risk populations of students struggling in the areas of reading and mathematics. Students qualify through various uses of data and core content grades and benchmarks, STAAR results for third through fifth grades.

H. D. Hilley's mathematics curriculum and instruction is delivered in a ninety minute model incorporating strenuous rigor lesson frame with the use of small group intervention provided by our teachers, instructional coach and or aides. The curriculum is supplemented with Motivation Math, Istation Math and Target the Question, TEKs. Students regularly use a hands-on approach with the use of manipulative and at times supplemental aids. Our math resources help develop problem solving skills and higher order thinking.

The endless opportunities that Mustangs have are not limited to academics in the classroom. We are proud to say our students have the chance to participate in University Interscholastic League (UIL) events such as Mental Math and Math Bee, Spelling Bee, Destination Imagination, Robotics, Gifted and Talented Program, National Elementary Honor Society, Cheerleading, Blue Bonnets, Earth Angels, Random Acts of Kindness, Sign Language Club, Science Fair, VASSP After School Athletics Programs such as Soccer, Basket Ball and Track & Field. Close to three hundred students participated in one or more extra curricular activities, clubs or sports this past school year.

School Processes & Programs Strengths

2017 Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Closing Performance Gaps

2018 Accountability Ratings not available yet.

Achieve 3000/ Smarty Ants

Class Grade Level Number of Students Avg Time in Smarty Ants Avg % Time Home Use % Students Completed Goal Last Week % Students On Track for Year End Goal

Class A 1st 19 46.4 hr 14.9 % 68.42 % 78.95 %

Class A 2nd 18 38.4 hr 2.9 % 55.56 % 61.11 %

Class B 2nd 21 30.3 hr 8.2 % 52.38 % 61.9 %

A Class Pre-K 27 10.8 hr 3.2 % 11.11 % 25.93 %

A Class Pre-K 24 10.9 hr 2 % 12.5 % 16.67 %

B Class 1st 21 34.9 hr 5.3 % 52.38 % 71.43 %

Grade 2nd 6 33.5 hr 8.1 % 50 % 50 %

Class C 2nd 19 88.2 hr 49.2 % 94.74 % 94.74 %

Class C 1st 22 55.8 hr 11.5 % 95.45 % 95.45 %

Pre-K 24 36.3 hr 2.5 % 83.33 % 83.33 %

C Class 1st 24 63.5 hr 20.2 % 79.17 % 79.17 %

A Class Kinder 20 22.5 hr 5.6 % 30 % 30 %

Class D 2nd 21 36.5 hr 20.7 % 76.19% 76.19 %

B Class Kinder 19 33.2 hr 15.8 % 57.89 % 73.68 %

C Class Kinder 19 27 hr 6.2 % 21.05 % 26.32 %

D Class Kinder 20 20.3 hr 4.9 % 15 % 25 %

Class D 2nd 18 50.3 hr 7.8 % 77.78 % 77.78 %

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Approximately 60.5% of students in Pre-Kindergarten through second grade are exiting the grade at or above grade level. **Root Cause:** Students need to have interventions based on their individual needs in order to make or surpass a year's progress in reading. Quality Tier I instruction needs to happen for 100% of students.

Perceptions

Perceptions Summary

Our Climate Survey conducted in late 2017 revealed the following results:

On a zero to four scale, zero being lowest and four the highest possible rating. Climate and culture questions were asked of teachers, students and parents.

1. I feel safe and secure = 3.74
2. Personnel work together as a team = 3.
3. Administration solves problems effectively = 3.43
4. I feel my ideas are listened to and considered = 3.33
5. Adequate disciplinary measures are used to deal with disruptive behavior = 3.11
6. Students generally come to my class at the beginning of the term prepared for the grade level or course I teach = 2.37
7. I have a feeling of job security in my present position = 3.33
8. I like working at my school = 3.72
9. Staff moral is high at my school = 3.25
10. I frequently feel overworked and overwhelmed while working at my school = 2.94

Parents and Guardians Responses

Four areas for improvement in the section from our vested parents and guardians. Parents and guardians indicate their child is not being challenged to do

more. In retrospect, mostly we hear about how schools focus too often on state mandated assessments and how we constantly push students with testing. Considering this area we will have to think about relevance and increasing rigor to help in challenging students to reach more than what we think the student can achieve at school. Our next lowest scored response deals with our school encouraging all students to enroll in challenging courses. At the elementary level, what comes to mind is possibly recruiting and increasing Gifted and Talented classes throughout the school? Beside improving on rigor and challenging students academically we can promote our National Elementary Honor Society to offer more students this type of experience of an academic and social awareness and social engagement to dare students to take risks. Coming in at a tie with a score of 3.43 are two answer options from our parents. The first is that our school returns phone calls, messages, and or e-mails promptly. Customer service being one of our focus, administration and staff will continue to reach out to our parents in a timelier manner. A common concerns is that our teachers and staff are not able to get a hold of parents via phone however we can do a better job of trying other means such as emails, sending messages, marquee usage and updated, via agendas etc. This is definitely something we have control of and can make a difference. We can work together by ensuring contact information in our students demographic and information data is more current. The answer specifying children feeling confused about something in class, he/ she feels comfortable saying so was ranked 3.43. This is again, another area for improvement. As a learning community we need to be more sensitive to listening to student concerns and needs. Although time is of the essence, we need to take a moment to allow students to voice their concerns and needs.

Various strengths were identified by our parents in our survey. The first pertains to our interaction with students in regard to treating them with respect. Eight out of 196 parents indicated otherwise. This signifies that a majority of our educators are about kids. Parents feel their child is cared for and valued here at school. In addition, equally rated is how parents answered about them feeling comfortable talking to teachers. These two rating averages are at 3.63 rating. It is good to see that our parents are content and feel at ease when approaching teachers. It's all about customer service. Looking forward for our administration team to learn more about this in the upcoming training provided by our district. Just as important, is the cleanliness of our building. Our vision includes the physical cleanliness of our school. Continuing to beautify the school and empowering students to take pride in their school is important to academic success overall. Guardians and parents revealed they believe their child feels he or she belongs at this school by rating this area high- 3.64 strength. All students here, belong here. This is their school and we regularly tell them this. Climate Survey reflection tells us that what the students hear and what we routinely practice sticks. Students and parents at H.D. Hilley are determined to experience success!

Perceptions Strengths

Opportunity for Growth from a Climate Survey

Two-hundred of our third through fifth graders responded to the survey. The first thing that drew some attention were the areas for improvement. It is paramount for stakeholders to understand what our kiddos are thinking about their school, administrator and teachers. Our team has identified the lowest ranking answers by percentage point ranging from 3.28 to 3.34. The items include: students being recognized for good work (3.28). This indicates that more than 25 students either disagree or strongly disagree with them being recognized here at school. Students' data shows our school is not doing enough to recognize their success. A task to consider is to think of ways we can improve acknowledging good student work. Approximately 30 students believe their teacher does not listen to their ideas. This is nearly 10% of our third through fifth graders saying their ideas do not matter. Sound significant especially from the students that can voice their concerns and definitely something our teachers should be aware of. In reflecting on our survey indicates that it may be a

good idea to share this data with them in order for us to make a change. In addition, another 30 students indicated in the survey they are not treated with respect by their own peers. Let's consider implementation of Master Teacher and the social emotional learning and training needed for our students. As a final point, a rating average of 3.34 was identified for students not having fun learning at our school. Nearly twenty-two students either disagreed or strongly disagreed with having some sort of entertainment in their learning. Learning shouldn't be boring. Quite opposite, our vision involves students to want to come to school to learn in fun ways. These four areas were the lowest scoring answers offered by Mustangs that will be considered to make improvements for students' academic success.

In contrast, the following answers were identified as strengths for H.D. Hilley Elementary Students. To begin, with a rating average of 3.65, and with about 263 students stating that they can be better students recognize this. We believe we have set high expectations for all our students that help them push themselves into knowing they can and will do better. Subsequently, only eleven out of 271 students disagreed that "Very good work is expected at my school". What happened to these students? We should all be on the same page that is the goal. Ensuring, there are six students not agreeing with their teachers believing the student can learn. The majority of our students either agreed or strongly agreed with this statement. Again, this is definitely school strength. Two of the highest ratings entail the student belief that family wants or believes the child can do well in school. We can continue to build on the social emotional aspect of how their support system cares and believes in our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Climate Survey is based on a 1 - 4 ranking. Our teachers report: Students generally come to my class at the beginning of the term prepared for the grade level or course I teach = 2.37 **Root Cause:** We have identified that approximately 60.5% of students in lower grades are not prepared for the next school year's academia. There is a continued need to improve tier I instruction and to identify struggling student through RtI process or Section 504 and Special Education services.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- STAAR Released Test Questions
- STAAR EL 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)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- TTESS data

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

Revised/Approved: August 21, 2018

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 2018-2019 school year, Hilley will implement a plan of action to ensure all stakeholders are safe at school and school events by decreasing the amount of infractions by five percent from incident reports and safety walk throughs from district representatives.

Evaluation Data Source(s) 1: District Reports on Intruder Drills

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	2.4	All campus Personnel	All visitors following rules Campus personnel feeling empowered and safe Children feeling safe. All district employees must follow district directive of wearing employee identification upon entering our building.			
	Funding Sources: 199 - General - 0.00					
2) All visitors following rules helps Campus personnel feeling empowered and safe Children feeling safe	2.4	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 our students and campus by providing extra security.	2.4, 2.6, 3.1, 3.2	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 = 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 2018-2019 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: Safety audits and drill reports through Eduphoria

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	2.4	Administrator	Students, teachers and staff 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.	2.4	Administration, All campus personnel	Higher passing percentage rate on reports, more employees questioning visitors without badges or identification badges.			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 2018-2019 school year, the number of bullying-related incidents reported at H.D. Hilley will decrease from 8 to 4 per nine weeks.

Evaluation Data Source(s) 3: Tyler Discipline Reporting

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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. Teachers were using last years lessons with Olweus Bullying Prevention Program.	2.4, 2.6	Counselor and Teacher	Decreased number of bullying incidents			
	Funding Sources: 199 - General - 0.00					
2) The counselor will conduct small group sessions with students who consistently exhibit unacceptable behavior at a minimum of three sessions per occurrence. In addition our school counselor will provide small groups and guidance lessons on anger, grief, social skills, anxiety, Testing skills.	2.4, 2.5, 2.6	Counselor, Administration, Teachers, Support Personnel	Less discipline referrals, less reports of unacceptable behavior.			
	Funding Sources: 199 - General - 0.00					
3) Our school will implement a social emotional learning component to help our Mustangs guide themselves with making better choices Self Awareness, Self Management Social Awareness, Relationship Skills and Responsible Decision Making.	2.4, 2.6	Counselor, Teachers, Administration, all hands at Hilley.	Social and Emotional learning for students growth. Help to enforce interpersonal skills and a positive culture for learning and skills on how to build relationships.			
	Funding Sources: 199 - General Fund: SCE - 0.00					
= Accomplished = 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 2018-2019 school year, the attendance rate for all students at Hilley will increase by 1% over the attendance rate of 95.66% from the previous year.

Evaluation Data Source(s) 4: ADA reports, Tyler SIS data

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Increases of .37 due to providing more student incentives and closer monitoring.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will contact student's parents who are absent on a daily basis to discuss the reason for absence and offer assistance.	2.4, 2.5, 2.6, 3.1, 3.2	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. Students were awarded with pizza parties, bolis pachangas, and teacher classroom incentives.	2.4, 2.6	Administration, all teaching personnel, Attendance Committee	Attendance rate increases. Referrals to Social Agencies increase.			
	Funding Sources: 199 - General - 0.00					
3) Recognize classrooms with the highest attendance percentages weekly and monthly.	2.4, 2.6	Administration, all instructional personnel	Higher attendance rates, academic improvment			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 2018-2019 school year, the total number of disciplinary incidents at H. D. Hilley will decrease from 74 last year to 70 this coming school year.

Evaluation Data Source(s) 5: Tyler SIS reports and PEIMS balance reports

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: Continue to work on decreasing student discipline referrals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Olweus class meetings provide discipline strategies for students. We will supplement with the Master Teacher curriculum to support student Social and Emotional Learning.	2.4, 2.6	Classroom teacher, administration	Lesson plans, Referrals decrease. Olweus Tracker Report indicate all walk thrus were conducted by administration.			
	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.	2.4, 2.6	Counselor, Administration, Teachers, Support Personnel	Less undesirable behaviors, students behaving and solving minor problems			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 2019, H.D. Hilley will implement a minimum of six strategies to promote College and Career Readiness.

Evaluation Data Source(s) 1: Lesson Plans, sessions, activities

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will participate in HB5 Endorsements by becoming familiar with the different career paths they can take in life. Examples to include; GenTex month/ Career Week and guest speakers. College T-shirt Thursdays and fun facts, Post endorsements.	2.4, 2.6	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. Career Week with daily themes and activities. Teachers assist students with finding Fun Fact about favorite college or university.	2.4, 2.6	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. School counselor posts Operation College Bound student bulletin board.			
	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.	2.4, 2.6	School counselor, teachers, administration	Sign-in sheets, correspondence with presenters			
	Funding Sources: 211 - Title I, Part A - 0.00					
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. This year we sent a group from our fourth grade team to AVID summer Institute and two teachers from fifth grade for follow-up Pathways training locally.	2.4, 2.6	Administrators, Counselor, Teacher, Parent Liaison	Student implementation of AVID strategies, binders, Cornell notes, WICOR strategies.			
	Funding Sources: 211 - Title I, Part A - 0.00					
= Accomplished = 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 2018-2019 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 academic and social emotional learning potential.

Evaluation Data Source(s) 2: Achieve 3000 for Smarty Ants and KidBiz, Lexia reading program, and ESPED data

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will be informed of different universities both within and outside of Texas. Students will identify universities of choice per career preference.	2.4, 2.6	Admin, General Education Teacher, SCE coach, Counselor				
	Funding Sources: 199 - General - 0.00					
2) Teachers will provide students with differentiated instruction through the use of TRS/I station, Achieve 3000, Lexia and other aligned resources (Scholastic leveled readers, and guided reading). Achieve 3000 to include Smarty Ants and KidBiz is approximately \$17,255 and Lexia cost \$2,400. IXL Learning renewal quote equals \$650.	2.4, 2.6	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 - 20305.00					
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.	2.4, 2.5, 2.6	Campus GT Coordinator, Teachers, SCEI Coach	GT Showcase participation, Robotics, students participation in GT activities and classes.			
	Funding Sources: 199 - General: Gifted and Talented - 0.00					
4) Provide students with necessary technology equipment, such as laptops, desktops or grade level C.O.W.S. (computers on wheels), to complete academic tasks on computer software, create power points, projects etc.	2.4, 2.5, 2.6	Administration, Teachers, Instructional Aides, Support Instructional Personnel	Higher academic achievement, higher technology usage. All students are provided access to technology equipment.			
	Funding Sources: 211 - Title I, Part A - 0.00					

<p align="center">PBMAS</p> <p>5) Recognize students for making academic gains in any subject area through the use of trophies, medals, certificates, etc. Continue with Terrific Kids with every nine weeks ceremonies. End of Year, club, and science fair, attendance and academic recognition. Achieve 3000 Smarty Ants and KidBiz certificates will be awarded to the most improved student and highest lexile from each class.</p>	2.4, 2.6	Administrators, Counselor, Teachers. Support Instructional Personnel.	Higher grades, test results, higher participation numbers			
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p align="center">PBMAS</p> <p>6) Supporting all students of all population, groups with needed materials and supplies to ensure higher levels of academic learning through the purchase of binders, student privacy dividers, and essential items and consumable resources. In addition, we will provided needed support and resources to our two WIN Academy sections by building on sight word sentences, geometric shapes and phonemic awareness.</p>		Special Education Teachers, Administration and SCEI Intervention Coach				
<p>Funding Sources: 211 - Title I, Part A - 755.34</p>						
<p align="center"> = Accomplished = No Progress = Discontinue </p>						

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 2019, H.D. Hilley shall increase the level of instructional rigor to indicate an improvement in the area of Reading for grades 3rd - 5th from 79.5% to 85%. Our focus will be a Balanced Literacy Framework. Preliminary Spring STAAR results show 42.4% students Meeting Grade Level and 20.7% students Masters. There is a - 2.53% decrease from the previous school year.

Evaluation Data Source(s) 3: STAAR results

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Student Achievement Performance increase to 7.5 % from 2018.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>1) Monitor differentiated instruction and lesson delivery of all small group intervention instruction through grade level planning and walk through data. Incorporate a Balanced Literacy framework with word study, focused lessons from Kinder through 5th grades. TEKS Target Practice Digital for grades third through fifth. Students coded ELL will receive the same support in native language- Spanish incorporating SIOP strategies.</p>	2.4, 2.5, 2.6	Admin, Teacher, SCEI coach, Instructional Aides	Improved scores in core content areas formative and summative assessments, benchmarks and checkpoints, State Assessments			
				Funding Sources: 199 - General - 0.00		
<p>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. The library will purchase Blue Bonnet Books for this school year to increase student collection and diversity and to increase student literacy. Add to collection in Jan. 2019. Demco materials and products will be purchased to supplement lessons and activities plus organizational items will create engaging maker space activities. Perma Bound and Opal Books and Associates books being purchased to provide leveled reader books. Books will be purchased for collection development during mid year.</p>	2.4, 2.5, 2.6	Librarian, Administration, Teachers, Support instructional Personnel	Increased student/teacher use of library resources, increased student achievement. Purchase orders for updated resources, books and magazines. Provide wider collection of diversified student reading materials.			
				Funding Sources: 199 - General - 3953.95, 211 - Title I, Part A - 1860.80		

<p align="center">PBMAS</p> <p>3) The librarian will provide lessons to support the different grade level TEKS such as conducting research projects. Students will have access to activities based on TEKS and in collaboration with teachers. Materials for the library will be purchased for students initiatives and for the processing and care of books in the library.</p>	2.4, 2.5, 2.6	Librarian, Administration, Teachers	Increased student achievement in all core areas.			
<p>Funding Sources: 199 - General - 1877.11</p>						
<p align="center">PBMAS</p> <p>4) Monitor performance data through the use of Eduphoria results and other district and campus assessments.</p>	2.4, 2.6	Administration, SCEI Coach, Teachers, All Support Instructional Personnel.	Increased number of student success			
<p>Funding Sources: 199 - General - 0.00</p>						
<p align="center">PBMAS</p> <p>5) Teaching staff will be provided with the materials, such as camera projectors, instructional materials to include standard dictionaries for grades 3rd - 5th for STAAR requirements plus(i.e. STAAR Reading 3rd - 5th grades, Mentoring Minds, Measuring Up, Empowering Writers) 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.</p>	2.4, 2.6	Administrators, Teachers, Support Instructional Personnel, Instructional Aides	Increased Student Achievement in core subject areas, more hands-on activities			
<p>Funding Sources: 199 - General - 5921.05, 211 - Title I, Part A - 3419.00</p>						
<p>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. The AVID organizational tools will be used with 5th grade and a section of 4th grade.</p>	2.4, 2.5, 2.6	Administration, Teachers, Support Instructional Personnel	Improved student achievement, better organization by students, improved parent communication with the teacher			
<p>Funding Sources: 199 - General - 0.00</p>						
<p align="center">PBMAS</p> <p>7) Teachers will be provided materials to provide tutorial sessions and implement comprehensive interventions in reading, writing, math, and science for At- Risk students. We will be purchasing Kamico Instructional Media math games will be implemented with all students.</p>	2.4, 2.5, 2.6	Administration, Teachers, Support Instructional Personnel	Reduced Failure Rate Reports			
<p>Funding Sources: 199 - General Fund: Bilingual - 0.00, 224 - IDEA A, SPED - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center">PBMAS</p> <p>8) Teachers will implement the use of Scholastic Classroom Magazines during their whole and small group intervention to target specific reading skills. Students will use Storyworks in the area of reading to help support student standards and learning expectations in reading understanding and comprehension.</p>	2.4, 2.6	Librarian, administration and teachers	increase reading comprehension, vocabulary skills and critical thinking ability.			
<p>Funding Sources: 211 - Title I, Part A - 4499.26, 199 - General - 0.00</p>						

<p align="center">PBMAS</p> <p>9) Fifteen student carpets will be purchase to assist with read alouds and shared reading. A guided reading focus will be followed. Current carpets are a trip hazard for students and teachers.</p>	2.4, 2.5, 2.6	Teachers and administration, custodial staff.				
<p>Funding Sources: 211 - Title I, Part A - 7459.92</p>						
<p align="center">PBMAS</p> <p>10) To supplement our Balanced Literacy Framework our school will purchase student leveled reader books to have available for class instruction and read alouds for teachers. A second installment for balanced literacy classroom sets purchased during Intersession. Dictionaries will be purchased for our fifth graders to use daily assignments and for STAAR access. Spanish dictionaries will be purchased to replace older versions.</p>		Admin, SCEI Coach, Librarian, classroom Teachers				
<p>Funding Sources: 211 - Title I, Part A - 12727.54, 199 - General Fund: SCE - 2500.00, 199 - General Fund: Bilingual - 127.80</p>						
<p align="center">PBMAS</p> <p>11) Intensive intervention for students identified with dyslexia characteristics will be provided by trained teachers through the use of the evidence based instruction model action plan -Wilson Reading System kit.</p>		Dyslexia providers, teachers, administrative leaders.				
<p>Funding Sources: 211 - Title I, Part A - 299.00</p>						
<p align="center"> = Accomplished = No Progress = Discontinue </p>						

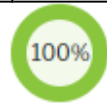
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 4: H. D. Hilley will improve its student state assessment scores in 3rd through 5th grade Reading as compared to the 2017-2018 state assessment score of 79.5% to 85%.

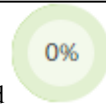
Evaluation Data Source(s) 4: STAAR Reports, Benchmarks, Checkpoints

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>1) Balanced Literacy framework (Anchor Text), Guided Reading, Fundamental 5 strategies for all grade levels.</p>	2.4, 2.6	Teacher, TIA, Admin, SCEI coach	Documentation of interventions during Guided Reading. Improved scores on Istation reports. Improved Reading scores based on Eduphoria reports.			
	Funding Sources: 199 - General - 0.00					
<p>2) Provide accelerated reading instruction for students identified as Tier II and Tier III in iStation and Achieve data. Use balance literacy approach, purchase library books for continued collection development.</p>	2.4, 2.5, 2.6	Administrators, Teachers, SCEI Coach, Support Instructional Personnel	Increased student achievement in reading			
	Funding Sources: 211 - Title I, Part A - 2350.00					
<p>PBMAS</p> <p>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 Lexia and IXL computer based programs to supplement STAAR interventions.</p>	2.4, 2.6	Administrators, Teachers, SCE Coach, Support Instructional Personnel	Increase student reading achievement			
	Funding Sources: 211 - Title I, Part A - 0.00					
<p>PBMAS</p> <p>4) Students will utilize Mentoring Minds Math, Total Motivation to supplement TEKS curriculum and increase rigor.</p>		Teachers, Administration and SCEI Coach				
	Funding Sources: 199 - General - 7491.61, 211 - Title I, Part A - 13000.00					
<p>PBMAS</p> <p>5) Focus in on specific target reading TEKS in third grade to align with Socorro Feeder Pattern PLC's. Incorporate STARS student book C to ensure all students move forward and create a baseline for the students in this cohort.</p>		Administration, third grade teachers, SCEI Coach				
	Funding Sources: 211 - Title I, Part A - 1127.34					



= Accomplished



= 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 2018-2019 school year, H.D. Hilley will improve its student state assessment scores in Mathematics from 85.8% to 89% from 3rd through 5th grades. Our students have shown growth from the previous school year in the area of math. Student Achievement Percent Change is +4.46%. Spring 2018 results show students 59 % Meeting Grade Level and 27.6% Mastering Grade Level.

Evaluation Data Source(s) 5: STAAR Reports, Benchmarks and District Checkpoints

Summative Evaluation 5: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Provide Tier II and Tier III students with small group instruction to address weak math objectives.	2.4, 2.5, 2.6	Administration, SCE Coach, Teachers, Support instructional Personnel.	Lesson plans for Tier II and Tier III students, Eduphoria Math results, Tutoring Rosters			
	Funding Sources: 199 - General - 0.00					
PBMAS 2) Use campus and state data to pinpoint weaknesses and strengths in math instruction. A 90 minute math model with Bell Ringer, Whole group Lesson, and math Work Stations. Stations will be data driven according to low student state Standards.	2.4, 2.5, 2.6	Administration, Teachers, SCE Coach, Support Instructional Personnel	Eduphoria data reports, lesson plans, assessments			
	Funding Sources: 199 - General - 0.00					
PBMAS 3) Use Lone Star Digital Target Practice for grades 1st through 5th to supplement TEKS curriculum.	2.4, 2.6	Teachers, SCEI Coach, Administration				
	Funding Sources: 211 - Title I, Part A - 2319.69					
4) UIL student contest items will be purchased for spelling, listening and math events. Third, fourth and fifth grade computer spelling test (on-line versions) will provide practice for students for the annual UIL competition, event.		UIL campus coordinator, coaches				
	Funding Sources: 199 - General - 240.75					
= Accomplished = 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 2018-2019 school year, H.D. Hilley will improve its student state assessment scores in Science from 76.3% to 82.2% as compared to the 2017-2018 state assessment.

Evaluation Data Source(s) 6: STAAR Results

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Our campus TIA will assist with set up and lesson collaboration with teachers to provide a more hands on approach to science knowledge and skills.	2.4, 2.5, 2.6	Science Instructional Aide, SCEI coach, Teachers	Improved Science grades. Teacher created assessments, district checkpoints and benchmarks.			
	Funding Sources: 211 - Title I, Part A - 0.00					
2) Classroom science fair for all grade levels.	2.4, 2.6	Admin, SCEI coach, teacher	Improved Science grades.			
	Funding Sources: 199 - General - 0.00					
PBMAS 3) Forde-Ferrier Instructional Materials for fifth grade students to supplement TEKS curriculum.		Administration, SCEI Coach and 5th grade teachers				
	Funding Sources: 211 - Title I, Part A - 990.00					
= Accomplished = 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 2018-2019 school year, H.D. Hilley will improve its student state assessment scores in Writing from 71.3% to 75% as compared to the 2017-2018 year.

Evaluation Data Source(s) 7: STAAR Reports

Summative Evaluation 7: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>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.</p>	2.4, 2.6	Administrators, Teachers, SCEI Coach, Support Instuctional Personnel	Improved writing scores			
	Funding Sources: 211 - Title I, Part A - 0.00					
<p>PBMAS</p> <p>2) Focus on revising and editing sentences and compositions. Fourth grade teachers will attend an Empowering Writers workshop from Alice Nine on October 4, 2018 that will assist in their understanding of students' writing compositions in preparation of state standards and target closing the gap essentials.</p>	2.4, 2.6	Administration, Teachers, All Support Personnel , Focus on fourth grade teachers.	Grammatically correct sentences, legible compositions, increase writing scores STAAR, benchmarks. Continue student growth for the writing compositions in fourth grade.			
	Funding Sources: 199 - General - 975.00					
<p>PBMAS</p> <p>3) A Writer's Workshop framework for all grade levels will be implemented with focus on Read Aloud, and Shared Writing. The writing process and Closing with Author's Chair. Pre-Kindergarten students will learn about the Writers Workshop with teacher conferencing and more. Two sections of Pre-Kinder teachers will be trained at ESC 19 on effective writing during a two day session in Nov. and Dec. 2018.</p>	2.4, 2.6	SCEI Coach, administration and teachers from Pre-Kinder to Fifth grade	Improved writing process, framework and overall student academic improvement in writing.			
	Funding Sources: 211 - Title I, Part A - 280.00					
= Accomplished = 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 2019, the amount of students being referred to our Response to Intervention process will be decreased by 5% measured by our RtI logs and Eduphoria documentation.

Evaluation Data Source(s) 8: RtI data and Eduphoria Reports

Summative Evaluation 8: Some progress made toward meeting Performance Objective







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>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.</p>	2.4, 2.6	Administration, teachers, school counselor	RtI logs, scheduled meeting with number of students referred			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

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: Sign-In sheets

Summative Evaluation 9: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	2.4, 2.6	Attendance Committee Administrator and members	Agendas			
 = Accomplished  = 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 10: Our school will update administration and support staff laptops to better equip and assist with dated technology devices to implement district initiatives with Power Walks and Eduphoria classroom walk throughs. This will provide feedback to teachers on direct student instruction and curriculum implementation, RtI's, Section 504, and district training.

Evaluation Data Source(s) 10: RtI data and Section 504 annuals and initials

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Technology upgrade to support walk throughs for Power Walks and Olweus Tracker	2.4, 2.6	Administration, support staff, teachers	Improve feedback with regard to student instruction and curriculum.			
	Funding Sources: 199 - General - 0.00					
2) Lamp modules for projectors and light bulbs will be purchased to support current technologies in the classrooms. Ten of each item will be ordered to replace used ones for our projectors.	2.4	Teachers, administration	Teachers will be able to project lessons and items from desktop computers in the class to assist with the delivery of instruction.			
	Funding Sources: 211 - Title I, Part A - 2000.00					
PBMAS 3) Technology upgrades will included purchases of Dell computers for: (1) for the library, (6) for room #214 and (4) for our Lexia Lab. Both monitors and PC's will be purchased.		Teachers, Media Specialist, administration				
	Funding Sources: 199 - General - 6345.46					
= Accomplished = 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 11: Support new Student Standards in particular to new State mandated ELAR standards for planning and lesson design.

Evaluation Data Source(s) 11: District and campus benchmarks, Checkpoints, student data, report cards and progress reports

Summative Evaluation 11: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Utilize Answer Block system for lesson planning and assessment design. Title I funding will be used to purchase instructional materials.		Administration, teachers, Intervention Coach				
	Funding Sources: 211 - Title I, Part A - 7600.00					
= Accomplished = 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-five percent of teachers evaluated at H.D. Hilley during the 2018-2019 school year will meet the proficient level rating as measured by T-TESS.

Evaluation Data Source(s) 1: Eduphoria, T-TESS summatives, observations

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All teachers will be trained on the T-TESS to maintain high qualified status and to improve student performance. Administration will ensure at minimum five walk throughs per week per admin will be conducted.	2.4	Administration, Teachers	Lesson Plan, Classroom Management, Walk Throughs Staff Development conducted during summer to train staff on T-TESS.			
	Funding Sources: 199 - General - 0.00					
2) All teachers will receive a pre and post conference for their formal observation. All teachers will submit summative regardless of waivers.	2.4	Administration, Teachers	Improved instruction through the use of effective teaching strategies, walk through, T-Tess results			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 2018-2019 school year, H.D. Hilley will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Teacher certification records

Summative Evaluation 2: Significant progress made toward meeting Performance Objective







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide support through classroom observations, model lessons, peer observations, and planning.	2.4, 2.6	Administration, Teacher, and Campus Leadership Team	Lesson plans and student achievement. Power Walks implemented Model Lessons, Hands-on for science.			
	Funding Sources: 199 - General - 0.00					
2) Provide a mentor teacher to new teachers and struggling teachers with ongoing T-TESS support.	2.4, 2.6	Administration, Teachers	Increased student achievement			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 2018-2019 school year on T-TESS.

Evaluation Data Source(s) 3: T-TESS sign-in sheets

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 3 plus Professional Development opportunities to strengthen T-TESS domains for teacher.	2.4, 2.6	Principal Teachers	Increased T-TESS domain ratings.			
 = Accomplished  = 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 4: We will increase the number of teachers certified in bilingual education by 1 more teachers this year. Currently 22 are certified and will have 23 bilingual certified by May 2019.

Evaluation Data Source(s) 4: Teacher certification records

Summative Evaluation 4: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	2.4, 2.6	Administration, Teachers, SCEI Coach	Increased Student Achievement, SIOP lessons frames.			
	Funding Sources: 199 - General - 0.00					
2) Differentiated training will be offered to K- 2, and 3-5 teachers based on data, weak objectives and students' needs.	2.4, 2.6	Administration, Campus Leadership Team, Instructional Aides and Teachers	Increase student achievement, some have been provided through grade level meetings and TEKS academies.			
	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.	2.4, 2.6	Administration, Teachers, SCEI Coach, Support Instructional Personnel	More certified teachers in critical areas			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 by five percent..

Evaluation Data Source(s) 5: Tyler SIS reports

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide opportunity to attend 30 hours of core area trainings-	2.4, 2.6	DSC training personnel	Sign-in sheets, flyers, handouts. Will verify with GT coordinator about employees needing to complete certification.			
2) Provide opportunity for a yearly letter update with assigned book study.		GT campus coordinator, DSC staff	Sign-in Sheets, flyers, handouts			
= Accomplished = 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 2018-2019 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 2017-2018 school year to promote teamwork and unity in the education of students. The events added to this years calendar are Evening with the Principal, Family Dance in the spring of 2019.

Evaluation Data Source(s) 1: Sign-In sheets, agendas

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	3.1, 3.2	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 in November 2018.	3.1, 3.2	Parent Liasion, 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. This event will take place sometime in late May 2019. Materials and supplies purchased to ensure program goals. Student 360 On-line Registration meeting with Parent Liaison.	3.1, 3.2	Parent Liasion, 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: 211 - Title I, Part A - 1908.88					

4) Provide the Parent Liaison with the materials necessary to help her organize, prepare, and manage parenting classes and/or presentations. Our student, parent and school compact will be reviewed and modified to spotlight all stakeholder commitment as it impacts student success. Elements of our Compact will be reviewed and discussed.	3.1, 3.2	Parent Liaison, Administration, parents	Materials organized and easily accessible.			
	Funding Sources: 211 - Title I, Part A - 717.99					
5) Offer two GT parent meetings, parent information nights: one in the fall and one in the spring of 2019.	2.4, 2.5, 2.6, 3.1, 3.2	GT campus coordinator	Sign-in sheets, flyers, meeting agenda, Power Point			
 = Accomplished  = 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: By the end of the 2018- 2019 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) 2: Sign-in Sheets, agendas, agreements

Summative Evaluation 2: Some progress made toward meeting Performance Objective







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Partners in Education and various community members will present to parents during parenting classes. Community members/ agencies are invited to present during the fall and spring once a month.	3.1, 3.2	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 campus science fair.	2.5, 2.6, 3.1, 3.2	Administrators, Parent Liasion, Counselor	agenda, workshop fliers, sign in sheets			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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: For the 2018-2019 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) 3: Sign-in Sheets, Agendas

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Faculty and staff will attend a customer service training at the start of the year.		Administrators, all faculty and staff	sign in sheets, agendas, handouts			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = 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: During the 2018-2019 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) 4: Documentation of invitations and functions

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Invite Pre-Kinder 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.	2.4, 2.6, 3.1, 3.2	Administration, Parent Liaison, Counselor	Sign in sheets, flyers, letters			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 2018-2019 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: Reports for PBMAS

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Monitor student performance through the use of data from Eduphoria, after school tutoring, fall and spring intersession, super school, summer and small group interventions.	2.4, 2.5, 2.6	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.	2.4, 2.5, 2.6	Administration, Teachers, TIAS, Support Instructional Personnel	Eduphoria reports, data analysis, common assessments, lesson plans			
	Funding Sources: 199 - General Fund: SCE - 0.00, 211 - Title I, Part A - 15000.00, 199 - General Fund: Bilingual - 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, summer, and Saturday tutoring.	2.4, 2.5, 2.6	Administration, Teachers, SCE Coach	Lesson plans, Student sign-in sheet, Student Rosters, Pay roll sheets			
	Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: Bilingual - 0.00, 224 - IDEA A, SPED - 0.00					
4) Create a distraction-free environment for benchmarks, checkpoints, STAAR taking and more privacy for individual students. Partitions will help students concentrate on tasks at hand in particular for WIN 3rd grade group.						
	Funding Sources: 211 - Title I, Part A - 59.98					
= Accomplished = 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 2018-2019 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: Lesson plans, walkthroughs, tutoring participation by students and faculty.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	2.4, 2.5, 2.6	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, and Science. Tutoring sessions will take place after school, Saturdays, during intersession, and in the summer for students at-risk and/or in need.	2.4, 2.5, 2.6	Administration, Teachers, Support Instructional Personnel	Afterschool tutoring, Saturday Camp, Intersession tutoring, and Super School			
	Funding Sources: 199 - General Fund: SCE - 45833.00, 211 - Title I, Part A - 15000.00					
3) Incorporate new cooperative learning structures or strategies with the curriculum to support student accountability and purposeful talk. Additional instructional Kamico Board Games will be purchased to provide Summer School intervention for grade first through fifth. One each of the grade 3 math, reading, writing, and science TEKS-based board		Teachers, Admin, SCEI Intervention Coach				
	Funding Sources: 211 - Title I, Part A - 3254.00					
= Accomplished = 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 2018-2019 school year, H.D. Hilley administrators will provide one additional after school staff development opportunity for bilingual teachers based on teacher surveys and needs to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: Staff development session documentation

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will be trained in areas of need as requested by teachers or as evidenced by data reports, at least once a month either during planning time or afterschool.	2.4, 2.6	Administration, Teachers, SCEi Coach, Support Instructional Personnel	Agendas, data reports, teacher requests, lesson plans, walk throughs.			
	Funding Sources: 211 - Title I, Part A - 0.00					
= Accomplished = 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 2018-2019 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: Documentation of sessions

Summative Evaluation 4: Significant progress made toward meeting Performance Objective





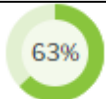




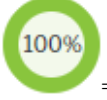


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Invite district Curriculum and Instructional personnel to view campus data and offer recommendations in low achieving areas.	2.4, 2.6	Administration, Teachers, SCEI Coach	Agendas, Data walls, Lesson plans, Professional Development. Writing instructional officer from the district will continue to provide support for teachers.			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 2018-2019 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 2017-2018 school year.

Evaluation Data Source(s) 5: Agendas, Sign-In Sheets

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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. Parents and front office staff will be reminded of teacher conference times in order to increase uninterrupted instruction.	2.4, 2.6, 3.1, 3.2	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, Ice Cream Social with Mom, Evening with the Principal. New this year will be creating Art with Your Child Night. A parent information night to introduce WIN Academies will be provided at the beginning of the school year.	2.4, 2.5, 2.6, 3.1, 3.2	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 - 0.00					
3) Increase student academic achievement by working with parents and families. We will continue to build on current strategies and building capacity within our community. Our parent liaison will attend professional development at Region ESC 19 in November. Purchase training supplies for Student 360 Pre Registration.		Administration, Parent Liaison	Increase parent involvement			
	Funding Sources: 211 - Title I, Part A - 561.51					
 = Accomplished  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	5	1	Provide Tier II and Tier III students with small group instruction to address weak math objectives.
2	5	2	Use campus and state data to pinpoint weaknesses and strengths in math instruction. A 90 minute math model with Bell Ringer, Whole group Lesson, and math Work Stations. Stations will be data driven according to low student state Standards.
2	5	3	Use Lone Star Digital Target Practice for grades 1st through 5th to supplement TEKS curriculum.
2	6	1	Our campus TIA will assist with set up and lesson collaboration with teachers to provide a more hands on approach to science knowledge and skills.
2	11	1	Utilize Answer Block system for lesson planning and assessment design. Title I funding will be used to purchase instructional materials.
5	5	3	Increase student academic achievement by working with parents and families. We will continue to build on current strategies and building capacity within our community. Our parent liaison will attend professional development at Region ESC 19 in November. Purchase training supplies for Student 360 Pre Registration.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	2	5	Recognize students for making academic gains in any subject area through the use of trophies, medals, certificates, etc. Continue with Terrific Kids with every nine weeks ceremonies. End of Year, club, and science fair, attendance and academic recognition. Achieve 3000 Smarty Ants and KidBiz certificates will be awarded to the most improved student and highest lexile from each class.
2	2	6	Supporting all students of all population, groups with needed materials and supplies to ensure higher levels of academic learning through the purchase of binders, student privacy dividers, and essential items and consumable resources. In addition, we will provided needed support and resources to our two WIN Academy sections by building on sight word sentences, geometric shapes and phonemic awareness.
2	3	1	Monitor differentiated instruction and lesson delivery of all small group intervention instruction through grade level planning and walk through data. Incorporate a Balanced Literacy framework with word study, focused lessons from Kinder through 5th grades. TEKS Target Practice Digital for grades third through fifth. Students coded ELL will receive the same support in native language- Spanish incorporating SIOP strategies.
2	3	3	The librarian will provide lessons to support the different grade level TEKS such as conducting research projects. Students will have access to activities based on TEKS and in collaboration with teachers. Materials for the library will be purchased for students initiatives and for the processing and care of books in the library.
2	3	4	Monitor performance data through the use of Eduphoria results and other district and campus assessments.
2	3	5	Teaching staff will be provided with the materials, such as camera projectors, instructional materials to include standard dictionaries for grades 3rd - 5th for STAAR requirements plus(i.e. STAAR Reading 3rd - 5th grades, Mentoring Minds, Measuring Up, Empowering Writers) 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.
2	3	7	Teachers will be provided materials to provide tutorial sessions and implement comprehensive interventions in reading, writing, math, and science for At- Risk students. We will be purchasing Kamico Instructional Media math games will be implemented with all students.
2	3	8	Teachers will implement the use of Scholastic Classroom Magazines during their whole and small group intervention to target specific reading skills. Students will use Storyworks in the area of reading to help support student standards and learning expectations in reading understanding and comprehension.
2	3	9	Fifteen student carpets will be purchase to assist with read alouds and shared reading. A guided reading focus will be followed. Current carpets are a trip hazard for students and teachers.

Goal	Objective	Strategy	Description
2	3	10	To supplement our Balanced Literacy Framework our school will purchase student leveled reader books to have available for class instruction and read alouds for teachers. A second installment for balanced literacy classroom sets purchased during Intersession. Dictionaries will be purchased for our fifth graders to use daily assignments and for STAAR access. Spanish dictionaries will be purchased to replace older versions.
2	3	11	Intensive intervention for students identified with dyslexia characteristics will be provided by trained teachers through the use of the evidence based instruction model action plan -Wilson Reading System kit.
2	4	1	Balanced Literacy framework (Anchor Text), Guided Reading, Fundamental 5 strategies for all grade levels.
2	4	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 Lexia and IXL computer based programs to supplement STAAR interventions.
2	4	4	Students will utilize Mentoring Minds Math, Total Motivation to supplement TEKS curriculum and increase rigor.
2	4	5	Focus in on specific target reading TEKS in third grade to align with Socorro Feeder Pattern PLC's. Incorporate STARS student book C to ensure all students move forward and create a baseline for the students in this cohort.
2	5	1	Provide Tier II and Tier III students with small group instruction to address weak math objectives.
2	5	2	Use campus and state data to pinpoint weaknesses and strengths in math instruction. A 90 minute math model with Bell Ringer, Whole group Lesson, and math Work Stations. Stations will be data driven according to low student state Standards.
2	5	3	Use Lone Star Digital Target Practice for grades 1st through 5th to supplement TEKS curriculum.
2	6	1	Our campus TIA will assist with set up and lesson collaboration with teachers to provide a more hands on approach to science knowledge and skills.
2	6	3	Forde-Ferrier Instructional Materials for fifth grade students to supplement TEKS curriculum.
2	7	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.
2	7	2	Focus on revising and editing sentences and compositions. Fourth grade teachers will attend an Empowering Writers workshop from Alice Nine on October 4, 2018 that will assist in their understanding of students' writing compositions in preparation of state standards and target closing the gap essentials.
2	7	3	A Writer's Workshop framework for all grade levels will be implemented with focus on Read Aloud, and Shared Writing. The writing process and Closing with Author's Chair. Pre-Kindergarten students will learn about the Writers Workshop with teacher conferencing and more. Two sections of Pre-Kinder teachers will be trained at ESC 19 on effective writing during a two day session in Nov. and Dec. 2018.
2	8	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.
2	10	1	Technology upgrade to support walk throughs for Power Walks and Olweus Tracker

Goal	Objective	Strategy	Description
2	10	3	Technology upgrades will included purchases of Dell computers for: (1) for the library, (6) for room #214 and (4) for our Lexia Lab. Both monitors and PC's will be purchased.
2	11	1	Utilize Answer Block system for lesson planning and assessment design. Title I funding will be used to purchase instructional materials.

State Compensatory

Personnel for H.D. Hilley Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Canchola	WIN TIA	SCE	1
Diana Fuentes	WIN Teacher	SCE	.11
Edna Salas	CSR Teacher	SCE	1
Joanne Martinez	WIN TIA	SCE	1
Karina Saldivar	At-Risk Instructional Aide	SCE	1
Laura Aguirre	WIN Teacher	SCE	.11
Lizzeth Lujan	Library Aide	SCE	.50
Yvonne Valdez	SCEI Coach	SCE	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cristal Trejo Ordaz	TIA	Title I	1
Janelle Gonzalez	Instructional Aide	Title I	1
Rachel Rios	Parent Liaison	Title I	1

School Improvement and Operational Team

Committee Role	Name	Position
Administrator	Fernando Miranda	Principal
Administrator	Esteban Alvarez	Assistant Principal
Parent Liaison	Rachel Rios	
Classroom Teacher	Edna Salas	
Non-classroom Professional	Graciela Escajeda	Nurse
District-level Professional	MariaTerry Saldana	Bilingual Dept
Classroom Teacher	Arcelia Penaflor	Teacher
Classroom Teacher	Laura Garcia	Teacher
Classroom Teacher	Yvette Holguin	Teacher
Classroom Teacher	Dora Rubio	Teacher
Parent	Lillian Mrs. Duran	
Librarian	Roselyn Morales	
Classroom Teacher	Elenora Stevens	
Classroom Teacher	Jazmin Montanez	
Classroom Teacher	Grace Fierro	
Speech Provider	Clarissa Navedo	
Non-classroom Professional	Lisa Herrera	SCEI Coach

District 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 resoources/ binders and teacher supplemental materials.		\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
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			\$0.00
2	3	2			\$0.00
2	3	2			\$2,135.00
2	3	2			\$722.55
2	3	2			\$96.40
2	3	2			\$1,000.00
2	3	3			\$0.00

2	3	3			\$1,877.11
2	3	4			\$0.00
2	3	5			\$5,921.05
2	3	6			\$0.00
2	3	8			\$0.00
2	4	1			\$0.00
2	4	4			\$7,491.61
2	5	1			\$0.00
2	5	2			\$0.00
2	5	4			\$140.75
2	5	4			\$100.00
2	6	2			\$0.00
2	7	2			\$975.00
2	10	1			\$0.00
2	10	3			\$6,345.46
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
3	4	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00

5	1	1			\$0.00
5	2	1			\$0.00
5	4	1			\$0.00
5	5	1			\$0.00
5	5	2			\$0.00
Sub-Total					\$26,804.93

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Students' Tacky Box from Kinder through third grade, class books.		\$0.00
2	3	10			\$2,500.00
5	1	2			\$0.00
5	2	2			\$45,833.00
Sub-Total					\$48,333.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Expenditures for AVID		\$0.00
2	2	2	Achieve 3000 Smarty Ants and KidBiz		\$17,255.00
2	2	2	Lexia		\$2,400.00
2	2	2	IXL Learning		\$650.00
2	2	4			\$0.00
2	2	5			\$0.00
2	2	6			\$615.38
2	2	6			\$139.96
2	3	2	Library Books		\$1,860.80
2	3	5			\$3,419.00
2	3	7			\$0.00
2	3	7			\$0.00
2	3	8	Student Balanced Literacy		\$4,499.26

2	3	9			\$7,459.92
2	3	10			\$2,400.98
2	3	10			\$10,326.56
2	3	11			\$299.00
2	4	2			\$2,350.00
2	4	3			\$0.00
2	4	4			\$13,000.00
2	4	5			\$1,127.34
2	5	3	Mathematics supplement grades 1st - 5th	211.11.102.24.00.000.6399.2119A	\$2,319.69
2	6	1			\$0.00
2	6	3			\$990.00
2	7	1			\$0.00
2	7	3			\$280.00
2	10	2		211.11.102.24.00.000.6399.2119A	\$2,000.00
2	11	1			\$7,600.00
4	1	3			\$607.99
4	1	3			\$1,000.00
4	1	3			\$300.89
4	1	4			\$717.99
5	1	2			\$15,000.00
5	1	3			\$0.00
5	1	4			\$59.98
5	2	2			\$15,000.00
5	2	3			\$404.00
5	2	3			\$2,850.00
5	3	1			\$0.00
5	5	3			\$50.00
5	5	3			\$511.51

					Sub-Total	\$117,495.25
224 - IDEA A, SPED						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
2	3	7				\$0.00
5	1	3				\$0.00
					Sub-Total	\$0.00
199 - General Fund: Bilingual						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
2	3	7				\$0.00
2	3	10				\$127.80
5	1	2				\$0.00
5	1	3				\$0.00
					Sub-Total	\$127.80
199 - General: Gifted and Talented						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
2	2	3				\$0.00
					Sub-Total	\$0.00
					Grand Total	\$192,760.98