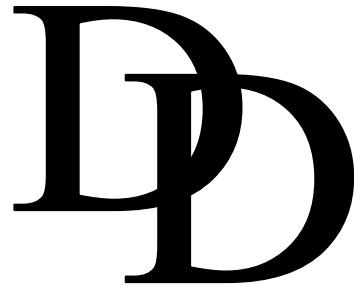


# **Dumas Independent School District**



DISD will provide academic excellence through collaboration with students, parents and the community.

" Expect Success"

**Hillcrest Elementary 2009-2010**

**District Council Approval**

**School Board Approval**

Hillcrest Needs Assessment 2009-2010		
Hillcrest implements a plan to align and coordinate the curriculum. <input type="checkbox"/>		
Answer Options	Response Percent	Response Count
Agree	100.0%	34
Disagree	0.0%	0
Comments:		4
<i>answered question</i>		34
<i>skipped question</i>		5

Hillcrest provides offerings in the curriculum to meet the diverse needs of students. (SpEd, LEP, Migrant, G/T, At-risk, etc.)		
Answer Options	Response Percent	Response Count
Agree	97.1%	34
Disagree	2.9%	1
Comment:		5
<i>answered question</i>		35
<i>skipped question</i>		4

Hillcrest provides vertical and horizontal alignment of its curriculum through instructional coordination.		
Answer Options	Response Percent	Response Count
Agree	100.0%	31
Disagree	0.0%	0
Comment:		5
<i>answered question</i>		31
<i>skipped question</i>		8

The Principal (with advisement from curriculum directors and the SBDM team) monitors development of curriculum.		
Answer Options	Response Percent	Response Count
Agree	100.0%	33
Disagree	0.0%	0
Comment:		4
<i>answered question</i>		33
<i>skipped question</i>		6

Hillcrest provides a classroom learning environment which maximizes learning time.		
Answer Options	Response Percent	Response Count
Agree	100.0%	37
Disagree	0.0%	0
Comment:		2
<i>answered question</i>		37
<i>skipped question</i>		2

<b>Students are encouraged and challenged to meet their full potential and demonstrate</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Agree	100.0%	36
Disagree	0.0%	0
Comment:		3
<i>answered question</i>		<b>36</b>
<i>skipped question</i>		<b>3</b>

<b>Hillcrest promotes accountability and achievement.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Agree	100.0%	38
Disagree	0.0%	0
Comment:		1
<i>answered question</i>		<b>38</b>
<i>skipped question</i>		<b>1</b>

<b>Hillcrest has adopted and implemented instructional programs that support the regular academic curriculum to prepare students for Junior High.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Agree	100.0%	31
Disagree	0.0%	0
Comment:		7
<i>answered question</i>		<b>31</b>
<i>skipped question</i>		<b>8</b>

<b>The administration has taken necessary steps to ensure that discipline and classroom management will be aligned and supported.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Agree	100.0%	37
Disagree	0.0%	0
Comment:		3
<i>answered question</i>		<b>37</b>
<i>skipped question</i>		<b>2</b>

<b>The Principal boosts spirit, pride and morale.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Agree	100.0%	39
Disagree	0.0%	0
Comment:		6
<i>answered question</i>		<b>39</b>
<i>skipped question</i>		<b>0</b>

The faculty are provided staff development opportunities for all personnel to meet identified need in order to increase student performance.		
Answer Options	Response Percent	Response Count
Agree	100.0%	36
Disagree	0.0%	0
Comment:		3
<i>answered question</i>		36
<i>skipped question</i>		3

The administration provides staff development opportunities for all personnel to meet the diverse needs of students. (SpEd, LEP, Migrant, G/T, At-risk, etc.)		
Answer Options	Response Percent	Response Count
Agree	97.3%	36
Disagree	2.7%	1
Comment:		2
<i>answered question</i>		37
<i>skipped question</i>		2

The district provides staff development for conflict resolution and discipline strategies including classroom management, district discipline procedures, etc.		
Answer Options	Response Percent	Response Count
Agree	100.0%	36
Disagree	0.0%	0
Comment:		3
<i>answered question</i>		36
<i>skipped question</i>		3

Hillcrest recruits and retains Highly Qualified teachers.		
Answer Options	Response Percent	Response Count
Agree	100.0%	37
Disagree	0.0%	0
Comment:		2
<i>answered question</i>		37
<i>skipped question</i>		2

Hillcrest has developed a variety of communication options to enable clear, concise and accurate exchange of information, and understanding and implementation of policy with the community, parents, teachers and students.		
Answer Options	Response Percent	Response Count
Agree	100.0%	39
Disagree	0.0%	0
Comment:		0
<i>answered question</i>		39
<i>skipped question</i>		0

**The Hillcrest administration encourages parent involvement through staff communication and school programs related to inclusive parent involvement.**

Answer Options	Response Percent	Response Count
Agree	100.0%	39
Disagree	0.0%	0
Comment:		1
<i>answered question</i>		39
<i>skipped question</i>		0

**The Hillcrest administration is making efforts to increase parental and community involvement and awareness of what is happening in the school.**

Answer Options	Response Percent	Response Count
Agree	100.0%	39
Disagree	0.0%	0
Comment:		0
<i>answered question</i>		39
<i>skipped question</i>		0

**Hillcrest provides a well-balanced and appropriate curriculum to all students utilizing creative and innovative techniques in instruction and technology.**

Answer Options	Response Percent	Response Count
Agree	100.0%	36
Disagree	0.0%	0
Comment:		4
<i>answered question</i>		36
<i>skipped question</i>		3

**Hillcrest has set well-defined behavioral standards to create a safe learning environment based upon high expectations.**

Answer Options	Response Percent	Response Count
Agree	100.0%	39
Disagree	0.0%	0
Comment:		0
<i>answered question</i>		39
<i>skipped question</i>		0

**Hillcrest provides a safe and orderly learning environment.**

Answer Options	Response Percent	Response Count
Agree	97.4%	37
Disagree	2.6%	1
Comment:		1
<i>answered question</i>		38
<i>skipped question</i>		1

Hillcrest has established local criteria for identifying At-Risk students in grades PK-4.		
Answer Options	Response Percent	Response Count
Agree	100.0%	36
Disagree	0.0%	0
Comment:		4
<i>answered question</i>		36
<i>skipped question</i>		3

Hillcrest has policies in place to identify and serve At-risk students appropriately.		
Answer Options	Response Percent	Response Count
Agree	100.0%	36
Disagree	0.0%	0
Comment:		3
<i>answered question</i>		36
<i>skipped question</i>		3

Hillcrest has taken necessary steps to improve attendance.		
Answer Options	Response Percent	Response Count
Agree	100.0%	35
Disagree	0.0%	0
Comment:		2
<i>answered question</i>		35
<i>skipped question</i>		4

Comment on any school related program, activity, etc you feel is a strength or need. Be specific.	
Answer Options	Response Count
	11
<i>answered question</i>	11
<i>skipped question</i>	28

## **Hillcrest Elementary Needs Assessment Summary 2009-2010**

The major strengths and areas of need for the 2009 – 2010 school year, as identified by the needs assessment will be:

### Areas of Strengths:

1. Opportunities for vertical and horizontal alignment of the curriculum.
2. Provide students with maximum learning opportunities where students are encouraged and challenged to their fullest potential.
3. Communication between staff members, students, parents and the community.
4. Parent involvement with school programs, PTO, and student support.

### Areas of Need:

1. Providing staff development opportunities for all personnel to meet the diverse needs of the students on our campus.
2. Create a safe and orderly learning environment for all students by providing staff training in the areas of Inclusion, CPI, classroom management, etc.

## 2009 TAKS Results Panel Hillcrest Preliminary

First 2 Administrations





English Version

READING/ELA	GR. 3	GR. 4	GR. 5	GR. 6
All Students	100	94	88	97
African American	--	--	--	--
Hispanic	100	93	83	90
White	100	94	94	100
Economically Disadvantaged	100	100	73	89
*Limited English Proficient	100	--	--	--
*Special Education	--	--	100	--

WRITING	GR. 4
All Students	98
African American	--
Hispanic	100
White	97
Economically Disadvantaged	100
*Limited English Proficient	--
*Special Education	--

MATH	GR. 3	GR. 4	GR. 5	GR. 6
All Students	96	98	95	97
African American	--	--	--	--
Hispanic	93	100	100	90
White	100	97	97	100
Economically Disadvantaged	100	100	87	89
*Limited English Proficient	--	--	--	--
*Special Education	--	--	100	--

SCIENCE	GR. 5
All Students	86
African American	--
Hispanic	83
White	92
Economically Disadvantaged	67
*Limited English Proficient	--
*Special Education	--

<b>Accountability Absolute Performance Standard</b>  (rating based on sum of grades 3-11 accountability subset)		>=90% Exemplary		
		>=75% Recognized	R/ELA	>=70%
		Academically Acceptable	W, SS	>=70%
		Academically Unacceptable	Mathematics	>=55%
			Science	>=50%

\*=counted for AYP, but not State Accountability rating

May-09

# 2009-2010 Campus Improvement Plan

**Goal #1: Hillcrest Elementary will promote student achievement indicators while maintaining a highly competitive level in all areas of school related activities.**

**Objective #1: Hillcrest Elementary will refine its Eight Step Process to regain TEA's Exemplary Rating.**

**Summative Evaluation: State Assessment results, AEIS, walk-thrus**

**Schoolwide Components**

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
A,C	Mini-Assessments and benchmarks revised during LEAD teacher retreats to address TEKS/TAKS needs	HC	Curriculum Director	May-10	0	Local	New Assessments	Yes	Increased scores on state assessments	Yes

# 2009-2010 Campus Improvement Plan

**Goal #1: Hillcrest Elementary will promote student achievement indicators while maintaining a highly competitive level in all areas of school related activities.**

**Objective #2: Hillcrest Elementary will promote highly effective instruction so that students perform at a level commensurate with TEA's Exemplary Rating, with an emphasis placed on all areas below 80% as identified on Attachment A.**

**Summative Evaluation: State Assessment results**

- Schoolwide Components**
- NA - Needs Assessment
  - R-SW Reform Strategies
  - HQ-Highly Qualified
  - PD-Professional Development
  - AHQ-Attract Highly Qualified
  - PI-Parental Involvement
  - T-Transitional Programs
  - A-Teachers & Assessments
  - M-Student Assistance
  - C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
M	Reading Recovery Program for 1st grade at-risk students	Elem. Princ Literacy Dtr RR Teacher	Literacy Director	Jan & May 2010	0.5	\$33,316 SCE	Recovery Records	Yes	Increased reading proficiency among participants	Yes-students graduated from Reading Recovery
T,C,M	Balanced Literacy w/ Literacy Coordinators at each elementary	Elem. Princ Literacy Dtr K-3 Tchrs	Literacy Director	Each reporting period	0.5	\$32,918 SCE	Literacy records	Yes	Increased reading proficiency as measured by K-3 testing and TAKS	Yes- increase in district testing scores
T,M	Provide a seamless transition from 2nd early literacy to 3rd TAKS accountability	Elem. Princ Literacy Dtr K-3 Tchrs	Literacy Director, Curriculum Director	Aug. 2009- May 2010	0	Local	Sign In Sheets	Yes	Increased reading proficiency as measured by 2nd testing and 3rd readingTAKS	Yes
M	Use of Abydos Writing Process	4th thru 6th grade staff	Assessment Director	Nov. 2009- Feb. 2010	0	Local	Student work samples, training records, teacher lesson plans	Yes	Increased R/LA TAKs scores for obj. 4, short answer questions and sentence construction	Yes

M	Extended Day Program	Principals, K-12 teachers	Curriculum Director, Asst. Superintendent	Jan & May 2010	0	\$2,750.00 OEY	Class rosters	Yes	Retention rate Reduction, Increased R/LA state assessment scores	Yes-increased scores
M	Science Projects	HC	Curriculum Director	May-10	0	Local	Projects	Yes	Increase in 5th grade science state and local assessment scores	Yes
M	Loose in the Lab and Shake-n-Learn multi-sensory system to help at-risk students	All elem. tchrs & principals	Curriculum Director	Jan & May 2010	0	Local	Lesson Plans, Lab activity schedules	Yes	Increase in 5th & 8th grade science state and local assessment scores	Yes
M	Study Island	Grades 3-6	Curriculum Director	Jan & May 2010	0	\$2,220 \$TII	Study Island Reports	Yes	Increase in 5th & 8th grade science state and local assessment scores	Yes
C	K-6th teachers will meet once a six weeks to problem solve during vertical teaming	All K-6th teachers	Curriculum Director	Aug- May 2010	0	Local	Sign In Sheets	Yes	Increase in state and local assessment scores	Yes
M	2nd-6th Math students will participate in Math Fiend program to develop math facts	All 2nd-6th Math teachers	Curriculum Director	Jan - May 2010	0	Local	Math timed tests, buttons for completion	Yes	Increase in state and local assessment scores	Yes
M	3rd-6th Science students will participate in CSI lab contest to help with higher order thinking skills	All 3rd-6th Science teachers	Curriculum Director	Jan -May 2010	0	Local	Certificate of Completion, Awards	No	Increase in state and local assessment scores	Did not complete this activity.

## 2009-20010Campus Improvement Plan

**Goal #1: Hillcrest Elementary will promote student achievement indicators while maintaining a highly competitive level in all areas of school related activities.**

**Objective #3: Hillcrest Elementary will promote highly effective instruction for LEP, SpEd, At-Risk, and Eco-Dis. students to increase performance to a level commensurate with NCLB and AYP.**

**Summative Evaluation: State Assessment results, AEIS**

### Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
M	Dyslexia program for identified students--Lexia & Lindamood Bell	Dyslexia teacher, Lexia facilitators	Special Services Director	May-10	0	Local	Student progress records	Yes	Increased reading state assessment scores among	Yes
C,M	SpEd IEPs will be written using CLASS and TEKS and will utilize various sources to determine curriculum level	HC	Special Services Director	Jan & May 2010	0	Local	IEPs, training certificates	Yes	Increase in TAKS or TAKS-A instead of alternative assesments	Yes
M	Loose in the Lab and Shake-n-Learn multi-sensory system to help LEP students	All elem. teachers & principal	Curriculum Director	Jan & May 2010	0	Local	Lesson Plans, Lab activity schedules	Yes	Increase in 5th & 8th grade science state and local assessment scores	Yes
C,M,R	Step-by-Step Inclusion methodologies for SpEd students	HC	Special Services Director	Jan & May 2010	0	IDEA Local	Class schedules	Yes	Increased scores on SpEd student state assessment	Yes

T, M	Provide assistance to LEP students	BT, BT assistant	Curriculum Director	August 08-May 10	2	\$68,263.00	Class schedules	Yes	Increase in LEP student scores	Yes
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## 2009-2010 Campus Improvement Plan

**Goal #1: Hillcrest Elementary will promote student achievement indicators while maintaining a highly competitive level in all areas of school related activities.**

**Objective #4: Hillcrest Elementary will provide intensive interventions and remediations for students below the 10% range as measured by AimsWeb technology**

**Summative Evaluation: State Assessment results, AEIS, AimsWebs graphs**

### Schoolwide Components

NA - Needs Assessment  
 R-SW Reform Strategies  
 HQ-Highly Qualified  
 PD-Professional Development  
 AHQ-Attract Highly Qualified  
 PI-Parental Involvement  
 T-Transitional Programs  
 A-Teachers & Assessments  
 M-Student Assistance  
 C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
A,M	AimsWeb technology will be used to screen all students in grades K-6 three times per year	HC	Special Services Director	Sept 2009, Jan 2010, May 2010	0	Local	AimsWeb graphs	Yes	Increased scores on state assessments	Yes
M	Continue use of Math Tier II interventions	HC	Curriculum Director	Sept. 2009	0	AMI	Computer Printouts	Yes	Increase in state assessment scores	Yes
M	Continue use of Reading Tier II and Tier III interventions	HC	Literacy Director	Sept. 2009	0	ARI	Computer Printouts	Yes	Increase in state assessment scores	Yes
C,M	District will review the implementation of Impact Teams	All	Special Services Director	Sept. 2009 Jan 2010, May 2010	0	Local	Impact Team paperwork	Yes	Increase in reading and math proficiency for K-6 students	Yes
C,M,R	Hillcrest will implement local RtI Guidelines	Impact Team	Literacy, Curriculum, and Special Services Directors	Aug-09	0	Local	District Guidelines	Yes	Increase in ability of Impact teams to meet student needs	Yes

T, M	Provide Intervention for Tier III students	Principal	Special Services Director	August 2009-May 2010	0.5	\$33,498 SCE	Impact Team paperwork	Yes	Increase scores on AIMS Web	Yes
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# 2009-2010 Campus Improvement Plan

**Goal #1: Hillcrest Elementary will promote student achievement indicators while maintaining a highly competitive level in all areas of school related activities.**

**Objective #5: Hillcrest Elementary will promote early learning to ensure school readiness.**

**Summative Evaluation: AimsWeb, Observation Survey, Terranova**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
M	Full Day Kindergarten with assistant	Teachers & Assistants Lit. Coord.	Curriculum Director & Asst. Super.	May-10	1	\$19,451 SCE	Employment records	Yes	Student progress on Kindergarten testing	Yes
PI	Community will be notified of PK classes through flyers and media	Principal	Assistant Superintendent	May-10	0	Local	Flyer & Media Ads	Yes	Increased interest in PK classes	Yes
T	Transition activities for entering Kindergarteners at elementaries	Principal, teachers	Assistant Superintendent	Aug. 2009 & May 2010	0	Local	Sign-In Sheets	Yes	Decrease anxiety of Kindergarten students and their parents	Yes

# 2009-2010 Campus Improvement Plan

**Goal #1: Hillcrest Elementary will promote student achievement indicators while maintaining a highly competitive level in all areas of school related activities.**

**Objective #6: Hillcrest Elementary will increase the number of homeless and at-risk students successfully completing classes.**

**Summative Evaluation: Grade reports, attendance reports**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
M	Hillcrest Elementary will provide additional counseling services for at-risk and homeless students	HC	Curriculum Director	Jan & May 2010 ongoing	0	Local	Grade reports	Yes	Increase number of homeless and at-risk students served during academic year	Yes
T,M	Homebound instruction for students during post-natal care when necessary	Principal	Curriculum Director	Aug. 2009-May 2010	0	\$ SCE funds available at District level		Not necessary this year	Increased academic gains for pregnant and parenting teens	Not needed
T,M	Summer school activities for students not discontinuing from Reading Recovery	RR Teacher	Literacy Director	Jan & May 2010	0	\$51,930.00	Student progress reports	Not necessary this year	Increase reading proficiency among participants	Not needed

## 2009-2010 Campus Improvement Plan

**Goal #1: Hillcrest Elementary will promote student achievement indicators while maintaining a highly competitive level in all areas of school related activities.**

**Objective #7: Hillcrest Elementary will implement its Gifted and Talented program for all identified students in such a manner to receive Exemplary Status.**

**Summative Evaluation: State Assessment results, G/T roster**

### Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
PD,C	Hillcrest Elementary will ensure all teachers and counselors receive training and/or updated training in G/T strategies	HC	Assistant Superintendent	Spring 2010	0	Local	Staff Development Records	Yes	Increased effectiveness of G/T instruction	Yes

2009-2010 Campus Improvement Plan								Schoolwide Components		
Goal #1: Hillcrest Elementary will promote student achievement indicators while maintaining a highly competitive level in all areas of school related activities.								NA - Needs Assessment		
Objective #8: All students at Hillcrest Elementary will participate in coordinated and evaluated moderate to vigorous physical activity.								R-SW Reform Strategies		
Summative Evaluation: Lesson Plans, CATCH Committee Meeting Agendas, Campus Class Schedule, Fitnessgram Data								HQ-Highly Qualified		
								PD-Professional Development		
								AHQ-Attract Highly Qualified		
								PI-Parental Involvement		
								T-Transitional Programs		
								A-Teachers & Assessments		
								M-Student Assistance		
								C-Coordination of Programs		
SW Comp	Actions/ Strategies	Person(s)		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met	Formative Evaluation	Accomplished Yes or No
		Campus	District							
M,C	All students (K - 6th grade) will participate in moderate to vigorous physical activity for a minimum of 135 minutes weekly.	Principal, PE Teacher, CATCH Committee	Curriculum Director	Aug-09		Local	Campus Schedule, Lesson Plans	Yes	Increased physical fitness of all students.	Yes
M,C	All students will participate in Fitnessgram.	Principal, PE Teacher, CATCH	Curriculum Director	Aug-09		Local	Fitnessgram Reports	Yes	Fitnessgram Results	Yes
M,C	CATCH (Coordinated Approach to Child Health) will be fully implemented in grades K-8	CATCH Committee, PE Teacher, Principal	Curriculum Director	Aug-09		Local	CATCH Committee Meeting Minutes	Yes	Lesson Plans	Yes
C	Staff weight loss and exercise incentive program	School Nurse, Principal	Curriculum Director	Aug-09		Local	Calendar of Events	Yes	Increased physical fitness of the staff	Yes

# 2009-2010 Campus Improvement Plan

**Goal #2: Hillcrest Elementary will provide staff development to achieve student achievement indicators for all students.**

**Objective #1: Hillcrest Elementary will provide all core academic teachers with the opportunity to participate in staff development through ESC 16.**

**Summative Evaluation: Workshop certificates, staff development records, Cscope and Bilingual/ESL contracts**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
PD, NA	Contract with ESC 16 for TII TPTR trainings with emphasis on instructional techniques and methodologies	All staff	Curriculum Director & Asst. Superintendent	Jan. & May 2010	0	\$1,714.29	Paid contract, staff development records	Yes	Increased scores on state assessments	Yes
PD, NA	Hillcrest Elementary will send core staff to trainings about TEKS and TAKS presented by ESC 16 and other consultants	All staff	Curriculum Director & Asst. Superintendent	Jan. & May 2010	0	\$1,000.00	Staff development records	Yes	Increased scores on state assessments	Yes
PD, NA	Contract with ESC 16 for Curriculum & Instructional Services, Cscope, and Bilingual/ESL	All staff	Curriculum Director & Asst. Superintendent	Jan. & May 2010	0	\$1,285.71	Paid contract, staff development records	Yes	Increased scores on state assessments	Yes
PD	Abydos refresher module	Previous NJWPT participants	Assessment Director	Fall 2009	0	Local	Sign-In Sheets	Yes	Increased writing/ELA scores on state assessments	Yes
PD	Fred Jones Positive Classroom Mgmt refresher	1st Year teachers	Assistant Superintendent	Fall 2009 & Spring 2010	0	Local	Sign-In Sheets	Yes	Decrease student office referrals	Yes

PD	Shurley Method Module	4th-6th LA teachers	Curriculum Director	Fall 2009	0	Local	Sign-In Sheets	Yes	Increased writing/ELA scores on state assessments	Yes
PD	Quantum Learning Network	All teachers	Assistant Superintendent	Aug. 2009 & May 2010	0	\$3,500.00	Sign-In Sheets	Yes	Increased scores on state assessments	Yes
PD,M	Balanced literacy trainings	K-2 teachers, Elementary Principals	Literacy Director	Jan. & May 2010	0	Local	Sign-In Sheets	Yes	Increased writing and reading scores on state assessments	Yes
PD	New staff trained in RSCCC and other pertinent technology programs/topics	Principals, Teachers	Technology Director & Enrollment Director	Fall 2009	0	Local	Ability to take attendance and transmit grades	Yes	Increased accuracy of student attendance and grades	Yes
PD	Technology modules will be offered by the district	All staff	Instructional Technology Director	Fall 2009 & Spring 2010	0	Local	Sign-In Sheets	Yes	Increased ability of staff to use technology	Yes
PD	Differentiation strategies for LEP students modules	All staff	Curriculum Director	Fall 2009	0	Local	Sign-In Sheets	Yes	Increased awareness of LEP student needs	Yes
PD	Margaret Kilgo--Data Driven Decision Making	Teachers of M, E, S, SS, LA in grades 3-12	Assistant Superintendent	Oct-09	0	\$1,857.14	Sign-In Sheets	Yes	Increased scores on state assessments	Yes
PD,R	Sharon Azar training in building schedules to accommodate LEP, SpEd, and Rtl targeted students	Campus Impact Teams	Special Services Director	May-10	0	IDEA and Local funds	Sign-In Sheets	Yes	Schedules to include diverse and disabled learners	Yes
PD,R	Andrea Ogonosky training in using data to target and intervene with SpEd and Rtl eligible students	Campus Impact Teams	Special Services Director	Nov. 2009	0	IDEA and Local funds	Sign-In Sheets	Yes	Increased scores on state assessments	Yes
PD	Abydos Trainers will attend the annual conference	Abydos Trainers	Assessment Director	As scheduled	0	\$9,500 TIA Local	Certificates of Attendance	Yes	Increased R/ELA scores on state assessments	Yes
PD	TextESOL/TABE	B/ESL teachers	Curriculum Director	As scheduled	0	Local	Certificates of Attendance	Yes	Increased scores on state assessments	Yes

PD,C, NA	SpEd modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc.	New to District staff	Special Services Director	Fall 2009	0		Sign-In Sheets	Yes	Better understanding of how SpEd and Regular education work together	Yes
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# 2009-2010 Campus Improvement Plan

**Goal #3: Hillcrest Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.**

**Objective #1: Hillcrest Elementary will provide translation services for any parents that require those services.**

**Summative Evaluation: Sign-in sheets, contracts**

## Schoolwide Components

NA - Needs Assessment  
 R-SW Reform Strategies  
 HQ-Highly Qualified  
 PD-Professional Development  
 AHQ-Attract Highly Qualified  
 PI-Parental Involvement  
 T-Transitional Programs  
 A-Teachers & Assessments  
 M-Student Assistance  
 C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
PI	Hillcrest Elementary will employ a Spanish interpreter/translator/ancillary examiner for special needs students.	SpEd. Bilingual Secretary	Special Services Director	May-10	0	IDEA	Employee Contract	Yes	Increased parent attendance and involvement at ARDS	Yes
PI	Hillcrest Elementary will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc.	BT assistant	Superintendent	Aug-09	0	Local	List of interpreters	Yes	Increase parental involvement on campuses	Yes
PI	Hillcrest Elementary will use a telephone translation system for recent Sudanese refugees as well as other languages	HC	Superintendent	Fall 2009	0	\$TIII as needed- refer to DIP	Communication system	Yes	Increase parental involvement on campuses	Yes

# 2009-2010 Campus Improvement Plan

**Goal #3: Hillcrest Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.**

**Objective #2: Hillcrest Elementary will promote attendance at parent teacher conferences and other school activities**

**Summative Evaluation: Sign-in sheets, Parent/Teacher conference schedules**

## Schoolwide Components

NA - Needs Assessment  
 R-SW Reform Strategies  
 HQ-Highly Qualified  
 PD-Professional Development  
 AHQ-Attract Highly Qualified  
 PI-Parental Involvement  
 T-Transitional Programs  
 A-Teachers & Assessments  
 M-Student Assistance  
 C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
PI	K-2 teachers will meet with parents to review report cards and discuss student needs	All K-2 teachers	Literacy Director, Asst. Superintendent	2 times per year	0	Local	Conference schedules	No- met only once this year	Increased parental involvement	Yes
PI	3-6 grade teachers will meet with parents to review report cards and discuss student needs	All 3-6 teachers	Curriculum Director	1 x per year	0	Local	Conference schedules	Yes	Increased parental involvement	Yes
PI	Back to School Night	HC	Superintendent	Aug. 2009	0	Local	Planned activities	Yes	Increased parental involvement	Yes
PI	Open House	HC	Superintendent	Dec. 2009	0	Local	Agendas, sign-in sheets	Yes	Increased parental involvement	Yes

# 2009-2010 Campus Improvement Plan

**Goal #4: Hillcrest Elementary will create and maintain a safe learning environment.**

**Objective #1: Hillcrest Elementary will maintain its facilities and train staff in order to provide a safe learning environment.**

**Summative Evaluation: Sign-in sheets, Maintenance records, accident reports**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
	Conduct safety reviews of each facility	HC	Maintenance Director	Jan & May 2010	0	Local	Reviews	Yes	Maintain safety of facilities	Yes
	Maintain a surveillance system for campuses	HC	Chief of Police, Superintendent	Nov. 2009	0	Local	Demonstration	Yes	Maintain safety of facilities	Yes
NA	CPI Trainings	HC	Special Services Director	Oct. 2009	0	IDEA	Sign-in sheets, certificates	Yes	Better understanding of conflict resolution	Yes

# 2009-2010 Campus Improvement Plan

**Goal #4: Hillcrest Elementary will create and maintain a safe learning environment.**

**Objective #2: Hillcrest Elementary will implement the Character Counts character education curricula.**

**Summative Evaluation: Lesson plans**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
	Materials for each campus	Principals	Super-intendent	Fall 2009	0	\$500.00 \$TIV	Purchase orders, materials	Yes	Successful continuance of program	Yes
	Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education	Principals, Teachers	Super-intendent	Jan & May 2010	0	Local	Lesson plans	Yes	Decrease in student conflicts and increase in student responsibility	Yes

# 2009-2010 Campus Improvement Plan

**Goal #4: Hillcrest Elementary will create and maintain a safe learning environment.**

**Objective #3: Hillcrest Elementary will provide a systematic K-12 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction.**

**Summative Evaluation: Lesson plans, UIL drug testing reports, fire dept. schedule, incident reports, sweep reports**

## Schoolwide Components

NA - Needs Assessment  
 R-SW Reform Strategies  
 HQ-Highly Qualified  
 PD-Professional Development  
 AHQ-Attract Highly Qualified  
 PI-Parental Involvement  
 T-Transitional Programs  
 A-Teachers & Assessments  
 M-Student Assistance  
 C-Coordination of Programs

SW Comp	Actions/ Strategies	Person(s) Responsible		Timeline Start/End	FTE	Financial Implications	Evidence of Completion	Met Yes or No	Formative Evaluation	Accomplished Yes or No
		Campus	District							
M	A lesson from the DAVE curriculum will be taught each year	PE Teacher	Curriculum Director, Chief of Police	Jan & May 2010	0	Local	Lesson plans	Yes	Decrease in substance abuse and violent incidents	Yes
	Firehouse 2-4-6, provided by Dumas Fire Department	Elementary Principal	Superintendent	May-10	0	Local	Fire Department schedule	Yes	Increase in students understanding fire safety	Yes
	Interquest Canines will provide information to all 6th graders on the danger of drug abuse	Elementary Principal, 6th grade Teachers	Curriculum Director, Chief of Police	Red Ribbon week	0	Local	Report to the TIV advisory committee	Yes	Decrease in student drug use	Yes
	Interquest Canines will perform random campus sweeps to Hillcrest Elementary when requested	Principal	Curriculum Director, Chief of Police	Upon Request	0	Local	Sweep reports	No- Not requested	Decrease in student drug use and number of illegal items brought to school	Yes

## **MIGRANT PROGRAM ACTIVITIES**

<p><b>Migrant Services Coordination:</b> Within the first grading period of the school year that the child who is eligible for migrant services is in the school district, (1) determine individual needs for instructional and support services, (2) identify available resources to address said needs, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.</p>
<p><b>Middle School Students:</b> Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.</p>
<p><b>Middle School Students:</b> Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.</p>
<p><b>Middle School Students:</b> Provide presentation/information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. Presentation/information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.</p>
<p><b>Middle School Students:</b> Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.</p>
<p><b>Students in Grades 3-11:</b> Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the Texas Assessment of Knowledge and Skills (TAKS) are accessing local, intrastate and interstate opportunities available for summer TAKS remediation.</p>
<p><b>Early Childhood/School Readiness:</b> Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs and, to the extent possible, coordinate or provide services to meet the identified needs.</p>
<p><b>Program Evaluation:</b> By June 30, complete the MEP Evaluation Report provided by TEA.</p>

## **MIGRANT "PRIORITY FOR SERVICES" ACTION PLAN**

As part of the ongoing effort to meet the needs of Migrant students who are identified as "priority for services" students the district will adopt a plan of action to serve those students. The plan of action will include the following:

1. NGS "Priority for Services" reports will be run at the beginning of the school year and each six week period thereafter. The Principal will be given the report to share with the staff as needed.
2. Programs that serve "Priority for Services" students will be documented with the names of those participating.
3. The academic progress of students identified as "Priority for Services" will be tracked each six week reporting period.
4. Periodic home visits will be made to update parents on the academic progress of their children. Visits will be made based upon most needed.
5. Appropriate campus staff, along with parents, will be provided with updates from NGS "Priority for Services" reports.

# *Dumas ISD Highly Qualified Teacher Plan 2009-2010*

<p><b>Goal #1</b></p>	<p>Highly Qualified Staff: by the end of 2005-2007, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.</p>
<p><b>Performance Measure</b></p>	<ol style="list-style-type: none"> <li>1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2008-2009</li> <li>2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2008-2009.</li> <li>3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2008-2009.</li> <li>4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2008-2009.</li> <li>5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-highly qualified teachers</li> <li>6. Attract and retain highly qualified teachers.</li> <li>7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.</li> </ol>
<p><b>Summative Evaluation</b></p>	<p>Personnel files, highly qualified worksheets, and principal attestations</p>

Strategy/Activity	Population	Person Responsible	Budget/Resource	Formative Assessment	Timeline
<p>1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.</p> <p>2. Establish an effective teacher mentoring system in order to retain highly qualified staff.</p>	<p>All Staff Members</p> <p>All Teachers</p>	<p>Assistant Superintendent</p> <p>Assistant Superintendent, Mentor Teachers, Campus Principals</p>	<p>Local Funds Title II, A</p> <p>Local Funds Title II, A</p>	<p>Number of positions posted Number of applications completed</p> <p>Mentor assignments Mentor conference logs</p>	<p>September, November March-May</p> <p>August/November December/April/May</p>
<p>3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.</p>	<p>All Teachers</p>	<p>Assistant Superintendent</p>	<p>Local Funds Title II, A</p>	<p>Personnel files Teacher interviews</p>	<p>July/August</p>
<p>4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified. Teachers will be notified every two months about testing dates and records will be reviewed after test results are given.</p>	<p>All Teachers</p>	<p>Assistant Superintendent, Campus Principal</p>	<p>Local Funds Title II, A</p>	<p>Number of teachers in ACPs Personnel files</p>	<p>August/January Every 2 months</p>
<p>5. Analyze staffing procedures at the affected Campuses and look at ways to ensure strategies to reduce the gap of inexperienced teachers at high minority/poverty campuses.</p>	<p>All Staff Members</p>	<p>Assistant Superintendent, Campus Principal</p>	<p>Local Funds Title II, A</p>	<p>Staffing procedures Number of HQ teachers at high poverty/minority schools</p>	<p>May</p>

## At-Risk Criteria

### Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless\*, as defined by 42. U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

\***Homeless students**, as defined by 42. U.S.C. Section 11302, and its subsequent amendments-

1) The term "homeless" or "homeless individual or homeless person" includes-an individual who lacks a fixed, regular, and adequate nighttime residence; and

2) an individual who has a primary nighttime residence that is

a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including

b. an institution that provides a temporary residence for individuals intended to be institutionalized; or

c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress

### Student Eligibility Using Local Criteria

School Districts may use local criteria for identifying "students at risk of dropping out of school" as long as:

The number of students identified and served with SCE funds is limited to 10% of the number of students who received

The local criteria have been approved by the local board of trustees.

For more SCE Update information, please visit: <http://www.tea.state.tx.us/stcomped/>