

Hillsboro Independent School District
District Improvement Plan
2018-2019



Mission Statement

Preparing Today's Students for Tomorrow's World

Vision

Hillsboro ISD - the Choice for Student Success

Belief Statements

We believe all students are eager and active participants in the learning process and are valued as the future leaders of the global community.

We believe all parents hold high expectations for their students' hopes and dreams and are integral participants in the educational process through involvement, communication, and partnership between school and home.

We believe all teachers build personal, compassionate relationships with students and parents and design engaging and challenging lessons that prepare their students for the future.

We believe all principals are visionary leaders who are visible, passionate about education, and foster a school community that creates a successful learning environment.

We believe the superintendent and central office define a clear vision for the district through leadership and visibility in the community and schools.

We believe the school board advocates for all students, voices the expectations of the community, and supports the mission, vision, and values of the district.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hillsboro ISD is a Title I, rural district. HISD student enrollment has had no significant change for the last four school years. The total student enrollment for the 2014-2015 school year was 2018 The for the 2015-2016 school year was 1990, 2016-2017 was 2105. The enrollment for the 2017-2018 school year was 2027. The preliminary enrollment prior to snapshot for the 2018-2019 school year is 2106.

The community of Hillsboro is very diverse and the make-up of the community is evident in the school district. In terms of ethnicity, student subgroups are as follows: Black/African American- 14.01%; Hispanic/Latino- 57.13%; White- 24.57%; Two or More- 3.06%; American Indian/Alaskan- .49%; and Asian- .64%.

2.02% of the student population is bilingual while only 10.90% is considered ESL. 10.46% of HISD's student enrollment are Special Education students and 4.64% are gifted and talented students.

Our economically disadvantaged student group has decreased slightly over the last five years. For the 2013-2014 school year 74.27% of the student population qualified for free or reduced price meals. During the 2014-2015 school year 75.52% of students enrolled qualified. 73.29% of students qualified during the 2015-2016 school year; 2016-2017 only 70.26% of students were considered economically disadvantaged. For the 2017-2018 school year 67.64%. This year projections are 70.3%.

The district is composed of five campuses. Franklin Elementary houses our pre-kindergarten students and district day care center; Hillsboro Elementary campus is comprised of grades kindergarten through second; Hillsboro Intermediate campus serves third through fifth grades; Hillsboro Jr. High is made up of sixth, seventh and eighth grades; and Hillsboro High School serves ninth through twelfth grades.

Demographics Strengths

- Our teaching staff is showing growth in diversity based on ethnicity and experience.
- The district's Pre-K program is an open enrollment/all day program for all Hillsboro ISD students regardless of race or socio-economic status. The pre-K campus utilizes the CLI program.
- The district has an exemplar special education program that is sought out by parents of surrounding communities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of minority students and economically disadvantaged students. **Root Cause:** Teachers not having a full understanding of effective instructional strategies to support learning, language, and cultural needs and differences based on demographics.

Student Achievement

Student Achievement Summary

Hillsboro ISD is a district that embeds research-based design qualities and digital learning opportunities to meet the needs of all students. HISD has been acknowledged by TEA, and other entities for numerous accolades and recognitions in academic areas. HISD takes a balanced approach to accountability- increasing exposure to 21st Century learning through personalized learning, real-world applications and continuous development of concepts through essential questions, and creation of student products that demonstrate mastery of learning standards.

A continued and focused data analysis is a fundamental process in HISD. Sources of data analyzed include- STAAR results, CBAs, all types of formative assessments, NWEA MAP(Measure of Academic Progress), TAPR reports, and PBMAS. Teachers use CBA and benchmark assessment results to more effectively address areas of student weaknesses and strengths. Teachers and administrators also look at the rate of improvement and growth of students.

The ongoing process of analyzing student achievement reinforces the district's commitment to provide a rigorous and relevant curriculum to all students.

District achievement scores are as follows at the approaches, meets and masters percentages respectively- All subjects- 67, 35, 13; ELA/R- 67,36,13; Math- 66,30,13; Writing- 46,25,6; Science- 79,48,19; Social Studies- 71,42,16. Distinction Designations were awarded to the HS in Science. The Intermediate and High School were identified as Additional Targeted Assistance while the Junior High was identified as Comprehensive Support. This is due to the Federal Closing the Gaps Domain.

The District received Domain ratings as follows: Overall rating: C; Student Achievement- C; School Progress- F in Academic Growth and C in Relative Performance; Closing the Gaps-D.

Our African American student group, EL student group and the formerly SPED student group have the largest learning gaps across all subject areas.

Student Achievement Strengths

- Provide an effective RTI program for Pre-K through 12th grades with research based interventions.
- Provide an effective Special Education program for low incidents student group.
- Aligned beliefs in student, parent, teacher, administrator expectations.
- Continue to assess student's learning in innovative ways- project based learning, standard based checklists, fluency checks, formative assessments.
- Distinction Designations at High School campuses
- Continuing to implement an effective co-teaching/inclusion model for special education.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: AA students are performing below other student groups. **Root Cause:** The majority of teachers in our district do not reflect the make-up of our students. Teachers do not have a deep understanding of culturally responsive teaching.

Problem Statement 2: The gap in learning between ECD and non ECD students continues to increase. **Root Cause:** Teachers do not have a deep understanding of teaching kids of poverty.

Problem Statement 3: Students in SPED are performing below their non-SPED peers. **Root Cause:** Lack of consistent implementation of specifically designed instructional strategies to meet the needs of disabled students.

Problem Statement 4: In all tested grade levels, EL students are scoring significantly lower than non-EL peers on assessments. **Root Cause:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning. Some ELAR teachers are not ESL certified.

Problem Statement 5: Content standards are not vertically aligned across the district. **Root Cause:** Teachers not fully understanding content; leadership not providing sufficient opportunities/time for teachers to unpack their standards in vertical teams.

District Culture and Climate

District Culture and Climate Summary

Hillsboro ISD embeds research-based design qualities and digital learning opportunities within the lesson framework to meet the needs of all learners. HISD encourages disciplines inquiry and creativity in all avenues of instruction. The district has built a culture of high expectations with embedded accountability that is of a positive nature rather than a punitive nature. The district embraces the development of the whole child. A key part of our positive culture is that we embrace the belief that ALL TEACHERS build personal, compassionate relationships with students and parents and design engaging and challenging lessons that prepare their students for the future.

Standards will continue to be the base on which teachers design meaningful learning opportunities for students. The district will continue to develop each student academically, emotionally and socially to become an active participant in a global society.

District Culture and Climate Strengths

- A collaborative approach utilized in the decision-making process allows for transparency among stakeholders.
- The district is sought out by fellow districts to share frameworks of forward-thinking practices that have impacted student success.
- A culture of high expectations that reflects a community-driven accountability approach that begins with the school board and filters to students.
- Prioritize anti-bullying.
- Increase innovative teaching practices utilizing the design qualities.
- Attention to digital learning and connecting our classrooms locally, nationally and globally through technology is a priority.
- Moving from a teaching platform to a learning platform with the focus on student engagement as a priority.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Innovative, research-based teaching practices are not occurring with all teachers across the district. **Root Cause:** High teacher turnover rate in the district over the past five years.

Problem Statement 2: Discipline expectations across the district do not reflect restorative practices. **Root Cause:** Not every campus has fully embraced restorative practices due to lack of resources.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

District and campus administrators seek out only the best and brightest to work with and nurture Hillsboro ISD students. Hillsboro ISD's efforts to attract, develop, and retain a high-quality instructional and administrative staff is not without challenges. While we work to maintain competitive salary scales and stipends in our market, we are also working to improve the educational and professional environment.

Developing and increasing the capacity of professional staff at all levels of the learning organization is a priority in HISD. The district implements summer learning opportunities aligned to district needs and priorities. Administrators and teacher leaders collaborate to deliver these academies each summer.

All staff members have an awareness of the beliefs that define our vision as a district. These beliefs are the driving force behind all decisions, including employment, throughout our district. Our Portrait of an Educator provides a more focused picture of attributes and characteristics of who we strive to be. Instructional and administrative staff are attracted to Hillsboro ISD because they see employment in this district as an opportunity to collaborate and work with innovative and highly qualified educators.

Staff Quality, Recruitment, and Retention Strengths

- Quality new teacher induction program.
- Staff development through district summer learning.
- Opportunities for collaborations and teamwork.
- Developed portrait of an educator so stakeholders may gain a common understanding of the ideals of a 21st century learner. The portrait also provides an exemplar for teachers in HISD.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The district continues to have a high rate of teacher turn-over. **Root Cause:** Many teachers would rather be in larger cities, not necessarily because of pay, but lifestyle.

Problem Statement 2: HISD experiences limited applicant pool in all areas. **Root Cause:** Several more qualified personnel may not apply due to Hillsboro ISD being a rural district.

Problem Statement 3: Need to build capacity of instructional leadership. **Root Cause:** Too many points of focus -- doing too many things poorly instead of focusing on two or three high leverage priorities that will have the greatest impact.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Based on research and best practice, the district continues to focus on the design of meaningful and authentic work aligned with the state standards. Rigorous coursework, and innovative strategies are an emphasis for our district.

Intentional efforts have been made to increase the innovative use of technology in the classrooms across the district. ClassLink a single sign-on system has been purchased and rolled out in order for teachers and students to better utilize on-line instructional resources.

Data driven decisions guide improvement through the adopted curriculum, effective instructional methodologies, walkthrough data, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met.

NWEA MAP data for grades k-8 is one piece of assessment data used to help inform instruction. Other campus programs that data is evaluated include Lexia (k-2; 6-8), Renaissance Learning (k-5), Compass Math(k-5), Edgenuity Math (6-8), Dreambox Math (9-12), and Scientific Learning (2-5; 9-12), eCircle (pk).

Curriculum, Instruction, and Assessment Strengths

- Teacher leaders, principals and central office staff design meaningful Summer Learning PD based on district and campus curriculum needs and district focus areas.
- Standards Based Report Cards, SBRC, implemented in grades K through 5.
- Extend learning for teachers through technology- Eagle WINGS badges.
- PLC vertical alignment is evident across pk-5 campuses.
- Emphasis on a complete literacy program.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: District curriculum resources not being utilized with fidelity; monitoring of use. **Root Cause:** Limited access to instructional materials was cumbersome due to time and scheduling constraints and lack of consistent instructional guidance across campuses.

Problem Statement 2: Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings. **Root Cause:** Not a deep understanding of differentiated instruction and complexity of the TEKS.

Problem Statement 3: Assessment opportunities (formative and summative) using multiple modalities (on-line, hard copy) that integrates practice for pacing, stamina, and problem solving strategies. **Root Cause:** Misunderstanding of the importance of assessment data and its use to guide teaching and learning.

Parent and Community Engagement

Parent and Community Engagement Summary

Hillsboro ISD is committed to the sustainability and support of family and community at both the district and campus levels. The district strives to achieve family and community partnerships that positively impact the success of all HISD students.

Hillsboro ISD has a well-established framework in which the basic components of school, family, and community partnerships exist. Included in this framework are organized parental entities that regularly meet and interact with the district. These organizations include: Booster clubs, PTA, and Watch D.O.G.S. The district also has an Education Foundation, that is made up of community members, parents and educators, this foundations supports our schools through educational grants and student recognition.

Communication is key to the effectiveness of all family and community involvement. Through the use of our local newspaper, district created "Connections" publication, radio, and internal printed and electronic communication tools, stakeholders receive information and are given opportunities to provide critical feedback.

Parent and Community Engagement Strengths

- Opportunities exist for parental involvement through PTA, Booster Clubs, WATCH Dogs, etc...
- District and School Improvement Committees; School Health Advisory Council
- Social Media- Twitter, Facebook, District App
- Connections Publications
- Blackboard Connect- message system
- Relationship with local newspaper and radio
- Involvement in local clubs such as Lion's Club, Rotary Club, Sesame Club, Boys and Girls Club
- District and campus website- embedded translation capabilities
- Skyward Parent Access Portal
- Provide translators at parent meetings and ARDs
- Provide notes home in English and Spanish
- Good to Go, Head to Toe
- Eagle Expo of Excellence, E3
- Thanksgiving Senior Citizen Lunch
- Positive community and business partnerships
- District Christmas Luncheon
- Go Hillsboro
- Leadership Hillsboro

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Spanish speaking parents are not fully engaged in the life of the school. **Root Cause:** A great percentage of these parents work long hours and some feel disconnected due to language barriers and lack of understanding of the structure and importance of school.

Problem Statement 2: School and community partnership for students to connect back to community is weak. **Root Cause:** Limited opportunities during the school day to volunteer at local businesses due to graduation requirements and staffing limitations.

District Context and Organization

District Context and Organization Summary

HISD is organized to serve the district and community. The central office staff is composed of the Superintendent, Finance Department, Human Resource Department, and Curriculum and Instruction Department. The central office staff provides staffing and financial support, academic support, and policy support while maintaining the belief that we are all servant leaders.

Campus administrative organization varies on each of our five campuses. The High School leadership team is comprised of the principal, two assistant principals, two counselors, and an athletic director/instructional coach. Our Junior High leadership team includes the Principal, 2 Assistant Principals, and Counselor. The Intermediate campus houses the Principal, an Assistant Principal, and a Counselor. Our Elementary campus leadership team is comprised of the principal, assistant principal and counselor. Secondary campuses share an instructional facilitator/CTE director to support instruction, student endorsements/pathways and increasing college and workforce readiness. Grades kinder through 5th grade share an instructional coach to assist with sound instructional strategies. The pre-k campus (Franklin) is lead by the Pre-K Coordinator.

Weekly cross campus Administrative-Team meetings are held. These meetings are led by the superintendent and provide valuable information and learning opportunities that strengthen the professional community within the school. Each campus also holds leadership team meetings and faculty meetings each month or more often if needed. Leadership teams on the Franklin, Elementary, and Intermediate campuses plan and work with lead teachers to design PLC time for teachers to collaborate outside their normal planning time.

The curriculum and instruction administrators also meet regularly. The team is visible on campuses and provides support based on specific campus needs.

District Context and Organization Strengths

- Positive learning environment on all campuses.
- Culture of a learning organization present throughout the district.
- Compliance with regulations.
- Teachers have a voice in decision making process and in identifying solutions via faculty meetings, design team meetings, DEIC, CIT, PLCs.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Consistent and meaningful communication is not occurring between the district and community in regards to what is going on educationally in classrooms across the district. **Root Cause:** Lack of an intentional plan/flowchart for sharing information.

Problem Statement 2: Some buildings across the district no longer have sufficient space to fully support the larger class sizes or 21st century learning.

Root Cause: Lack of communicating the changing needs/requirements of education with community; HES building was not a forward thinking design and was built on a 20 year plan

Technology

Technology Summary

Digital learning is prevalent in HISD with classrooms connected locally, nationally and globally through technology. All campuses have computer labs and technology devices that allow for interaction with a multitude of information resources to solve real-world problems. The district works to provide technology that is current and beneficial to students. Technology is addressed in district and campus action plans. The district employs a district technology director, an instructional technology coordinator, along with computer technicians who assist with district-wide initiatives. The district utilizes interactive boards and slates, response systems, digital tablets, document cameras, projection devices, digital cameras and recorders, and classroom computers. In grades 8-12 the district utilizes a 1:1 approach through the Imagine and BRIDGE program and technology lending grant: iPads, touch Chromebooks, and MiFis.

HISD is a Google Apps for Education District. All HISD students have their own Gmail account, can access Google Apps, create their own Google Site, and have access to Google Classrooms. Students also use a wide range of web resources in concert to create, locate, store and share information through Google, Twitter, Facebook, Edmodo, and other educational applications. Students contribute to the learning of others through live broadcasts, Skype, and video conferences. On any given day in HISD you can walk into a classroom and find students blogging, creating Wikis, using QR codes, and creating and editing videos. Teachers also have the opportunity to become Google Certified.

Each campus has iPad and Chromebook carts available for teachers to check-out and use in the classroom. Campuses also utilize Apple TV. The 12th grade classes at Hillsboro High School have a 1:1 iPad initiative in place which provides iPads to those students to use throughout the year at school and at home. Students in 8-11 grades utilize touch Chromebooks through the 1:1 initiative.

Technology Strengths

- Use of technology for campus organizations and communication has improved
- Emphasis on the use of technology and applications in the classroom
- All facilities have wireless access
- Classrooms are equipped with ceiling mounted projectors, document cameras, Apple TV, LCD touch screens, smart boards, and student access to various technologies and applications.
- Technology is utilized as a learning tool
- Implementation of a single-sign on platform

Problem Statements Identifying Technology Needs

Problem Statement 1: Number of devices at younger grade levels is not sufficient for 21st century learning. **Root Cause:** Funding source.

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 End-of-Course current and longitudinal results, including all versions
- 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
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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 group
- Special Programs 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 population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Through collaborative efforts ensure a focus on the quality of work provided all learners.

Performance Objective 1: Engaging experiences which lead to profound learning result from the work of dedicated individuals working collaboratively throughout the district/schools to design meaningful experiences for their targeted audience.

Evaluation Data Source(s) 1: Student achievement data, walk-through and observations, lesson plans, training/meeting agendas, sign-in sheets, copies of training documents, schedules, surveys, programatic data, intervention logs, course lists and offerings, class rosters, participation records, meeting minutes, technology plan, purchase orders, inventory records.






Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Provide differentiated professional development on integrating 21st Century technology skills into instruction and management while increasing teacher's expertise of technology integration into teaching and learning.	2.5	Superintendent, Finance Director, Executive Director of Innovative Learning, Director of Instructional Technology, Principals	All teachers will leverage technology appropriately into the standards-based approach of teaching and learning.			
	Problem Statements: School Culture and Climate 1 Funding Sources: Federal, State, Local - 0.00					
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 2) Provide supplemental resources, professional development, and/or intervention/enrichment opportunities aligned to the TEKS for students to improve academic performance to close the achievement gaps in reading, writing, math, science and social studies including that of students in special populations.	2.4, 2.5, 2.6	Superintendent, District Administrative Staff, Principals, Teachers	Increase of student academic performance across all student sub- groups.			
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4, 5 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Federal, State, Local - 0.00					

Critical Success Factors CSF 1 3) Promote assessment opportunities that are aligned to the state standards in depth and complexity through the use of various assessment modalities and methods.	2.4	Superintendent, Executive Director of Curriculum and Instruction, Executive Director of Innovative Learning, Director of Special Education, Bilingual/EL coordinator, Principals	Impact from differentiated assessment modalities and methods will be seen through instruction aligned to students' needs and student success with various types of assessment .			
	Problem Statements: Student Achievement 5 - Curriculum, Instruction, and Assessment 3 Funding Sources: Federal, State, Local - 0.00					
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 4) Provide daily instruction in every classroom based upon state standards in order to meet the academic needs of each child.	2.4, 2.6	Superintendent, Executive Director of Curriculum and Instruction, Executive Director of Innovative Learning, Director of Special Education, Bilingual/EL Coordinator, Principals, Teachers	Academic needs will be met.			
	Problem Statements: Student Achievement 5 - Curriculum, Instruction, and Assessment 2 Funding Sources: Federal, State, Local - 0.00					
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 5) Analyze data to address gaps in performance of underperforming populations.	2.6	Central Office Administration, Principals, Teachers	Increase of student academic performance across all student sub-groups.			
	Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 6) All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs of students.	2.4, 2.6	Executive Director of Curriculum and Instruction, Executive Director of Innovative Learning, Principals	Meet the needs of students in order to close achievement gaps and improve learning.			
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 4, 5 - School Culture and Climate 1 Funding Sources: Federal, State, Local - 0.00					

Critical Success Factors CSF 1 CSF 4 7) Support programs to meet the needs of gifted/advanced students through differentiated instruction, pull-out programs, advanced course offerings, academic competitions and other extracurricular programs.	2.4, 2.5	Executive Director of Curriculum and Instruction, Executive Director of Innovative Learning, Director of Instructional Technology, Principals	Better meet the needs of gifted students.			
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 8) Identify students with dyslexia or other related disorders and provide appropriate interventions and instructional support and services.	2.4, 2.6	Superintendent, Executive Director of Innovative Learning, Special Education Director, Principals, Teachers	Increased progress in Written Expression and Reading Comprehension based on baseline assessment data and ongoing progress monitoring data.			
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 9) Incorporate use of TELPAS proficiency level descriptors (PLDs) in analyzing writing of English Learners (ELs).	2.4, 2.6	ESL Coordinator, Principals, Teachers	ELs become more aware of how to improve English writing proficiency; decrease the achievement gap between student groups.			
	Problem Statements: Student Achievement 4 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 10) Promote integration of English language proficiency standards (ELPS) within lesson design to support comprehensible input for English learners.	2.4, 2.6	ESL Coordinator, Principals, Teachers	Increased English language proficiency of ELs. Decrease in achievement gap between student groups. Higher percentage of ELs exiting the ESL program.			
	Problem Statements: Demographics 1 - Student Achievement 4 Funding Sources: Federal, State, Local - 0.00					
PBMAS Critical Success Factors CSF 1 11) Provide professional development opportunities for special education staff to collaborate with regular education staff and provide access to all curriculum resources and tools.		Superintendent, Special Education Director, Executive Director of Curriculum and Instruction, Principals, Teachers	Impact may be measured by the training of Sped and regular ed staff and how this training is applied in the classroom.			
	Problem Statements: Demographics 1 - Student Achievement 3 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 12) Cultivate and support student organizations at all grade levels through participation in fine arts, agriculture, athletic and academic activities.	2.5	Central Office Administration, Principals	Increased number of students participating in student activities and organizations.			
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: Federal, State, Local - 0.00					

Critical Success Factors CSF 6 13) Promote good sportsmanship, healthy competition and good character through extracurricular programs.	2.5	Superintendent, Central Office Administrators, Campus Leadership, Athletic Director and Coordinators, Teaching and Coaching Staff, Extracurricular Sponsors	Improved positive behaviors and good character of students.			
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 14) Continue to assess facility needs and develop/update maintenance plans of the district; report to the Board on needs of each facility and problematic areas including recommendations for improvement and future structures.		Superintendent, Director of Maintenance & Operations, Finance Director, Principals	Continued practice of providing safe and well maintained learning spaces.			
	Problem Statements: School Context and Organization 2 Funding Sources: Federal, State, Local - 0.00					
15) Revisit the district's technology plan to ensure each core content class in K-7 classrooms is equipped with devices in order to meet the needs of 21st century learning.	2.5	Central Office Administrators, Technology Dept., Principals, Teachers	Increased use of technology in the classroom will help prepare students to be future leaders of the global community.			
	Problem Statements: Technology 1					
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of minority students and economically disadvantaged students. Root Cause 1: Teachers not having a full understanding of effective instructional strategies to support learning, language, and cultural needs and differences based on demographics.
Student Achievement
Problem Statement 1: AA students are performing below other student groups. Root Cause 1: The majority of teachers in our district do not reflect the make-up of our students. Teachers do not have a deep understanding of culturally responsive teaching.
Problem Statement 2: The gap in learning between ECD and non ECD students continues to increase. Root Cause 2: Teachers do not have a deep understanding of teaching kids of poverty.
Problem Statement 3: Students in SPED are performing below their non-SPED peers. Root Cause 3: Lack of consistent implementation of specifically designed instructional strategies to meet the needs of disabled students.
Problem Statement 4: In all tested grade levels, EL students are scoring significantly lower than non-EL peers on assessments. Root Cause 4: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning. Some ELAR teachers are not ESL certified.

Problem Statement 5: Content standards are not vertically aligned across the district. Root Cause 5: Teachers not fully understanding content; leadership not providing sufficient opportunities/time for teachers to unpack their standards in vertical teams.
School Culture and Climate
Problem Statement 1: Innovative, research-based teaching practices are not occurring with all teachers across the district. Root Cause 1: High teacher turnover rate in the district over the past five years.
Staff Quality, Recruitment, and Retention
Problem Statement 1: The district continues to have a high rate of teacher turn-over. Root Cause 1: Many teachers would rather be in larger cities, not necessarily because of pay, but lifestyle.
Problem Statement 2: HISD experiences limited applicant pool in all areas. Root Cause 2: Several more qualified personnel may not apply due to Hillsboro ISD being a rural district.
Curriculum, Instruction, and Assessment
Problem Statement 1: District curriculum resources not being utilized with fidelity; monitoring of use. Root Cause 1: Limited access to instructional materials was cumbersome due to time and scheduling constraints and lack of consistent instructional guidance across campuses.
Problem Statement 2: Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings. Root Cause 2: Not a deep understanding of differentiated instruction and complexity of the TEKS.
Problem Statement 3: Assessment opportunities (formative and summative) using multiple modalities (on-line, hard copy) that integrates practice for pacing, stamina, and problem solving strategies. Root Cause 3: Misunderstanding of the importance of assessment data and its use to guide teaching and learning.
School Context and Organization
Problem Statement 2: Some buildings across the district no longer have sufficient space to fully support the larger class sizes or 21st century learning. Root Cause 2: Lack of communicating the changing needs/requirements of education with community; HES building was not a forward thinking design and was built on a 20 year plan
Technology
Problem Statement 1: Number of devices at younger grade levels is not sufficient for 21st century leaning. Root Cause 1: Funding source.

Goal 2: Increase understanding of and commitment to the HISD Beliefs by developing a sense of ownership among key audiences.

Performance Objective 1: Individuals and groups throughout the District embrace, support and act in accordance with the HISD beliefs.






Evaluation Data Source(s) 1: Lesson plans, observations and walk-throughs, Eduphoria reports, E3, ClassLink data, curriculum resources data, student work, meeting/training agendas and sign-in sheets, website, training notes, HR data reports, induction program feedback/surveys, graduation data, CCMR data, parent meeting sign-in sheets and presentations, course catalog, co-hort data review, transcripts, FuelEd reports, Safe Schools documentation, Tip line documentation, counselor logs, Board policy, Restorative Discipline documentation, PBMAS report, accountability reports

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 6 1) Promote design of meaningful and authentic learning experiences that are aligned to the specificity of the student expectations of the TEKS and include student choice, interest, technology integration, and real-world relevancy in order to transform students into creative thinkers.	2.4, 2.5, 2.6	Superintendent, Executive Director of Curriculum and Instruction, Executive Director of Innovative Learning, ESL Coordinator, Special Education Director, Director of Instructional Technology, Principals, Teachers	Increased participation in designing meaningful work which will lead to student growth and mastery of TEKS.			
	Problem Statements: Demographics 1 - School Culture and Climate 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 CSF 6 2) Leverage our resources to provide opportunities for our learners to explore and discover their passions.	2.5, 2.6	Central Office Administrators, Principals, Teachers	Increase in student use of online resources which will lead to profound learning.			
	Problem Statements: Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00					

Critical Success Factors CSF 1 CSF 3 CSF 7 3) Through a Principals Academy, provide leadership opportunities throughout the year to support campus design of engaging and challenging work for students that prepare them for the future.	2.4, 2.6	Superintendent, Central Office Administrators	Impact can be measured by teachers designing more engaging work for students which in turn leads to students learning what they need to learn.			
	Problem Statements: Staff Quality, Recruitment, and Retention 3					
Critical Success Factors CSF 1 CSF 6 CSF 7 4) Focus recruiting efforts on seeking out the best and brightest professionals and paras not only aligned to district needs and priorities, but those that also have the same beliefs about teaching and learning as the district.		Superintendent, Human Resource Director, Financial Director, Principals	Increase in the number of qualified applicants.			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 CSF 7 5) Provide an effective teacher induction and mentoring program that provides on-going support to improve teaching and performance while promoting professional well-being.		Superintendent, Director of Human Resources, Executive Director of Curriculum and Instruction, Principals	Impact can be measured by decrease of new teachers leaving the district after the first one to five years.			
	Problem Statements: Demographics 1 - School Culture and Climate 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 CSF 6 6) Campuses will create a culture of college and post secondary education that allow students on all campuses to participate in career education and awareness activities.	2.5	Campus Leadership, Counselors	Increased awareness of career and post secondary opportunities.			
	Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 CSF 5 CSF 6 7) All students (JH and HS) and their parents will be provided information about higher education admissions, financial aid opportunities, and the need for students to make informed curriculum choices.		Superintendent, Principals and Counselors	Increased awareness of higher education opportunities and how high school courses impact college and career readiness decisions.			
	Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					
8) Students on all campuses will participate in career education and awareness activities.	2.5	Principals, Counselors	Increased awareness of careers.			
	Problem Statements: Parent and Community Engagement 2 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 9) Review cohort data to address students in danger of not graduating with cohort or dropping out of school; students lacking credit will be enrolled in credit recovery courses.	2.6	Central Office Administration, High School Administrative Team, Teachers	Increase number of students graduating with cohort.			
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 Funding Sources: Federal, State, Local - 0.00					

10) Comply with all state mandated training programs to ensure the safety and security of all students in their education program. Training programs include but are not limited to-Bullying Education, Reporting of Sexual Abuse and Maltreatment of Children, Suicide Prevention Training, Sexual Harassment in the Workplace, Reporting of Neglect or Physical Abuse, Blood-borne Pathogen Education	2.6	Superintendent, District Level Administrators, Principals, Teachers	Reduction in the number of bullying incidents occurring and discipline referrals; heightened awareness of signs of abuse, neglect or sexual harassment.			
	Problem Statements: Demographics 1 - School Culture and Climate 2 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 11) All HISD staff members will be aware of suicide prevention protocols and requirements for parental and guardian notification procedures.		Superintendent, Central Office Administration, Principals, Counselors, Teachers	Increased understanding of suicide prevention strategies and improved communication with parents for student safety.			
	Funding Sources: Federal, State, Local - 0.00					
PBMAS Critical Success Factors CSF 4 CSF 6 12) HISD will review discipline data trends and training needs to identify areas of support for campus discipline and behavior support programs in order to maintain acceptable ISS and DAEP placements.		Central Office Staff, Campus Leadership	Impact will be fewer student placements in DAEP and ISS.			
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 Funding Sources: Federal, State, Local - 0.00					
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 13) Promote a paradigm shift from use of traditional punitive discipline practices to restorative discipline practices.		Superintendent, Campus Leadership, Teachers	Impact can be measured by a reduction of ISS placements and placements of students in behavior programs across the district.			
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 Funding Sources: Federal, State, Local - 0.00					
PBMAS Critical Success Factors CSF 6 14) Counselors on each campus will conduct guidance lessons on conflict resolutions and violence prevention to promote healthy relationships.		Superintendent, Principals, Counselors, Teachers	Improved relationships among students and strong positive culture on campuses.			
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 Funding Sources: Federal, State, Local - 0.00					
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of minority students and economically disadvantaged students. Root Cause 1: Teachers not having a full understanding of effective instructional strategies to support learning, language, and cultural needs and differences based on demographics.

Student Achievement
Problem Statement 1: AA students are performing below other student groups. Root Cause 1: The majority of teachers in our district do not reflect the make-up of our students. Teachers do not have a deep understanding of culturally responsive teaching.
School Culture and Climate
Problem Statement 1: Innovative, research-based teaching practices are not occurring with all teachers across the district. Root Cause 1: High teacher turnover rate in the district over the past five years.
Problem Statement 2: Discipline expectations across the district do not reflect restorative practices. Root Cause 2: Not every campus has fully embraced restorative practices due to lack of resources.
Staff Quality, Recruitment, and Retention
Problem Statement 1: The district continues to have a high rate of teacher turn-over. Root Cause 1: Many teachers would rather be in larger cities, not necessarily because of pay, but lifestyle.
Problem Statement 3: Need to build capacity of instructional leadership. Root Cause 3: Too many points of focus -- doing too many things poorly instead of focusing on two or three high leverage priorities that will have the greatest impact.
Curriculum, Instruction, and Assessment
Problem Statement 1: District curriculum resources not being utilized with fidelity; monitoring of use. Root Cause 1: Limited access to instructional materials was cumbersome due to time and scheduling constraints and lack of consistent instructional guidance across campuses.
Parent and Community Engagement
Problem Statement 2: School and community partnership for students to connect back to community is weak. Root Cause 2: Limited opportunities during the school day to volunteer at local businesses due to graduation requirements and staffing limitations.
School Context and Organization
Problem Statement 1: Consistent and meaningful communication is not occurring between the district and community in regards to what is going on educationally in classrooms across the district. Root Cause 1: Lack of an intentional plan/flowchart for sharing information.






Goal 3: Broaden and strengthen the capacity of the school district as community builders to ensure common understanding of the needs and interests of those we serve beginning with students and including other key audiences.

Performance Objective 1: Strong reciprocal school-community relationships drive increased involvement and support of programs and activities.

Evaluation Data Source(s) 1: Agenda, sign-in sheets, communication logs, event publicity, club membership rosters, copies of newsletters, website, observation and review of apps and social media, meeting minutes, newspaper articles.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Campuses will host parent conferences, provide opportunities for parents to volunteer, PTA and Booster Club opportunities, and opportunities to serve on the District or Campus Advisory committee.	3.1, 3.2	All staff	Increase external and internal communication capacity as to improve communication.			
Problem Statements: Parent and Community Engagement 1, 2 Funding Sources: Federal, State, Local - 0.00						
Critical Success Factors CSF 5 2) HISD will continue to provide "Connections" newsletter to the public (distributed through local newspaper) quarterly.	3.1	Superintendent, Executive Director of Innovative Learning, Marketing and Community Relations Coordinator, Executive Assistants	Increased external and internal communication capacity as to improve communication.			
Problem Statements: School Context and Organization 1						
Critical Success Factors CSF 5 3) Continue with updates on the district website and social media to enhance communication efforts - HISD app, Blackboard Connect.	3.1	Superintendent, Central Office Directors, Director of Instructional Technology, Executive Assistants, Principals	Continuous website and social media updates in order to improve communication.			
Problem Statements: School Context and Organization 1 Funding Sources: Federal - 0.00, State - 0.00, Local - 0.00						

Critical Success Factors CSF 5 CSF 6 4) The SHAC will meet a minimum of 4 times per year and communicate updates to board and stakeholders; host Good to Go back to School Fair in August prior to the start of school.	2.6	Superintendent, Executive Director C&I, Curriculum Services Assistant, SHAC	Increased awareness of mental, physical, and social issues facing families in our community.			
	Problem Statements: Demographics 1 - School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 5 CSF 6 5) HISD will spotlight student learning through a district-wide expo of excellence showcase presented for the community.	3.2	Superintendent, Central Office Administrators, Campus Leadership, Teachers	Better understanding of 21st century learning and the work HISD students are producing from PK-12th grades in all content and ancillary areas.			
	Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 CSF 5 CSF 6 6) HISD will continue to foster a positive relationship with the local newspaper and radio.	3.2	Superintendent, Central Office Administrators, District Communication and Parent Liaison, Campus Leadership, Teachers	Improved lines of communication that will increase community/school/parent partnerships.			
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 5 CSF 6 7) HISD will continue to solicit input from all stakeholders (teachers, staff, students, parents, and community) to plan and make recommendations for district improvements.		Superintendent, Central Office Staff, Principals, Teachers	Increase communication effectiveness and input from stakeholders.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of minority students and economically disadvantaged students. Root Cause 1: Teachers not having a full understanding of effective instructional strategies to support learning, language, and cultural needs and differences based on demographics.
Parent and Community Engagement
Problem Statement 1: Spanish speaking parents are not fully engaged in the life of the school. Root Cause 1: A great percentage of these parents work long hours and some feel disconnected due to language barriers and lack of understanding of the structure and importance of school.

Problem Statement 2: School and community partnership for students to connect back to community is weak. **Root Cause 2:** Limited opportunities during the school day to volunteer at local businesses due to graduation requirements and staffing limitations.

School Context and Organization

Problem Statement 1: Consistent and meaningful communication is not occurring between the district and community in regards to what is going on educationally in classrooms across the district. **Root Cause 1:** Lack of an intentional plan/flowchart for sharing information.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6200 Professional and Contracted Services		
19961621900998930000	6219 Professional Services	\$3,500.00
25511621900998930000	6219 Professional Services	\$1,500.00
19961629900998930000	6299 Miscellaneous Contracted Services	\$30,000.00
6200 Subtotal:		\$35,000.00
6300 Supplies and Services		
19961639936998930000	6399 General Supplies	\$1,500.00
21111639900998930000	6399 General Supplies	\$14,000.00
6300 Subtotal:		\$15,500.00
6400 Other Operating Costs		
19961641136998930000	6411 Employee Travel	\$1,500.00
19961649900998930000	6499 Miscellaneous Operating Costs	\$1,500.00
19961649936998930000	6499 Miscellaneous Operating Costs	\$1,000.00
21113649900998930000	6499 Miscellaneous Operating Costs	\$8,695.00
6400 Subtotal:		\$12,695.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment helps drive the strategies put in place for the district and campus improvement plans. The strategies specifically align to the Problem statements developed by each improvement team.

See CNA.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campuses include the appropriate stakeholders in their campus improvement committees. These committees assist in developing the CIP and meet regularly throughout the year to re-assess campus needs.

2.2: Regular monitoring and revision

Campus improvement teams meet regularly throughout the year to re-assess campus needs and complete the formative reviews in December, March and June.

2.3: Available to parents and community in an understandable format and language

The campus and district improvement plans are available on our district website. The website has the capabilities of translating the plan to Spanish. Hard copies of plans are also available in the campus front office.

2.4: Opportunities for all children to meet State standards

Based on the CNA strategies that allow for students to meet State standards are included in the district and campus plans.

2.5: Increased learning time and well-rounded education

HISD fosters an understanding and responsibility for students to grow and be successful academically, socially and emotionally. Strategies are included in the district and campus plans.

2.6: Address needs of all students, particularly at-risk

The needs of students who are at risk of failing are addressed in each campus plan. We recognize that each child has different needs and are committed to challenging each child to reach their full potential.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is developed at the District Education Improvement Committee meetings. This policy is posted on the website. The website has the capabilities of translating. Hard copies are available in the district and campus offices.

3.2: Offer flexible number of parent involvement meetings

The school calendar has a parent/teacher conference day built into the first semester. Booster clubs and parent teacher organizations hold regular meetings. Throughout the year meetings are held at various times throughout the day in regards to educational programs, fine arts programs, and informational meetings.

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Vicki Adams	
ex-officio member	Angela Boyd	
ex-officio member	Sheila Bowman	
ex-officio member	Paula Cox	
Parent	Ana Fuentes	
Business Representative	Derrel Beggs	
Parent	Haley Carmona	
Classroom Teacher	Janissa Ivy	
Classroom Teacher	Jennifer Kolar	
Classroom Teacher	Kandy Faris	
Non-classroom Professional	Keith Hannah	
Non-classroom Professional	Lauren Sulak	
Non-classroom Professional	Lesleigh Smith	
Parent	Linda Cain	
Community Representative	Matthew Bell	
Parent	Misael Alvarado	
Community Representative	Octavia Bush	
ex-officio member	Patrick Harvell	
Business Representative	Rhett Reddell	
Community Representative	Roberta Skelton	
Parent	Rosa McGinnis	
Parent	Shannon Herrell	
Non-classroom Professional	Stephanie Tucker	
Business Representative	Stewart Murray	
Classroom Teacher	Tabatha Davis	

Classroom Teacher	Tammy Fry	
Business Representative	Tamra Weeden	
Non-classroom Professional	Tiffanye Oliver	
Classroom Teacher	Annette Straw	
Classroom Teacher	Gwendolyn Dupree	
Classroom Teacher	Kimberly Bogue	
Classroom Teacher	Margie Briggs	