

Board Report October 2017

Work Design Teams

The Strategic Change Team and Campus Design Teams recently met. The Strategic Change Team continued work that was begun in July by drafting goals and a district narrative. The goals drafted are:

- *Broaden and strengthen the capacity of the school district as community builders to ensure a common understanding of the needs and interests of those we serve, beginning with students and including other key audiences.*
- *Goal: Increase understanding of and commitment to HISD beliefs by developing a sense of ownership among key audiences.*
- *Goal: Through collaborative efforts ensure a focus on the quality of work provided all learners.*

The District Design Team, which includes members of the Strategic Change Team, will meet on October 11 to discuss and begin drafting district actions/strategies that will achieve those goals. Campus Design Teams met in September and continued work that was begun in their last meeting in May. Each campus teams' work aligned with the goals drafted by the Strategic Change Team and focus on engagement, design and profound learning.

NWEA MAP Assessments

Hillsboro Elementary, Intermediate, and Junior High campuses have completed the fall NWEA MAP assessments. Data from the screening, which includes student performance in reading, language, and math, will be reviewed at campus and district levels to evaluate programming and to establish student growth goals for winter and spring. Teachers on each campus have received training on how to read reports and utilize data to positively impact instruction. Parents of students at these campuses will also receive reports showing student academic goals and growth during parent conferences.

BRIDGE 2021

Hillsboro High School freshmen receiving their Chromebook Touch as part of the 1:World BRIDGE (Bringing Internet and Devices for a Global Education) initiative at Hillsboro High School achieved the goal of all students having a device for check out. The project began over three years ago with the awarding of almost \$100,000 from a technology lending grant to Hillsboro ISD. Students in the class of 2018 were offered iPads to provide 24/7 learning opportunities to those students. Each year since, the freshmen classes have been provided devices for learning in and out of the classroom. As with the prior three classes, this year's freshmen completed a digital citizenship course prior to devices being deployed. Parent meetings were also held in order to make that school/home connection and to assure a common understanding of the learning purpose of the device. Internet access through daily MiFi checkout is also part of the BRIDGE program.

State Assessments

We have begun preparing and registering students for the last round of State assessments for the 2017 testing season. The week of December 4, 2017 HHS students will have the opportunity to re-test. We have approximately 50 students, both returning and new to district, who will use this testing opportunity to meet the state requirement and/or raise their individual scores on one or more EOC exams. Results from this testing round are expected to be available mid-January.

New Teacher Induction

New teachers attended their first “touch base” at the end of September. During this time our new teachers were given the opportunity to express any concerns, ask questions, reflect, and give feedback as to how their first six weeks of school had gone. The feedback from the “Touchbase” meeting was shared with principals and mentors. On October 26th principals and mentors will meet individually with Mrs. Boyd. The purpose of the collaboration is to determine greatest areas of strength as well as immediate need in order to “combine forces” and provide intentional support for our new teachers.

Information gathered from the new teacher touch base and the mentor collaboration meetings will be utilized to determine next steps and professional development for teachers during our November “cluster meeting”. As per the philosophy of our induction program, we want all of the professional development opportunities provided through the HISD Teacher Induction Program to be appropriate for the individual needs of each teacher as much as possible!

Coaching for Design

Over the next two months, Mrs. Bowman and Mrs. Boyd are participating in C4DII led by the Schlechty Center. The Coaching for Design Level II model and training provides a district with coaches who are a valuable resource, as they will impact the district culture and provide tools to build capacity at all levels.

Improvement Planning

This year all Districts that receive Title I monies are required to complete and submit to the State and Federal Department of Education an Equity Plan as part of ESSA requirements. The Equity Plan should determine if there are disproportion rates between those economically disadvantaged students who are served by inexperienced or out of field teachers vs. teachers that are experienced and teach within their field. Mrs. Groppe and Mrs. Boyd are working on gathering all data and will complete and submit the plan. Findings will be reported at a later Board meeting.

Our Junior High Campus and Intermediate Campus have both been identified as Focus Schools for the 2017-2018 school year. Focus schools are 15% of Title I served campuses that have not met the Federal System Safeguards of 87% achievement in Math and Reading based on the STAAR test. Due to being identified as Focus campuses, both HIS and HJH will be required to complete a targeted improvement plan and will receive \$20,000 in additional Federal funding that must be utilized on improvement efforts.

The Junior High was also identified as a PEG (Public Education Grant) campus due to low performance on the 8th grade Social Studies STAAR test. We have purchased supplemental materials for Social Studies and all JH Social Studies teachers went through professional development this summer to address this need. As required by law, parents of students at the Junior High will be receiving a letter regarding PEG at the end of the semester.

Respectfully Submitted by:
Sheila Bowman & Angela Boyd