

Hillsboro Independent School District

District Improvement Plan

2019-2020 Goals/Performance Objectives/Strategies



Hillsboro
INDEPENDENT SCHOOL DISTRICT

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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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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
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: Demographics 1 - Curriculum, Instruction, and Assessment 1 - Technology 3 Funding Sources: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Equity Plan Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 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 - Curriculum, Instruction, and Assessment 2 Funding Sources: Federal, State, Local - 0.00					
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, Executive Director of Special Programs, Student Services 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: Demographics 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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 Programs, Student Services Coordinator, Principals, Teachers	Academic needs will be met.			
Problem Statements: Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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: Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Federal, State, Local - 0.00						
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.			
Funding Sources: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
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, Student Services Coordinator, Director of Instructional Technology, Principals	Better meet the needs of gifted students.			
Problem Statements: Demographics 1 Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Build a foundation of reading and math Connect high school to career and college 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, Executive Director of Special Programs, Student Services Coordinator, Principals, Teachers	Increased progress in Written Expression and Reading Comprehension based on baseline assessment data and ongoing progress monitoring data.			
Problem Statements: Demographics 1 - School Culture and Climate 1 Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 9) Incorporate use of TELPAS proficiency level descriptors (PLDs) in analyzing writing of English Learners (ELs).	2.4, 2.6	Student Services 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 - School Culture and Climate 1 Funding Sources: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Build a foundation of reading and math 10) Promote integration of English language proficiency standards (ELPS) within lesson design to support comprehensible input for English learners.	2.4, 2.6	Student Services 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: Student Achievement 4 Funding Sources: Federal, State, Local - 0.00					
TEA Priorities Build a foundation of reading and math Improve low-performing schools 11) Provide professional development opportunities for special education staff to collaborate with regular education staff and provide access to all curriculum resources and tools.	2.4	Superintendent, Executive Director Special Programs, 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: Student Achievement 3 - School Culture and Climate 1 Funding Sources: Federal, State, Local - 0.00					
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.			
	Funding Sources: Federal, State, Local - 0.00					
TEA Priorities Improve low-performing schools 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.			
	Problem Statements: Demographics 1 Funding Sources: Federal, State, Local - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
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.			
	Funding Sources: Federal, State, Local - 0.00					
TEA Priorities Recruit, support, retain teachers and principals 15) Revisit the district's technology plan in order to address the growing need to purchase devices for students in grades k-12 as well as teaching staff at each campus.	2.5, 2.6	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, 2					
16) Provide support to educators in connecting learning to our Portrait of a Learner.	2.5	Superintendent, Executive Director of Innovative Learning, Principals	Increased awareness of Portrait of a Learner by staff and students.			
	Problem Statements: Demographics 1 - School Culture and Climate 1 Funding Sources: Federal, State, Local - 0.00					
TEA Priorities Build a foundation of reading and math Improve low-performing schools 17) Support culturally responsive teaching and pedagogy through professional development and awareness.	2.4	Superintendent, Central Office Administration, Principals	Curriculum connections are made to real world applications for ALL students regardless of background.			
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 Funding Sources: Federal, State, Local - 0.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></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.

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 several years.

Curriculum, Instruction, and Assessment

Problem Statement 1: Assessment opportunities (formative and summative) using multiple modalities (on-line, hard copy) that integrates practice for pacing, stamina, and problem solving strategies. **Root Cause 1:** Misunderstanding of the importance of assessment data and its use to guide teaching and learning.

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.

Technology

Problem Statement 3: Teachers lack the knowledge to provide novel and multi-modalities for students to create products and show high levels of learning. **Root Cause 3:** Teacher lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.

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

Problem Statement 2: Aging technology for staff at each campus. **Root Cause 2:** 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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p>TEA Priorities</p> <p>Improve low-performing schools</p> <p>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.</p>	2.4, 2.5, 2.6	Superintendent, Executive Director of Curriculum and Instruction, Executive Director of Innovative Learning, Executive Director of Special Programs, Student Services Coordinator, Director of Instructional Technology, Principals, Teachers	Increased participation in designing meaningful work which will lead to student growth and mastery of TEKS.			
<p>Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Federal, State, Local - 0.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
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: Technology 1, 3 Funding Sources: Federal, State, Local - 0.00					
TEA Priorities Improve low-performing schools 3) Through the Principal's ILC (inform, learn, collaborate), and TLA (Transformational Leadership Academy) principals will understand what is required to build district capacity for change and for joyous student learning, and to become future-oriented organizational architects.	2.4, 2.6	Superintendent, Central Office Administrators	Impact can be measured by increase in student achievement, a more positive school culture, and organizational capacity that impacts change.			
	Problem Statements: Demographics 1 Funding Sources: Federal, State, Local - 0.00					
TEA Priorities Recruit, support, retain teachers and principals 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, 2 Funding Sources: Federal, State, Local - 0.00					
TEA Priorities Recruit, support, retain teachers and principals 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: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: Federal, State, Local - 0.00					
TEA Priorities Connect high school to career and college 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.			
	Funding Sources: Federal, State, Local - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
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: Parent and Community Engagement 1 Funding Sources: Federal, State, Local - 0.00					
TEA Priorities Connect high school to career and college 8) Students on all campuses will participate in career education and awareness activities.	2.5	Principals, Counselors	Increased awareness of careers.			
	Problem Statements: Demographics 1 - Parent and Community Engagement 2 Funding Sources: Federal, State, Local - 0.00					
TEA Priorities Improve low-performing schools 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 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.			
	Funding Sources: Federal, State, Local - 0.00					
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.			
	Problem Statements: Demographics 1 Funding Sources: Federal, State, Local - 0.00					
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: School Culture and Climate 2 Funding Sources: Federal, State, Local - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
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: School Culture and Climate 2 Funding Sources: Federal, State, Local - 0.00					
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 Funding Sources: Federal, State, Local - 0.00					
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></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.
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 several 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/affirmative statements due to teacher turnover and the lack of necessary time for APs to revisit the application of restorative practices.
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 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.

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.

Technology

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

Problem Statement 3: Teachers lack the knowledge to provide novel and multi-modalities for students to create products and show high levels of learning. **Root Cause 3:** Teacher lack necessary knowledge and/or buy-in to the importance of 21st century learning styles.

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
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 - School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					
2) HISD will continue to provide "Connections" newsletter to the public (distributed through local newspaper) quarterly.	3.1	Superintendent, Executive Director of Innovative Learning, Director of Communications, Executive Assistants	Increased external and internal communication capacity as to improve communication.			
	Problem Statements: Parent and Community Engagement 2 - School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
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: Parent and Community Engagement 1, 2 Funding Sources: Federal - 0.00, State - 0.00, Local - 0.00					
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, Executive Assistants, SHAC	Increased awareness of mental, physical, and social issues facing families in our community.			
	Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					
5) HISD will continue to foster a positive relationship with the local newspaper and radio.	3.2	Superintendent, Central Office Administrators, Director of Communications, Campus Leadership, Teachers	Improved lines of communication that will increase community/school/parent partnerships.			
	Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					
6) 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.			
	Problem Statements: Parent and Community Engagement 1, 2					
7) The district will provide facts regarding the upcoming bond election in November to all stakeholders.		Superintendent, Director of Communications, District Staff	Successful bond election.			
	Problem Statements: School Context and Organization 1, 2					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
8) Begin the work on measures for our community-based accountability system (CBAS) to showcase to our community evidence of learning beyond the A-F accountability system that align with our community values.	2.5	Superintendent, Executive Director of C&I, Executive Director of Innovative Learning, Executive Director of Special Programs, Director of CTE	TPAC (Texas Performance Assessment Consortium) participation, Agendas of work with John Tanner			
Problem Statements: School Context and Organization 1						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

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 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.
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