

Hillsboro Independent School District

Hillsboro High School

2019-2020 Campus Improvement Plan



Mission Statement

Preparing Today's Students for Tomorrow's World

Vision

Hillsboro ISD - the Choice for Student Success

Belief Statements

Each student is valued.

All teachers lead and every leader teaches.

Graduates of Hillsboro High School are successful, productive members of our community.

Learning thrives in a safe, supportive, and physically comfortable environment.

Everyone in our community impacts the success of our school.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	16
School Context and Organization	18
Technology	20
Priority Problem Statements	21
Comprehensive Needs Assessment Data Documentation	23
Goals	26
Goal 1: Through collaborative efforts ensure a focus on the quality of work provided all learners.	26
Goal 2: Increase understanding of and commitment to the HISD Beliefs by developing a sense of ownership among key audiences.	37
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.	41
Comprehensive Support Strategies	44
State Compensatory	45
Budget for Hillsboro High School:	45
Title I Schoolwide Elements	47
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	47
1.1: Comprehensive Needs Assessment	47
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	47
2.1: Campus Improvement Plan developed with appropriate stakeholders	47
2.2: Regular monitoring and revision	47
2.3: Available to parents and community in an understandable format and language	48
2.4: Opportunities for all children to meet State standards	48
2.5: Increased learning time and well-rounded education	48
2.6: Address needs of all students, particularly at-risk	49
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	49
3.1: Develop and distribute Parent and Family Engagement Policy	49
3.2: Offer flexible number of parent involvement meetings	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

1. African American 13%, Hispanic 59%, White 26%, two or more races 3%
2. Each year enrollment has increased. More enrollment is seen during the first semester than the second semester. Large Freshman class (2023) - males outnumber females (not typical)
3. Mobility - 13%
4. Dropout Rate - 0%
5. ESL - 4%
6. At Risk - 71%
7. Special Ed - 13%
8. Sped Referrals - 2
9. Attendance - between 95% and 97% consistently, home contact to address tardies/absences, initiated individual and grade level rewards
10. Excused/Unexcused/Tardies
11. ELL - support given through class with Grindstaff, classroom teachers given support through library reference materials, TELPAS
12. Male teachers 36%, female teachers 57%, Hispanic teachers 16%, White teachers 70%, AA teachers 0.5%
13. Class Size - English 14, Foreign Language 22, Math 15, Science 14, Social Studies 17

Demographics Strengths

Only 2 Sped referrals

Only 3 504 referrals

Additional SPecial Inclusion Support (not all Inclusion Support are coaches anymore)

Assisting students with any learning issues - content mastery support

Teacher, administrator, and student relationships, HUD, engaging students.

Drop out rate (positive credit recovery lab @ HHS and Eagle's Academy).

Problem Statements Identifying Demographics Needs

Problem Statement 1: HHS continues to experience obstacles in meeting the needs of our students experiencing various mental health issues. **Root Cause:** The needs of academic, social, and emotional needs of economically disadvantaged and minority students are changing from year to year. There has been an increase in various mental health issues with our students. School personnel are limited in resources at the campus level to appropriately assist students.

Student Achievement

Student Achievement Summary

Algebra I

Approaches - 66, Meets - 40, Masters - 20

Biology

Approaches - 87, Meets - 53, Masters - 15

US History

Approaches - 89, Meets - 63, Masters - 25

Eng I

Approaches - 60, Meets - 46, Masters - 8

Eng II

Approaches - 60, Meets - 39, Masters - 3

Student Achievement Strengths

Each year we have a course selection day/night with our incoming Freshman and their parents. Administrators and counselors visit individually with each student and parent to review and discuss the educational pathways, opportunities, and graduation plans for students at HHS.

Course selection allows for accelerated instruction via pre AP and AP courses. Teachers implement accommodations for students who need support. Further support is created via after hook tutorials.

State standards are consistent with report card data and school administered benchmark exams.

Students with special needs are given test modifications according to their IEP and 504 plans; support for them and their teachers is provided via the special education department.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: HHS continues to experience obstacles in regards to teachers having a strong understanding of the lesson planning process and it's importance. Teachers need continued support and structure to plan effectively within their departments or with their co-teacher to ensure lessons are aligned to the standards and at the level of rigor needed for students to be successful and make growth. **Root Cause:** Teachers were not using a standard lesson plan template across the campus. Teachers on our campus do not reflect on their planning and lesson plans on a regular basis. Inexperienced teachers that have

not had experience in writing lesson plans.

School Culture and Climate

School Culture and Climate Summary

HHS provides a safe and productive learning environment for students and staff.

HHS continues to seek ways to improve the overall safety of the campus and our students.

Majority of the students said they felt respected by the staff and each other. A small number of respondents reported that they have seen an improvement in behavior in the last recent years- yet, they do not attribute the improvement to an increase in administration involvement.

School Culture and Climate Strengths

HHS has purchased school spirit windows to decrease the visibility of our hallways from outside.

HHS has purchased hand held radios to increase the level and access to administrator communication throughout the entire campus and its surrounding areas.

School wide safety plan is reviewed at the beginning of the school year. Plans to practice drills at least once a year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Consistency across the campus in all departments incorporating resources, programs, and technology. **Root Cause:** High teacher turnover rate. Teachers discontinue resources and program due to appropriate level of understanding in relation to both teacher(s) and students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Retention rates vary from year to year.

We had a high turnover rate this school year due to a new Athletic Director and coaching staff.

HHS has 18 new teachers this school year.

HHS has also three long term subs due to health issues of two teachers and one pregnant teacher.

-New Teacher orientation

-Mentor Program

-Department chairs

-Design team to help with engagement in the classroom

-Time to work in rooms at beginning of year

Staff Quality, Recruitment, and Retention Strengths

Staff development through district summer academies

Have mentoring program and new teacher meetings during school year

Teacher in-service through school year

Walk through and observations by administration

Important hires in various Departments - Math, Fine Arts specifically

New Teacher orientation

Mentor Program

Positive Department chairs

Experienced Design team to help with engagement in the classroom

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: High teacher turnover rate. **Root Cause:** Lack of qualified candidates on a regular basis leads to yearly turnover. Rural location of district to younger candidates and teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Administrators will conduct weekly classroom observations for all core content teachers and bi-weekly classroom observations for electives.

Teachers conduct Campus Based Assessments (CBA's) and hold Data Meetings after each CBA to review and discuss student success and areas of growth needed for each student.

Teachers complete a standard lesson plan across the board for all teachers on campus.

Teachers complete YAG at the start of the year. Teachers in tested subjects should create their YAG (pacing guide to address low areas reported on state assessments. This was completed during inservice department meetings.

Teachers complete item analysis each fall with previous years data. Teachers build lessons based on the weaknesses.

Teachers use lead forward documents to analyze data. HHS data is typically higher than state averages.

Teachers document TEKS and ELPS in lesson plans

Teachers need to increase rigor of preAP, AP classes. Based on teacher and student comments.

Teachers use the TEKS resource system, textbook materials and other subject specific materials.

Teachers use SEs which are aligned. Teachers create YAGs.

There are expectations to engage students in authentic real world examples. It is part of our “design” qualities.

Released EOC tests, teacher created using DMAC and assessment guide.

Uses assessment guide with criteria from admin.

Yes, teachers are required to analyze, look for weaknesses, and reteach. Students are encouraged to analyze their data as well.

DMAC system

When textbook adoptions occur, teachers meet with admin and use a guide/checklist to make sure materials are aligned.

We have been given articles about best practices. We have “design” time which uses best practices that are researched based.

Formative and summative assessments. Planning is done both in teams and individually.

All decisions are based on campus and district plans

Using design qualities and creating a WHO SPEC sheet gets to the needs and motives of students.

Teachers are teaching all the standards. There are many standards and the readiness standards are taught deeper.

Teachers share common planning period with their departments (for the most part)

Some teachers plan goals for themselves.

Some students track their own data.

Teachers post objectives on board and build lessons around those objectives.

Training was given on sheltered instruction 2015 summer. New staff has not had this.

We have an esl chart with strategies to use.

Curriculum, Instruction, and Assessment Strengths

With the TTESS requirements teachers are encouraged more than ever to incorporate other disciplines. Teachers are learning to teach reading strategies in their class even if they are not reading teachers. Teachers also have students write to increase writing skills.

Administrators will conduct weekly classroom observations for all core content teachers and bi-weekly classroom observations for electives.

Teachers conduct Campus Based Assessments (CBA's) and hold Data Meetings after each CBA to review and discuss student success and areas of growth needed for each student.

Teachers complete a standard lesson plan across the board for all teachers on campus.

Teachers use formative assessments on a daily basis. State tested teachers use CBA's and benchmarks. Teachers use the data to address weak areas and formulate a reteach and remediation plan for each student.

Teachers are expected to align their instruction with TEKS, ELPS, and CCRS. Teachers are expected to teach lessons at high levels to encourage the 4c's.

Increased dual credit offerings

Increased one to one technology (BRIDGE Program Freshman - Seniors)

Teacher training at Schlechty workshops

Teachers participated in Schlechty 'Walk the Walk' Observations

The high school helps retain quality staff through recognition-staff member of the month, teacher of the year, verbal recognitions, etc; ongoing support through the induction program, department teams, the design team, providing various avenues of professional development; opportunity for advancement. Some believe that Investing wisely in resources, training on those resources, and then making sure those resources are being utilized.

PD is available through campus resources, Region 12 and a variety of other venues. A variety of formats are used – flipped learning, webinars, online book studies, and face-to face.

The BRIDGE program offers a variety of PD for technology and resources

Teachers can request PD opportunities and attend if approved.

Teachers have 24 hrs. of PD every summer that covers topics such as CPR, technology, book studies, and student demographics.

Follow up support:

Campus admin holds monthly staff meetings to provide some follow up support; communication, affirmation, and staff feedback.

There are opportunities for technology training and restorative practices. There isn't a lot of follow up but it can be provided upon request.

Follow-up support is rather sporadic. Technology apps are perhaps the only follow-up items. Book studies could be really studies: open dialogue among participants instead of answering questions online with no feedback from others. And then follow-up during the school year regarding how the material is being applied.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Consistency across the campus in all departments incorporating the 4 C's and research based practices to an acceptable depth and complexity in regards to rigor and relevance. **Root Cause:** High teacher turnover rate.

Problem Statement 2: HHS continues to experience obstacles in regards to teachers having a strong understanding of the lesson planning process and it's importance. Teachers need continued support and structure to plan effectively within their departments or with their co-teacher to ensure lessons are aligned to the standards and at the level of rigor needed for students to be successful and make growth. **Root Cause:** Teachers were not using a standard lesson plan

template across the campus. Teachers on our campus do not reflect on their planning and lesson plans on a regular basis. Inexperienced teachers that have not had experience in writing lesson plans.

Parent and Community Engagement

Parent and Community Engagement Summary

- Uses “all call” system to communicate with parents
- Parents run “Booster Clubs” for many different extracurricular activities
- Making parents feel welcome is progressing for our campus
- Teacher expectations for parental involvement is progressing
- Communication via technology is very efficient and effective
- We translate communication for our community
- Our campus has many partnerships within the community
- Parents are involved with DEIC
- Board Meetings are open to the community

Parent and Community Engagement Strengths

Each year we have a course selection day/night with our incoming Freshman and their parents. Administrators and counselors visit individually with each student and parent to review and discuss the educational pathways, opportunities, and graduation plans for students at HHS.

HHS Booster Clubs (especially Band Boosters and AG Boosters)

Parent Portal

HHS Social Media

HHS / HISD website

HHS School Messenger

HHS Newsletter (student led by Mr. Bodeker's classes)

Bi-lingual communication via newsletters and other forms of notification

Translators for parent meetings

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: At the HS campus level, lack of parent participation in regards to accessing Skyward (on-line grade book). Lack of parent involvement in extra-curricular activities, school organizations, school functions, and Booster Clubs. **Root Cause:** Parents view their HS students as a young adult and allow them to address their educational needs individually. Parents have difficulty attending various school functions and activities due to work.

School Context and Organization

School Context and Organization Summary

Goals of the campus are 'Make Good Things Happen' in students' lives. Attendance at a rate of 97% is a goal as well as a student centered learning environment. Student achievement on STAAR and in the classroom is a focus. Graduation rates at or above 98% is a goal as well.

These goals are discussed at DEIC meetings and Board meetings. Also the Reporter just published the District goals in the last week's edition.

The campus is entirely focused on student achievement. Hillsboro University is set up after school every Tuesday and Thursday to help students with missing assignments and provides student tutors as well as teacher to help students who need help in a particular area. Also the campus has added 6 new classes and programs to the CTE umbrella to help students with vocational tasks. The goal is to have students prepared for the work force when they graduate. Many students can receive certifications in Welding and construction, as well as office technology certifications and culinary certificates.

* GOALS (Campus and District):

- Increase low performance scores and benchmarks (tutoring - before and after school)
- Increase attendance as evidenced by our daily attendance rates

Monitored throughout the year via 6 weeks grades, CBA's, benchmarks, and weekly attendance reports

Communicated via the TEKS, Benchmark scores, CBA's, grades, Attendance Reports, and Department Meetings.

Expectations - Improvements in passing rates, grades, attendance rates, and appropriate levels achieved on EOC/STAAR

Analyzed via disaggregation and data analysis meetings. Priorities based upon sub-populations and needs.

There is both a formal chain of command (administrators and department chairs) and an informal chain of command (peer collaborators).

Duty rosters and schedules are started on a voluntary sign-up basis, and then assigned by administrators if not completed.

HHS has HU, HUD, tutoring, teacher detentions, and lunch detentions available for students to provide extra time/instruction to complete assignments.

School Context and Organization Strengths

Each month the high school has a faculty meeting highlighting concerns and also implementing a plan to fix said issue. Also Departments have a meeting

every month where info given to department chairs can relayed to the staff in a timely manner. Needs are prioritized by the Admin staff and discussed with department chairs to ensure the most pressing needs are met first.

Many of the subject areas have the same conference/planning periods so meetings and data discussions can take place. Instructional planning expectations for each conference period are that all teachers are to plan and prepare for the next class period or complete tasks geared toward the teacher's classes.

Yes, HHS is focused on improving student academic achievement with a strong sense of urgency and commitment. Personal lesson plans, daily objectives, curriculum, and scope & sequence helps teachers to ensure this focus on improvement.

HHS utilization of CBA's, benchmarks, testing calendars, and spiraling chapter/unit tests helps our campus to make any necessary mid-course adjustments.

The teachers within each department at HHS enjoys the availability of having common planning periods in which the teachers include both horizontal alignment and vertical alignment via communication between departments.

HHS has an open door policy in which teachers can communicate opinions and ideas, including faculty meetings, department meetings, our design team.

As much as possible, our master schedule maximizes the amount of time spent in instruction. Some interruptions are inevitable.

In analyzing our school map and physical environment, HHS does have a focus on instruction.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of consistency among all staff members and teachers to model the campus beliefs including but not limited to: culture and climate, using best teaching practices, and building meaningful / educational partnerships with students and parents. **Root Cause:** High teacher turnover rate. Inexperienced teachers. Teachers on our campus do not reflect our students in relation to socio-economic and ethnicity.

Technology

Technology Summary

- Campus is developing 1:1 for all students
- District MDM manages technology appropriateness/safety
- Availability for our students - personal devices, iPads, Computer Labs, Chromebooks, Apple TV
- BRIDGE Training provided by the district is available, Google WINGS in district training, NetGen by Schlechty
- EPortfolios for teachers and students
- Increased CTE courses for students related to technology

Technology Strengths

Campus is 1:1 for Freshman, Sophomores, Juniors, and Seniors

Campus supports and encourages BYOD (Bring Your Own Device)

Professional Development as it relates to technology training

EPortfolios for teachers and students

Increased CTE courses for students related to technology

Problem Statements Identifying Technology Needs

Problem Statement 1: Consistency across the campus in all departments incorporating technology - resources and programs. **Root Cause:** Not enough time to incorporate all these various resources and programs. Teachers discontinue resources and program due to appropriate level of understanding in relation to both teacher(s) and students.

Priority Problem Statements

Problem Statement 1: HHS continues to experience obstacles in regards to teachers having a strong understanding of the lesson planning process and it's importance. Teachers need continued support and structure to plan effectively within their departments or with their co-teacher to ensure lessons are aligned to the standards and at the level of rigor needed for students to be successful and make growth.

Root Cause 1: Teachers were not using a standard lesson plan template across the campus. Teachers on our campus do not reflect on their planning and lesson plans on a regular basis. Inexperienced teachers that have not had experience in writing lesson plans.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: Consistency across the campus in all departments incorporating the 4 C's and research based practices to an acceptable depth and complexity in regards to rigor and relevance.

Root Cause 3: High teacher turnover rate.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: At the HS campus level, lack of parent participation in regards to accessing Skyward (on-line grade book). Lack of parent involvement in extra-curricular activities, school organizations, school functions, and Booster Clubs.

Root Cause 5: Parents view their HS students as a young adult and allow them to address their educational needs individually. Parents have difficulty attending various school functions and activities due to work.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Consistency across the campus in all departments incorporating technology - resources and programs.

Root Cause 6: Not enough time to incorporate all these various resources and programs. Teachers discontinue resources and program due to appropriate level of understanding in relation to both teacher(s) and students.

Problem Statement 6 Areas: Technology

Problem Statement 7: Lack of consistency among all staff members and teachers to model the campus beliefs including but not limited to: culture and climate, using best teaching practices, and building meaningful / educational partnerships with students and parents.

Root Cause 7: High teacher turnover rate. Inexperienced teachers. Teachers on our campus do not reflect our students in relation to socio-economic and ethnicity.

Problem Statement 7 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

Goals

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

Performance Objective 1: All student sub-groups will meet or exceed the highest level of academic performance as determined by local and state accountability measures

Evaluation Data Source(s) 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.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Increase implementation of vertically and horizontally aligned TEKS based curriculum through increased use of the HISD Curriculum Resources in all core contents.</p>	Leadership Team - Hannah, Gummelt, Meadors, Dept Leaders, Teachers	Increased student engagement Increased scores on both local and state assessments			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Provide professional development that reflects analyzed areas of need from student achievement data and that is research-based, intensive, systematic and sustained to improve student performance.</p>	Leadership Team - Hannah, Gummelt, Meadors	Increased student engagement Increased scores on both local and state assessments			
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Monitor implementation of all improvement initiatives to sustain continued academic improvements.</p>	Leadership Team - Hannah, Gummelt, Meadors	Increased student engagement Increased scores on both local and state assessments			
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Provide teachers with performance data analysis from state assessments, benchmarks, and CBA's through the use of DMAC.</p>	Leadership Team - Hannah, Gummelt, Meadors	Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Provide system for data analysis (DMAC) of state mandated tests and benchmarks to all teachers.</p>	Leadership Team - Hannah, Gummelt, Meadors	Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability			
			<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>		
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Provide professional development on integrating technology into instructional management and teaching and learning.</p>	Leadership Team - Hannah, Gummelt, Meadors	Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability			
			<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>		
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Utilize technology to monitor teacher and student performance (DMAC, Eduphoria, Curriculum Documents)</p>	Leadership Team - Hannah, Gummelt, Meadors	Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability			
			<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>8) Provide services and programs for special education students. Participate in planning meetings to improve coordination of services and scheduling to enhance learning for students.</p>	Leadership Team - Hannah, Gummelt, Meadors Special Education Teachers, General Ed Teachers	Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>					
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>9) Provide appropriate programs and support for bilingual / ESL learners (Newcomer classes, Independent English). Especially in the area of Reading / English for our ELL students...provide additional support through tutorials and research-based instruction.</p>	Leadership Team - Hannah, Gummelt, Meadors	Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>10) Provide all children with the opportunity to meet proficient by offering various tutorials to include but not limited to: teacher tutorials and Hillsboro University (after school tutorials).</p>	<p>Leadership Team - Hannah, Gummelt, Meadors, Dept Leaders, Teachers</p>	<p>Improve student(s) daily and weekly grades Improve attendance Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability</p>			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>					
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>11) Provide all children with the opportunity to meet proficient by offering various credit recovery opportunities to include CAI classes at Hillsboro High School and CAI classes at Eagle's Academy.</p>	<p>Leadership Team - Hannah, Gummelt, Meadors, Eagle Teachers, Academy Staff</p>	<p>Improve student(s) daily and weekly grades Improve attendance Increase # of credits re-gained and earned Increased student engagement</p>			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>					

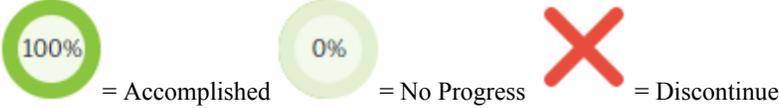
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>12) Provide all children who qualify with the opportunity to exceed the highest level of achievement by offering Dual Credit Classes for both qualifying Juniors and Seniors.</p>	Leadership Team - Hannah, Gummelt, Meadors, Counselors, Hill College Staff	Increase opportunities for students to earn college credit			
<p>Problem Statements: Student Achievement 1 Funding Sources: Federal, State, Local - 0.00</p>					
<p>Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>13) Provide appropriate programs and support for those students who have not met proficiency in Math. Provide additional support through tutorials and research-based instruction.</p>	Leadership Team - Hannah, Gummelt, Meadors	Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>14) Provide appropriate programs and support for those students who have not met proficiency in ELA. Provide additional support through tutorials and research-based instruction.</p>	Leadership Team - Hannah, Gummelt, Meadors	Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>					
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>15) Provide appropriate programs and support for Special Ed students who have not met proficiency in ELA. Provide additional support through tutorials and research-based instruction from both Special Ed teachers and Regular Ed teachers. Increase Co-Teaching opportunities with both Special Ed teachers and Regular Ed teachers.</p>	Leadership Team - Hannah, Gummelt, Meadors	Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p>	Leadership Team - Hannah, Gummelt, Meadors	Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability			
<p>16) Provide appropriate programs and support for Special Ed students who have not met proficiency in Math. Provide additional support through tutorials and research-based instruction from both Special Ed teachers and Regular Ed teachers. Increase Co-Teaching opportunities with both Special Ed teachers and Regular Ed teachers.</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00</p>					
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p>	Leadership Team - Hannah, Gummelt, Meadors, Counselors, Hill College Staff	Improve and Increase achievement for GT/PAP/AP students on testing			
<p>17) Support programs to meet the needs of gifted/advanced (PAP/AP) students through differentiated instruction, advanced course offerings, academic competitions and other extra-curricular programs.</p> <p>Problem Statements: Student Achievement 1 Funding Sources: Federal, State, Local - 0.00</p>					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>18) Partner with Hill College to expand course offerings to students.</p>	Leadership Team - Hannah, Gummelt, Meadors, Counselors, Hill College Staff	Increase and Improve dual credit offerings to HHS students			
<p>Problem Statements: Student Achievement 1 Funding Sources: Federal, State, Local - 0.00</p>					
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>19) Implement and Maintain Dual Credit Classes for qualifying Sophomores, Juniors and Seniors.</p>	Leadership Team - Hannah, Gummelt, Meadors, Counselors, Hill College Staff	Increase and Improve dual credit offerings to HHS students			
<p>Problem Statements: Student Achievement 1 Funding Sources: Federal, State, Local - 0.00</p>					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>20) Implement and maintain a standard lesson plan template to be used by all teachers - to be submitted each week. Administrators will check lesson plans weekly.</p>	Leadership Team - Hannah, Gummelt, Meadors	Increase and improve planing, Improve student(s) daily and weekly grades Increased student engagement Increased scores on both local and state assessments Increase teacher ownership and accountability			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>					
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>21) Implement and maintain monthly Department Leaders meetings.</p>	Leadership Team - Hannah, Gummelt, Meadors	Increase teacher ownership and accountability			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p>					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 22) Conduct a book study with Department Leaders.	Leadership Team - Hannah, Gummelt, Meadors	Increase teacher ownership and accountability			
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1					
					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: HHS continues to experience obstacles in regards to teachers having a strong understanding of the lesson planning process and it's importance. Teachers need continued support and structure to plan effectively within their departments or with their co-teacher to ensure lessons are aligned to the standards and at the level of rigor needed for students to be successful and make growth. Root Cause 1: Teachers were not using a standard lesson plan template across the campus. Teachers on our campus do not reflect on their planning and lesson plans on a regular basis. Inexperienced teachers that have not had experience in writing lesson plans.
Curriculum, Instruction, and Assessment
Problem Statement 1: Consistency across the campus in all departments incorporating the 4 C's and research based practices to an acceptable depth and complexity in regards to rigor and relevance. Root Cause 1: High teacher turnover rate.
School Context and Organization
Problem Statement 1: Lack of consistency among all staff members and teachers to model the campus beliefs including but not limited to: culture and climate, using best teaching practices, and building meaningful / educational partnerships with students and parents. Root Cause 1: High teacher turnover rate. Inexperienced teachers. Teachers on our campus do not reflect our students in relation to socio-economic and ethnicity.

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.

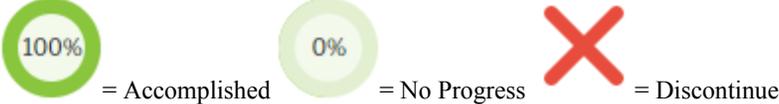
Evaluation Data Source(s) 1: Lesson plans, observations and walk-throughs, Eduphoria reports, E3, ClassLink data, curriculum resources data, student work, meeting/training agendas and sign-in sheets, website, training notes, HR data reports, induction program feedback/surveys, graduation data, CCMR data, 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:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Implement an effective Campus Improvement Committee (CIC) whose membership is reflective of the campus and includes community, parents and business representatives.</p>	Leadership Team - Hannah, Gummelt, Meadors	Increase communication with various stakeholder to improve school-community relations			
<p>Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1</p> <p>Funding Sources: Federal, State, Local - 0.00</p>					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Continue to solicit input from all stakeholders (teachers, staff, students, parents, and community) to plan and make recommendations for campus improvement.</p>	Leadership Team - Hannah, Gummelt, Meadors, Counselors	Increase communication with various stakeholder to improve school-community relations			
<p>Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00</p>					
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Implement and maintain a program that promotes career co-op classes for students who hold jobs outside of HHS.</p>	Leadership Team - Hannah, Gummelt, Meadors, Mr. Davis, Mr. Chirhart	Increase communication with various stakeholder to improve school-community relations			
<p>Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00</p>					
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>4) Continue to partner with The Reporter Newspaper and KHBR to provide school information through newspaper articles/pictures and through radio programs and announcements.</p>	Leadership Team - Hannah, Gummelt, Meadors, Teachers, Counselors, Coach Hale, Coaching Staff	Increase communication with various stakeholder to improve school-community relations			
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: Federal, State, Local - 0.00</p>					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
ESF Levers Lever 3: Positive School Culture 5) Provide parent meetings to inform parents of current issues of interest on campus.	Leadership Team - Hannah, Gummelt, Meadors, Teachers, Counselors	Increase communication with various stakeholder to improve school-community relations			
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Provide, as often as possible, communication in the native language of those parents who do not speak English.	Leadership Team - Hannah, Gummelt, Meadors, Teachers, Counselors	Increase communication with various stakeholder to improve school-community relations			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 7) Provide presentations to local clubs and organizations about the activities of the campus.	Leadership Team - Hannah, Gummelt, Meadors, Teachers, Sponsors, Counselors	Increase communication with various stakeholder to improve school-community relations			
TEA Priorities Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 8) HHS will spotlight learning through the campus wide Friday Focus that will be created each week by departments on a weekly rotation.	Leadership Team - Hannah, Dept Leaders	Increase communication with HHS faculty			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 9) HHS will spotlight learning through the HHS Friday Focus that will be shared with the Superintendent and Board of Trustees. The Friday Focus will be created each week by departments on a weekly rotation.	Leadership Team - Hannah, Dept Leaders	Increase communication with various stakeholder to improve school-community relations			
	Problem Statements: School Context and Organization 1				
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 10) HHS will spotlight learning through the HHS Monthly Board Report that will be shared with the Superintendent and Board of Trustees.	Leadership Team - Hannah	Increase communication with various stakeholder to improve school-community relations			
	Problem Statements: School Context and Organization 1				
					

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: At the HS campus level, lack of parent participation in regards to accessing Skyward (on-line grade book). Lack of parent involvement in extra-curricular activities, school organizations, school functions, and Booster Clubs. Root Cause 1: Parents view their HS students as a young adult and allow them to address their educational needs individually. Parents have difficulty attending various school functions and activities due to work.
School Context and Organization
Problem Statement 1: Lack of consistency among all staff members and teachers to model the campus beliefs including but not limited to: culture and climate, using best teaching practices, and building meaningful / educational partnerships with students and parents. Root Cause 1: High teacher turnover rate. Inexperienced teachers. Teachers on our campus do not reflect our students in relation to socio-economic and ethnicity.

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.

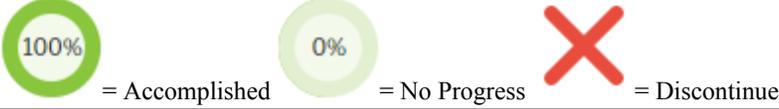
Performance Objective 1: Strong reciprocal school-community relationships drive increased involvement and support of programs and activities.

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Provide a campus website to enhance communication efforts.	Leadership Team - Hannah, Gummelt, Meadors, Mrs. Davis, Mrs. Davilla, Ms. Calderon	Increase communication with various stakeholder to improve school-community relations			
			Problem Statements: Parent and Community Engagement 1		
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) HHS will spotlight student learning through recognizing a Rotary Student of the Month every other month.	Leadership Team - Hannah, Gummelt, Meadors,	Increase communication with various stakeholder to improve school-community relations			
			Problem Statements: Parent and Community Engagement 1		
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) HHS Student Organizations (Athletes, FFA, Student Council, NHS, Dual Credit students)will participate in community service projects and earn community service hours.	Leadership Team - Hannah, Coaches, Sponsors, and Teachers.	Increase communication with various stakeholder to improve school-community relations			
			Problem Statements: Parent and Community Engagement 1		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) HHS Student Organizations (Athletes, FFA, Student Council, NHS, Dual Credit students)will participate in District activities and events at the lower level campuses.	Leadership Team - Hannah, Coaches, Sponsors, and Teachers.	Increase communication with various stakeholder to improve school-community relations			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) Provide presentations to local clubs and organizations about the activities of the campus.	Leadership Team - Hannah, Gummelt, Meadors, Teachers, Sponsors, Counselors	Increase communication with various stakeholder to improve school-community relations			
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 6) Continue to partner with The Reporter Newspaper and KHBR to provide school information through newspaper articles/pictures and through radio programs and announcements.	Leadership Team - Hannah, Gummelt, Meadors, Teachers, Sponsors, Counselors	Increase communication with various stakeholder to improve school-community relations			
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 7) Implement an effective Campus Improvement Committee (CIC) whose membership is reflective of the campus and includes community, parents and business representatives.	Leadership Team - Hannah, Gummelt, Meadors	Increase communication with various stakeholder to improve school-community relations			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 8) Continue to solicit input from all stakeholders (teachers, staff, students, parents, and community) to plan and make recommendations for campus improvement.	Leadership Team - Hannah, Gummelt, Meadors, Teachers, Sponsors, Counselors	Increase communication with various stakeholder to improve school-community relations			
Problem Statements: Parent and Community Engagement 1					
					

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: At the HS campus level, lack of parent participation in regards to accessing Skyward (on-line grade book). Lack of parent involvement in extra-curricular activities, school organizations, school functions, and Booster Clubs. Root Cause 1: Parents view their HS students as a young adult and allow them to address their educational needs individually. Parents have difficulty attending various school functions and activities due to work.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide professional development that reflects analyzed areas of need from student achievement data and that is research-based, intensive, systematic and sustained to improve student performance.
1	1	3	Monitor implementation of all improvement initiatives to sustain continued academic improvements.

State Compensatory

Budget for Hillsboro High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
211-11-6119-00-001-0-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,500.00
199-11-6129-00-001-0-30-000	6129 Salaries or Wages for Support Personnel	\$26,000.00
199-11-6141-00-001-0-30-000	6141 Social Security/Medicare	\$700.00
199-11-6142-00-001-0-30-000	6142 Group Health and Life Insurance	\$2,800.00
199-11-6143-00-001-0-30-000	6143 Workers' Compensation	\$350.00
199-11-6144-00-001-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,800.00
199-11-6145-00-001-0-30-000	6145 Unemployment Compensation	\$120.00
199-11-6146-00-001-0-30-000	6146 Teacher Retirement/TRS Care	\$2,300.00
6100 Subtotal:		\$99,570.00
6200 Professional and Contracted Services		
211-11-6219-00-001-0-30-000	6219 Professional Services	\$12,500.00
199-95-6223-00-001-0-30-000	6223 Student Tuition - Other Than Public Schools	\$15,000.00
6200 Subtotal:		\$27,500.00
6300 Supplies and Services		
211-11-6399-00-001-0-30-000	6399 General Supplies	\$7,500.00
6300 Subtotal:		\$7,500.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Hillsboro ISD conducts a continual comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the district and campus improvement plans. Data is gathered and analyzed throughout the year, a comprehensive effort is always made to target specific needs each school year. Administrators and teachers collected data and in collaboration with teacher leaders and others root causes were identified and written as needs and reported to the improvement planning team. All appropriate data has been disaggregated and analyzed, and written into the plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Hillsboro ISD conducts a continual comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the district and campus improvement plans. Data is gathered and analyzed throughout the year, a comprehensive effort is always made to target specific needs each school year. Administrators and teachers collected data and in collaboration with teacher leaders and others root causes were identified and written as needs and reported to the improvement planning team. All appropriate data has been disaggregated and analyzed, and written into the plan.

2.2: Regular monitoring and revision

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, or curriculum based assessments. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic

assessments and the overall instructional program.

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

Our district and campuses understands that parental involvement is a major key to students' success. In addition to the regular procedures for parental involvement and in attempt to increase our parental involvement, each campus offers several activities that may include- Watch DOGS, PTA, and Booster Clubs. Parent surveys are distributed at the end of each year and the feedback gathered from these survey's charges us to think about how activities/projects impact busy home lives and consider parent's opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

2.4: Opportunities for all children to meet State standards

Hillsboro ISD has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The five steps that our district follows include:

1. Establishing our district improvement committee/campus improvement committees;
 2. Clarifying our district's/campus beliefs;
 3. Identifying data sources and gathering the data;
 5. Analyzing the data;
 6. Reporting data findings to the administrative planning team and collecting reflections and feedback; sharing information with improvement team
- Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The improvement planning process is used as one district/campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made in our district or campuses to continually improve the effectiveness of our schoolwide program.

2.5: Increased learning time and well-rounded education

Hillsboro ISD conducts a continual comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the district and campus improvement plans. Data is gathered and analyzed throughout the year, a comprehensive effort is always made to target specific needs each school year. Administrators and teachers collected data and in collaboration with teacher leaders and others root causes were identified and written

as needs and reported to the improvement planning team. All appropriate data has been disaggregated and analyzed, and written into the plan.

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

Hillsboro ISD has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The five steps that our district follows include:

1. Establishing our district improvement committee/campus improvement committees;
2. Clarifying our district's/campus beliefs;
3. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the administrative planning team and collecting reflections and feedback; sharing information with improvement team

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The improvement planning process is used as one district/campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common

language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made in our district or campuses to continually improve the effectiveness of our schoolwide program.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our district and campuses understands that parental involvement is a major key to students' success. In addition to the regular procedures for parental involvement and in attempt to increase our parental involvement, each campus offers several activities that may include- Watch DOGS, PTA, and Booster Clubs. Parent surveys are distributed at the end of each year and the feedback gathered from these survey's charges us to think about how activities/projects impact busy home lives and consider parent's opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

3.2: Offer flexible number of parent involvement meetings

Our district and campuses understands that parental involvement is a major key to students' success. In addition to the regular procedures for parental involvement and in attempt to increase our parental involvement, each campus offers several activities that may include- Watch DOGS, PTA, and Booster

Clubs. Parent surveys are distributed at the end of each year and the feedback gathered from these survey's charges us to think about how activities/projects impact busy home lives and consider parent's opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Keith Hannah	
Administrator	Greg Gummelt	
Administrator	Tina Meadors	
Classroom Teacher	Michael Chirhart	
Classroom Teacher	Dodd Carmichael	
Community Representative	Charles Eaton	
Classroom Teacher	Tabatha Davis	
Classroom Teacher	Shivonne John	
Parent	Nancy Sotelo	