Hillsboro Independent School District

Hillsboro Elementary School

2018-2019 Goals/Performance Objectives/Strategies

Mission Statement

Preparing Today's Students for Tomorrow's World

Vision

Hillsboro ISD - the Choice for Student Success

Belief Statements

We believe in:

E - Enrichment, Engagement, Encouragement for the whole child

A - All students who can achieve through differentiation

G- Growing relationships with open communication

L - Lifelong learners who take responsibility

E- Establishing high expectations

S - Safe and supportive environments

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Goals

Revised/Approved: November 01, 2018

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, meeting agendas & sign-in sheets, schedules, programatic data, intervention logs, class rosters, technology plan, purchase order and inventory records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Provide differentiated professional development on integrating 21st century technology skills into instruction and management while increasing teacher's expertise of technology integration into teaching and learning.	2.5	Principals, Director of Instructional Technology	All teachers will leverage technology appropriately into the standards based approach of teaching and learning.			
	Problem Statements: School Culture and Climate 1 - Technology 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 2) Provide supplemental resources, professional development and/or intervention/enrichment opportunities aligned to the TEKS for students to improve academic performance to close the achievement gaps in core content areas including that of students in special populations.	2.4, 2.5, 2.6	Principals, Instructional Coach, teachers	Increase student academic performance as shown on Lexia and Compass Learning reports across all student sub groups.			
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 CSF 3 CSF 7 3) Promote differentiated instruction and assessment opportunities that are aligned to the state standards in depth and complexity through the use of various modalities and methods in order to meet the needs of all students.	2.4, 2.5, 2.6	Principals, Instructional Coach, teachers	Academic needs will be met through differentiated opportunities including pull-out programs for enrichment and other instruction to meet student needs.			
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00					

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 4) Analyze data to address gaps in performance of underperforming populations and at-risk students that focuses on assessed individual needs.	2.4, 2.6	Principals, Intervention teachers, Instructional Coach, Classroom teachers	Through the use of a coordinated Rti program, there will be an increase in student academic performance and the achievement gaps will close across all sub groups.
Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1			
Funding Sources: Federal, State, Local - 0.00			
Critical Success Factors CSF 1 5) Identify students with Dyslexia or other related disorders and provide appropriate intervention and instructional support services.	2.4, 2.6	Director of Innovative Learning, Principals, Dyslexia teacher, teachers	Increased progress in written expression and reading comprehension based on baseline assessment data and ongoing progress monitoring data.
Problem Statements: Student Achievement 1			
Funding Sources: Federal, State, Local - 0.00			
Critical Success Factors CSF 1 6) Promote integration of English Language Proficiency standards (ELPs) in lesson design and incorporate the use of TELPAS proficiency level descriptors to analyze student work in order to support English Language Learners.	2.4, 2.6	ESL Coordinator, Principals, teachers	As ELLs become more aware of how to improve writing and language proficiencies, there will be a decrease in the achievement gap between the student groups and a higher percentage of ELLs will exit the ESL program.
Problem Statements: Demographics 1 - Student Achievement 1			
Funding Sources: Federal, State, Local - 0.00			
Critical Success Factors CSF 1 7) Provide professional development opportunities for special education teachers to collaborate with regular education teachers and provide access to all curriculum resources and tools.		Principals, teachers	Measured by the training of SPED and regular ed staff and how this training is applied in the classroom.
Problem Statements: Demographics 1 - Student Achievement 1			
Funding Sources: Federal, State, Local - 0.00			
Critical Success Factors CSF 6 8) Cultivate and support student experiences at all grade levels through participation in UIL, Rhythm Rascals, Reading Rascals and Math Monsters.	2.5	Principals, Event coordinators	Increased number of students participating in activities.
Problem Statements: School Culture and Climate 1			
Funding Sources: Federal, State, Local - 0.00			
Critical Success Factors CSF 6 9) Promote good sportsmanship, healthy competition and good character through PE programs and social emotional learning opportunities.	2.5	Principals, counselor, coaching staff, teachers	Improved positive behaviors and good character of students.
Problem Statements: School Culture and Climate 1			
Funding Sources: Federal, State, Local - 0.00			
Critical Success Factors CSF 6 10) Continue to assess the facility needs and report maintenance needs of problematic areas.		Principals, Maintenance	Continued practice of providing safe and well maintained learning spaces.
Problem Statements: School Context and Organization 1			
Funding Sources: Federal, State, Local - 0.00			

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Meeting the needs of ELL students. **Root Cause 1**: Parents understanding of expectations in order to help at home and involvement at school.
Student Achievement
Problem Statement 1: Large number of students receiving RTI services. **Root Cause 1**: Struggle with retention of foundational skills in core content areas.
School Culture and Climate
Problem Statement 1: Understanding and implementation of design qualities in lesson planning. **Root Cause 1**: Lack of training and experience among teachers with the design qualities.
Curriculum, Instruction, and Assessment
Problem Statement 1: Continued understanding of new YAG with teaching to the specificity of the TEKS. **Root Cause 1**: Staff turn over and adjustment in the lesson design process.
School Context and Organization
Problem Statement 1: Lack of opportunities for constructive parent feedback. **Root Cause 1**: Feedback is not sought routinely.
Technology
Problem Statement 1: Availability of devices for large groups of students to implement lessons designed for creation. **Root Cause 1**: Balancing the funding of technology with other instructional needs.

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, E3, student work, meeting agendas and sign-in sheets, parent meeting sign-in sheets and presentations, counselor logs, Restorative Discipline documentation, teacher feedback/surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Critical Success Factors CSF 1 CSF 6 1) Promote design of meaningful and authentic learning experiences that are aligned to the specificity of the student expectations of the TEKS and leverage our resources to include student choice, interest, technology integration and real-world relevancy in order to transform students into creative thinkers.	2.4, 2.5, 2.6	Principals, Instructional Coach, teachers	Increased participation in designing meaningful work and the use of online resources which will lead to student growth, mastery of TEKS and profound learning.			
		Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Federal, State, Local - 0.00				
Critical Success Factors CSF 1 CSF 6 CSF 7 2) Seek out and interview the best and brightest professionals and paras not only aligned to our district/campus needs and priorities, but those that also have the same beliefs about teaching and learning as the district/campus.		Superintendent, Human Resources Director, Principals	Hiring of professionals that meet our district/campus needs and share our common educational beliefs.			
		Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Federal, State, Local - 0.00				
Critical Success Factors CSF 6 CSF 7 3) 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 teacher leaving the district/campus after the first one to five years.			
		Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Federal, State, Local - 0.00				

Critical Success Factors CSF 1 CSF 6	2.5	Principals, Counselor, teachers	Increased awareness of college and career readiness.			
4) Create a culture of college and post secondary education that allow students to participate in career education and awareness activities.	Problem Statements: School Context and Organization 1					
PBMAS 5) Comply with all state mandated training programs to ensure the safety and security of all students in their education program.	2.6	Principal, Counselor	Increase awareness and reduce instances of bullying. Increase awareness for signs of abuse, neglect or sexual harassment.			
	Problem Statements: Demographics 1 - School Culture and Climate 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6		Principals, Counselor, teachers	Increased understanding of suicide prevention strategies and improved communication with parents for student safety.			
6) All staff members will be aware of suicide prevention protocols and requirements for parental and guardian notification process.	Problem Statements: School Context and Organization 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 CSF 4 CSF 6		Principals, Counselors, teachers	Impact can be measured by a reduction of major discipline issues and ISS/Refocus placements.			
7) Promote a paradigm shift from use of traditional punitive discipline practices to restorative discipline practices.	Problem Statements: Student Achievement 1 - School Culture and Climate 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6		Principals, Counselor	Improved relationships among students and strong positive culture on campuses.			
8) Counselors on each campus will conduct guidance lessons on conflict resolution and violence prevention to promote healthy relationships.	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1					
	Funding Sources: Federal, State, Local - 0.00					
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Performance Objective 1 Problem Statements:

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School Culture and Climate
Problem Statement 1: Understanding and implementation of design qualities in lesson planning. **Root Cause 1**: Lack of training and experience among teachers with the design qualities.
Staff Quality, Recruitment, and Retention
Problem Statement 1: HISD experiences low applicant pool in all areas. **Root Cause 1**: Geographical location
Curriculum, Instruction, and Assessment

Problem Statement 1: Continued understanding of new YAG with teaching to the specificity of the TEKS. **Root Cause 1**: Staff turn over and adjustment in the lesson design process.

School Context and Organization

Problem Statement 1: Lack of opportunities for constructive parent feedback. **Root Cause 1**: Feedback is not sought routinely.

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: Agendas, sign-in sheets, communication logs, event publicity, copies of newsletters, website, observation and review of social media, newspaper articles.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Critical Success Factors CSF 5 CSF 6	3.1, 3.2	All staff	Increase external and internal communication capacity as to improve communication.			
1) HES will host parent conferences, provide opportunities for parents to volunteer, PTO, and opportunities to serve on the District and Campus Advisory committee.	Problem Statements: Parent and Community Engagement 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 5 CSF 6	3.1	Principals, Counselor, Program Directors, teachers	Community awareness of student activities and successes.			
2) HES connects to the community through student programs such as Rhythm Rascals, Reading Rascals, Math Monsters and Choose Love Champions.	Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 5	3.1	Central Office Directors, Principals	Continuous website and social media updates in order to improve communication.			
3) Continue with updates on the campus website and social media to enhance communication efforts including Blackboard Connect.	Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 5 CSF 6	3.2	All staff	Better understanding of 21st century learning and the work students produce in all content and ancillary areas.			
4) HES will spotlight student learning by participating in the district-wide expo of excellence showcase presented for the community.	Problem Statements: School Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 CSF 5 CSF 6	3.2	Principals, Counselor	Improved lines of communication that will increase community/school/parent partnerships.			
5) Continue to foster a positive relationship with the local newspaper and radio.	Problem Statements: Parent and Community Engagement 1 Funding Sources: Federal, State, Local - 0.00					

Critical Success Factors CSF 5 CSF 6		Principals, Counselor, teachers	Increases communication effectiveness and input from stakeholders.			
6) HES will continue to solicit input from all stakeholders to plan and make recommendations for campus improvements.		Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1				
		Funding Sources: Federal, State, Local - 0.00				

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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Understanding and implementation of design qualities in lesson planning. **Root Cause 1**: Lack of training and experience among teachers with the design qualities.
Parent and Community Engagement
Problem Statement 1: Only a small percentage of parents are engaged in the life of the school. **Root Cause 1**: Understanding of parent-school collaboration and parent accessibility.
School Context and Organization
Problem Statement 1: Lack of opportunities for constructive parent feedback. **Root Cause 1**: Feedback is not sought routinely.