Hillsboro Independent School District

Hillsboro Intermediate 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

H.I.S. Beliefs

We believe:

- supportive relationships strengthen positive educational and life experiences.
- high expectations compel students to strive for excellence.
- an accepting and encouraging school environment inspires intellectual risk taking.
- authentic and engaging experiences foster opportunities for high levels of learning and growth.
- clear and open communication creates a pathway for school and community collaboration.

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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, intervention logs, course lists and offerings, class rosters, participation records, meeting minutes

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 a campus professional development for identifying students in need of Student Support Team (SST) and on creating and implementing interventions that increased the implementation of intervention programs for at-risk students that includes the district's universal screening and on going progress monitoring (RTI).	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Interventionist, Teachers	Records and sign-in from SST meetings and training sessions, NWEA data, Compass Math data, Fast Forword Data, SST meeting records and documentation, roster of identified at-risk students - Increased academic achievement and mastery of the TEKS			
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 2, 3					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 CSF 7 2) Provide Tier 2 math and reading interventions for students identified through RTI process according to local screens and assessments.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Interventionist, Teachers	Intervention scheudles, Eagle Academy roster and lesson plans, Compass Math data, NWEA data - Increased academic achievement and mastery of the TEKS			
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 2					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 1 3) Provide time in the campus schedule for interventions and lesson extension (enrichment time) for all grade levels.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Interventionist, Teachers	Copy of Campus Schedule, Lesson plans, 6 Weeks Enrichment/Intervention Meetings - Increased academic achievement and mastery of TEKS.			
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 2					
	Funding Sources: Federal, State, Local - 0.00					

	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Interventionist, Teachers	Agendas from TELPAS talks and professional development, ESL Intensive Pullout, Newcomer Program, ESL Co-Teaching - Increased academic achievement and mastery of the TEKS			
Critical Success Factors CSF 1 4) Support implementation of improved reading instruction for ELLs students.						
Problem Statements: Student Achievement 3 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 2, 3						
Funding Sources: Federal, State, Local - 0.00						
Critical Success Factors CSF 1 5) Sustain district wide, 3-5 TEKS aligned curriculum (written, taught, assessed) for core academic areas.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Curriculum Implementation Plan, Lesson Plans, Walk-Throughs, Classroom Observations, T-TESS, Year at a Glance - Increased academic achievement and mastery of the TEKS.			
Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3						
Funding Sources: Federal, State, Local - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 6) Provide time for Professional Learning Communities to disaggregate data from Curriculum Based Assessments and benchmarks.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	DMAC reports, CBAs, PLC agenda - Increased academic achievement and mastery of the TEKS.			
Problem Statements: School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3						
Funding Sources: Federal, State, Local - 0.00						
Critical Success Factors CSF 1 CSF 7 7) Implement criteria to identify GATE students, provide pullout classes for identified GATE students, provide opportunities to expand learning, provide GATE training to classroom teachers.	2.4, 2.5, 2.6	Principal, GATE teacher	Online GT update, Online GT courses, materials and resources, sign in sheets and training materials.			
Problem Statements: Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1						
Funding Sources: Federal, State, Local - 0.00						
Critical Success Factors CSF 1 CSF 7 8) Provide differentiated professional development on integrating 21st century technology skills into instructional management and increasing teacher's expertise of technology integration into teaching and learning in the classroom.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Professional Development, Bright Bytes Survey Information, Devices and Documentation of How They are Utilized, Google Education and Google Classroom - Strategies implemented into classroom teaching with a positive impact on student achievement through the use of 21st century technology skills.			
Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1, 3 - Technology 1						
Funding Sources: Federal, State, Local - 0.00						
Critical Success Factors CSF 1 CSF 7 9) Provide services and programs for special education students. Conduct campus level staffing meetings to improve coordination of services and scheduling to enhance learning for students.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	Schedule of Staffing Meetings, Documentation in SEAS, Documentation of Services - Increased academic achievement and mastery of IEP goals and TEKS.			
Problem Statements: Demographics 1 - Student Achievement 2 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 3						
Funding Sources: Federal, State, Local - 0.00						
Critical Success Factors CSF 7 10) Employ and retain personnel who meet performance expectations through the committee interview process.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Winocular, Interview Questions, Haberman Screening - Impact measured by decrease of new teachers hired each school year.			
Problem Statements: Demographics 1 - School Context and Organization 1						
Funding Sources: Federal, State, Local - 0.00						

Critical Success Factors CSF 7 11) Employ and retain personnel who meet performance expectations through the committee interview process.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Hiring data reports, interview question reports, Haberman screening - Impact measured by decrease of new teachers hired each school year.		
	Problem Statements: Demographics 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Federal, State, Local - 0.00				
Critical Success Factors CSF 7 12) Provide mentors and mentees with time, various resources, and ongoing support to collaborate, observe, and reflect upon improving teacher performance and professional well-being.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	Training agendas, Mentor/Mentee Assignments, Schedule of observations, mentor and mentee feedback - Impact measured by decrease of new teachers hired each school year.		
	Problem Statements: Demographics 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Federal, State, Local - 0.00				
Critical Success Factors CSF 7 13) The Leadership team will create staff development, implement the district mentor program, and develop a positive supportive school culture.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor	Questionnaires, Needs assessments, PLC agendas, Mentor/Mentee feedback, Exit Tickets - Impact measured improved instruction across the campus.		
	Problem Statements: Demographics 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Federal, State, Local - 0.00				
Critical Success Factors CSF 1 CSF 4 14) All core content teachers will analyze and study student data that reflects progress towards specific goals each six weeks. Reports include interventions for students who are not at the acceptable level of performance and how those students are being monitored.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Copies of Reports, Improvement on Benchmark Assessments, Monitoring Logs, Student Achievement Records, Enrichment/Intervention schedule - Increase student achievement and mastery of TEKS.		
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Federal, State, Local - 0.00				
Critical Success Factors CSF 1 CSF 2 CSF 4 15) HIS will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs of students.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Reports from NWEA data, Compass Math data, Fast Forward data, Student achievement data, STAR reading levels, Eagle Academy Data, lesson plans, enrichment/intervention schedule, ESL data, ESL monitoring and intervention program, SST meetings, SST data - Increase student achievement and mastery of TEKS.		
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2, 3				
16) Teacher effectiveness will be monitored through frequent classroom walk throughs and observations and take actions as determined by the observations in a timely manner.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	Walk through data, reports in eduphoria - Better meeting the needs of all students through collaboration.		
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2, 3 Funding Sources: Federal, State, Local - 0.00				

Critical Success Factors CSF 1 CSF 6 17) HIS will participate in effective campus planning procedures to ensure that the continuous improvement process where systems and programs are constantly evaluated and revised for improvement.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Campus plans, meeting agendas - Increase in student achievement and feedback from all stakeholders.			
	Problem Statements: Demographics 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: Federal, State, Local - 0.00					
18) Students will continually be exposed to 21st century skills and apply these skills to real world learning experiences.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Lesson plans, walk throughs, planning meetings, computer lab and technology cart check out logs, LEX lab lesson plans, enrichment/intervention schedules - Increase student achievement and mastery of TEKS.			
	Funding Sources: Federal, State, Local - 0.00					

✔ = Accomplished   ◔ = Considerable   ◑ = Some Progress   ⬤ = No Progress   ✘ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Hillsboro Intermediate School continues to face challenges with meeting the academic, social, and emotional needs of minority students and economically disadvantaged students. **Root Cause 1**: Teachers in our district do not reflect the same demographics as students. Culturally responsive teaching is an area of concern.

Student Achievement
Problem Statement 1: The gap between ECD and non ECD students continues to increase. **Root Cause 1**: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.
Problem Statement 2: Students in Sped are performing below their non- sped peers. **Root Cause 2**: Lack of consistent implementation of specifically designed instructional strategies that are provided.
Problem Statement 3: In all tested grade levels ELL students are scoring significantly lower the non-ELL peers on state exams. **Root Cause 3**: Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

School Culture and Climate
Problem Statement 1: Research based practices and best teaching practices not occurring in all classrooms. **Root Cause 1**: High teacher turnover rate.
Problem Statement 2: Under utilization of resources, programs and technology. **Root Cause 2**: All teachers do not have a deep understanding of the academic needs and how to scaffold learning students when utilizing all the resources provided.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher turnover rate. **Root Cause 1**: Location between larger urban areas is very competitive in multiple areas, lifestyle, pay, amenities.

Curriculum, Instruction, and Assessment
Problem Statement 1: Under utilization of resources, programs and technology. **Root Cause 1**: All teachers do not have a deep understanding of the academic needs and how to scaffold learning students when utilizing all the resources provided.
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**: Teachers do not have a deep understanding of the level of each verb in each TEK and do not have a consistent understanding of the depth of rigor the students need to show in application and independence with these standards.

Problem Statement 3: Teachers not understanding how to utilize data to drive their classroom instruction. **Root Cause 3**: Misunderstanding or misinterpreting what assessment data is communicating.

Parent and Community Engagement

Problem Statement 1: Lack of parent involvement in certain extracurricular activities, school organizations, or school functions. **Root Cause 1**: Time of day events or functions take place is not conducive to parents/guardians schedule and some feel intimidated to come to school to attend due to their educational experience.

School Context and Organization

Problem Statement 1: Continually keeping our school safe from any danger or harmful situation. **Root Cause 1**: Continuous efforts to keep our school safe in any circumstance.

Technology

Problem Statement 1: Do not have a sufficient amount of devices for 21st century learning. **Root Cause 1**: Not enough funding sources available.

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:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Provide parent meetings to inform parents of current issues of interest on campus. Structure parent meetings to allow for feedback and questions from parents.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principal, Counselor, Teachers	Agendas and sign in sheets from meetings - Increase number of families and students served at each meeting throughout the year.			
Problem Statements: Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						
2) Provide, as often as possible, communication in the native language of those parents who do not speak English.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principal, Counselor, Teachers	Copies of information in native language - Improve communication with all parents.			
Problem Statements: Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						
3) Continue updates of the district website to enhance communication efforts. Continue to communicate and maintain campus Facebook page, Twitter page, and website with all upcoming events, activities, and celebrations of each student achievement.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principal, Counselor, Office Staff	Website available to public, Observation and review of information posted - Increase outreach to families, students, community members.			
Problem Statements: Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						
4) Host campus wide events and parent meetings to build relationships between students, families, and campus personnel.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principal, Counselor, Teachers	Flyers, Reminders, Notes home to parents, events and activities posted on social media, Invoices and receipts - Increase communication with families and students to build better relationships amongst all stakeholders.			
Problem Statements: Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						
5) Communication with parents about academic expectations for students weekly, monthly and by each six weeks.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principal, Counselor, Teachers	Weekly assignment sheets, Monthly Newsletter and calendars, six weeks eagle expectations, planning meeting notes, PLC agendas - Increase outreach to all families and students and increase communication between students and parents/guardians.			
Problem Statements: Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						

Critical Success Factors CSF 5 6) Provide on-going communication with parents through: parent conferences, e-mail, phone calls, progress reports, report cards, monthly calendar, Communication folders, grade-level newsletters, campus marquis, Campus Facebook and twitter page, campus website.		Principal, Assistant Principal, Counselor, Teachers	Copies of progress reports, report cards, communication logs, phone logs, newsletters, school messengers, Blackboard Connect, Facebook, Twitter, Campus website - Improved communication to all parents.			
		Problem Statements: Parent and Community Engagement 1 Funding Sources: Federal, State, Local - 0.00				

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Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Lack of parent involvement in certain extracurricular activities, school organizations, or school functions. **Root Cause 1**: Time of day events or functions take place is not conducive to parents/guardians schedule and some feel intimidated to come to school to attend due to their educational experience.

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:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Critical Success Factors CSF 6 1) Continue to ensure a safe, orderly, and disciplined environment through review/revisions to the: School wide discipline plan, student code of conduct, student handbook, parent/teacher/student compact, and implementation of Restorative Practices.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Discipline referrals, teacher documentation - Impact measured by reduction of behavioral issues, ISS, and OSS. Review data in regards to growth or reduction of certain offenses.			
	Problem Statements: School Context and Organization 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 2) Continue to enforce required background checks for all adults who enter the school building and interact with students.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principal, Counselor, Office Staff, Teachers	Cleared Volunteer list, Notes home to parents reminding them to get a background check - Impact measured by raptor reports of volunteers signed in and increase in parent involvement.			
	Problem Statements: School Context and Organization 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 3) Provide guidance lessons to all classrooms on a regular basis addressing bullying, character traits, self-esteem, and care-links. (ChooseLove)	2.4, 2.5, 2.6	Principal, Counselor	Schedules, Lesson Plans, Journals - Continue to provide safe and effective schools for all students and staff.			
	Problem Statements: Demographics 1 - School Culture and Climate 1 - School Context and Organization 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 4) Continue to evaluate, revise, and routinely practice the Emergency Operations and Crisis Plan. (Multi-hazard Operation Plan)	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, SRO	Monthly tornado/fire drill reports, crisis plan - Continue to provide safe and effective schools for all students and staff.			
	Problem Statements: School Context and Organization 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 5) HIS staff members will be encouraged to wear district ID badges at all times.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Evidence of expectation and usage for all district employees - Increase number of staff wearing ID badges.			
	Problem Statements: School Context and Organization 1					
	Funding Sources: Federal, State, Local - 0.00					

	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Observation, Frequent checks - Continue to provide safe and effective schools for all students and staff.			
Critical Success Factors CSF 6 6) Continue to support implementation of recommendations for controlled access to the building. Continue to lock all doors except the front door during the school day.	Problem Statements: School Context and Organization 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 7) Continue to support use of visitor sign-in and badge systems at campus.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Office Staff	Reports from electronic sign-in systems on campus - Continue to provide safe and effective schools for all students and staff.			
	Problem Statements: School Context and Organization 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 8) Continue to evaluate ways to increase safety of campus, students, and staff.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers, SRO	Reports and practice drills - Continue to provide safe and effective schools for all students and staff.			
	Problem Statements: School Context and Organization 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 2 CSF 4 CSF 6 9) Analyze Fitness Gram data to plan instruction that is aligned to the state standards regarding physical activity. Meet all campus time requirements for physical education classes.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	Lesson plans, Fitness Gram data, walk throughs and observations, master schedule - Continue to provide safe and effective schools for all students and staff.			
	Problem Statements: School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 2 CSF 4 CSF 6 10) Teachers will participate in safe schools trainings, which include suicide prevention and CPS training in regards to understanding the responsibilities of keeping our students safe.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Certificates and documentation from training and utilization of safe schools website - Continue to provide safe and effective schools for all students and staff.			
	Problem Statements: School Context and Organization 1					
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School Culture and Climate
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Problem Statement 2: Under utilization of resources, programs and technology. **Root Cause 2**: All teachers do not have a deep understanding of the academic needs and how to scaffold learning students when utilizing all the resources provided.

Curriculum, Instruction, and Assessment

Problem Statement 3: Teachers not understanding how to utilize data to drive their classroom instruction. **Root Cause 3**: Misunderstanding or misinterpreting what assessment data is communicating.

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