Hillsboro Independent School District

Hillsboro Elementary 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

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hillsboro Elementary is comprised of grades kindergarten through second. The total enrollment for the 2019-2020 school year is 402. Student subgroups are as follows: Black/African American - 12.6%; Hispanic/Latino - 56.68%; White - 26.49%; Two or More - 4.21%; Asian - 0%; American Indian 0%. We currently have 7.73% of the student population that is bilingual and 25.13% that are ESL. 7.58% receive special education services. 78.22% of Hillsboro Elementary's students receive free or reduced meals.

Demographics Strengths

- Our teaching staff has continued to grow in diversity in regards to years of experience and ethnicity.
- Our paraprofessional staff has grown in diversity.
- The HES campus has an exemplar special education program that is sought out by parents of surrounding communities.
- We have increased the number of ESL certified teachers.

Demographics Needs

*The campus continues to face challenges with meeting the academic, social, and emotional needs of our economically disadvantaged students, African American students, SPED students and LEP students.

*The campus is challenged by meeting the language needs of LEP students so they may be successful.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Meeting the needs of EL students. **Root Cause**: Parents understanding of expectations in order to help at home and involvement at school.

Student Achievement

Student Achievement Summary

A continued and focused data analysis is a fundamental process at Hillsboro Elementary. Sources of data analyzed include curriculum-based assessments, formative and summative assessments, NWEA screenings, and STAR Reading. Teachers use assessment results to differentiate instruction. The ongoing process of analyzing student achievement reinforces the campus' commitment to provide a rigorous and relevant curriculum to all students. HES will continue to collaborate to determine appropriate interventions.

Student Achievement Strengths

- Provide an effective Response to Intervention program
- Provide an effective Special Education program
- Aligned beliefs in student, parent, teacher, administrator expectations
- Continue to assess students' learning in innovative ways: project-based learning, standards based checklists, fluency checks, formative assessments and through technology

Student Achievement Needs

*The continued implementation of a vertically aligned process for learning how to write purposefully while monitoring to ensure fidelity with consistent writing processes

*Continuous improvement in the classroom for students to engage in their own learning process

*Continue to hold students accountable for their learning through individual conferencing, goal setting, and tracking of individual progress, all of which create a heightened awareness of the students' role in their own education

*Continued vertical alignment of the curriculum within the grade level TEKS including backwards designed process and new lesson plan format

*Focus on our African American student group to ensure the achievement gap in all content areas is closed

*Continuation of START as part of the RTI process

*Increase knowledge of second language learners to support growth in language proficiency

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Large number of students receiving RTI services. **Root Cause**: Struggle with retention of foundational skills in core content areas.

School Culture and Climate

School Culture and Climate Summary

Hillsboro Elementary embeds research-based design qualities and digital learning opportunities within the lesson framework to meet the needs of all learners. HES encourages inquiry and creativity in all avenues of instruction. The campus has built a culture of high expectations with accountability that is positive rather than punitive. Hillsboro Elementary embraces the development of the whole child. Standards will continue to be the base by which teachers design meaningful learning opportunities for students. We will continue to develop each student academically, emotionally and socially to become an active participant in a global society.

School Culture and Climate Strengths

- A collaborative approach utilized in the decision making process allows for transparency among stakeholders
- Hillsboro Elementary is sought out by fellow districts to share frameworks of forward thinking practices that have impacted student success
- A culture of high expectations that reflects a community driven accountability approach that begins with the school board and filters to students is evident
- Weekly common planning times for teachers allows collaboration in designing engaging lessons
- Climate is nurtured by staff celebrations and special events
- A positive climate for students is created by character trait development in a ¨bucket filling¨ environment
- Social-Emotional Learning intitiative through use of Choose Love Movement campus wide

School Culture and Climate Needs

*Continue the focus on moving from a teaching platform to a learning platform

*Continue to implement innovative teaching practices utilizing design qualities

*Continue to pay special attention to digital learning and connecting our classrooms locally, nationally, and globally through technology

*Provide more opportunities to develop teachers as leaders

*Continue to base PLCs on teacher and campus needs

*Promote restorative practices throughout the campus

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Understanding and implementation of design qualities in lesson planning. **Root Cause**: Lack of training and experience among teachers with the design qualities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Campus administrators seek out only the best and brightest to work with and nurture Hillsboro Elementary students. The campus' efforts to attract, develop, and retain a high-quality instructional and administrative staff is not without challenges. While we work to stay competitive in our market, we are also working to improve the educational and professional environment.

Developing and increasing the capacity of professional staff at all levels of the learning organization is a priority at Hillsboro Elementary. Administrators and teacher leaders attend summer conferences and work to deliver the learning and materials to staff during professional development times. All staff members have an awareness of the beliefs that define our vision at Hillsboro Elementary. These beliefs are the driving force behind all decisions, including employment.

Staff Quality, Recruitment, and Retention Strengths

- Quality new teacher induction program
- Staff development through ongoing professional development opportunities
- Ongoing professional development for administrators through ILC, CLI, Transformational Leadership and Leadership Development/Coaching Support
- Opportunities for collaborations and teamwork
- Develop and encourage aspiring leaders through professional development and leadership building opportunities
- Quality peer observations both across and within grade levels led by our Instructional Coach

Staff Quality, Recruitment and Retention Needs

*Alignment of staff diversity with student diversity

*Continued accurate, effective and on-going feedback and appraisals of personnel

*Continue to reduce teacher turn-over rate

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: HISD experiences low applicant pool in all areas. **Root Cause**: Geographical location

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Based on research and best practice, Hillsboro Elementary continues to focus on the design of meaningful and authentic work aligned with the state standards along with supporting the growth of foundational skills. Rigorous coursework and innovative strategies are an emphasis. Intentional efforts have been made to increase the innovative use of technology in the classrooms across the campus. Data driven decisions are made for improvement through the adopted curriculum, effective instructional methodologies, walk-through data, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met.

Curriculum, Instruction, and Assessment Strengths

- The writing vertical alignment team focuses on writing and the writing process
- The Literacy Coach and IC collaborate with teachers consistently to provide a complete literary program
- Teachers continue to use running records to assess students
- Teachers use the Guided Math model for whole group and math intervention instruction
- Full Time Instructional Coach has been added to support teachers with curriculum and student growth

   Curriculum, Instruction and Assessment Needs

   *Ensure proper implementation of curriculum resources

   *Embedding technology applications in curriculum grades K-2

   *Utilize NWEA screening data to set goals and target instruction based on student needs

   *Unpack, understand and then teach to the specificity of TEKS

   *Utilize appropriate pacing and prioritization during instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Hillsboro Elementary is committed to the sustainability and support of family and community. The campus strives to achieve family and community partnerships that positively impact the success of all students.

Hillsboro Elementary has a well-established framework in which the basic components of school, family, and community partnerships exist. Included in this framework are organized parental entities that regularly meet and interact with the campus. These organizations include: Choose Love Champions, Rhythm Rascals, Reading Rascals, Math Monsters, PTO, Watch D.O.G.S., Parent Volunteers and the collaboration with Hill College America Reads program. The Education Foundation supports our school through educational grants. Communication is key to the effectiveness of all family and community involvement. Through the use of our local newspaper, internally printed and electronic communication tools, stakeholders receive information and are given opportunities to provide critical feedback.

Parent and Community Engagement Strengths

- Relationship with PTO, Watch Dogs, parent volunteers, HHS student groups & Hill College
- District and School Improvement Committees
- Social Media- Twitter, Facebook, District App
- Connections Publications
- Blackboard Connect Message System
- Relationship with local newspaper
- Involvement in local clubs such as Lion's Club, Rotary Club, Sesame Club etc.
- Partnership with local nursing homes
- District and campus website
- Skyward Parent Access Portal
- Provide translators at parent meetings and ARD's
- Provide notes home in English and Spanish
- Fall Festival, Family Literacy Night and other family events
- Positive business and community partnerships

Family and Community Involvement Needs

*Continuing to provide opportunities for stakeholders to be involved in the decision making process

*Parent education- 21st century learning, instructional practices and technology implementation

*Transparency among all stake holders

*Improved communication between English and Spanish speakers

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Only a small percentage of parents are engaged in the life of the school. **Root Cause**: Understanding of parent-school collaboration and parent accessibility.

School Context and Organization

School Context and Organization Summary

Hillsboro Elementary has a principal, assistant principal, counselor and an instructional coach. ILC meetings for principals are held regularly. These meetings are led by the superintendent and provide valuable information and learning opportunities that strengthen the professional community within the school. Hillsboro Elementary holds faculty meetings each month or more often if needed. The Hillsboro Elementary Leadership Team works with district support staff, instructional coach and lead teachers to design PLC time for teachers to collaborate on a regular basis outside of their normal planning time.

School Context and Organization Strengths

- 100% quality teaching staff
- Strong administrative leadership
- Bilingual staff including front office, teachers and paraprofessionals
- Positive learning environment
- Culture of a learning organization present throughout Hillsboro Elementary
- Compliance with regulations
- Teachers have a voice in decision-making process and in identifying solutions via faculty meetings, design team meetings, DEIC, CIT, PLC and other district teacher leadership opportunities

School Context and Organization Needs

*Continue to improve communication between campus and community

*Continue to improve parental involvement opportunities

*Continue to assess the physical needs and operations of the school

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

Digital learning is prevalent at Hillsboro Elementary by classrooms connecting with outside sources through technology. Hillsboro Elementary has a computer lab that allows for interaction with a multitude of information resources to solve real-world problems. Technology is current and beneficial to students. Hillsboro Elementary utilizes a variety of devices such as: Chromebooks, interactive boards and response systems, digital tablets, document cameras, projection devices, digital cameras and recorders, classroom computers, and foundational robotics. Students use a wide range of web resources in concert to create, locate, store and share information. A technology contact person is on campus to troubleshoot. The Technology Committee continues to assist with professional development, grant writing and acquisition of resources.

Technology Strengths

- Administrative use of technology for campus organizations, communication and professional development
- Teachers emphasize the use of technology and applications in the classroom
- Hillsboro Elementary has wireless access
- Most classrooms are equipped with ceiling mounted projectors, document cameras, and student access to various technologies and applications
- Professional development regarding technology opportunites are available to teachers through trainings and other resources
- Use of AppleTV for various staff and student activities
- Received Reg 12 Technology Grant that allowed us to purchase and integrate 3 interactive TVs
- Continued growth of Technology Committee to brainstorm and align technology uses
- Strong presence on Social Media for communication at Hillsboro Elementary

Technology Needs

*Increase student use of technology as an opportunity to design and create

*Continued development in administrator and teacher knowledge of technology

*Skype, Google Hangouts and live broadcast to include more national and global learning opportunities

*Increase technology devices and applications across the campus

Problem Statements Identifying Technology Needs

Problem Statement 1: Availability of devices for large groups of students to implement lessons designed for creation. **Root Cause**: Balancing the funding of technology with other instructional needs.

Priority Problem Statements

Problem Statement 1: Large number of students receiving RTI services.
Root Cause 1: Struggle with retention of foundational skills in core content areas.
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: HISD experiences low applicant pool in all areas.
Root Cause 2: Geographical location
Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Continued understanding of new curriculum with teaching to the specificity of the TEKS.
Root Cause 3: New curriculum and adjustment in the lesson design process.
Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Only a small percentage of parents are engaged in the life of the school.
Root Cause 4: Understanding of parent-school collaboration and parent accessibility.
Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Lack of opportunities for constructive parent feedback.
Root Cause 5: Feedback is not sought routinely.
Problem Statement 5 Areas: School Context and Organization

Problem Statement 6: Availability of devices for large groups of students to implement lessons designed for creation.

Root Cause 6: Balancing the funding of technology with other instructional needs.

Problem Statement 6 Areas: Technology

Problem Statement 7: Meeting the needs of EL students.

Root Cause 7: Parents understanding of expectations in order to help at home and involvement at school.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Understanding and implementation of design qualities in lesson planning.

Root Cause 8: Lack of training and experience among teachers with the design qualities.

Problem Statement 8 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

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, 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
TEA Priorities Connect high school to career and college Improve low-performing schools 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: Technology 1 **Funding Sources**: Federal, State, Local - 0.00					
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Provide supplemental resources, professional development and/or intervention/enrichment opportunities aligned to the TEKS for students to improve academic performance to close the achievement gaps in 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 - Curriculum, Instruction, and Assessment 1 **Funding Sources**: Federal, State, Local - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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: Demographics 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources**: Federal, State, Local - 0.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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 **Funding Sources**: Federal, State, Local - 0.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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						
TEA Priorities Build a foundation of reading and math 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 ELs 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 ELs will exit the ESL program.			
Problem Statements: Demographics 1 **Funding Sources**: Federal, State, Local - 0.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 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: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources**: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 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					
TEA Priorities Connect high school to career and college Improve low-performing schools 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					
TEA Priorities Improve low-performing schools 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					

100% = Accomplished   0% = No Progress   ❌ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Meeting the needs of EL 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 curriculum with teaching to the specificity of the TEKS. **Root Cause 1**: New curriculum 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, 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
TEA Priorities Build a foundation of reading and math Connect high school to career and college 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: Curriculum, Instruction, and Assessment 1 - Technology 1 **Funding Sources**: Federal, State, Local - 0.00					
TEA Priorities Recruit, support, retain teachers and principals 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					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 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: Staff Quality, Recruitment, and Retention 1						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Connect high school to career and college 4) Create a culture of college and post secondary education that allow students to participate in career education and awareness activities.	2.5	Principals, Counselor, teachers	Increased awareness of college and career readiness.			
Problem Statements: Curriculum, Instruction, and Assessment 1						
TEA Priorities Recruit, support, retain teachers and principals 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: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Recruit, support, retain teachers and principals 6) All staff members will be aware of suicide prevention protocols and requirements for parental and guardian notification process.		Principals, Counselor, teachers	Increased understanding of suicide prevention strategies and improved communication with parents for student safety.			
Problem Statements: School Culture and Climate 1						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 7) Promote a paradigm shift from use of traditional punitive discipline practices to restorative discipline practices.		Principals, Counselors, teachers	Impact can be measured by a reduction of major discipline issues and ISS/Refocus placements.			
Problem Statements: School Culture and Climate 1						
Funding Sources: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 8) Counselors on each campus will conduct guidance lessons on conflict resolution and violence prevention to promote healthy relationships.		Principals, Counselor	Improved relationships among students and strong positive culture on campuses.			
		Problem Statements: School Culture and Climate 1 **Funding Sources**: Federal, State, Local - 0.00				

100% = Accomplished   0% = No Progress   ✗ = Discontinue

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.

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 curriculum with teaching to the specificity of the TEKS. **Root Cause 1**: New curriculum and adjustment in the lesson design process.

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 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
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) HES will host parent conferences, provide opportunities for parents to volunteer, PTO, and opportunities to serve on the District and Campus Advisory committee.	3.1, 3.2	All staff	Increase external and internal communication capacity as to improve communication.			
	Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 **Funding Sources**: Federal, State, Local - 0.00					
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) HES connects to the community through student programs such as Rhythm Rascals, Reading Rascals, Math Monsters and Choose Love Champions.	3.1	Principals, Counselor, Program Directors, teachers	Community awareness of student activities and successes.			
	Problem Statements: Parent and Community Engagement 1 **Funding Sources**: Federal, State, Local - 0.00					
TEA Priorities Improve low-performing schools 3) Continue with updates on the campus website and social media to enhance communication efforts including Blackboard Connect.	3.1	Central Office Directors, Principals	Continuous website and social media updates in order to improve communication.			
	Problem Statements: Parent and Community Engagement 1 **Funding Sources**: Federal, State, Local - 0.00					
TEA Priorities Connect high school to career and college Improve low-performing schools 4) Continue to foster a positive relationship with the local newspaper and radio.	3.2	Principals, Counselor	Improved lines of communication that will increase community/school/parent partnerships.			
	Problem Statements: Parent and Community Engagement 1 **Funding Sources**: Federal, State, Local - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 5) HES will continue to solicit input from all stakeholders to plan and make recommendations for campus improvements.		Principals, Counselor, teachers	Increases communication effectiveness and input from stakeholders.			
		Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 **Funding Sources**: Federal, State, Local - 0.00				
	100% = Accomplished 0% = No Progress ✗ = Discontinue					

Performance Objective 1 Problem Statements:

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.

State Compensatory

Budget for Hillsboro Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6119-00-104-0-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$546,000.00
211-11-6119-00-104-0-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$136,200.00
199-11-6129-00-104-0-30-000	6129 Salaries or Wages for Support Personnel	$19,000.00
211-11-6129-00-104-0-30-000	6129 Salaries or Wages for Support Personnel	$30,300.00
199-11-6141-00-104-0-30-000	6141 Social Security/Medicare	$7,700.00
199-11-6142-00-104-0-30-000	6142 Group Health and Life Insurance	$16,300.00
199-11-6143-00-104-0-30-000	6143 Workers' Compensation	$1,100.00
199-11-6144-00-104-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	$43,700.00
199-11-6145-00-104-0-30-000	6145 Unemployment Compensation	$1,200.00
199-11-6146-00-104-0-30-000	6146 Teacher Retirement/TRS Care	$16,500.00
	6100 Subtotal:	**$818,000.00**
6200 Professional and Contracted Services		
211-11-6219-00-104-0-30-000	6219 Professional Services	$12,500.00
	6200 Subtotal:	**$12,500.00**
6300 Supplies and Services		
211-11-6399-00-104-0-30-000	6399 General Supplies	$7,500.00
	6300 Subtotal:	**$7,500.00**

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Robin Ralston	
Administrator	Lauren Sulak	
Classroom Teacher	Robin Merkel	
Classroom Teacher	Sharon Powell	
Classroom Teacher	Kelsey Butler	
Classroom Teacher	Cristal Castellanos	
Classroom Teacher	Tabetha Tucker	
Business Representative	Jena Bodeker	
Parent	Rosa Garcia	
Parent	Octavia Hale	
Community Representative	Chris Moore	
Parent	Amanda Vrba	