

**Hillsboro Independent School District**  
**Hillsboro Intermediate School**  
**2019-2020 Campus Improvement Plan**



# 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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# Comprehensive Needs Assessment

Revised/Approved: November 06, 2019

## Demographics

### Demographics Summary

Hillsboro Intermediate School is a Title I, rural campus. For the 2019-2020 school year, H.I.S. houses and serves third through fifth grade with an enrollment total of 412. The community of Hillsboro is very diverse and the make-up of the community is evident in the campus culture. In terms of ethnicity, student subgroups are as follows: Black/African American - 13.0%; Hispanic/Latino - 29.0%; White - 27.0%; American Indian - .7%; Asian - .7%, and Multi race - 5%. 10% of HIS's student enrollment are Special Education students. 4% of HIS's student enrollment are 504. 69% of HIS's student enrollment are Economically Disadvantaged. 4.3% of HIS's student enrollment are GATE. 17% of HIS's student enrollment are ELL. 43.0% of HIS's student enrollment are At-Risk. Hillsboro Intermediate campus serves third through fifth grades.

### Demographics Strengths

- Administration and staff have a focused mindset of understanding of each grade level TEK(S) through backward design with curriculum based assessments.
- Administration and staff strive to reach a level mastery with each state standard and apply that each student's standard based report card.
- Administration and teachers will continue to monitor and provide research based interventions through progress monitoring, small group instruction, flexible scheduling, and student support teams.
- Administration and teachers will continue to provide a safe learning environment for all students.
- Administration and teachers will continue to have high expectations for all students.

### Problem Statements Identifying Demographics Needs

**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:** Teachers in our district do not reflect the same demographics as students. Culturally responsive teaching is an area of concern.

# Student Achievement

## Student Achievement Summary

Hillsboro Intermediate School is a campus that builds supportive relationships, have high expectations for students to strive for excellence, encourage all stakeholders in the school environment to take intellectual risk, build authentic and engaging experiences that foster high levels of learning and growth, and have clear and open communication that creates a pathway for school and community collaboration. Hillsboro Intermediate has a focus of reaching a level of mastery at each grade level standard for each student. Data is continually analyzed to view and monitor progress towards reaching goals. Data analyzed includes STAAR results, Curriculum Based Assessments, all types of formative assessments, NWEA MAP scores, and Renaissance Reading and Math. Teachers use CBA and benchmark assessment results to more effectively address areas of student weaknesses and strengths. The ongoing process of analyzing student achievement reinforces campus' commitment to provide a rigorous and relevant curriculum to all students. Although we are proud of our scores, we know there is much work to be done.

For the 2019-2020 school year, Hillsboro Intermediate School was given an accountability grade of C, the breakdown is below:

Student Achievement- 72 C

School Progress - School Progress 75 C

Closing the Gaps - Closing the Gaps 74 C

## Student Achievement Strengths

- Provide an effective RTI program with collaboration among teachers and administrators through Student Support team meetings.
- Provide and ensure an effective Special Education program.
- Aligned beliefs in student, parent, teacher, administrator expectations.
- Continue to assess student's learning in innovative ways- project based learning, standard based report card, standard based checklists, fluency checks, formative assessments.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The gap between ECD and non ECD students continues to increase. **Root Cause:** 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:** 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:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

# School Culture and Climate

## School Culture and Climate Summary

Hillsboro Intermediate School embeds research-based design qualities and digital learning opportunities within the lesson framework to meet the needs of all learners. HIS embraces the development on the whole child. State standards will continue to be the base by which teachers design meaningful learning opportunities for students. HIS will continue to develop each students academically, emotionally and socially to become a lifelong learner and contribute as a productive citizen to the community.

## School Culture and Climate Strengths

- A collaborative approach utilized in the decision making process allows for transparency among stakeholders.
- A culture of high expectations that reflects a sense of community and family that always puts our students first.
- Recognize students that excel academically and maintain a high attendance rate.
- Celebrate employee recognition for all staff and faculty members
- Recognize Volunteer programs all throughout the year - students and adults

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Research based practices and best teaching practices not occurring in all classrooms. **Root Cause:** High teacher turnover rate.

**Problem Statement 2:** Under utilization of resources, programs and technology. **Root Cause:** 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

## Staff Quality, Recruitment, and Retention Summary

Administrators seek out only the best and brightest to work with and nurture Hillsboro Intermediate School students. HIS takes great efforts to attract, develop, and retain a high-quality instructional and administrative staff. Developing and increasing the capacity of professional staff at all levels of the learning organization is a priority in HIS. All staff members have an awareness of the beliefs that define our vision as a campus. These beliefs are the driving force behind all decisions, including employment. Further professional development and support are determined through administrative walk-throughs and needs from conferences held with new teachers and their assigned administrator. Strengths and areas of need are always shared with teacher as the year progresses through formative processes. PLCs are also designed for sharing and learning to be done as a grade level team and with next grade level for vertical alignment purposes.

## Staff Quality, Recruitment, and Retention Strengths

- Quality new teacher induction program.
- Staff development through district summer academies.
- Quality administrators on the HIS campus.
- Opportunities for collaborations and teamwork.
- Develop aspiring teacher leaders through encouragement and opportunities to further their education.
- Professional development is provided throughout the year based on Best Practices and identified teacher need.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

**Problem Statement 2:** Hillsboro Intermediate School continues to face challenges with meeting the academic, social, and emotional needs of minority students and economically disadvantaged students. **Root Cause:** Teachers in our district do not reflect the same demographics as students. Culturally responsive teaching is an area of concern.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Based on research and best practice, the campus continues to focus on the design of meaningful and authentic work aligned with the state standards.

Rigorous coursework, and innovative strategies are an emphasis for our campus. 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, walkthrough data, and assessment data. Continual monitoring and analysis of data will help to ensure curricular needs are being met. The teachers follow a scope and sequence for the TEKS at each grade level. The documents also provide the teachers with resources that demonstrate the cognitive rigor needed to master the TEKS. The students are assessed through campus curriculum based assessments. The data from these assessments are disaggregated and used in PLC's and vertical alignment planning in order to drive instruction. Students are offered support through scaffolding, modeling and engaging lessons which use active learning to reach every student. The teachers at Hillsboro Intermediate School set high expectations and give opportunities to reach higher levels of achievement through rigorous questioning. The teachers are encouraged to integrate lessons across the curriculum. The standards are decomposed then taught and the students are given time to grasp the concepts. They then are given the opportunity to apply these skills to real world applications. Students are assessed through a variety of ways that include: classroom observations, higher order questioning, class discussions, graphic organizers, visual representations, think talk turns, and group work. Common assessments, benchmarks, NWEA, TELPAS, and other diagnostic tools are utilized on a regular basis. Teacher's use PLC's to plan lessons that respond to weaknesses shown in the data. Teachers are also given time to vertically align with other grade levels in efforts to fill the gaps in learning that occur each year. Teacher Leaders model best practices in the areas of curriculum, knowledge of the TEKS and instructional strategies, based on the needs of the campus as revealed through the disaggregation of ongoing assessments and data.

## Curriculum, Instruction, and Assessment Strengths

- Work with principals and lead teachers to design meaningful professional development based on district and campus curriculum needs and district focus areas.
- Focus on writing and the writing process with K-8 teachers.
- In Math, the standards are decomposed then taught and students are given time to grasp the concepts, then apply the standards to real world mathematics.
- Students are offered support through scaffolding, modeling and engaging lessons.
- Teachers set high expectations and give opportunities to reach higher levels of achievement through rigorous questioning.
- Students are assessed through a variety of ways to include: observations, questioning, discussion, graphic organizers, visual representation, think turn talks, group work.
- Common Assessments, Benchmarks and other diagnostic tools are also utilized on a regular basis.
- PLC's are a valuable collaboration opportunity to disaggregate data, decompose and clarify standards, and for teachers to share teaching techniques.

## **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Under utilization of resources, programs and technology. **Root Cause:** 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:** 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:** Misunderstanding or misinterpreting what assessment data is communicating.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Hillsboro Intermediate School is committed to the sustainability and support of family and community at both levels. HIS strives to achieve family and community partnerships that positively impact the success of all students. Communication is key to the effectiveness of all family and community involvement. The belief in clear and open communication creates a pathway for school and community collaborating successfully. Hillsboro Intermediate School is dedicated to promoting a family friendly school environment. Our practices recognize a variety of parenting practices and traditions within the school community. Our faculty and staff are in constant communication with the parents providing information for various school events and parent workshops. We have Meet the Teacher Night which takes place before the school year begins. The parents and students have this opportunity to meet their teacher, familiarize themselves with the classroom, and become aware of the teacher's expectations. This is the beginning of a great opportunity for parents to partner with us in educating their children. H.I.S. has an active PTA in our school and community supporting events for students and parents.

## Parent and Community Engagement Strengths

- Parent Involvement Policy.
- Parent/Student/Teacher Compact.
- Relationship with PTA and WATCH Dogs.
- School Improvement Committees.
- Social Media- Twitter, Facebook, District App.
- School Messenger.
- Relationship with local newspaper.
- Campus website.
- Skyward Parent Access Portal.
- Provide translators at parent meetings and ARD's.
- Provide notes home in English and Spanish.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Lack of parent involvement in certain extracurricular activities, school organizations, or school functions. **Root Cause:** 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

## School Context and Organization Summary

The Intermediate campus houses the Principal, one Assistant Principal, and a Counselor. HIS holds leadership team meetings each week and faculty meetings each month or more often if needed. Leadership teams on the campuses plan and work with lead teachers to design PLC time for teachers to collaborate, on a regular basis, outside their normal planning time. Hillsboro Intermediate School is devoted to student achievement. Students, teachers, staff, administration and community come together to make the best learning environment for all students. It has full time teachers. The student to teacher ratio is 16 to 1. It has paraprofessionals, all nine of them work effectively with students and teachers. Teachers come together and have effective PLC's, which consist of examining data and vertically align content within grade levels. Common planning takes place within grade levels to collaborate material for instruction, share ideas and go over any strengths and weaknesses students may have. Hillsboro Intermediate has a number of committees such as, Campus Improvement Committee and communications that allow teachers to voice their opinions and suggestions to better meet the needs of the students. H.I.S. offers programs for students such as tutoring; allows students to understand instruction in a one-to-one setting, and Student Council Members are given a leadership role. H.I.S. strives to have adequate time devoted to each content in which to goal is to have each individual student make progress, show growth, and reach a level of mastery on each grade level standard.

## School Context and Organization Strengths

- Strong administrative leadership at the campus level.
- Positive learning environment on all campuses.
- Culture of a learning organization present throughout the district.
- Compliance with regulations.
- Teachers have a voice in decision making process and in identifying solutions via faculty meetings, design team meetings, DEIC, CIT, PLC.

## Problem Statements Identifying School Context and Organization Needs

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

# Technology

## Technology Summary

Hillsboro Intermediate School provides students and staff opportunities to utilize technology as learning tools to apply daily learnings in novel ways. Students have the opportunity to grow through technology classes and utilize different technology tools to show application of what is being learned and how standards are being mastered. Hillsboro Intermediate School has wireless access points all throughout the building, as well as LAN internet for desktop computers. Every classroom is equipped with at least two desktop computers. In addition, every classroom is equipped with a projector mounted to the ceiling and a document camera. MimioTeach systems have been provided for teachers at each grade level. Hillsboro Intermediate School has two fully equipped computer labs used for various programs, content classes, and technology based assessment. Programs used in the computer lab include Accelerated Reader (AR), SciLearning, Compass Math and Text book technology components. The library also has a number of computers to be used for research and AR testing. The campus has both chromebook carts and iPad carts. Each of these has 30 devices and is used on a check-out basis. Every teacher also received two iPads with a case for individual use in each classroom.

## Technology Strengths

- Use of technology for campus organizations and communication.
- Emphasis on the use of technology and applications in the classroom.
- Have wireless access.
- Classrooms are equipped with ceiling mounted projectors, document cameras, and student access to various technologies and applications.

## Problem Statements Identifying Technology Needs

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

# Priority Problem Statements

**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.

**Problem Statement 1 Areas:** Demographics - Staff Quality, Recruitment, and Retention

**Problem Statement 2:** The gap between ECD and non ECD students continues to increase.

**Root Cause 2:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Students in Sped are performing below their non- sped peers.

**Root Cause 3:** Lack of consistent implementation of specifically designed instructional strategies that are provided.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** In all tested grade levels ELL students are scoring significantly lower than non-ELL peers on state exams.

**Root Cause 4:** Teachers do not have a deep understanding of linguistic needs and how to scaffold learning for these students.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Research based practices and best teaching practices not occurring in all classrooms.

**Root Cause 5:** High teacher turnover rate.

**Problem Statement 5 Areas:** School Culture and Climate

**Problem Statement 6:** Under utilization of resources, programs and technology.

**Root Cause 6:** 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 6 Areas:** School Culture and Climate

**Problem Statement 7:** Teacher turnover rate.

**Root Cause 7:** Location between larger urban areas is very competitive in multiple areas, lifestyle, pay, amenities.

**Problem Statement 7 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 8:** Under utilization of resources, programs and technology.

**Root Cause 8:** 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 8 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 9:** Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings.

**Root Cause 9:** 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 9 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 10:** Teachers not understanding how to utilize data to drive their classroom instruction.

**Root Cause 10:** Misunderstanding or misinterpreting what assessment data is communicating.

**Problem Statement 10 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 11:** Lack of parent involvement in certain extracurricular activities, school organizations, or school functions.

**Root Cause 11:** 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.

**Problem Statement 11 Areas:** Parent and Community Engagement

**Problem Statement 12:** Continually keeping our school safe from any danger or harmful situation.

**Root Cause 12:** Continuous efforts to keep our school safe in any circumstance.

**Problem Statement 12 Areas:** School Context and Organization

**Problem Statement 13:** Do not have a sufficient amount of devices for 21st century learning.

**Root Cause 13:** Not enough funding sources available.

**Problem Statement 13 Areas:** Technology



# Comprehensive Needs Assessment Data Documentation

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

# Goals

Revised/Approved: November 06, 2019

## 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:

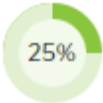
### Targeted or ESF High Priority

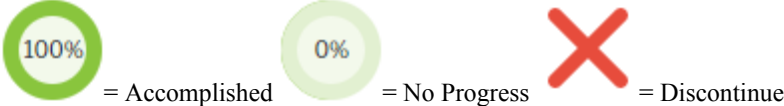
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Build a foundation of reading and math                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 5: Effective Instruction                      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).</p>	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 Forward Data, SST meeting records and documentation, roster of identified at-risk students - Increased academic achievement and mastery of the TEKS			
<p><b>Problem Statements:</b> Demographics 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2  <b>Funding Sources:</b> Federal, State, Local - 0.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 5: Effective Instruction</p> <p>2) Provide Tier 2 math and reading interventions for students identified through RTI process according to local screens and assessments.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Interventionist, Teachers	Intervention schedules, Eagle Academy roster and lesson plans, Compass Math data, NWEA data - Increased academic achievement and mastery of the TEKS			
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 5: Effective Instruction</p> <p>3) Provide time in the campus schedule for interventions and lesson extension (enrichment time) for all grade levels.</p>	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.			
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 5: Effective Instruction</p> <p>4) Support implementation of improved reading instruction for ELLs students.</p>	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			
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Improve low-performing schools  <b>ESF Levers</b>            Lever 4: High-Quality Curriculum</p> <p>5) Sustain district wide, 3-5 TEKS aligned curriculum (written, taught, assessed) for core academic areas.</p>	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.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Improve low-performing schools  <b>ESF Levers</b>            Lever 2: Effective, Well-Supported Teachers            6) Provide time for Professional Learning Communities to disaggregate data from Curriculum Based Assessments and benchmarks.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	DMAC reports, CBAs, PLC agenda - Increased academic achievement and mastery of the TEKS.			
<p><b>TEA Priorities</b>            Improve low-performing schools  <b>ESF Levers</b>            Lever 5: Effective Instruction            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.</p>	2.4, 2.5, 2.6	Principal, GATE teacher	Online GT update, Online GT courses, materials and resources, sign in sheets and training materials.			
<p><b>TEA Priorities</b>            Improve low-performing schools  <b>ESF Levers</b>            Lever 2: Effective, Well-Supported Teachers            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.</p>	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.			
<p><b>TEA Priorities</b>            Improve low-performing schools  <b>ESF Levers</b>            Lever 5: Effective Instruction            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.</p>	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.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 10) Employ and retain personnel who meet performance expectations through the committee interview process.</p>	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.			
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 11) Employ and retain personnel who meet performance expectations through the committee interview process.</p>	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.			
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 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.</p>	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.			
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 13) The Leadership team will create staff development, implement the district mentor program, and develop a positive supportive school culture.</p>	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.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 5: Effective Instruction</p> <p>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.</p>	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.			
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>ESF Levers</b>            Lever 5: Effective Instruction</p> <p>15) HIS will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs of students.</p>	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.			
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Improve low-performing schools  <b>ESF Levers</b>            Lever 5: Effective Instruction</p> <p>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.</p>	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.			
<p><b>TEA Priorities</b>            Improve low-performing schools  <b>ESF Levers</b>            Lever 1: Strong School Leadership and Planning</p> <p>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.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	Campus plans, meeting agendas - Increase in student achievement and feedback from all stakeholders.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 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.			
	<b>Funding Sources:</b> Federal, State, Local - 0.00					
						

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Hillsboro Intermediate School continues to face challenges with meeting the academic, social, and emotional needs of minority students and economically disadvantaged students. <b>Root Cause 1:</b> Teachers in our district do not reflect the same demographics as students. Culturally responsive teaching is an area of concern.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 2:</b> Hillsboro Intermediate School continues to face challenges with meeting the academic, social, and emotional needs of minority students and economically disadvantaged students. <b>Root Cause 2:</b> Teachers in our district do not reflect the same demographics as students. Culturally responsive teaching is an area of concern.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> Students are not receiving daily instruction aligned to the depth of the state standards in TIER 1 instructional settings. <b>Root Cause 2:</b> 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.

## 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.

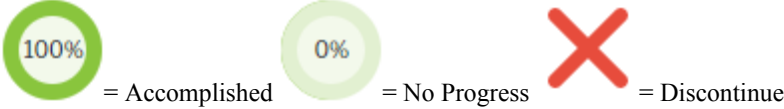
**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 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.			
	<b>Funding Sources:</b> Federal, State, Local - 0.00					
<b>TEA Priorities</b> Improve low-performing schools 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.			
	<b>Funding Sources:</b> Federal, State, Local - 0.00					
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 3: Positive School Culture 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.			
	<b>Funding Sources:</b> Federal, State, Local - 0.00					



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 3: Positive School Culture 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.			
<b>TEA Priorities</b> Improve low-performing schools 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.			
<b>TEA Priorities</b> Improve low-performing schools 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 page and campus website.		Principal, Assistant Principal, Counselor, Teachers	Copies of progress reports, report cards, communication logs, phone logs, newsletters, school messengers, Blackboard Connect, Facebook, Campus website - Improved communication to all parents.			
						

### 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.

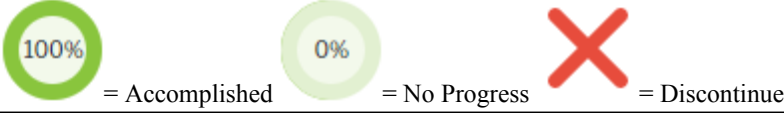
**Performance Objective 1:** Strong reciprocal school-community relationships drive increased involvement and support of programs and activities.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 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.			
	<b>Funding Sources:</b> Federal, State, Local - 0.00					
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 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.			
	<b>Funding Sources:</b> Federal, State, Local - 0.00					
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 3: Positive School Culture 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.			
	<b>Funding Sources:</b> Federal, State, Local - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 4) Continue to evaluate, revise, and routinely practice the Emergency Operations and Crisis Plan. (Multi-hazard Operation Plan)</p>	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.			
<b>Funding Sources:</b> Federal, State, Local - 0.00						
<p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 5) HIS staff members will be encouraged to wear district ID badges at all times.</p>	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.			
<b>Funding Sources:</b> Federal, State, Local - 0.00						
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.	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.			
<b>Funding Sources:</b> Federal, State, Local - 0.00						
<p><b>ESF Levers</b> Lever 3: Positive School Culture 7) Continue to support use of visitor sign-in and badge systems at campus.</p>	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.			
<b>Funding Sources:</b> Federal, State, Local - 0.00						
<p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 8) Continue to evaluate ways to increase safety of campus, students, and staff.</p>	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.			
<b>Funding Sources:</b> Federal, State, Local - 0.00						
<p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 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.</p>	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.			
<b>Funding Sources:</b> Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 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.			
	<b>Funding Sources:</b> Federal, State, Local - 0.00					
						

# State Compensatory

## Budget for Hillsboro Intermediate School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6119-00-109-0-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$682,000.00
211-11-6119-00-109-0-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$204,000.00
199-11-6129-00-109-0-30-000	6129 Salaries or Wages for Support Personnel	\$21,500.00
211-11-6129-00-109-0-30-000	6129 Salaries or Wages for Support Personnel	\$18,000.00
199-11-6141-00-109-0-30-000	6141 Social Security/Medicare	\$9,100.00
199-11-6142-00-109-0-30-000	6142 Group Health and Life Insurance	\$27,500.00
199-11-6143-00-109-0-30-000	6143 Workers' Compensation	\$1,050.00
199-11-6144-00-109-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$51,600.00
199-11-6145-00-109-0-30-000	6145 Unemployment Compensation	\$1,500.00
199-11-6146-00-109-0-30-000	6146 Teacher Retirement/TRS Care	\$19,100.00
<b>6100 Subtotal:</b>		<b>\$1,035,350.00</b>
<b>6200 Professional and Contracted Services</b>		
211-11-6219-00-109-0-30-000	6219 Professional Services	\$12,500.00
<b>6200 Subtotal:</b>		<b>\$12,500.00</b>
<b>6300 Supplies and Services</b>		
211-11-6399-00-109-0-30-000	6399 General Supplies	\$7,500.00
<b>6300 Subtotal:</b>		<b>\$7,500.00</b>



# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Wendy Jones	Principal
Administrator	Donna Green	Instructional Coach
Parent	Shelby Cook	
Parent	Shannon Herrell	
Classroom Teacher	Linette Rogers	
Classroom Teacher	Ada Gomez	
Classroom Teacher	Dawn Syverson	
Community Representative	Dana Robinson	