

**Hillsboro Independent School District**  
**Hillsboro Junior High School**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

Preparing Today's Students for Tomorrow's World

## Vision

Academic rigor, real-life relevance, positive social interaction, and healthy self-esteem stand as our foundational pillars for success. Our multi-disciplinary curriculum offers individualized learning within a group dynamic. Our teachers enthusiastically relate the information to real world uses. We believe that a primary role of HJHS is to provide students with the skills and attitudes necessary to actively engage in their own education. Therefore, our students learn by doing and thus become lifelong learners, develop strong character, and build a healthy self-esteem.

Ever committed to the real world, relevant education of our students, we demonstrate that school is an integral part of community. Students are encouraged to participate in activities outside the classroom and parents are encouraged to get involved in activities inside the classroom. Together, we give a balanced, academically challenging, and real-life relevant education to our students

## Core Beliefs

Hillsboro Junior High School's KEY to success is the belief that Knowledge Empower You. We believe that you can BE the CHANGE you want to see in the world. Students CHALLENGE themselves to be the best they can to be successful. Students and teachers set HIGH Expectations for the the year and work to reach those goals. HJHS is very ACCEPTING of all students and thrives on opportunities to hear Student Voice in making decisions. Students should NEVER give up on oneself and strive for excellence. GENUINE student ownership of their learning is essential for student success at HJHS utilizing a digital portfolio and student work samples. EVERYONE has Exceptional results when fully committed to being the change you want to see in the world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hillsboro Junior High is a 6th- 8th grade Title 1 campus with an enrollment of 437. Our largest campus subgroup is our Economically Disadvantaged at 68%, with our second largest being our Hispanic population at 56%. Our African American population is at 16% while our White subgroup is 25%. We serve 9% of our students in the ESL program and 11% through Special Education services. We maintain an attendance rate of 96.6% which is above the state average.

### Demographics Strengths

Our his[panic and white subgroup are scoring above 70% overall for all tests. Our special education students are meeting their target.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our African American students scored well below all other subgroups in all tested areas. **Root Cause:** Our staff needs to find ways to connect with our students and establish positive relationships that foster academic excellence.

**Problem Statement 2:** HJHS faces the continuing challenges of meeting the academic, social, and emotional needs of our minority and economically disadvantaged students. **Root Cause:** Our staff needs more training on how to meet the needs of our minority and economically-disadvantaged students and parents.

# Student Achievement

## Student Achievement Summary

HJHS received a score of 79 this year which is up 17 points from last year. Our campus utilizes research-based teaching strategies that focus on student engagement. Our goal is to provide students with personalized learning experiences that encourage critical thinking. Our 8th graders are 1:1 with Chromebooks which provides a technology rich environment where students can create products to demonstrate mastery. Teachers utilize CBA assessment results to monitor student progress and identify areas of intervention.

## Student Achievement Strengths

Our campus received 4 distinctions this year:

Academic Achievement in ELAR

Academic Achievement in Social Studies

Top 25% Comparative Academic Growth

Top 25% Comparative Closing the Gaps

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Our AA students are performing well below the target rate established by TEA. **Root Cause:** HJHS needs to find productive ways to partner with AA families to help them become involved in the educational process.

**Problem Statement 2:** Several subgroups did not meet the growth status target in math for Domain III established by TEA. **Root Cause:** Math teachers need to be routinely monitoring student progress through CBAs and establishing goals for their students.

# School Culture and Climate

## School Culture and Climate Summary

HJHS embeds research-based design qualities and digital learning opportunities within the lesson framework to meet the needs of all learners. The district has built a culture of high expectations with embedded accountability that is of a positive nature rather.

HJHS supports the social and emotional development coupled with the academic growth of every child. Respect and acceptance are taught through the modeling of teachers. All students have a voice in setting the climate of the school by expressing new creative ideas, voicing concerns and discussing viable options, all while feeling comfortable and valuable.

## School Culture and Climate Strengths

### HJHS Culture and Climate Strengths

- A collaborative approach utilized in the decision making process allows for transparency among stakeholders, especially involving the students.
- Texas Schools to Watch program districts collaborate with HJHS to share frameworks of forward thinking practices that have impacted student success.
- Positive student/teacher collaboration on innovative projects and learning opportunities
- A continued focus on student progress helps build student self-esteem.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

District and campus administrators seek out only the best and brightest to work with and nurture HJHS students. Developing and increasing the capacity of professional staff at all levels of the learning organization is a priority. Administrators and teacher leaders collaborate to deliver these academies each summer.

All staff members have an awareness of the beliefs that define our vision as a district.

HJHS has developed a staff "Family" environment which promotes acceptance, collaboration, and allows for "risk taking" without feeling of failure.

## **Staff Quality, Recruitment, and Retention Strengths**

- Quality new teacher induction program.
- 100% Highly Qualified staff.
- Staff development through district summer academies.
- Quality administrators on each campus.
- Opportunities for collaborations and teamwork.
- Develop aspiring leaders through encouragement and opportunities to further their education.



# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Summary**

Based on research and best practice, the district 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 by adding the Digital Learning Space, Digital Design class and grouping 1:1 with Chromebooks in 8th grade.

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.

## **Curriculum, Instruction, and Assessment Strengths**

Departmental Chairs to guide teachers with lesson design, collaboration, and data analysis

Departmental Chairs also serve as instructional coaches

Grade Level Chairs encourage and provide the framework for cross curricular student work and opportunities for student presentations

# Parent and Community Engagement

## Parent and Community Engagement Summary

JHS strives to achieve family and community partnerships that positively impact the success of all students.

HJHS has family opportunities through these organizations and events: Booster clubs, PTA, Meet the Eagles/Open House, Pep rallies, Fine Arts Showcases, athletic events, and awards assemblies. Parents are also involved as volunteers.

HJHS strives to communicate with the community and parents via multiple venues to reach as many as possible with daily, weekly and critical information.

HJHS strives to achieve family and community partnerships that positively impact the success of all students.

HJHS has family opportunities through these organizations and events: Booster clubs, PTA, WATCH Dogs, Meet the Eagles/Open House, 5 Pep rallies, Fine Arts Showcases, athletic events, and awards assemblies. Parents are also involved as volunteers.

## Parent and Community Engagement Strengths

- Relationship with PTA, Booster Clubs, WATCH Dogs,
- Social Media- Twitter, Facebook, District App.
- Connections Publications.
- Relationship with local newspaper and radio.
- HJHS campus website.
- Skyward Parent Access Portal.
- Let's Talk.
- Provide translators at parent meetings and ARD's.
- Provide notes home in English and Spanish.
- Remind 101 parent information system
- Parent-Student-Teacher Conference day

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parental involvement and participation needs improvement. **Root Cause:** Many parents feel intimidated or do not have a good perception of schools based on their own personal experience.

# School Context and Organization

## School Context and Organization Summary

Our Junior High leadership team includes the Principal, Assistant Principals, and Counselor.

Weekly campus A-Team meetings are held after the Principal attends the District A-teaming. Our campus also has HJHS Design team meetings and faculty meetings each month. Our campus Design team plans PLC time for teachers to collaborate, on a regular basis, outside their normal planning time.

## School Context and Organization Strengths

- Strong administrative leadership at the campus.
- Positive learning environment.
- Teachers have a voice in decision making process and in identifying solutions via faculty meetings, design team meetings, DEIC, CIT, PLC's.

# Technology

## Technology Summary

Digital learning is a priority at HJHS with classrooms connected locally, nationally and globally through technology. Our campus has 4 Chromebook mobile labs, an iPad lab, new Digital Learning Space in our Library and our Digital Design class are all beneficial to integrating tech into our classrooms daily. Our 8th grade students received a grant for 1:1 Chromebooks. Students use a wide range of web resources in concert to create, locate, store and share information through Google, Twitter, Facebook, Edmodo, and other educational applications. Students contribute to the learning of others through live broadcasts, Skype, and video conferences.

## Technology Strengths

- Administrative use of technology for campus organizations and communication.
- Emphasis on the use of technology and applications in the classroom.
- All facilities 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:** Chromebooks are not being used in each classroom as an extension of learning. **Root Cause:** Teachers need more training on how to integrate Chromebooks and technology effectively into the classrooms daily.

# Priority Problem Statements

**Problem Statement 1:** Our African American students scored well below all other subgroups in all tested areas.

**Root Cause 1:** Our staff needs to find ways to connect with our students and establish positive relationships that foster academic excellence.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** HJHS faces the continuing challenges of meeting the academic, social, and emotional needs of our minority and economically disadvantaged students.

**Root Cause 2:** Our staff needs more training on how to meet the needs of our minority and economically-disadvantaged students and parents.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Several subgroups did not meet the growth status target in math for Domain III established by TEA.

**Root Cause 3:** Math teachers need to be routinely monitoring student progress through CBAs and establishing goals for their students.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Parental involvement and participation needs improvement.

**Root Cause 4:** Many parents feel intimidated or do not have a good perception of schools based on their own personal experience.

**Problem Statement 4 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

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

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data



# 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:** Campus administration will perform regular classroom walkthroughs to monitor meaningful experiences and document student engagement.




Campus administration will attend and actively participate in curricular teacher trainings.

CBA data will be monitored to track student progress and data analysis meetings will be led by campus administration.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Comprehensive Support Strategy</b></p> <p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p><b>ESF Levers</b></p> <p>Lever 2: Effective, Well-Supported Teachers</p> <p>Lever 4: High-Quality Curriculum</p> <p>Lever 5: Effective Instruction</p> <p>1) Teachers will continue to receive support and training on TEKS Resource System, Lead4ward, new ELAR adoption materials, and supplemental materials to gain a deeper understanding of the tools and resources that should be used to provide our students with meaningful experiences.</p>	2.4	DCSI, Secondary Curriculum Facilitator, and Principal	Increased meaningful engagement in the classroom that results in increased CBA scores throughout the year.			
<p><b>Problem Statements:</b> Demographics 1 - Student Achievement 2</p> <p><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>Comprehensive Support Strategy</b></p> <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 Lever 2: Effective, Well-Supported Teachers</p> <p>2) CBA data analysis and data conferences each 6 weeks with campus leadership and instructional teams to ensure data is used to inform instruction and monitor student growth,</p>	2.6	DCSI, Campus Leadership. Secondary Curriculum Facilitator, Teachers	Progressive increase in student growth on CBAs throughout the year. This will ultimately positively impact student growth on STAAR at the end of the school year.			
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 5: Effective Instruction</p> <p>3) An emphasis on student progress toward measurable goals in each content area classroom and students are an active participant in monitoring their progress.</p>		Campus Administrators Instructional Coaches	Increase in CBA scores which will result in increased STAAR scores			
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 5: Effective Instruction</p> <p>4) Provide appropriate programs and support for bilingual/ESL learners(newcomer classes, Independent English) with an emphasis on reading. Additional support is provided through tutorial and research-based instructional practices.</p>		Campus administration Instructional Support	An increase in TELPAS scores and STAAR scores			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 5) Provide coordinated intervention programs for at-risk students that focus on the assessed individual needs of the students. Some strategies that are being implemented include a double block for ELAR and Math, pull-out ELAR and additional math in grade 8.		Campus Administration Instructional Coaches	Increase n CBA and STAAR scores on mastery of TEKS			
	<b>Problem Statements:</b> Demographics 2					
 = Accomplished  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

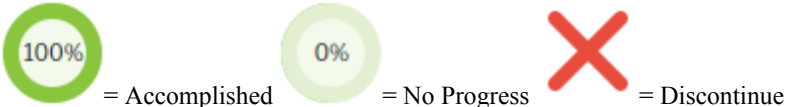
<b>Demographics</b>
<b>Problem Statement 1:</b> Our African American students scored well below all other subgroups in all tested areas. <b>Root Cause 1:</b> Our staff needs to find ways to connect with our students and establish positive relationships that foster academic excellence.
<b>Problem Statement 2:</b> HJHS faces the continuing challenges of meeting the academic, social, and emotional needs of our minority and economically disadvantaged students. <b>Root Cause 2:</b> Our staff needs more training on how to meet the needs of our minority and economically-disadvantaged students and parents.
<b>Student Achievement</b>
<b>Problem Statement 2:</b> Several subgroups did not meet the growth status target in math for Domain III established by TEA. <b>Root Cause 2:</b> Math teachers need to be routinely monitoring student progress through CBAs and establishing goals for their students.

## 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:** Campus administration will check campus and district website and school social media accounts on a regular basis to verify that positive district and campus accomplishments have been posted.  
Campus administration will verify that open positions have been posted immediately on our district website and Region 12's website.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 1) HJHS will continue to recruit and hire the best candidates that embrace our district core beliefs. We will recruit at the college level and positively promote our district on our website and social media outlets.		Campus administration	Positively impact student behaviors and performance on CBAs and STAAR through increased teacher quality			
<b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> Federal, State, Local - 0.00						
						

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> HJHS faces the continuing challenges of meeting the academic, social, and emotional needs of our minority and economically disadvantaged students. <b>Root Cause 2:</b> Our staff needs more training on how to meet the needs of our minority and economically-disadvantaged students and 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:** Campus administrations will make sure that translators are provided for parent meetings. Counselor will be responsible for providing snacks at parent meetings and coordinating childcare with high school club sponsor. Positive phone call documentation will be turned into campus administration.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<b>Comprehensive Support Strategy</b> 1) Develop ways to help our parents and families feel welcome on our campus by providing Spanish translators as needed, providing food and childcare during meetings, and encourage positive phone calls home from teachers.	3.1	Campus administration and teachers	Increased parental involvement			
	<b>Funding Sources:</b> Federal, State, Local - 0.00					
<b>ESF Levers</b> Lever 3: Positive School Culture 2) Continue to provide a food service program that meets the needs of the Child Nutrition guidelines and quality food option for students.		Food Service Director Campus Administration	Healthy students			
	<b>Problem Statements:</b> Demographics 2					
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 3: Positive School Culture 3) Support and promote the development and demonstration of positive character traits while also focusing on drug awareness, dating violence and bullying prevention.		Counselor Campus Administration	Well behaved students that make good choices daily			
	<b>Problem Statements:</b> Demographics 2					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 4) Staff members complete online Safe Schools Training at the beginning of each school year.		Campus Administration	Safe school with staff that are prepared for emergency situations.			
<b>Problem Statements:</b> Demographics 2						
<b>TEA Priorities</b> Connect high school to career and college Improve low-performing schools <b>ESF Levers</b> Lever 3: Positive School Culture 5) Review data with administrative team to address students in danger of not graduation or dropping out of school. Make necessary phone calls and schedule meetings when students withdraw and do not enroll in another campus.		Campus Administration	Decrease in drop out rate and students in danger of not graduating			
<b>Problem Statements:</b> Demographics 2						
<b>ESF Levers</b> Lever 3: Positive School Culture 6) Continue to provide daily physical activity opportunities through PE/athletics and extra-curricular activities. PE for all 6th graders, Athletics or PE daily for 7th and 8th graders, Activity times for 7th and 8th graders, Fitnessgram is administered in all PE/athletic classes, and we offer health classes.		Campus administrators PE teachers and Coaches	Improved student health and behaviors			
<b>Problem Statements:</b> Demographics 2						
 = Accomplished  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> HJHS faces the continuing challenges of meeting the academic, social, and emotional needs of our minority and economically disadvantaged students. <b>Root Cause 2:</b> Our staff needs more training on how to meet the needs of our minority and economically-disadvantaged students and parents.

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will continue to receive support and training on TEKS Resource System, Lead4ward, new ELAR adoption materials, and supplemental materials to gain a deeper understanding of the tools and resources that should be used to provide our students with meaningful experiences.
1	1	2	CBA data analysis and data conferences each 6 weeks with campus leadership and instructional teams to ensure data is used to inform instruction and monitor student growth,
2	1	1	HJHS will continue to recruit and hire the best candidates that embrace our district core beliefs. We will recruit at the college level and positively promote our district on our website and social media outlets.
3	1	1	Develop ways to help our parents and families feel welcome on our campus by providing Spanish translators as needed, providing food and childcare during meetings, and encourage positive phone calls home from teachers.

# State Compensatory

## Budget for Hillsboro Junior High School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6119-00-041-0-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$184,000.00
211-11-6119-00-041-0-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,000.00
199-11-6129-00-041-0-30-000	6129 Salaries or Wages for Support Personnel	\$17,550.00
199-11-6141-00-041-0-30-000	6141 Social Security/Medicare	\$2,800.00
199-11-6142-00-041-0-30-000	6142 Group Health and Life Insurance	\$5,100.00
199-11-6143-00-041-0-30-000	6143 Workers' Compensation	\$600.00
199-11-6144-00-041-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$14,700.00
199-11-6145-00-041-0-30-000	6145 Unemployment Compensation	\$400.00
199-11-6146-00-041-0-30-000	6146 Teacher Retirement/TRS Care	\$7,000.00
	<b>6100 Subtotal:</b>	<b>\$290,150.00</b>
<b>6200 Professional and Contracted Services</b>		
211-11-6219-00-041-0-30-000	6219 Professional Services	\$12,500.00
199-95-6223-00-041-0-30-000	6223 Student Tuition - Other Than Public Schools	\$15,000.00
	<b>6200 Subtotal:</b>	<b>\$27,500.00</b>
<b>6300 Supplies and Services</b>		
199-11-6399-00-041-0-30-000	6399 General Supplies	\$1,000.00
211-11-6399-00-041-0-30-000	6399 General Supplies	\$7,500.00



<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
		<b>6300 Subtotal:</b>
		<b>\$8,500.00</b>



# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

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

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Hillsboro ISD has created a schoolwide CIP protocol that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals.

The five steps that our district follows include:

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

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

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

## **2.2: Regular monitoring and revision**

The CIP follows regular required reviews in December, March, and June.

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

We translate school information into Spanish because it is needed to communicate effectively with our largely Hispanic student population.

## **2.4: Opportunities for all children to meet State standards**

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how technology is used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students

## **2.5: Increased learning time and well-rounded education**

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

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

All campuses and each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The District Family Engagement Policy is posted on the district website.

### **3.2: Offer flexible number of parent involvement meetings**

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

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Patrick Harvell	Principal
Administrator	Grady Fulbright	
Classroom Teacher	Jamie Stepp	
Classroom Teacher	Tammy Fry	
Classroom Teacher	Meagan Vaughn	
Classroom Teacher	Jordyn Russell	
Parent	Dayna Marshall	